The Australian
Curriculum

Subjects	Modern Greek
Year levels	Year 10

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ASSESSMENT AND
REPORTING AUTHORITY

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships

[Key concepts: social awareness, aspirations, interconnectedness, wellbeing; Key processes: interacting, reflecting, comparing]

(ACLMGC171 - Scootle ↗)

Elaborations

sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further, for example, *Συγγνώμη, δεν καταλαβαίνω. Τι είπατε*; and responding appropriately, for example, *όπως έλεγα πριν, σίγουρα ...*

interviewing peers to extract information on and evaluate views about aspects of life such as school, future aspirations and relationships, and discussing as a class the major themes and concerns that emerge, for example, *Τι γνώμη έχετε για τη σχολική στολή; Τι θέλεις να κάνεις όταν τελειώσεις το σχολείο; Ποιες είναι οι φιλοδοξίες σου για το μέλλον;*

sharing opinions with peers about events and interests, and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, *Ωραία! Σε/σας ευχαριστώ, Λυπάμαι / δυστυχώς, Δεν μπορώ, Σύμφωνοι*

exchanging information with peers in Greece or Cyprus, such as through letters, emails or online discussions, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, *Τι κάνεις τον ελεύθερο χρόνο σου; Πόσο διαρκούν οι διακοπές σας; Πιστεύεις ότι είναι καλύτερα να ... Πώς διασκεδάζουν οι νέοι;*

Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions

[Key concepts: friendship, task, perspective, negotiation; Key processes: transacting, expressing points of view, understanding]

(ACLMGC172 - Scootle ↗)

Elaborations

contributing opinions and suggestions during shared problem-solving tasks, for example, in resolving a disagreement about a planned activity, for example, *Η πτήση ακυρώθηκε και πρέπει να αλλάξουμε τα σχέδιά μας, Δεν είμαι απόλυτα σίγουρος, αλλά επειδή δεν έχουμε πλέον καιρό, θα πρέπει να συμφωνήσω*

organising and participating in activities, such as a volunteer visit to a nursing home to communicate to Greek speakers, and developing a classroom journal to document examples of language used in particular contexts, for example, *Σήμερα επισκεφθήκαμε το γεροκομείο όπου γνώρισα μια συμπαθητική γιαγιά ...*

expressing agreement or disagreement when accepting or declining offers, requests and invitations, for example, inviting peers to attend a celebration or party for example, *Θέλεις να πάμε στη θάλασσα; Ευχαριστώ πολύ που με καλέσατε, αλλά έχω πολλή δουλειά*

planning events and making decisions with peers, for example, choosing a venue for an event, expressing preferences and asking questions to clarify intentions, for example, *Πότε θα γίνει ο χορός μας; Προτιμώ να γίνει μετά τις διακοπές. Μήπως πρέπει να καλέσουμε και τον διευθυντή;*

participating in role-plays to complain about something, such as returning damaged or unsuitable goods, for example, *Αυτή η μπλούζα ήταν λερωμένη όταν την αγόρασα / το γάλα αυτό δεν είναι φρέσκο, η ημερομηνία έχει περάσει*

Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others
[Key concepts: interaction, contribution; Key processes: stating views, discussing, sharing experiences]
(ACLMGC173 - Scootle ↗)

Elaborations

participating in class discussions on topics of interest to young people, for example, *Θέλω να πάω διακοπές, Πού θα πας το Σάββατο; Ποια είναι η γνώμη σου για το θέμα αυτό; Ποια είναι τα θετικά και αρνητικά του/της, τα υπέρ και τα κατά του/της ...*

interacting with peers to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Το ίδιο έπαθα/έκανα και εγώ, συγχαρητήρια, καλή ιδέα*

comparing experiences and challenges in shared activities, and expressing own opinions such as agreement or disagreement with others, for example, *Διαφωνώ / συμφωνώ με τον/την, πολύ σωστά, αντίθετα ... δεν είναι έτσι*

managing interactions with peers in class activities such as games or events, by taking turns or different roles, giving encouragement and praise, for example, *Μπράβο σου, Ήσουν καλός/η, Τέλεια, Σειρά σου τώρα, Ας ανταλλάξουμε ρόλους*

Informing

Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues
[Key concepts: information, representation; Key processes: analysing, evaluating, synthesising]
(ACLMGC174 - Scootle ↗)

Elaborations

gathering information from different sources and reporting to others, for example, interpreting a weather report or a map, for example, *Αύριο στη Θεσσαλονίκη ο καιρός θα είναι άστατος με πιθανές βροχές, επομένως, Γιάννη, δεν θα μπορέσουμε να πάμε εκδρομή*

extracting information, discussing gist and evaluating main ideas of texts, such as a conversation, film or music review, advertisement or article, for example, *Η υπόθεση του έργου είναι ... , Ο συγγραφέας προσπαθεί να μας δείξει ..., Ο νέος δίσκος του τραγουδιστή … είναι υπέροχος …*

analysing reports of an event from a range of sources, and comparing different perspectives, for example, statements from a victim and witnesses to a crime (*Τον είδα να κλέβει τα χρήματα ... Δεν το έκανα εγώ*)

accessing informative texts such as news reports or feature articles, noting key words, specialised terms or points of information to be used in own news report, for example, *Στο αποψινό μας ρεπορτάζ, ο ανταποκριτής μας από την Πάτρα θα μας ...*

researching aspects of Greek culture and choosing and explaining a particular course of action, for example, a suitable time to visit Greece and Cyprus, or a suitable holiday for Greek-speaking visitors to Australia, for example, designing a poster for Greek visitors to Australia, *Επισκεφτείτε την πανέμορφη Αυστραλία με τις υπέροχες παραλίες της και ...*

Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose
[Key concepts: information, representation, evaluation; Key processes: interpreting, evaluating, explaining, synthesising, presenting]
(ACLMGC175 - Scootle ↗)

Elaborations

presenting texts on a range of topics to inform others, for example, a weather report, a magazine article about an event, a travel brochure promoting a local region or product

designing texts such as an advertisement or magazine cover for a particular audience, explaining cultural references and using techniques and effects such as images, music and colour

conveying own ideas and information in a range of texts for different audiences, using examples of media texts such as television reports, video clips or social media

presenting ideas and information selected from samples of spoken, written and digital texts which convey cultural as well as content information, for example, newspaper headlines, advertisements, notices in public places, graffiti, providing explanations of particular linguistic and cultural aspects

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creating informative texts for a range of audiences, such as posters, brochures and web pages promoting new music releases, a favourite holiday destination, the healthy Mediterranean diet

Creating

Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices
[Key concepts: imagination, experience; Key processes: interpreting, relating, connecting, justifying]
(ACLMGC176 - Scootle ↗)

Elaborations

interpreting images, gesture and language choices to convey cultural concepts and ideas in Greek songs, films and performances

reading, viewing and listening to imaginative texts in a variety of modes to explore and discuss how aspects of Greek society and culture are represented, for example, current social themes such as youth issues, identity

discussing how imaginative texts such as films, plays and songs portray social issues in everyday life such as relationships, generation gap

responding to texts and explaining how mood is created and narrative developed through language and expression, language choice, use of metaphors, humour, suspense, surprise

analysing imaginative texts, discussing how language, culture and literary devices are used to portray characters, places or events to evoke humorous or emotional responses

comparing lyrics, themes and styles of popular Greek and English language songs, explaining similarities and differences in language use, cultural aspects and modes of expression

Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects
[Key concepts: imagination, experience; Key processes: experimenting, performing, expressing]
(ACLMGC177 - Scootle ↗)

Elaborations

creating texts with various settings, characters and events, for example, animated or adventure stories, songs, games or short films, using a range of devices such as imagery and sound effects to entertain

creating and presenting various types of texts, such as skits or scripts for role-plays, considering characters, themes and settings, for different audiences

designing and presenting posters and advertisements for real and imaginary situations or products, such as advertising an Australian product for the Greek market and vice versa

using a familiar text type, such as those found in social media or a blog, to describe an imaginative experience, such as their first day as an exchange student in a school in Greece or Cyprus

Translating

Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning
[Key concepts: equivalence, representation; Key processes: translating, analysing, comparing]
(ACLMGC178 - Scootle ↗)

Elaborations

exchanging translations of familiar texts with peers, through email or shared spaces such as ePals, and discussing different versions to develop a whole-class translation

translating, analysing and explaining expressions and idioms encountered in Greek texts, finding ways to convey the meaning and cultural significance, for example, *Φαγητά της ώρας, Τα έκανα θάλασσα*

translating stories for others, analysing how words can have different meanings when used in different ways in a sentence and explaining the differences to others, for example, in using *Πώς πας (στο σχολείο; – με λεωφορείο), Πώς πας (σήμερα Ανδρέα; - τι κάνεις;), Πώς πας (με την εργασία σου; - προχωράς, δυσκολεύεσαι;), Γεια σου* (hello, goodbye, cheers, bless you)

translating texts to identify and evaluate cultural elements and influences, for example, proverbs and sayings *Στου κουφού την πόρτα όσο θέλεις βρόντα, Ας τα λέμε καλά, Τα πολλά λόγια είναι φτώχεια*

Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively
[Key concepts: bilingualism, meaning; Key processes: adjusting, interpreting, reflecting]
(ACLMGC179 - Scootle ↗)

Elaborations

creating bilingual digital/multimedia texts for Greek speakers in Australia, for example, leaflets promoting the arrival of a famous performer or sports team from Greece or Cyprus

creating bilingual digital/multimedia or online texts, such as a children's story to read to primary school children, for example, the *Spot* books, *Πού είναι ο Σποτ;* comparing aspects of language and culture and discussing with peers and teachers how meaning can be conveyed effectively

producing bilingual texts such as articles and brochures for different contexts and purposes, and reflecting on the process of working in both Greek and English, for example, an information leaflet for Greek exchange students coming to Australia or for a student study tour to Greece or Cyprus

corresponding online with Greek-speaking peers to compare experiences and attitudes, making choices about how to represent intended meaning, for example, exchanging views and opinions about school subjects and future aspirations, *Στην Ελλάδα το μάθημα αυτό το λέμε* ...

Reflecting

Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours
[Key concepts: understanding, intercultural experience; Key processes: communicating, observing, reflecting, responding]
(ACLMGC180 - Scootle ↗)

Elaborations

reflecting on learning and using Greek, and communication misunderstandings and breakdowns, discussing repair and recovery strategies and insights gained

reflecting on gestures, intonation patterns and facial expressions that are different in Greek, and recognising how some could be adopted in other contexts and situations

exchanging correspondence online/digitally with peers in Greek-speaking communities and reflecting on differences and similarities in language use and conventions and cultural nuances

reflecting on and discussing ways of modifying own language and behaviours to communicate effectively with Greek speakers, for example, keeping a record of required modifications for intercultural experiences

sharing responsibility for modifying language and behaviours through providing feedback to other learners

Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking
[Key concepts: self, interconnection across concepts and actions; Key processes: reflecting, discussing, analysing, evaluating]
(ACLMGC181 - Scootle ↗)

Elaborations

monitoring, evaluating and recording own experiences and reactions when communicating in Greek, for example, by keeping an online or digital diary or journal and considering how perspectives may have changed over time

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reflecting on and discussing own ways of communicating and behaving and how these may be interpreted by Greek speakers, considering concepts such as 'culture', 'attitudes', 'assumptions' and 'values'

reflecting on the experiences of Greek migrants when they came to Australia, discussing the impact they have made on Australian society and the issue of cultural identity

Understanding

Systems of language

Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules
[Key concept: sound and writing systems; Key processes: applying, expanding]
(ACLMGU182 - Scootle ⬈)

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Elaborations

recognising that pronunciation, rhythm and tempo help in making meaning in interactions and applying this knowledge to own communication

comparing English and Greek sounds and spelling to support pronunciation of familiar and unfamiliar words and expressions, for example, astronaut/*αστροναύτης*, school/*σχολείο*, mathematics/*μαθηματικά*

using accentuation correctly and with appropriate pronunciation, for example, *τσάι, παίχτης, οικόπεδο*

applying appropriate pronunciation of *ια, ιε, ιο, ιό, ιου* with different preceding letters

recognising that the sound '*I*' is represented by the following letters, depending on the context: *I , ι, H, η, Υ, υ, Ει, ει, Οι, οι*

recognising the different pronunciation of the digraphs/diphthongs, for example, *αυ - αυτοκίνητο* and *αυλή, ευ - ευχαριστώ* and *ευγενικός, μπ, ντ, γκ, γγ, τσ, τζ*

recognising that double letters in Greek sound the same in most cases, for example, *ιππόδρομος, Γιάννης*

building phonic awareness by using and experimenting with sounds and rhythms, for example, *γέρος, γερός*

reinforcing pronunciation, phrasing and intonation skills by reciting and repeating words and phrases in context

recognising the role of stress and rhythm in creating emphasis

using appropriate spelling and punctuation in a range of written texts

Understand and apply grammatical structures, such as passive and active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning

[Key concept: grammatical system; Key processes: analysing, selecting, applying]
(ACLMGU183 - Scootle ↗)

Elaborations

choosing appropriate terms to describe events across time (present, past and future) and choosing appropriate tense, for example, *Φέτος θα πάω διακοπές στην Κύπρο, Πέρσι γύρισα όλη την Έλλαδα*

recognising the order of pronouns to emphasise who is carrying out an action or to refer to a person or thing, and applying agreement in gender and number to identify subject and object, for example, *Κανείς δεν είναι τέλειος, Μου αρέσουν αυτοί που λένε την αλήθεια*

using a range of adverbs and adjectives to modify and intensify meaning of verbs and adjectives, for example, *ακριβώς, αρκετά, πολύ, λίγο, πολλή*

using cohesive devices such as conjunctions to link, clarify and sequence ideas and modify meaning in written and spoken texts, for example, *Αφού δεν είχα αρκετά λεφτά, γύρισα σπίτι μου, γιατί, επειδή, αλλά, και, τότε*

responding to and using imperative mood, for example, *ελάτε, γράψε*

using a range of nouns and adjectives and possessive forms, for example, *μου/μας/σου/του/της/τους, δικό τους, δικά μας*

seeking information using a range of questions, for example, *Τι; Μήπως ξέρεις; Πώς; Πού; Γιατί; Πότε;*

continuing to build a metalanguage to describe grammatical concepts and develop learning resources, for example, verb charts, vocabulary lists, groups of pronouns, adverbs or adjectives

Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated

[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]
(ACLMGU184 - Scootle ↗)

Elaborations

recognising main features of a range of text types in Greek, for example, emails, plays, songs, poetry, and discussing how they are used and how they add to the richness of the text

analysing texts, such as advertisements and magazine articles, and discussing linguistic and cultural elements

reading, viewing and listening to different texts in Greek, paying attention to how messages can be expressed for different audiences and purposes, for example, reading messages on social media sites, emails, blogs

discussing language appropriate to particular text types, such as descriptive language in documentaries and persuasive language in advertisements

explaining form, features and purposes of texts, such as how they are organised in terms of layout, headings, sequencing of ideas and stylistic devices, for example, informative language in documentaries and persuasive language in advertisements

Language variation and change

Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages
[Key concepts: norms, variation; Key processes: analysing, comparing]
(ACLMGU185 - Scootle ↗)

Elaborations

comparing texts created for different audiences, such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular audience

investigating the nature and use of Greek language in different contexts of interaction, for example, asking Greek-speaking students in Australia with whom they communicate in Greek and for what purposes, reflecting on similarities and differences to interactions in English or other languages

analysing a range of correspondence and dialogue to identify features of language that affect levels of formality, such as the use of the subjunctive, imperative mood and plural polite register, for example, *Αγαπημένε μου φίλε Γιάννη, γεια σου, Αξιότιμη κυρία Λασκαρίδη, Πες μου, Πείτε μου, Ας μιλήσουμε, Για να σε ακούσω*

identifying English words in the Greek language, for example, *πάρκινγκ, ζάπινγκ*, and discussing their emergence and use

Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence

each other
[Key concepts: dynamic systems, impact; Key processes: analysing, reflecting]
(ACLMGU186 - Scootle ↗)

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Elaborations

examining traditional and contemporary Greek texts and identifying expressions still in use today, for example, *Εν τω μεταξύ*

recognising how English is modifying Greek language use in particular spheres, for example, language used in the entertainment industry, films and television programs, or language used to express modern concepts, for example, *το ματς, το φαστφουντάδικο , να μπω στο ίντερνετ, σε φόρουμ , κάνω τσατ/τσατάρω* or language used to keep up with trends, for example, *ρελάξ , ΟΚ, κουλ*

recognising that language changes over time, for example, by viewing Greek films in historical settings and those in contemporary settings and discussing the language used

Role of language and culture

Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs
[Key concepts: culture, language, meaning, values and attitudes; Key processes: discussing, reflecting, comparing]
(ACLMGU187 - Scootle ↗)

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Elaborations

collecting examples of Greek in the local landscape, for example, in particular parts of the city such as marketplaces, exhibitions or cultural events, and discussing the influence and significance of Greek language and culture on the sustainability of communities in Australia today

reflecting on the impact of Greek migration on many other languages and cultures, for example, by conducting a classroom project on Greek ideas which have shaped and influenced the world

recognising the importance of learning and using different languages to access the cultural practices, values and beliefs of others

analysing and describing how language use and culture are interrelated and reflect and shape relationships, practices and attitudes across Greek-speaking communities

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Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people's lives, such as relationships, events and aspirations

[Key concepts: youth, relationships, future; Key processes: interacting, comparing, sharing]

(ACLMGC018 - Scootle ↗)

Elaborations

initiating conversations, for example, with peers and sister-school friends, using expressions appropriate to context and audience, such as *Τί έκανες χτες; Πάμε στο γλέντι;*

sustaining face-to-face or online conversations on topics of mutual interest, for example, *το πάρτυ, η μουσική, η φιλία, η μόδα*, parties, music, friendship, fashion, through active listening strategies, turn-taking and verbal and non-verbal responses, for example, shrugging shoulders, head shaking

extending and elaborating on modelled language to elicit others' and express own experiences and opinions, for example, *Τι νομίζεις; Πιστεύω ότι, Μ' αρέσει καλύτερα η θάλασσα, Συμφωνείς;*

using formulaic language to share and compare aspects of teenage life, for example, *Το κινητό μου είναι μαύρο, Το δικό μου είναι μεγαλύτερο*, and aspirations, for example, *Θέλω να γίνω ...*

Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions

[Key concepts: roles, transactions, tasks; Key processes: negotiating, collaborating]

(ACLMGC019 - Scootle ↗)

Elaborations

planning a performance, event or presentation, making decisions collaboratively, for example, a class party, activities for languages week

making transactions in either authentic or simulated situations, such as purchasing goods, checking receipts to confirm the price and other information relating to a purchase, for example, currency conversion, change, *το ευρώ, τα δολάρια, η έκπτωση*

planning an orientation activity to guide younger students around the school, and collaboratively developing a map of the school with Greek names and symbols, for example, *Πού είναι ...; δεξιά, αριστερά, πάνω, κάτω, μέσα, έξω, η καντίνα, το γραφείο*

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planning collaboratively for an event by participating in scenarios related to travelling in Greece or Cyprus, for example, planning an itinerary, *Τη Δευτέρα θα πάμε στην Ακρόπολη, Την Τρίτη θα είμαστε στο Σούνιο*

sharing opinions about the benefits of visiting various tourist sites in Greece or Cyprus, for example, *Θέλω να πάω στα νησιά/στην Ακρόπολη/στο μουσείο ... γιατί/επειδή…*

Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
[Key concepts: learning, contribution; Key processes: discussing, clarifying]
(ACLMGC020 - Scootle [↗])

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Elaborations

interacting in class routines by requesting, advising and apologising, for example, *Συγγνώμη δεν κατάλαβα, Μήπως θέλεις βοήθεια;*

clarifying meaning or instructions *Ορίστε, Συγγνώμη; Κοίτα/Κοιτάξτε, Τι είπατε;*

participating in discussions using modelled language, expressing opinions, for example, *πιστεύω, νομίζω*, and agreeing/disagreeing, for example, *Συμφωνώ, Δεν συμφωνώ*, on topics such as wearing hats in summer, for example, *Φοράμε καπέλα το καλοκαίρι*

contributing to collaborative interactions such as creating a schedule for a visiting school group, setting up a school display, hosting an event

Informing

Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues
[Key concepts: community, perspectives; Key processes: selecting, sharing, analysing]
(ACLMGC021 - Scootle [↗])

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Elaborations

listening to, reading or viewing a range of texts, for example, a recount of a name day celebration, and identifying cultural use of language, for example, *Και του χρόνου, Καλή όρεξη*

identifying how certain expressions give clues to a particular event, for example, *Καλό ταξίδι, Στο καλό, Και στα δικά σου, Καλή αντάμωση!*

compiling and comparing perspectives on social and cultural issues in Greek-speaking communities, such as comparing attitudes to sport, presenting information in graphs or charts

identifying different perspectives in a range of texts that relate to social and cultural issues such as special occasions, for example, 1st of January and gift giving, 1st of May, and associated greetings such as *Καλή Χρονιά, Καλό μήνα, Καλή εβδομάδα, Καλό καλοκαίρι*

exploring and gathering information on a range of cultural practices through a variety of sources, for example, excerpts from a Greek song

Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes

[Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]
(ACLMGC022 - Scootle ↗)

Elaborations

expressing opinions on an event or performance, such as a contemporary Greek film or a *Karagiozi* theatre performance

presenting information in different formats, such as captioned photographs, digital presentation or emails, on cultural events, for example, an Antipodes festival/Glendi, traditional dance performances and costumes

explaining a Greek custom or practice to an Australian audience, for example, *Απόκριες*, using simple language and supporting graphics, materials and gestures

creating persuasive texts, such as brochures or video clips, for example, to encourage people from the wider community to attend a cultural event or to recycle waste containers and materials

conveying information in texts, such as brochures, notices, cartoons, video clips, to introduce and explain aspects of Greek art, history and culture and their influence, for example, the Hippocratic Oath, the snakes and staff symbol relating to medicine, and structures such as the Shrine of Remembrance

Creating

Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices
[Key concepts: themes, imagination, social awareness; Key processes: expressing, modifying, responding, expressing]
(ACLMGC023 - Scootle ↗)

Elaborations

discussing the themes and moods of an imaginative text and sharing with others their opinions and how the text made them feel

reading stories such as Greek folktales/myths or Aesop's fables and discussing their opinion about the values portrayed in these, for example, 'King Midas', 'The hare and the tortoise'

comparing themes in imaginative texts, such as contemporary stories, films, DVDs, interactive games and cartoons, expressing opinions and making connections with own experiences

analysing the language choices in an imaginative text and discussing feelings and opinions about the impact of these choices

Experiment with different techniques to create and present imaginative texts designed to engage different audiences
[Key concepts: fantasy, private and public world, preferences; Key processes: creating, experimenting, connecting, reflecting]
(ACLMGC024 - Scootle ↗)

Elaborations

accessing texts, such as songs, films and digital/online texts, and creating a new version or modifying key aspects, for example, introducing a new character or changing the ending

illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, using descriptive and expressive language, for example, *Η παρέα μου*, or using other devices such as alliteration or similes and metaphors

composing and presenting texts, using verbal and non-verbal expressions, for example, creating and presenting an imaginary character living during the period of the Greek Revolution

creating a range of texts to entertain particular audiences, for example, children's digital books, songs, cartoons and video clips suitable for younger learners of Greek

Translating

Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance
[Key concepts: cultural understanding, representation, meaning; Key processes: translating, interpreting, analysing]
(ACLMGC025 - Scootle ↗)

Elaborations

examining and interpreting idiomatic expressions, such as *Πέρα βρέχει*, including expressions which cannot be translated literally, for example, *Τα έκανα θάλασσα*

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examining culturally specific terms, such as *το παλικάρι, η λεβεντιά, το φιλότιμο*, and developing appropriate explanations for them and discussing possible equivalent terms in English

discussing colloquial language use in Australia and comparing with Greek expressions, for example, *Τα'κανα σαλάτα*, and discussing what they say about Australian and Greek culture

translating public signs, notices and slogans, for example, *«Απαγορεύεται το κάπνισμα» or «Μην πετάτε σκουπίδια»*, comparing each other's versions and considering reasons for any similarities or differences

Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts

[Key concepts: interpretation, equivalence, bilingualism; Key processes: creating, translating, interpreting]
(ACLMGC026 - Scootle ⬈)

Elaborations

creating a range of bilingual texts to entertain and inform others, such as video clips, cartoons, posters and brochures

creating a shared website with a group of Greek-speaking students, posting items of interest, comments and questions in Greek and English

creating a storyboard outline which brings familiar English-speaking characters to Greek-speaking worlds and contexts, such as Harry Potter as your tour guide in Athens or Nicosia

creating a glossary of key vocabulary and expressions used in informative and persuasive texts, such as promotional material, *Μη χάσετε, Τελευταία προσφορά*

creating bilingual captions for tourist attractions in Greece, Cyprus or Australia to explain their significance and cultural references, for example, bush, beach, *το Αιγαίο, Πέτρα του Ρωμιού, Άγιον Όρος*

creating bilingual texts to give information and instructions to others, for example, a bilingual brochure about the school for a visiting group of exchange students

creating a menu in Greek with footnotes in English about the ingredients

Reflecting

Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication
[Key concepts: interaction, reciprocity, responsibility; Key processes: expressing, discussing, noticing,

adjusting]
(ACLMGC027 - Scootle ↗)

Elaborations

interacting with Greek speakers, for example, with students from a sister-school, reflecting on how language choices might be interpreted by Greek speakers and making adjustments to convey intended meaning

sharing Greek language and cultural experiences with peers and others, for example, reporting on in-country experience, and exploring the reciprocal nature of intercultural communication

reflecting, such as in discussions, blogs and journals, on incidents and repair strategies in the course of learning and using Modern Greek, for example, when encountering misunderstandings in communication

examining reactions to different perceptions and expectations around similar and different cultural practices in the Australian and Greek contexts, for example, the concept of personal space, or head tilting to indicate 'no'

Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia

[Key concepts: identity, diversity; Key processes: analysing, discussing, reflecting]
(ACLMGC028 - Scootle ↗)

Elaborations

developing an understanding of contemporary life in diverse Greek-speaking communities, for example, through viewing excerpts from Greek films, and reflecting on similarities and differences to own lifestyle

preparing a family tree with information such as languages spoken by family members, significant places/countries, and reflecting on how background can shape identity, *Μιλώ αγγλικά, Είμαι Καναδός, Η μαμά μου μιλά ελληνικά και γαλλικά, ο παππούς μου είναι Άγγλος*

exploring how cultural identity is manifested in Australian and Greek-speaking communities, for example, through family occasions, community events and festivals, reflecting on the importance of shared understanding

reflecting on the experience of learning and using Greek, considering how it may add a further dimension to own sense of identity

Understanding

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Systems of language

Recognise and reproduce Greek sound–letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities
[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]
(ACLMGU029 - Scootle ↗)

Elaborations

recognising the differences in tone and rhythm between questions, exclamations and commands, for example, *Σοβαρά, Αμέσως, Ετοιμάσου Γρήγορα! Τι λες!*

recognising and reproducing rhythms in more complex sentences, using pausing and intonation to signal emphasis

understanding the role of pronunciation, rhythm and pace in creating effects and relationships in oral texts, such as songs, stories, poems and conversations, for example, in the song '*Καλημέρα, τι κάνεις;*'

identifying differences in sounds, such as *γγ, γκ, τζ, τσ, μπ, ντ, αϊ, άι, -ασμα (διάβασμα)* and using them appropriately when writing

experimenting with pronunciation rules and intonation collaboratively with peers, for example, *αυ, ευ, τσ, τζ, αι, ββ, λλ, ρρ, ππ, ιου, ιο/ιό, ειο/ειου*

Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events
[Key concepts: grammatical systems, connections; Key processes: experimenting, applying]
(ACLMGU030 - Scootle ↗)

Elaborations

extending understanding and use of present, past and future tenses, for example, *είμαι, ήμουν, θα είμαι, έχω, είχα, θα έχω, έπαιζα, έπαιξα, παίζω, θα παίξω, θα παίζω*

referring to the past, present and future using time indicators, for example, *σήμερα, αύριο, χτες, μεθαύριο, προχτές, πριν λίγες μέρες*

expanding use of adjectives such as *μεγάλος-η-ο, ωραίος-α-ο, απίθανος-η-ο, φοβερός-η-ο*

using possessive and object pronouns *μου, σου, του, της, του, μας, σας, τους*

extending meaning by using adverbs of place and time such as *εδώ, εκεί, χτες, μεθαύριο,*

understanding the use of *πολύ*

using expressions with the verb *κάνω, κάνει κρύο/ζέστη, κάνω δουλειές, κάνω όνειρα, τι κάνεις;*

understanding the function of comparative and superlative adjectives, for example, *πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος*

developing knowledge of vocabulary relating to, for example, immediate environments, relationships, leisure, hobbies, shopping, travel

Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements

[Key concepts: genre, textual conventions, register; Key processes: exploring, connecting, comparing]
(ACLMGU031 - Scootle ↗)

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Elaborations

applying knowledge of the interrelationship between context, purpose and audience to identify text type and predict the meaning of unfamiliar vocabulary and expressions

identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader through the use of personal pronouns, imperative verb forms and negative indicators, and emotive language and images

comparing Greek and English versions of familiar texts such as recipes and horoscopes, commenting on similarities and differences in text structure and cultural elements

interpreting and explaining textual conventions when using technology and social media

Language variation and change

Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations
[Key concepts: change, place, impact; Key processes: exploring, comparing, analysing]
(ACLMGU032 - Scootle ↗)

📄   🅒   ⌘

Elaborations

examining and explaining variations in language use in different Greek-speaking communities, and why the Greek language varies according to geographical location

discussing elements of Greek language and culture and how they have become part of Australian lifestyles, for example, celebrations such as *το Γλέντι, το Πανηγύρι*

identifying and comparing the function and power of cultural representations, such as symbols and stories, for example, flags, Greek myths and legends

Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture
[Key concepts: evolution, influence, dynamism; Key processes: researching, analysing, discussing]
(ACLMGU033 - Scootle ↗)

Elaborations

exploring how the Greek language has been influenced by migration, for example, the use of non-Greek words such as *τα μπίλια* instead of *οι λογαριασμοί* as an Australian phenomenon

examining how technology has influenced the Greek language, for example, *σκανάρω, το μπλογκ, σερφάρω*

discussing how changes to the Greek language reflect changes in some cultural practices and attitudes, for example, *το έτοιμο φαγητό*

exploring the impact of globalisation on Greek language use, such as the increased use of English words, such as blog, computer, mobile/cell phone, parking

Role of language and culture

Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication
[Key concepts: stereotypes, social norms, values and attitudes; Key processes: analysing, explaining, reflecting]
(ACLMGU034 - Scootle ↗)

Elaborations

examining existing generalisations relating to different cultures, such as in the classroom or local community, and discussing the variability of reality

reflecting on the impact of own values and cultural practices on intercultural experiences, and understanding the importance of mutual and self-respect, for example, understanding concepts such as *το φιλότιμο, η τιμή*

considering how the experience of learning a new language has impacted on awareness of own communicative behaviours and how these may be interpreted by others

appreciating that language use can reflect and express cultural identity, that many languages exist in Greece, Cyprus and Australia and that many people are multilingual and value this as part of their identity

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