

# The Australian Curriculum

<b>Subjects</b>	Modern Greek
<b>Year levels</b>	Year 6

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies

[Key concepts: friendship, leisure; Key processes: asking, responding, interacting]

(ACLMGC137 - Scootle [↗](#))



#### Elaborations

asking and responding to questions about shared interests, hobbies or friends, for example, *Σου αρέσει η μουσική; Είναι ωραία! Πάμε να παίξουμε; Θέλω ..., Είμαι ..., Έχω δύο φίλες*

sharing experiences and preferences, such as weekend activities and likes/dislikes using set phrases, using online technologies, for example, *Το Σάββατο ... Είναι ... Έχει ... Μου αρέσει ... Δε μου αρέσει ...*

using communication strategies such as adding interjections and common expressions to dialogues, active listening skills, turn-taking cues and requests for clarification or more detail to support the exchange of information, for example, *Α, ναι! Πες μου, Λέγε! Γρήγορα, Περίμενε, Γιατί; Σταμάτα. Σοβαρά; Τι λες! Δε νομίζω!*

comparing routines, interests and hobbies, using language associated with time, sequence and location, for example, *Τη Δευτέρα παίζω τένις, χτες, σήμερα, αύριο θα ..., στο πάρκο, στο σχολείο, στο σπίτι μου*

Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play

[Key concepts: collaboration, contribution; Key processes: planning, organising, negotiating]

(ACLMGC138 - Scootle [↗](#))



#### Elaborations

planning and organising an event, such as inviting a special guest, for example, *γιαγιά*, to share information with the class about Greek celebrations (*βάφτιση, γάμος*) or to share a traditional recipe (*πίτα*)

working with another group, for example, by reading books to younger students face-to-face or via the internet, or teaching a skill, such as dyeing eggs, to another class

planning and organising an activity such as an excursion or party, using expressions related to place, time and numbers

creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Greek or to promote the learning of Greek language and culture

Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding

[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

[\(ACLMGC139 - Scootle !\[\]\(cbe2492b119e39e02a1dab2af4a4b296\_img.jpg\)\)](#)



#### Elaborations

collaborating with peers during individual or group activities, for example, *Κοίτα, Άκου, Κάνε το έτσι, Πες το, Τι κάνεις τώρα;*

checking on progress during learning tasks or activities, using comments and questions such as *Κατάλαβες; Εντάξει, Πώς πας; Τελείωσες; Το ξέρω, Το έκανα, εύκολο*

asking peers politely to do something and responding to requests, for example, giving and receiving things, *Ένα μολύβι παρακαλώ, Ορίστε. Ευχαριστώ πολύ. Παρακαλώ. Θα ήθελα ... Μου δίνεις;*

reflecting on the experience of learning and using Greek, comparing what they can and cannot do, for example, *Ξέρω να γράφω, να μιλώ, να μετρώ μέχρι τα 100*

#### Informing

Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or [digital texts](#)

[Key concepts: lifestyle, event; Key processes: classifying, comparing]

[\(ACLMGC140 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754\_img.jpg\)\)](#)



#### Elaborations

identifying information in texts, such as conversations, brochures or maps, and sharing this information with others in a different format, for example, presenting a chart of favourite television programs or computer games

obtaining information about and comparing seasons and festivals in Greece or Cyprus and Australia, for example, kite flying on Clean Monday, summer holidays in July, Australia Day

viewing advertisements on television and in other media, to develop a shared set of vocabulary and expressions to create own advertisements

viewing, listening to and reading simple texts about a Greek celebration, and drawing on key points of information to recreate the event as a class

Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines

[Key concepts: self, family, community, significant events; Key processes: understanding, sharing, reflecting, presenting]

(ACLMGC141 - Scootle [↗](#))



#### Elaborations

constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts, such as flyers, newsletters, advertisements and brochures

preparing and giving simple presentations on personal world, for example, a timeline of growth and change *Εδώ είμαι δύο χρονών. Εδώ είμαι πέντε χρονών. Πάω στο σχολείο*, family celebrations of birthdays/name days and other special occasions

presenting the results of a class survey about aspects of personal world such as daily routines, for example, by creating a poster or digital presentation using diagrams, charts or timelines

conveying information to others using descriptive language, for example, producing a simple brochure or an advertisement about a city or tourist attraction in Greece or Cyprus, or a food item such as olive oil or *mastiha* gum

preparing a dialogue with a partner about self, for example, *Έχεις αδέρφια; Ναι, έχω, εσύ;*

using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram) or to highlight frequency (graph)

reporting information, for example, about city and village life, based on own or group research, and supporting the information with photos, illustrations, captions or diagrams

#### Creating

Listen to, [read](#) and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and [characters](#)

[Key concepts: theme, myth, legend; Key processes: sharing, responding, understanding]

(ACLMGC142 - Scootle [↗](#))



#### Elaborations

responding to stories, myths, fables and films, using modelled language to describe themes, characters and actions, for example, *Είναι σε βάρκα, είναι σε σπηλιά, είναι τέρας, είναι πόλεμος, ο*

*ήρωας κέρδισε*

producing storyboards, using digital technologies, to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, *Μου αρέσει, Δε μου αρέσει*

introducing and comparing favourite characters in stories, myths, fables and films, listing associated key words or expressions, for example, *Ο Οδυσσέας είναι γενναίος. Η Κίρκη είναι μάγισσα. Φοβάμαι. Είναι φοβερό τέρας.*

commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the characters depicted in stories, myths and fables, for example, *Φοβάμαι, είναι αστείο, γελώ με ...*

**Create** and perform imaginative texts such as stories, skits or rap, using familiar language

[Key concept: imagination; Key processes: experimenting, performing]

(ACLMGC143 - Scootle [↗](#))



## Elaborations

producing short scripted plays with teacher support, to perform to class, younger students or the school community

creating and performing simple songs, rhymes and rap to teach vocabulary and word patterns to younger Greek language classes

creating and using own texts, such as storyboards, digital stories, booklets or board games, based on characters, settings and events from a myth or commonly relayed story, for example, a story based on one of the gods of Olympus, Aesop's fables, or a fairytale such as *Τα τρία γουρουνάκια ...*

**Translating**

Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning

[Key concepts: non-equivalent words, contexts and situations, intercultural; Key processes: translating, noting, comparing]

(ACLMGC144 - Scootle [↗](#))



## Elaborations

comparing translations of written texts from English into Greek and from Greek into English, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from a different cultural perspective

translating simple sentences into Greek, noticing that there is not always word-for-word equivalence

when moving between English and Greek or vice versa because of word order or multiple meanings, for example, *Κρυώνω, Ζεσταίνομαι, Κάνω μπάνιο, Βρέχει, Ο μπαμπάς μου δεν είναι ψηλός.*

recognising that some Greek words cannot be translated into English without losing some of the meaning, or cannot be translated using only one word, for example, *το φιλότιμο*

identifying and explaining expressions and idioms in Greek that do not make sense when translated word-for-word, for example, *Χρόνια Πολλά, Και του χρόνου, Τα μάτια σου δεκατέσσερα, Καλό χειμώνα!*

recognising that some words have many different meanings, for example, the multiple meanings of *γεια σου* (hello, goodbye, cheers, bless you) and *είναι* (he is, she is, it is, they are, is, are)

**Create** bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community

[Key concepts: [bilingualism](#), meaning; Key processes: identifying, classifying, selecting, explaining]  
(ACLMGC145 - Scootle [↗](#))



#### Elaborations

creating simple bilingual texts in print or digital form for specific audiences, such as school signs for Greek visitors, invitations to parents for class or school events, posters for the school community to advertise an upcoming event, online bilingual story books including text and images for a younger audience, or a bilingual game, such as Snap, using words only

creating and posting Greek versions of existing school signs, recognising difference in word order, for example, staffroom, canteen

constructing and maintaining a bilingual website for a sister-school or a contact group of young learners of English in a Greek-speaking community

creating a word bank which includes words, phrases and common expressions, as a classroom resource to reinforce learning

#### Reflecting

Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that [culture](#) influences [language](#) use

[Key concepts: difference, [language](#), [culture](#), respect; Key processes: recognising, comparing, questioning, understanding]

(ACLMGC146 - Scootle [↗](#))



#### Elaborations

exploring how children from Greek-speaking communities may use different words and expressions, and considering why such variations exist (in Australia – *κάρο* instead of *αυτοκίνητο*, *ρούφι* instead of *σκεπή*, or *φλόρι* instead of *πάτωμα* – these are not Greek words and they are used incorrectly, as compared to words such as *μπασκετμπολίστας*, *τενίστας*, which are official Greek words)

investigating aspects of own language use that reflect own cultural perspective and experiences, for example, using colloquialisms and idioms such as ‘arvo’, ‘g’day’, ‘howzat’, ‘mozzie’

reflecting on situations where interactions in Greek have felt awkward or difficult, discussing own reactions and adjustments, for example, kissing on both cheeks

considering what linguistic or cultural information they would need to know to visit a school in Greece or Cyprus and discussing adjustments they may need to make in language use and behaviour

Share experiences of learning and using Greek, in person or online, and reflect on the effect of [language](#) learning on own [identity](#)

[Key concept: [identity](#); Key processes: discussing, interconnecting, agreeing, disagreeing]

([ACLMGC147 - Scootle](#) )



#### Elaborations

preparing a class profile to exchange with students in Greece or Cyprus online, showing language backgrounds and interests represented in the class, using captions and symbols such as flags and words from different languages

exploring the idea of stereotypes associated with languages and identities, and discussing how stereotypes affect attitudes and communication and can be inaccurate

exploring how their linguistic and cultural background, for example, languages spoken, key relationships and intercultural experiences, influence their sense of who they are

connecting various personal experiences of learning Modern Greek, and describing how learning Greek has influenced own everyday behaviour and language use, for example, using Greek outside the language classroom, playing Greek games, or having lunch at a Greek restaurant and being able to read some of the menu

considering whether learning and using Greek impacts on their sense of identity either in or out of the classroom

## Understanding

### Systems of language

Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of **intonation** and **pronunciation**, experiment with the spelling of common words and apply basic punctuation rules [Key concepts: sound and writing systems; Key processes: recognising, understanding]

(ACLMGU148 - Scootle [↗](#))



#### Elaborations

applying different intonation for statements, questions, interjections, exclamations and commands, for example, *Είναι εδώ, Τι κάνεις; Ποπό! Σταμάτα! Άντε! Κρίμα!*

reading simple texts and highlighting digraphs/diphthongs, including *ου, μπ, ντ, αι, ει, οι*

applying and using accent marks on all words which have more than one syllable and on a few monosyllable words, for example, *πού; πώς; ή,* and recognising that the position of the accent mark can change the meaning, for example, *μάτια, ματιά, γέρος, γερός*

experimenting with spelling simple words, for example, the spelling of verbs in the first person ending in *ω*, verbs in the third person ending in *ει*, the most common noun and adjective endings including *ος, ας, ης, οι, η, α, ες, ι, ο, α*, plural articles *οι, τα*, for example, *θέλω, θέλει, ο άντρας, οι άντρες, η ντομάτα, οι ντομάτες, το παιδί, τα παιδιά, καλός, καλή, καλό*

applying phonic and grammatical knowledge to spell and write unfamiliar words

understanding and applying punctuation marks in writing, for example, full stop, comma, exclamation mark, apostrophe, speech marks and question mark

Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences

[Key concepts: grammatical rules, patterns; Key processes: applying, building vocabulary, expanding on meaning]

(ACLMGU149 - Scootle [↗](#))



#### Elaborations

describing present, past and future actions, situations and events using familiar verbs, for example, *Παίζω στο σχολείο, Θα διαβάσω αύριο, Κάνει ζέστη σήμερα, Χθες ήταν Τρίτη, Αύριο θα είναι Σάββατο*

expressing preferences, for example, *Μου αρέσει πολύ, Δε μου αρέσει*

using correct word order to ask questions and make requests, for example, *Θέλεις το βιβλίο; Τον λένε Γιώργο;*

using numbers in different contexts, such as telling the time, stating dates, ordering/shopping, or in simple descriptions, for example, *Είναι μία η ώρα, Τα γενέθλιά μου είναι στις 8 Απριλίου, Πέντε κιλά πατάτες παρακαλώ*




using the plural form of common nouns, for example, *το αγόρι, τα αγόρια, η μπανάνα, οι μπανάνες*

recognising the agreement between nouns, adjectives and gender, for example, *Μία μεγάλη τσάντα, δύο μικρές τσάντες, η κόκκινη πόρτα, ο άσπρος γάτος*

using simple conjunctions such as *και, αλλά, γιατί* to create compound or complex sentences, for example, in descriptions of self, family, friends, hobbies, for example, *Παίζω πιάνο, αλλά μου αρέσει και η κιθάρα*

expanding vocabulary base by using and recognising common everyday nouns

Identify and use [language](#) features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on [audience](#) and purpose

[Key concepts: [genre](#), structure, [audience](#), sequencing; Key processes: comparing, noticing, explaining] ([ACLMGU150 - Scootle](#) )



#### Elaborations

identifying the purpose, context and audience of a range of familiar texts, for example, fairytales, sports reports, recipes

reading, viewing and listening to different texts with a common topic, for example, comparing a print, TV and internet announcement for the same event

describing key features of different types of text and discussing audience and purpose, for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves interaction and negotiation

### Language variation and change

Understand the importance of [register](#) in a range of contexts and situations, such as at home, at school or in more formal situations

[Key concepts: [language](#) contact, [word borrowing](#); Key processes: observing, identifying] ([ACLMGU151 - Scootle](#) )



#### Elaborations

using appropriate language according to age, gender, relationship and social status when meeting people for the first time or when introducing friends, teachers or other adults

comparing the meaning of words heard in the community to those learnt in class and noticing that there are different ways of saying the same thing in Greek, for example, *η χτένα, η τσατσάρα,*

identifying the appropriate way to communicate things in Greek, for example, *το αυτοκίνητο* instead of *το κάρο*

reflecting on the use of colloquial or abbreviated language in technologically mediated contexts, for example by email or phone, as well as the use of borrowed words from other languages, for example, *στικάκι* (memory stick), *σερφάρω* (surfing the internet)

Explore the influence of Greek on the English [language](#), such as morphemes in medical/scientific fields and in everyday [language](#), such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge

[Key concepts: [language](#) contact, [word borrowing](#); Key processes: observing, identifying]  
(ACLMGU152 - Scootle [↗](#))



### Elaborations

recognising Greek morphemes (prefixes, suffixes and base words) in English, to explain spelling patterns in English, and to help work out meanings of unknown words, for example, *anti-*, *astro-*, *auto-*, *bio-*, *deca-*, *demo-*, *geo-*, *-gram-*, *-graph-*, *hyper-*, *hypo-*, *-ic*, *-ism*, *-itis*, *kilo-*, *-logue*, *macro-*, *mega-*, *-meter*, *micro-*, *mono-*, *-morph-*, *neo-*, *octo-*, *-ology*, *pent-*, *-peri-*, *-phil-*, *-phobia*, *photo-*, *-poly-*, *psych-*, *-scope*, *tech-*, *tele-*, *-therm-*, *tri-*

understanding that words derived from Ancient Greek are still being used today to create new words such as names of new technological/scientific discoveries for example, *disc*, *giga-*, *mega-*, *metro*

identifying familiar words in Greek and recognising their English equivalents, for example, *το τηλέφωνο*, *η φωτογραφία*, *ο ποδίατρος*, *το δράμα*, *το θέατρο*

using knowledge of familiar patterns and structures to decode and interpret meaning, for example, the Greek prefix 'a-' in words can make the opposite meaning (*ψητό* – *άψητο*, symmetrical – asymmetrical)

understanding that English words are used in Modern Greek, but that Greek equivalents to these terms often also exist, for example, *το κομπιούτερ-ο υπολογιστής*, *μπλε-γαλάζο*

### Role of language and culture

Explore the relationship between [language](#) and [culture](#) and how they are reflected in [communication](#) styles

[Key concepts: [language](#) use, cultural behaviour and practices; Key processes: recognising exploring, discussing, connecting]  
(ACLMGU153 - Scootle [↗](#))



### Elaborations

discussing own and peers' understanding of concepts and messages expressed in stories/myths/lyrics, for example, the adventures of Odysseus and the concept of life's 'odyssey' or journey, stories of migration or the teachings of Aesop's fables

recognising that language use can have connections to cultural practices, such as celebrating birthdays and name days, *25<sup>η</sup> Μαρτίου* in the diaspora

reflecting on the experience of learning Greek language and culture and identifying situations that have provided awareness of own cultural practices and values, for example, attending a Greek festival or show

understanding the meaning of wishes such as *Να σας ζήσει, Καλά στέφανα, Χρόνια Πολλά, Να τα εκατοστήσεις* and the concepts of *φιλότιμο* and *φιλοξενία*

discussing the meaning of culture, how it involves visible elements such as symbols, food, national costumes, dancing and language, and invisible elements such as values and beliefs