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Australian Curriculum: Languages

Modern Greek (revised draft)

Validation version for public viewing

AUSTRALIAN CURRICULUM: LANGUAGES — MODERN GREEK

Modern Greek context statement

The place of the Modern Greek culture and language in Australia and in the world

Modern Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever there are Greek-speaking communities. One of the major characteristics of the extensive Greek Diaspora is the maintenance of the Greek language and culture, especially in Australia, the United States, Canada, Great Britain, Germany, countries of Latin America and Africa, and areas around the Black Sea, the Balkans, the Mediterranean and the Middle East. Modern Greek is also one of the official languages of the European Union.

The Hellenic civilisation and language have significantly shaped Western civilisation, particularly in the areas of science, the arts, architecture, medicine, mathematics, literature, politics and philosophy. Modern literature and thought in particular have been influenced by the works of Homer and the ancient playwrights, philosophers and historians. The Greek language gives expression to a rich and varied culture and tradition and is still used widely in many fields to coin new terms. The study of the etymology of English words with Greek origins assists in not only the understanding of English and other languages but also a broad range of other areas of study.

The first Greek immigrants to Australia arrived in the early 1800s, and since then there have been waves of Greek migration to Australia, in particular throughout the early 1900s and prior to World War II. The largest periods of mass migration occurred between the 1950s and 1970s. The migrants' need to maintain Greek identity through language, culture and religion contributed towards the Greek language flourishing in the home and in the delivery of Greek in after-hours school settings.

Historically, Greeks have made and continue to make a significant contribution to the development and enrichment of Australian society, not only in the areas of commerce, agriculture, industry, trade, education, the arts, medicine, law, politics, government and scientific research but also in cultural and lifestyle influences.

The place of the Modern Greek language in Australian education

After the early settlement of Greeks in Australia, after-hours community schools were set up to teach the language, predominantly to children of Greek immigrants. From the 1970s, due to government policies supporting multiculturalism, Modern Greek programs were introduced at all levels in the Australian education system, including tertiary level, offering all students regardless of their background the opportunity to study Modern Greek.

Modern Greek is currently taught across all school sectors and contexts.

The nature of Modern Greek language learning

The modern standard version of Modern Greek (Neoelliniki: Νεοελληνική) is the demotic form of the written and spoken language and is the official language taught worldwide. It is an alphabetic (non-Roman) language, with 24 letters, and has remained relatively unchanged since ancient times.

Modern Greek is a phonetic language, with a simple form of accentuation and highly structured grammar and syntax. Although many English words are derived from Greek, the language structure is very different. There are, for example, marked differences in the use of articles, gender agreement for adjectives and nouns, verb conjugations, declensions of nouns and variations in word order. These distinctive features influence how Modern Greek language learning is delivered in the classroom. They will be seen through the key text types and processes chosen as a vehicle to develop learners' understanding of them and in the context for interactions through which learners will develop the skills for their sustained use.

The diversity of learners of Modern Greek

Due to the passage of time, shifting trends in migration and the changed nature of the learner, Modern Greek is no longer the exclusive domain of students of Greek background. Learners of Modern Greek in Australian schools come from a diversity of backgrounds, including learners for whom this represents a first experience of learning Modern Greek. Learners of Modern Greek may also be background speakers or second-, third- or fourth-generation Australians who may have connections to the customs and traditions of their heritage but whose linguistic knowledge may be limited or non-existent.

The Australian Curriculum: Languages - for Modern Greek is pitched to second language learners, the dominant cohort of learners in the current Australian context. There are two learning pathways for students, the Foundation to Year 10 Sequence and the Years 7-10 (Year 7 Entry) Sequence. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

For students learning Modern Greek for the first time in a school language program, a key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

AUSTRALIAN CURRICULUM: LANGUAGES

MODERN GREEK FOUNDATION TO YEAR 10 SEQUENCE

Modern Greek (F–10 Sequence) curriculum

Foundation to Year 2

Band description

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Modern Greek language and culture.

Modern Greek language learning and use

Modern Greek is learnt in parallel with English language and literacy. While the learning of Modern Greek differs from the learning of English, each supports and enriches the other. Modern Greek is used in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Learners listen to the sounds and patterns specific to the Modern Greek language and try to reproduce them through activities such as rhymes, songs, clapping and action games. Repetition and consolidation help learners to identify high-frequency words and simple phrases, and to recognise the purpose of simple texts. Learners identify and use Modern Greek non-verbal communication strategies, including gestures, and experiment with one or two-word responses and simple expressions when prompted. They progress to using Modern Greek for functions such as greeting, asking and answering questions (*Πώς σε λένε; Τι κάνεις; Τι κάνετε;),* responding to directions (*έλα, έλατε, κάθισε, καθίστε, σήκω, σηκωθείτε)*, singing songs, and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

Learners interact with each other and the teacher within the learning environment. The use of information and communication technologies (ICT) enriches the experience of Modern Greek language and culture by providing alternative modes of learning, numerous resources and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as traditional children's songs and nursery rhymes, stories from big books, plays and interactive resources. Writing skills progress from alphabet recognition to tracing, labelling and copying letters, then to constructing simple, short texts using familiar vocabulary.

Features of Modern Greek language use

Learners become familiar with the sound system of the Modern Greek language, such as syllables using consonants and vowels, and new sounds, such as the guttural *γ, ρ* and *γκ* and *ξ* and *ψ* in words. They learn to identify and write letters, words and simple sentences using the Greek alphabet, making comparisons with the English alphabet. They begin to notice that Modern Greek speakers may communicate in ways which are different to their own, and that language can be used in a variety of ways.

Level of support

Rich language input characterises the first stages of learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues and resources, such as pictures, realia, objects, maps and charts.

The role of English

Modern Greek is used whenever possible as the medium for class interaction. English is used for discussion and explanation. This allows learners to talk about differences and similarities between Modern Greek and other languages and cultures, and how language and culture are interconnected, providing them with opportunities to consider perspectives other than their own and to reflect on their learning.

Modern Greek (F–10 Sequence) Communicating

Foundation to Year 2 content descriptions	Elaborations
Socialising Interact with peers and teacher, using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and talking about self and family [Key concepts: self, relationship, social exchange, naming; Key processes: greeting, interacting, introducing,]	• using greetings relevant to the time of day, *καλημέρα, χαίρετε, καλησπέρα, καληνύχτα,* celebration or event *χρόνια πολλά,* and relationship to the other person, for example, *γεια σου, γεια σας* • introducing self and others, for example, *Με λένε... Εσένα; Εσένα πώς σε λένε; Να η μαμά μου* • talking about and describing self and others, for example, *Είμαι έξι χρονών, Εσύ; Είμαι αγόρι, Είμαι κορίτσι* • using formulaic expressions in everyday situations, for example, *παρακαλώ, ευχαριστώ,* imitating Greek speech, and incorporating appropriate gestures and body language
Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language [Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns]	• singing and adapting rhymes, action songs, rap, lullabies and counting songs such as *Γύρω, γύρω γύρω, μέσα, μέσα, μέσα...έξω, έξω, έξω, Κεφάλι, χέρια, πόδια, Ένα, δύο, τρία κουνελάκια, Πάνω τα χεράκια, Το δαχτυλίδι* • performing actions when singing songs and chants • making simple transactions, using modelled language such as *Μια μπανάνα παρακαλώ, ορίστε, ευχαριστώ, παρακαλώ*, for example, in role playing • playing games such as matching pairs, memory games and bingo to reinforce vocabulary

Foundation to Year 2 content descriptions	Elaborations
Participate with teacher and peers in class routines and activities, such as following instructions and taking turns [Key concepts: routine, sharing; Key processes: shared reading, following instructions]	• following classroom instructions for example, *σήκω, σηκωθείτε, έλα, ελάτε, ελάτε μέσα, καθίστε, Έλα εδώ, Πήγαινε έξω, Κλείσε την πόρτα, Σβήσε το φως* • participating in routine exchanges, such as opening and closing lessons, *Καλημέρα παιδιά, Χαίρετε κυρία*, naming the day of the week, *Σήμερα είναι Δευτέρα,* responding to the class roll, *εδώ, λείπει, παρών, παρούσα* and moving between activities, for example, *Ελάτε, Καθίστε στη μοκέτα/στο χαλί* • taking turns in games and action songs using repetitive language *Σειρά σου, Έλα Άννα* and songs such as *Περνά περνά η μέλισσα, Η μικρή Ελένη, Γύρω γύρω όλοι*, Beat the Champ, Buzz
Informing Identify key words and information with guidance in simple written, spoken and visual texts [Key concepts: language, texts; Key processes: listening, gathering, naming, grouping]	• listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures (hot and cold, the owl song) • identifying key words from different written and spoken texts by labelling, matching, clicking and dragging, miming and using actions, for example, on an interactive whiteboard • obtaining information from multimodal texts to identify, describe, draw and name a variety of people and objects • sorting and categorising information, using graphic representations such as tables, for example, to record likes and dislikes masculine, feminine and neuter words, singular/plural nouns
Share and present information about self, family, friends and possessions, using gestures and modelled language [Key concepts: self, family, friends; Key processes: naming, labelling, showing, describing]	• using familiar vocabulary and simple sentences to create texts about self, family, friends and possessions, such as a family album, a class picture dictionary or a family tree • contributing to classroom resources that involve naming, labelling and illustrating, for example, a favourite photos wall, a word wall • providing information about self, family, friends, possessions by writing captions or attaching word bubbles to drawings or photos • using simple sentences and supporting gestures to talk informally about self, friends and favourite possessions, for example, *Παίζεις νέτμπολ;* lifting head/eyebrows to answer no, hand action to show *Έτσι κι έτσι,* lifting head and shoulders to convey not knowing something

Foundation to Year 2 content descriptions	Elaborations
Creating Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement [Key concepts: character, story; Key processes: action learning, participating in shared reading]	• reading shared imaginative texts, repeating words and rehearsed language patterns, and making predictions about the storyline and characters, using cues from the heading, symbols, pictures and words in the text • performing songs, chants and rhymes in response to an imaginative text, for example, *Η πολύ πεινασμένη κάμπια*, experimenting with different expressive effects, such as using simple gestures or different voices • interacting with a character or puppet in an imaginary situation or setting, for example, Spot the Dog, *Πού είναι ο Σπότ; Τί κάνει ο Σποτ;* • acting out their favourite character or event from a shared story and making simple statements, for example, *Είμαι η Μορμώ.*
Create captions to images for individual presentations and participate in shared performances and imaginative activities using familiar words, phrases and language patterns [Key concepts: imagination, expression; Key processes: performing, captioning]	• creating and presenting Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, using images and captions, for example, *Ο Σπoτ ...* • creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon, for example, *Μορμώ* • creating rhymes, nonsense phrases and songs using rehearsed language, adding Greek dancing, clapping and gestures, for example, *Όπα, Ποπό!* • performing chants, rap, rhymes and songs, and using music and actions to support meaning, for example, *Περνά περνά η μέλισσα, Μια ωραία πεταλούδα, Αχ Κουνελάκι, Φεγγαράκι μου λαμπρό, Να το, να το το αστράκι*
Translating Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions [Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing]	• comparing words and phrases in Greek and in other known languages, observing similarities or differences in terms, for example, the word for 'mum' is similar in many languages (mum-*η μαμά,*) and the word for pineapple is 'ananas' in over 25 languages • making comparisons between Greek and English words, noticing similarities, for example, *το αλφάβητο, το βάζο, ο Σεπτέμβριος, η σαλάτα, το λεμόνι, η μπανάνα* • demonstrating to others the ways in which Greek people greet each other non-verbally and how body language is used to communicate 'yes' or 'no', 'not bad' 'What's the problem?', Why? and 'Wow!' *Ποπό!*

Foundation to Year 2 content descriptions	Elaborations
Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment [Key concepts: meaning, equivalence; Key processes: labelling, displaying]	• making and displaying labels in Greek for common objects in the classroom, for example, *Η πόρτα, το τραπέζι, τα μολύβια* • compiling and displaying illustrated Greek-English and English–Greek picture or digital dictionaries • matching Greek and English words, for example, name tags, through playing games such as memory or snap
Reflecting Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek [Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]	• using some Greek expressions and spontaneous exclamations when interacting with peers, for example, *ποπό, έλα, άντε, γρήγορα, σταμάτα, μη μιλάς, μη μιλάτε, όπα!, μπράβο!* and noticing differences in the use of language, voice or body language • reflecting on differences in ways of communicating with each other in English and Greek, such as greeting (kissing on both cheeks) and how body language is used to express 'yes' or 'no', 'not bad', recognising that these gestures are not used in formal situations • describing how it feels to use Greek, for example, when singing a song or hearing Greek spoken by others • comparing aspects of own and Greek children's lifestyles, such as interacting with family members, for example, daily greetings in the family, main meal of the day
Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity [Key concepts: self; Key processes: describing, noticing]	• identifying self as belonging to family, class or peer groups and representing these relationships through drawing pictures or adding captions to photos, for example, *Εγώ, Είμαι έξι, Να η οικογένειά μου, Να η φίλη μου, Να ο σκύλος μου, Τον λένε Φρίξο.* • identifying languages they speak or are learning or with which they are familiar and stating with whom they speak these languages • recognising own use of words, expressions or behaviours that make them who they are, such as words from different languages, ways of celebrating or talking that may not be familiar to other people • identifying how cultural symbols reflect identity, such as flags, national costumes, the owl as a symbol of education, famous buildings and treasures, national emblems, sporting emblems/jerseys, and reflecting on own identity

Modern Greek (F–10 Sequence) Understanding

Foundation to Year 2 content descriptions	Elaborations
Systems of language Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel-consonant combinations, including the most common digraphs/diphthongs such as *ου* and *μπ* [Key concepts: stress, intonation, letters, pronunciation; Key processes: listening, reading, recognising]	• building phonic awareness by pronouncing and writing alphabet letters with familiar sounds, for example, *Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σσς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ,* and building to more unfamiliar sounds, for example *Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ* • experimenting with sounds, rhythms, intonation and stress • noticing that there are 24 letters in the Greek alphabet with individual names and that there are both upper case and lower case letters, seven vowels and seventeen consonants, and that *'ς' (τελικό σίγμα)* only appears on the ends of words • locating and highlighting specific alphabet letters and accent marks in names, and categorising names according to their first consonant • developing pronunciation and intonation skills by singing, reciting and repeating alphabet names in context, for example, songs • focusing on those letters that are different and initially difficult and correctly pronouncing words starting with the sounds *Ψψ* and *Ξξ (ψάρι, ξύλο),* recognising that these two sounds only appear in the middle or at the end of words in English • recognising and making simple syllables from vowel–consonant combinations, for example, *μα, με, μη, μι, μο, μυ, μω* and understanding that syllables can be joined together to make words such as *α-λά-τι* and *μά-τι* • recognising the most common digraphs, including *ου* as in *μου and μπ* as in *μπαμπάς*

Foundation to Year 2 content descriptions	Elaborations
Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences and develop vocabulary to describe self, friends and family [Key concepts: grammar, sentence, word order; Key processes: naming, noticing patterns]	• recognising the order of words in phrases and sentences, for example, *η μαμά μου, Δεν κάνει κρύο, Να η θεία μου* • observing that the accent mark indicates emphasis, for example, *το βιβλίο, η γάτα, ο σκύλος* • recognising that all nouns, in particular names in Greek, have an article and gender, for example, *η Άννα, το σκυλί, ο μπαμπάς* • understanding that adjectives have gender, for example, *κόκκινος, κόκκινη, κόκκινο, μεγάλος, μεγάλη, μεγάλο, καλός, καλή, καλό* • using adverbs to indicate where, for example *έξω, μέσα, εδώ, εκεί, πάνω, κάτω, γύρω* • using simple adjectives and adverbs to enhance sentences, for example, *Κάνει λίγο κρύο, Σ'αγαπώ πολύ μαμά! Το σπίτι είναι πολύ μεγάλο.* • using verbs in the first person to describe aspects of self, for example *Είμαι αγόρι, είμαι έξι, έχω γάτα* • recognising terms for common everyday nouns, for example *η πόρτα, η καρέκλα, το σπίτι, ο μπαμπάς* • responding to and issuing commands, for example *έλα εδώ, κάτσε κάτω* • responding to questions which include verbs in the second person, singular or plural, such as *Πόσω[ν] χρονών είσαι; Τι κάνετε;* • developing number knowledge for numbers up to 29 and using them in sentences such as *Είμαι έξι* • beginning to use conjunctions such as *και*
Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions [Key concept: text; Key processes: recognising, identifying]	• listening to, reading and viewing different simple texts in Greek, understanding that texts can be short or long, spoken, written, digital, visual or multimodal, for example songs, chants, labels, captions, stories and dialogues • identifying Greek from a selection of spoken or written texts from other languages represented in the classroom or in the school • comparing similar texts in Greek and English and noticing how they are the same or different, for example, a counting song, street signs or labels at a market

Foundation to Year 2 content descriptions	Elaborations
Language variation and change Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants [Key concepts: register, relationships; Key processes: selecting, noticing]	• using appropriate form of address or greeting depending on gender, age and social status of participants, and time of day, for example, using *Γεια σου or Τι κάνεις;* with peers and *Γεια σας or Τι κάνετε;* when speaking to adults, using *Καλημέρα, Γεια σας, Χαίρετε, Καλησπέρα* or *Καληνύχτα* depending on the time of day, using first names when greeting friends but adding a salutation when addressing teachers/adults, *Γεια σας κυρία Αγγελική* • recognising that there can be different forms of address for the same person, for example *μαμά, μητέρα*
Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary [Key concepts: language, change, word-borrowing; Key processes: noticing, comparing]	• understanding that the 26 English alphabet letters, (Latin/Roman alphabet), have their roots in the Ancient Greek alphabet, recognising the similar order of letters and comparing lower and uppercase Greek and English alphabet letters • understanding that there are many everyday words and names in English that have Greek origins, for example, school, maths, alphabet, telephone, story, echidna, eucalyptus, disco, hippopotamus, Chloe, Timothy, Alex, Zoe • understanding that there are many technical/scientific words in English that have Greek origins, for example, telescope, thermometer, astronaut, dentist, disc, physiotherapist, chemist
Role of language and culture Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating [Key concepts: norm, culture; Key processes: making connections]	• exploring the meaning of 'culture', considering different lifestyles and symbols such as flags, including the Aboriginal flag and the Torres Strait Islander flag • exploring the significance of different cultural practices, activities and games, for example, using a *κομπολόι,* making wreaths for the 1st of May, making masks or kites for *Απόκριες* • recognising words that reflect aspects of culture, for example, *γλέντι, κέφι, χρόνια πολλά, όπα!* • understanding that particular Australian English terms and expressions have no equivalent in Greek, for example, billabong, corroboree, the bush • recognising features of Greek language interactions which may be similar, such as politely speaking to an adult, or different to own ways of communicating, for example, physical contact when farewelling someone

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves (*Καλημέρα, Με λένε Γιώργο)* and their family and exchange greetings *(Γεια σου)*, farewells (*Καληνύχτα)* and express thanks (*Ευχαριστώ πολύ).* They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions *(Έλα εδώ)* and imitate frequently used classroom language *(Όλοι μαζί, Μπράβο, Κλείσε την πόρτα).* When speaking, they reproduce distinctive sounds and letters of the Greek language *(γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου).* Students identify specific words, such as names of people (*Ο Γιάννης)*, places *(το σχολείο)* or objects (*η γόμα)*, in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves *(Το σκυλάκι μου)*, their family *(Να η γιαγιά μου),* friends (*οι φίλοι μου)* and possessions (*το βιβλίο μου)*, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns *(Σ'αγαπώ μαμά).* They use vocabulary related to their classroom and family (*Η οικογένειά μου, Η τάξη μου).* They recognise questions *(Τι κάνετε;)* and commands (*Καθίστε κάτω)*, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves *(Είμαι έξι),* their family and classroom *(Να η μαμά μου, Να το το σχολείο μου).* They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom.

Students identify how letters of the Greek alphabet are represented in words and read vowel-consonant combinations (*τα, τε, τη, τι, το, τυ, τω*). They identify features of familiar texts, such as songs, labels and captions. They recognise that different titles and greetings are used to address people in different situations (*κύριε, κυρία*). They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice-versa. They identify similarities and differences between Greek and their own language and culture.

Years 3 and 4

Band description

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including the Modern Greek class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning Modern Greek. They benefit from multimodal, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning, including English and other languages.

Modern Greek language learning and use

Learners interact with peers and the teacher in a variety of communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. Language use remains at a simplistic, repetitive level within familiar and predictable contexts. They use simple language structures, vocabulary and phrases, (*Τι καιρό κάνει σήμερα; Χρόνια πολλά).* They understand basic grammatical features such as the position of the possessive pronoun, (*η μαμά μου),* and the importance of the use of articles, (*η ΄Αννα),* and apply them in their own speech and writing. Specific language learning skills such as memory and communication strategies are developed. Listening skills are developed further, and through constant repetition and consolidation learners ask and respond to questions, give information, and read and write simple texts. With extensive support, they use their imagination to create short songs, games and performances. They discuss and begin to explore the significance of certain traditions, practices and values and the language associated with these, such as *25η Μαρτίου*, *Απόκριες, 28η Οκτωβρίου*.

Contexts of interaction

The contexts in which learners interact in learning and using Modern Greek are primarily the classroom and school, with some sharing of their learning at home. They have access to wider communities of Greek speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity.

Texts and resources

Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Procedural, informative and descriptive texts, for example, recipes, weather reports and family descriptions, show how language is used in different ways and for different purposes.

Features of Modern Greek language use

Learners begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between English and Modern Greek. For example, they understand that in English there is one word for the definite article ('the'), whereas in Greek the definite article changes according to case, gender and number (*o, η, το, οι, οι, τα*). Comparing the structures and patterns of Modern Greek to those of English helps learners understand both languages, assisting in the development of their overall literacy skills. At this level, learners have control of writing the Greek alphabet.

Level of support

This stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, YouTube clips and digital games.

The role of English

Learners are encouraged to use Modern Greek as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, explanation and reflection, as learners become aware of the interdependence of Greek language and culture and how these systems connect and compare to their own language and culture.

Modern Greek (F–10 Sequence) Communicating

Years 3 and 4 content descriptions	Elaborations
Socialising Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment [Key concepts: everyday routines (home and school); Key processes: interacting, participating, exchanging]	• asking and answering questions to exchange information about self and family, for example, *Πού είναι ο κύριος Παναγιώτης; Να τος. Πού είναι η μαμά σου;* • asking and sharing information about daily and classroom routines, for example, *Πού είναι το μολύβι; Εδώ. Τι μέρα είναι σήμερα; Σήμερα είναι Δευτέρα. Τι μήνας είναι; Είναι Μάρτιος, Τι ημερομηνία έχουμε σήμερα; Έχουμε 18 Μαρτίου, Ποια εποχή έχουμε; Έχουμε καλοκαίρι, Τι καιρό κάνει σήμερα; Κάνει κρύο. Βρέχει. Δε βρέχει. Ούτε κρύο, ούτε ζέστη.* • using common responses and appropriate body language for frequently asked comments or questions, for example, *ναι, μ'αρέσει, δε μ'αρέσει*, understanding that lifting the head indicates 'no' and is used only in informal situations • exchanging simple correspondence such as notes, invitations or messages in print or digital form
Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role play [Key concepts: collaboration; creativity; Key processes: contributing, participating]	• preparing, rehearsing and performing an item for an audience, such as a school assembly, another class or parents • collaborating with peers on tasks, such as designing a poster for a significant event, for example,,*25η Μαρτίου, Απόκριες* • following simple procedures and using modelled language for shared activities, such as making a simple dish from a recipe (*κουλουράκια, λουκουμάδες, φρουτοσαλάτα*) and naming ingredients, or following instructions in a craft activity • participating in a role play, for example, buying goods from a shop, using props *(Καραγκιόζη, Τάκη the bear*) to engage in conversation

Years 3 and 4 content descriptions	Elaborations
Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers [Key concept: communication, support; Key processes: speaking, contributing, taking turns]	• asking for permission and requesting help using set phrases, for example, *Θέλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω* • asking how to say or write a word or expression, for example, *Πώς το λένε;* • praising and encouraging peers, for example, *Μπράβο σου, Ωραία, Προσπάθησε, Έλα, Πάλι!* • using words, phrases or interjections which can be used in conversation, for example, *Α καλά, έτσι μπράβο, Ποπό! Ωραία! Όπα!*
Informing Locate key information about everyday contexts and routines from written, spoken and visual texts [Key concepts: home, self, others; Key processes: identifying, selecting, recording]	• surveying classmates regarding their likes, interests, routines and activities, and tabulating the results, for example, in birthday charts or graphs • reading profiles and stories in print and digital form about people and animals, and creating a display with names and short descriptions, for example, *Το λιοντάρι είναι μεγάλο, Το ποντίκι είναι μικρό* • locating information relating to school activities in a Greek context, for example, from a sister school, and comparing with own daily schedule/routine • identifying points of information in short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list
Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts [Key concepts: home, school, information; Key processes: selecting, presenting]	• creating print or digital texts to describe people, objects or their favourite pets/animals *Να ο Τάσος, Είναι δέκα χρονών, Του αρέσει να παίζει φούτμπολ, Είναι από την Ελλάδα, Μένει στην Αδελαΐδα, Το σπίτι μου, Να η κουζίνα, Να το μπάνιο, Να το αρνάκι, Είναι μικρό* • creating a class profile from information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours • presenting information on events or topics of possible interest to children of their own age in Greece or Cyprus, using multimodal resources and authentic materials as support, such as menus, artefacts, brochures, maps • selecting information gained from print, visual and oral texts to design a digital display model or class book, for example, a class timetable or a map of their school for their sister school in Greece or Cyprus

Years 3 and 4 content descriptions	Elaborations
Creating Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters [Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]	• listening to, viewing and reading stories, such as Aesop's fables, or stories by contemporary Greek authors, in a range of text types, and responding to questions about characters, themes and events • comparing a Greek myth to an Australian Dreaming story and highlighting the similarities and differences in characters, events and moral of the story • creating a timeline of the main events of a story using pictures, words and simple sentences • performing a scene from a Greek myth _(Theseus and the Minotaur, Icarus, Hercules, Cyclops, Persephone)_ using simple, modelled language
Create and perform short spoken and written imaginative texts such as dialogues or collaborative stories, using formulaic expressions and modelled language [Key concepts: fantasy, humour, imagination; Key processes: experimenting, creating, performing]	• creating and performing simple imaginative texts, using movement or drama to animate characters and to give expression to events in texts, for example, acting out scenes from a story, adopting the profile of a character, creating a dance to accompany songs • modifying texts such as songs, for example, by substituting words in a well-known song or tune _H Μικρή Ελένη, Βγαίνει η βαρκούλα, Bob the Builder_ • creating a new story such as a picture book using favourite characters from imaginative texts _(Ηρακλής, Μορμώ, Σποτ)_ and adding captions using formulaic expressions and modelled language, for example, _Μια φορά και έναν καιρό, Τέλος, Και ζήσαν αυτοί καλά κι εμείς καλύτερα._
Translating Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages [Key concept: equivalence, personal world; Key processes: translating, identifying, labelling]	• playing matching games with Greek and English word cards, for example, days of the week, months, seasons or vocabulary associated with weather • translating simple sentences in Greek, such as requests in the classroom, to understand the gist, noticing how meaning changes when translating into English, as in the case of expressions of politeness, for example, _Ένα μολύβ,ι παρακαλώ_ or _Θα ήθελα ένα μολύβι, παρακαλώ_ (A literal translation of _Μπορώ να έχω ένα μολύβι, σε παρακαλώ;_ would not be used in Greek) • translating signs or phrases in familiar contexts from Greek into English, for example, street signs, addresses, food labels _Δελφών 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΑ, 4€)_, noting that some signs and symbols are universal, for example, the 'Stop' sign
Create simple bilingual resources such as picture dictionaries, action games or captions for the classroom [Key concepts: translation, meaning; Key processes: selecting, explaining]	• creating hand-made or digital greeting cards in both Greek and English for different celebrations and traditions, for example, _Καλά Χριστούγεννα, Καλό Πάσχα_ • creating bilingual texts for different audiences, for example, signs for the school community, a bilingual class digital dictionary, a word chart, a board game for a younger class • creating simple bilingual story books that include captions and images modelled on familiar texts for example, _Spot the Dog_

Years 3 and 4 content descriptions	Elaborations
Reflecting Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words [Key concepts language, culture, difference; Key processes: noticing, comparing]	• identifying elements of Greek language and culture that feel different to own language and culture, including pronunciation of some sounds, gestures and facial expressions, for example, *έτσι κι έτσι, μπα* • discussing ways of communicating and their appropriateness in Greek and non-Greek contexts, for example, polite and impolite ways of indicating yes or no to an adult, the acceptable practice of using teachers' first names, *κυρία Άννα, κύριε Δημήτρη* • describing to peers what they are confident about when using Greek, what they feel unsure of and what they most enjoy • experimenting with respectful gestures and titles, such as using titles *κυρία, κύριε* discussing how Australian terms and expressions might be understood from a Greek perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'
Interact with others, noticing how identify matters, such as use of terms of address, who and what is included and what language is used [Key concepts: belonging. identity; Key processes: interacting, noticing]	• recognising how they communicate with each other, their family, teachers and other adults, identifying differences in behaviour and language and explaining why this happens • reflecting on the experience of becoming bilingual or multilingual, considering what advantages this brings and whether it impacts on identity • creating a digital profile of aspects of their identity, for example, family, background, interests, membership of the Greek language class • discussing which groups they belong to, for example, family, class, learners of Greek and making connections and comparisons between own cultural perspectives and those of different cultural groups • interacting with teachers, other Greek speakers and class friends, and noticing aspects of speech, behaviour and actions that are the same as or different to their own

Modern Greek (F–10 Sequence) Understanding

Years 3 and 4 content descriptions	Elaborations
Systems of language Identify, pronounce and write the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation [Key concept: sound and writing system; Key processes: identifying, recognising, repeating]	• identifying and pronouncing the sounds of the Greek alphabet as well as the most common digraphs and letter blends, for example, *ου, αι, ει, οι (double vowels), μπ, ντ, γγ, γκ, τσ, τζ (double consonants), αυ, ευ (vowel combinations)* • practising letter clusters, for example, *στρ, μπρ,* in common words or in names, *Στράτος, μπράτσο* • beginning to recognise high-frequency words such as *η, ο, το, μου, έχω, είμαι, είναι, θέλω, να* • comparing markings on words in different languages, for example, *αλάτι* (Greek), *français,* (French), *váza* (Czech), *Grüße* (German), *niña* (Spanish) observing that the markings have different purposes • using the accent mark appropriately in Greek when writing, for pronunciation as well as meaning • applying appropriate punctuation marks such as full stop, comma (in lists), exclamation mark and question mark • using different strategies to remember new sounds, for example mnemonics

Years 3 and 4 content descriptions	Elaborations
Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events [Key concepts: sentence, grammar, word order; Key processes: recognising, applying, naming	• beginning to describe and explain features of Modern Greek using metalanguage, for example, using the terms masculine, feminine, neuter nouns, verbs, tenses, adjectives, conjunctions, in English or Greek • noticing the use of gender in Greek names, singular/plural, use of articles for example– *Η Άννα, η γάτα, οι γάτες, τα ψάρια, ο μπαμπάς* • using adjectives to describe characteristics or qualities (such as number, shape and colour) of a person or object (noun),for example, *τρία μικρά γουρουνάκια*, and understanding that adjectives have gender, for example, *καλός, καλή, καλό, ψηλός, ψηλή, ψηλό* • creating simple sentences in the subject-verb-object order, for example, *Το βάζο έχει λουλούδια* • experimenting with compound sentences using conjunctions such as *και* and *αλλά* • using adverbs of place, for example, *έξω, μέσα, πάνω, κάτω, μπροστά, πίσω, δίπλα* • observing singular noun and plural noun endings, for example, *γάτα, γάτες, σπίτι, σπίτια* • understanding that some words can mean different things in different contexts, for example, *μπάνιο* can mean 'bathroom', 'bathtub' or 'swimming at the beach' • recognising the differences or similarities in word order in simple sentences, for example, *μου αρέσει, δε μου αρέσει* • expressing negation in simple sentences, for example, *Όχι, δεν το θέλω, δε μ'αρέσει* • expanding number knowledge up to 100
Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations [Key concepts: genre, textual features; Key processes: observing, identifying]	• identifying the main features of a short narrative, for example, a song, rhyme or poem, a simple description or procedure, for example, a recipe, or a conversation • noticing the differences between texts within the same mode, for example, a birthday card and an email, and between multimodal texts, for example, reading the lyrics of a song, and hearing it being sung, or reading a dialogue and acting it out • recognising how different textual elements combine to make meaning, for example, how the images, font, script and layout of different texts combine to create a whole advertisement, web-page, or picture book

Years 3 and 4 content descriptions	Elaborations
Language variation and change Understand that the context and purpose of interactions influence language choices [Key concepts: change; register, variation; Key processes: observing, comparing]	• recognising the differences between formal and informal language in social interactions, for example, _Γεια σου φίλε, Γεια σας κύριε_, and how Greek people use body language when communicating, which varies according to relationships • examining culturally appropriate phrases for different times of the day and for different purposes, for example, _καλή εβδομάδα, καλό καλοκαίρι, καλό απόγευμα, καλό μεσημέρι, χρόνια πολλά, καλές γιορτές, καλή όρεξη_, and considering phrases used in English in similar contexts • understanding how differences in gestures, register and tone are used to change meaning of speech, for example, _Είσαι καλά or Τι κάνεις;_ can have multiple meanings. • identifying how emphasis on words can change meaning, for example, _έλα_ has many meanings depending on how it is said and used, _Έλα εδώ, Έλα τώρα!, Έλα Άννα (στο τηλέφωνο)_ • recognising how the purpose of interaction, for example, command or invitation, can change the emphasis on words
Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages [Key concepts: continuity, change; Key processes: identifying, processing]	• recognising that the language used by the Ancient Greeks has developed into the Modern Greek language and that the Greek language has influenced many languages including English • understanding that there is the standard language called 'Modern Greek' as well as a number of different dialects spoken throughout Greece and the Greek Diaspora • noticing that languages are fluid and ever-evolving and can be incorporated into and influence other languages beyond their own (for example, that Ancient Greek has influenced and still influences many languages of the world) • viewing inscriptions on Ancient Greek tombstones (for example, from Vergina), coins (for example, from Alexander the Great's or King Philip's reign) and vases (for example, from the Hellenistic era) • recognising that some words in Greek are borrowed from other languages, for example, _πάρτυ, χόμπυ, μπάσκετ, κομπιούτερ_ • examining the etymology of everyday words in English which are derived from Greek morphemes/words or from Greek myths (for example, school, story, aeroplane, Maths, history, Ajax, Nike), and talking about the extent to which this has occurred

Years 3 and 4 content descriptions	Elaborations
Role of language and culture Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [Key concepts: celebrations, symbolism; Key processes: understanding, identifying]	• examining aspects of authentic Greek culture, for example, sugared almonds at weddings and baptisms, *βασιλόπιτα, τσουρέκι*, their symbolism and the language associated with them • understanding concepts and values such as *το γλέντι,* and *η παρέα*, *το πανηγύρι* for example, during Greek festivals, birthdays and name days • recognising and explaining to others the significance of some Greek cultural practices and events, for example, offering visitors food and drink, *το κέρασμα στη γιορτή* • experiencing the importance of music and dance in Greek culture, as an expression of identity and emotions (happiness, joy, sadness, national pride)

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school, (*Μαθαίνω ελληνικά)*, home (*Το σπίτι μου είναι μεγάλο)* and everyday routines (*Παίζω μπάλα)*. They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others *(Μπράβο σου),* asking for assistance, seeking clarification (*Συγγνώμη, κυρία*), requesting permission *(Μπορώ να πάω έξω;).* They use features of Greek pronunciation when asking questions (*Πού είναι;),* and making statements and exclamations (*Ελάτε τώρα!),* including use of the accent mark. Students locate information related to everyday contexts (*Να το βιβλίο μου)* and routines *(Τη Δευτέρα παίζω τένις)* and use simple statements and support materials to present information about themselves (*Αγαπώ τη σοκολάτα, Είμαι οχτώ χρονών),* others (*Πόσων χρονών είσαι;),* home (*Μένω στο ...)* and school (*Να η τάξη μου).* They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts*,* using formulaic expressions and modelled language (*Πού είναι ο Φρίξος; Είναι…).* Students use vocabulary related to school, home and everyday routines (*η πόρτα, το σπίτι, το σχολείο, τα χόμπυ μου, η οικογένειά μου)* and describe people, objects or events using adjectives and adverbs*.* They use appropriate word order, gender, and singular and plural forms in simple spoken and written texts (*Να η γάτα*, *Να ο γάτος, Να οι γάτες).* They translate and interpret common words and frequently used language relating to familiar environments *(Ορίστε Μαρία, Παρακαλώ)*, and create simple bilingual resources for the classroom, such as picture dictionaries and captions. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.

Students identify and write letters of the Greek alphabet, and recognise sound-letter relationships, letter clusters, vowel-consonant combinations and the most common digraphs (*ου, αι, οι, ει, μπ, ντ*). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (*Τέλος, Καλημέρα, Τι κάνεις*;). They provide examples of how language use varies according to the context and the purpose of the exchange (*Γεια σου / σας*).They recognise that languages change over time, and that languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions.

Years 5 and 6

Band description

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Modern Greek. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between Modern Greek language and culture and their own.

Modern Greek language learning and use

Learners use Modern Greek in the classroom for a widening range of purposes: exchanging information, expressing ideas and feelings, performing role plays, dialogues, and responding to experiences. Key concepts that underpin language use are associated with this extended social space such as family, neighbourhood, locality and community. Their pronunciation, intonation and phrasing are more confident. They have access to a broader vocabulary, and use a widening range of strategies to support communication. Purposeful contexts and shared activities in the classroom develop language skills and enhance understanding and communication. More attention is paid to language structure and reinforcing oracy and literacy. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations, and selecting appropriate language to use with particular audiences, (*γειά, χαίρετε, να, τι, ορίστε*). They enjoy reading for meaning and apply their language knowledge and skills to decode unknown words and predict meaning. They write more accurately and fluently for a wider range of purposes and audiences, for example, creating birthday invitations, emails and advertisements.

Contexts of interaction

Learners use Modern Greek with each other and the teacher for an increasing range of purposes. They are able to work more independently, but also enjoy working collaboratively and in groups. They explore cultural elements of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, Greek-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Modern Greek. The use of dictionaries is encouraged for accuracy in language acquisition, such as ensuring the correct interpretation of similar words (*βάζω, βάζο, σήκω, σύκο*) and learning different meanings of similar words (*γέρος, γερός, ώμος, ωμός).*

Features of Modern Greek language use

Learners begin to reflect on language and how it is used in different ways to communicate. As they use Modern Greek for a wider range of interactions, learners develop a stronger understanding of the interconnection between language and culture. They begin to recognise how language features and expressions reflect cultural values, for example, (*κέφι, φιλοξενία),* and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others, or using masculine forms of some professional titles when referring to women (*η γιατρός, η δικηγόρος).*

Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written text. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

The language of response varies according to task demands, with Modern Greek being the primary language of communication, while English may be used for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Greek culture, and ask questions about cultural values and practices and how these relate to their own.

Modern Greek (F–10 Sequence) Communicating

Years 5 and 6 content descriptions	Elaborations
Socialising Initiate interactions and exchange information with peers, describing feelings and preferences, aspects of daily life, school, friends and hobbies [Key concepts: friendship, leisure; Key processes: asking, responding, interacting]	• asking and responding to questions to exchange information 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 feelings, such as weekend activities and likes/dislikes using set phrases, for example, *Το Σάββατο.... Είναι... Έχει... Μου αρέσει...Δε μου αρέσει....* • using communication strategies such as 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* • comparing routines, interests and hobbies, using language associated with time, sequence and location, for example, *Τη Δευτέρα παίζω τέννις, χτες, σήμερα, αύριο θα..., στο πάρκο, στο σχολείο, στο σπίτι μου*
Collaborate in group tasks and shared experiences 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]	• planning and organising an event, such as inviting a special guest, for example, *γιαγιά,* to speak to 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, 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

Years 5 and 6 content descriptions	Elaborations
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]	• 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;* • talking about 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]	• identifying information in texts, such as conversations and brochures, 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/Cyprus/Australia, for example, kite flying on Clean Monday, summer holidays in July, Australia Day • viewing advertisements on television and in other media, in order 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

Years 5 and 6 content descriptions	Elaborations
Convey and present information about aspects of personal world, through prepared texts such as diagrams, dialogues and timelines [Key concepts: self, family, community, significant events; Key processes: understanding, sharing, reflecting, presenting]	• 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 fliers, newsletters, advertisements and brochures • preparing and giving simple oral presentations on personal world, for example, a timeline of growth and change *Εδώ είμαι δύο. Εδώ είμαι πέντε. 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, 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 (graphs) • 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 texts and respond by expressing feelings and opinions about the storyline and characters [Key concepts: theme, myth, legend; Key processes: sharing, responding, understanding]	• 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 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....*

Years 5 and 6 content descriptions	Elaborations
Create and perform imaginative texts such as stories, skits or rap, using familiar language [Key concept: imagination; Key processes: experimenting, performing]	• 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 fairy tale 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 concept: non-equivalent words, contexts and situations, intercultural; Key processes: translating, noting, comparing]	• 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!* • explaining to the teacher, peers and family how 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]	• 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

Years 5 and 6 content descriptions	Elaborations
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]	• 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 o*f 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 G'day, Howzat, this arvo, 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 in order to visit a school in Greece or Cyprus and talking about adjustments they may need to make in language use and behaviour
Share experiences of learning and using Greek, and reflect on the effect of language learning on own identity [Key concept: identity; Key processes: discussing, interconnecting, agreeing, disagreeing]	• preparing a class profile to exchange with students in Greece or Cyprus, 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

Modern Greek (F–10 Sequence) Understanding

Years 5 and 6 content descriptions	Elaborations
Systems of language Identify and reproduce, orally and in writing, 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]	• applying different intonation for statements, questions, exclamations and commands, for example, *Είναι εδώ, Τι κάνεις; Ποπό! Σταμάτα! Άντε! Κρίμα!* • reading simple texts and highlighting digraphs/dipthongs, 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]	• 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* • 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

Years 5 and 6 content descriptions	Elaborations
Identify and use language features of different types of oral 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]	• 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]	• 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 say 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]	• 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-, -gram-, -graph-, geo-, hyper-, hypo-, kilo-, macro-, micro-, mega-, -meter, mono-, -morph-, neo-, octo-, pent-, -phil-, photo-, -poly-, psych-, tech-, tele-, -therm-, tri-, -itis, -ic, -ism, -logue, -ology, -phobia, -scope* • understanding that words derived from Ancient Greek are still being used today to create new words such as names of new technological/scientific discoveries such as *giga-, mega-, metro-, disc* • 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 prefix 'a-' in words makes 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-γαλάζιο*

Years 5 and 6 content descriptions	Elaborations
Role of language and culture Understand that language and culture are integral to identity and are reflected in communication styles [Key concepts: language use, cultural behaviour and practices; Key processes: recognising exploring, discussing, connecting]	• discussing own and peers' understanding of concepts and messages expressed in stories/myths/song 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, *25η 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 εκατοστίσεις* 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

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Greek to exchange personal information (*Οι δάσκαλοί μου είναι...*, *Έχω πολλούς φίλους, Αγαπώ τη μουσική)*, describe feelings and express preferences (*Μου αρέσει να παίζω σκάκι στο κομπιούτερ)*. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (*Πώς σε λένε;)*, plan collaboratively, and make suggestions and statements (*Τώρα το βρήκα!)*. When interacting, students use key features of pronunciation and intonation, including accents *(η οικογένειά μου, η and ή)*. They obtain and compare information from a range of texts related to aspects of daily life and events (*Τι καιρό θα κάνει σήμερα;)*. They present information about their personal world *(Μου αρέσει ο τραγουδιστής....)* in different formats. They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language (*Ο αγαπημένος μου δάσκαλος ...)*. They use tenses in combination with verbs (*Έχω, θέλω, είμαι)*, nouns (*ο άνθρωπος, η μητέρα, το παιδί)*, adjectives (*καλός, μεγάλος, ωραία)* and conjunctions, to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated (*το φιλότιμο)* and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.

Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations (*Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω)*. They identify the impact of Greek on other languages, especially English (*το κινητό, ο υπολογιστής)*, but appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and the nature of communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.

Years 7 and 8

Band description

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Modern Greek, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Greece, Cyprus and other Greek-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Modern Greek language learning and use

At this level, learners express ideas and feelings, exchange opinions, negotiate relationships and manage shared activities. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language, (*Τα ενδιαφέροντά μου είναι.., Σου αρέσει η μαγειρική;)*. They create and perform more complex and varied texts, for example, role-plays of interactions at a restaurant, songs about leisure activities, acrostic poems, blogs about experiences at school, tourism advertisements for a Greek island and journal entries. They plan, draft and present imaginative and informative texts, for example, a children's book, design interactive texts, for example, word games, and collaborative tasks, for example, menus, and participate in discussions and games, such as Greek board games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. Modern Greek is used not only for classroom interactions and transactions but also for broader interactive and intercultural experiences, such as the exchange of language and culture that occurs with sister school relationships, and study trips to Greece or Cyprus, (*Θα επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα..*). Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing, internet video and audio calling, instant messaging and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Modern Greek in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Greek-speaking communities, such as films, websites, advertisements and magazines.

Features of Modern Greek language use

By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Modern Greek. They use a range of grammatical forms and structures to convey relationships between ideas, events and experiences, developing awareness of the language structures and features of specific texts. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, writing a journal entry, and patterns, for example, correctly using verb endings. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, (*το παλικάρι, η πατρίδα)*, and how language choices determine how people, issues and circumstances are represented, (*Να ζήσετε, Πάντα άξιος, Καλά στέφανα, Καλή όρεξη, Στην υγειά σου, Γεια μας, Σιδερένιος!)*.

Level of support

Learners may have a range of previous experience in the language or may be new learners. A multilevel and differentiated approach to teaching and task design is required for this diversity of prior experience. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. Learners are supported as they develop increasing autonomy as language learners and users, to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

Modern Greek is the main language of instruction and interaction, and English is used for conceptually demanding explanations and discussions. Learners continue to develop a metalanguage for thinking and talking about language, culture and their sense of self, and connections within and across languages and cultures.

Modern Greek (F–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
Socialising Initiate and sustain interactions, to share information, ideas, thoughts and feelings about people, objects, places and events [Key concepts: relationships, experiences; Key processes: exchanging, sharing, discussing]	• interacting with peers to describe everyday aspects of own environment, lifestyles and routines, and making comparisons with those of students in different cultural contexts, for example, school holidays in Australia compared to Greece and Cyprus • exchanging personal information such as languages spoken, family and friends, routines and immediate environment with peers in their class and further afield, using *Η καταγωγή μου είναι, Τα ενδιαφέροντά μου είναι ...*and other verbs such as *Ασχολούμαι με.....* • sharing views about favourite forms of entertainment, celebrities and other significant figures, expressing preferences, feelings and opinions, for example, *Μου αρέσει, Λατρεύω το ποδόσφαιρο, νομίζω, αισθάνομαι, προτιμώ* • recounting events and describing activities and personal experiences, for example, *Πού πήγες; Τι έκανες; Σου αρέσει η μαγειρική; Πάμε σινεμά;*

Years 7 and 8 content descriptions	Elaborations
Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions [Key concepts: friendship, task, experience; Key processes: negotiating, collaborating, participating]	• participating in decision-making scenarios, for example, planning to go to a celebration of "Apokries," or making arrangements to attend a Greek film festival, agreeing or disagreeing with ideas and suggestions, for example, *Εγώ θα ντυθώ παλιάτσος, Να βρεθούμε έξω από το κινηματογράφο στις εφτά, Θα φάμε έξω.* • participating in the collaborative planning of real or simulated class events, such as a trip to the local market to buy food for a special occasion, hosting students visiting the school on an exchange program, giving a community performance, for example, *Τι θα πρέπει να πάρουμε μαζί μας για το ταξίδι στην Ελλάδα; Τι θα πρέπει να ψωνίσουμε για τη γιορτή;* or arranging an online meeting with sister school students in Greece or Cyprus and discussing how the interaction will be organised, for example, *Να επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα με το διαδίκτυο;* • describing plans and arrangements, giving suggestions and reasons for own preferences, and negotiating outcomes, for example, *Πάμε να παίξουμε ποδόσφαιρο;/ Πάμε για ποδόσφαιρο; Όχι, προτιμώ να πάμε σινεμά, γιατί βρέχει* • transacting and negotiating in real or simulated situations, such as comparing similar offers for goods on online Greek language internet sites and discussing preferences and prices, for example, *Το ξενοδοχείο αυτό προσφέρει άνετα δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα γαι το ταξίδι μας*
Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions [Key concepts: discussion, exchange; Key processes: responding, expressing]	• initiating interactions in a class or group activity, such as assigning roles to others, for example, *Γράψε τις προτάσεις, Απάντησε στις ερωτήσεις, Τί γνώμη έχετε γι' αυτό το τραγούδι; Να χωριστείτε σε ομάδες.* • asking for, giving and following instructions in a variety of situations, for example, *Ανοίξτε τα βιβλία σας στη σελίδα ..παρακαλώ; Πρέπει να τελειώσετε αυτή την άσκηση στο σπίτι..* • asking and responding to questions, for example, *Ποιο μάθημα σου αρέσει καλύτερα και γιατί; Μου αρέσει η ζωγραφική γιατί..* • expressing opinions using language such as *πιστεύω, η γνώμη μου*, and inviting people to give opinions or suggestions, for example, *Τι νομίζεις; Τι προτείνεις;* • discussing and sharing learning strategies, such as developing vocabulary knowledge and expressing ideas and opinions in different ways, for example, *Μαθαίνω νέες λέξεις όταν ακούω ελληνικά τραγούδια, Το μάθημα είναι πιο ενδιαφέρον όταν παίζουμε γλωσσικά παιχνίδια*

Years 7 and 8 content descriptions	Elaborations
Informing Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions [Key concepts: personal world; Key processes: identifying, selecting, interpreting]	• collecting information from a range of texts, such as advertisements, signs, announcements and recipes, identifying context, purpose and audience • comparing information from different texts such as a diary entry, song or invitation, about special occasions, evaluating information and discussing culture specific terms and representations (*Να ζήσεις! Χρόνια πολλά*) • using print and online resources such as dictionaries and grammar references to support understanding of texts • summarising information and viewpoints in a range of texts, using tools such as guided note taking • listening to, reading and viewing print and digital texts, such as invitations, cards and messages, summarising main ideas and key information and responding to them, for example, *Ευχαριστώ για το μήνυμα, Θα είμαι εκεί στις εφτά*
Convey and present information and ideas on a range of topics in different types of texts and in a variety of modes [Key concepts: representation, experience; Key processes: sequencing and ordering, interpreting, presenting]	• presenting information on a variety of topics for a range of purposes, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, and places of interest *Πόσο μακριά είναι η Ακρόπολη από το Λυκαβηττό; Σε αυτή την εκδρομή μπορούμε να επισκεφθούμε πολλά ιστορικά μέρη* • presenting findings from interviews with peers in own class or in Greek-speaking classes and settings, using formats such as profile posters, charts and timelines, for example, *Πόσα μέλη έχει η οικογένειά σου; Πόσες γλώσσες μιλούν ή μαθαίνουν τα παιδιά στην Αυστραλία;* • summarising and conveying the main points of texts, deducing the meaning of some unknown words and phrases, and identifying known cultural references, images and other content which contribute to the overall meaning, for example, images of the Acropolis and the symbol of the owl, or the olive wreath representing peace and the Olympic Games • organising and presenting information for a Greek-speaking audience, for example, a web page describing and explaining leisure activities of young people in Australia • reporting in either a journal/diary entry or article for a school magazine on own and others' experiences of events such as a concert, school camp, excursion or new educational computer game

Years 7 and 8 content descriptions	Elaborations
Creating Engage with and respond to imaginative texts, describing and expressing feelings and opinions about key ideas, characters, places and events [Key concepts: imagination, aesthetic, tradition; Key processes: evaluating, reflecting, analysing, comparing]	• expressing personal opinions about ideas in Greek imaginative texts in various modes such as myths, legends, stories, film excerpts, paintings, songs or video clips • comparing key messages and beliefs from Greek and Australian texts such as tradiitonal and contemporary stories and the Dreamtime • responding to imaginative texts, comparing ways in which people, places and experiences are represented, for example, the goddess Athena, Poseidon or characters in modern fiction • stating personal preferences about characters, attitudes and events in texts for example, Pandora's Box, Aesop's fable: The Fox and the Grapes
Create and perform own and shared texts about imaginary people, places and experiences, in order to entertain others [Key concepts: entertainment, imagination; Key processes: composing, expressing, performing]	• creating texts to entertain younger audiences, such as cartoons, photo stories, plays or Big Books based on traditional and other familiar stories • creating the next scene, new character or an alternative ending for imaginative Greek texts, such as a story or drama performance • composing and performing short songs with particular themes, for an occasion such as a performance for classroom guests • illustrating imaginative stories in visual forms such as cartoons or captioned photo stories
Translating Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek [Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]	• translating and interpreting expressions used in routine exchanges in familiar settings and making comparisons with similar exchanges in English • translating texts, such as short video clips (without subtitles), posters, advertisements, signs and symbols such as emoticons, and explaining cultural aspects using subtitles, captions, gestures and commentaries • using dictionaries and other translation tools, exploring ways of avoiding literal translations that do not reflect intended meaning • comparing translations and interpretations of texts such as songs and advertisements, noticing similarities and differences and reflecting on why interpretations may vary

Years 7 and 8 content descriptions	Elaborations
Create texts in Greek and English, such as menus, posters or brochures on the same theme or event, and provide subtitles, captions or commentaries in either language to assist meaning [Key concepts: equivalence, meaning; Key processes: translating, identifying, interpreting, explaining]	• working individually and collaboratively to create bilingual resources for the home and school environments, such as glossaries, signage, recipes and menus, for example, *Το μενού της ημέρας* • creating English subtitles, footnotes, captions or commentaries for texts such as brochures, video clips, or advertisements that inform the school community about aspects of Greek culture, for example, attending a festival, *Ελάτε με την παρέα σας*, dining at a Greek restaurant, *μεζέδες, ορεκτικά, επιδόρπιο* • creating glossaries, tourist brochures or itineraries for English-speaking travellers to Greece or Cyprus including and explaining key words, phrases and protocol, for example, *Πρόγραμμα εκδρομής, δίκλινα/τρίκλινα δωμάτια, ξεναγός,* the meaning of *πρωινό, μεσημεριανό φαγητό, βραδινό φαγητό* in terms of meeting time • creating vocabulary lists and annotated cultural explanations for Greek-speaking visitors to events such as Australian sports days or family events, explaining culturally specific elements, for example, Australian Rules Football Final, Anzac Day, Harmony Day, BBQ
Reflecting Participate in intercultural interactions, reflecting on choices and adjustments made when communicating in Greek and demonstrating awareness of the importance of shared understanding [Key concepts: difference, communication, interpretation; Key processes: reflecting, decentring, clarifying]	• experimenting with Greek gestures and body language, considering which should and should not be used in interactions with others, for example, signalling downwards to beckon others • making appropriate language choices with awareness of social situations, for example, using the polite plural form when speaking to people who are older or not familiar • interacting with members of Greek-speaking communities, describing the experience and reflecting on the most appropriate ways of interacting with Greek speakers such as an elderly person, or a recent arrival from Greece or Cyprus. • reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Greek speakers noticing own body language and modifying gestures such as tilting head backward to indicate 'no'.
Consider how own biography, including personal experiences, family origins, traditions and beliefs, impact on identity and shape own intercultural experiences [Key concepts: language, culture, identity, experience; Key processes: identifying, reflecting, decentring, making judgments]	• reflecting on the experience of learning and using Greek and the role of language and culture in expressing identity, and considering the influence of own background on ways of communicating, such as in the use of gestures and body language • reflecting on how learning Greek may have impacted on own identity and understanding of the world such as an increased awareness of representations of Greece and Cyprus in the media

Modern Greek (F–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
Systems of language Identify and reproduce irregularities of some sound-letter relationships and combinations, such as *σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ*, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying]	• examining differences in digraphs /diphthongs, consonant and vowel combinations, and double consonants • reinforcing the sounds represented by, for example, *δ, θ, β, ξ,ψ, χ,* and comparing similarities and differences between the Greek and Roman scripts • examining and applying the rules of accentuation when using Greek • identifying differences in tone, intonation and rhythm between statements, questions, exclamations and commands, for example, *ορίστε, παρακαλώ,* identifying and using irregularities in the language such as *κι εγώ, μία-μια, δύο-δυο* • applying punctuation and spelling rules to own writing • experimenting with pronunciation of less familiar texts
Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences [Key concepts: tenses, metalanguage; Key processes: identifying, emphasising, expanding]	• using a range of tenses and voices to describe routines and actions • using a range of regular and irregular verbs to develop sentence structures for example, *Χτες είδα το Γιάννη και μου είπε τα νέα* • using adjectives to describe and compare people and aspects of the immediate environment, for example, *Ο Γιάννης είναι ψηλός αλλά η Μαρία είναι πιο ψηλή/ψηλότερη*, and using simple word order (subject-verb-object) for example, *Η Άννα τρώει καρπούζι* • using adverbs to modify and intensify the meaning of verbs and adjectives, for example, *αρκετά, πολύ, λίγο* • using pronouns such as *αυτός, κάτι,* as substitutes in sentences • recognising that some Greek nouns do not always reflect their grammatical gender, for example, in *η γιατρός* • using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs, for example, to create diminutives/ augmentatives such as *μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, ομαδάρα, σπιταρόνα* • creating compound and complex sentences by using conjunctions, for example, *Δε θα πάω στο σχολείο την Τετάρτη, γιατί θα πάω στη Μελβούρνη με την οικογένειά μου*

Years 7 and 8 content descriptions	Elaborations
Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose [Key concepts: textual conventions, linguistic choices, audience, purpose; Key processes: identifying, comparing]	• describing the main features of familiar text types for example, cartoon, story/storyboard, news report, and identifying features such as sequencing • observing that texts are constructed for a variety of purposes, such as to request, instruct, invite or describe the features of a particular text, for example, an invitation to a party or a greeting card • identifying the structure and organisation of a range of text types, for example, comparing emails and letters, written notes, text messages and print and digital versions of a journal/diary entry • identifying and comparing features of language use in different text types, such as formality/informality, headings, and lexical and grammatical choices that distinguish textual purpose and audience
Language variation and change Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal changes in social settings [Key concepts: register; Key processes: identifying, connecting, analysing]	• identifying linguistic features used in different types of text, for example, different greetings and levels of formality expressed in conversations, speeches, emails and electronic text messages • identifying differences in language, register and style in a range of contexts, for example, in songs, graffiti and event invitations • understanding that different situations require different levels of politeness depending on the context and the speaker, such as thanking a peer for a gift, apologising to a host for lateness • recognising that there are linguistic choices to ensure appropriate interaction, for example, when giving directions *εδώ είπα, δεξιά παρακαλώ, σταμάτα*
Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages, considering factors that have influenced this change [Key concepts: change, continuity; Key processes: identifying, comparing]	• finding examples of Greek script throughout history, such as on pots and stone slabs, for example, the Rosetta Stone, the entrance to Delphi, tombstones in Vergina, Byzantine artefacts, coins and old books, observing how different styles of writing have developed • understanding that there are different forms of written Greek used in different contexts dating from the ancient world to today • recognising that meanings of particular words and expressions can originate from earlier times, for example, *εντάξει*

Years 7 and 8 content descriptions	Elaborations
Role of language and culture Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures [Key concepts: attitudes, norms, sameness and difference; Key processes: analysing, interpreting, reflecting]	• discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, *Γεια μας!, Να΄σαι καλά, Σιδερένιος, Να ζήσετε, Παντάξιος,* considering assumptions and perspectives • analysing the meaning and use of proverbs, idioms and sayings, for example, *Δείξε μου τον φίλο σου να σου πω ποιος είσαι,* discussing how they reflect culture and traditions

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Greek to initiate and sustain classroom interactions (*Πότε θα πάμε σινεμά;*), to carry out transactions *(Πώς πέρασες τις διακοπές σου;)* and to exchange information, ideas, thoughts and feelings about people (*Ο μπαμπάς μου είναι καλός μάγειρας),* objects, places and events *(Τι ώρα θα πάμε στη συναυλία αύριο;)* They ask and respond to open-ended questions (*Πού θα ήθελες να ταξιδέψεις στο μέλλον*;) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions (*Θέλω να πάω στην Ελλάδα κάποια μέρα*). They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest (*Πώς διασκεδάζουν στην Ελλάδα;)* from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing feelings and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others (*Μία αγαπημένη γιορτή, Όταν ξέχασα να...*). They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (*έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ*), pronouns (*αυτός*, *κάτι*), and conjunctions (*που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί*), to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to assist meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.

Students identify and reproduce irregularities of some sound-letter relationships and combinations. They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal *(Συγγνώμη, Με συγχωρείτε)*, explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change. They understand how language use reflects cultural ideas, assumptions and perspectives *(Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα)* and recognise that what is considered normal in communication varies across cultures.

Years 9 and 10

Band description

The nature of the learners

At this level, students bring existing knowledge of Modern Greek language and culture and a range of strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Modern Greek in these.

Modern Greek language learning and use

This is a period of language exploration, vocabulary expansion and experimentation. As learners develop greater control of language structures and systems, their confidence increases, as does their interest in communicating in a wider range of contexts. They use Modern Greek to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences (*Αύριο στην Θεσσαλονίκη ο καιρός θα είναι..., Τι γνώμη έχετε για τη σχολική στολή;*) They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication (*το φαστφουντάδικο, το ματς*).

Contexts of interaction

Learners interact with peers, the teacher and other Greek speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performance and group discussions. They may participate in wider experiences related to Greek language and culture, such as film festivals, film competitions, drama and art competitions and programs, local Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences provide learners with a sense of connectedness and purpose, and make use of and extend their capability beyond the school context.

Texts and resources

Media resources, fiction and non-fiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global issues such as the environment, (*Πώς θα προστατέψουμε το δάσος;*), Greek-specific issues such as the diaspora, identity and relationship issues such as the concept of 'journey and belonging', and questions of diversity and inclusivity such as the concept of One World.

Features of Modern Greek language use

Learners speak with greater fluency, and use their knowledge of grammar and orthographic systems, such as understanding of primary tenses and declensions, to self-correct more readily. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning. Task characteristics at this level are more complex and challenging. Elements of tasks may involve interpreting, creating, evaluating and performing, collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Learners understand the relationship between language, culture and identity. They explore in more depth and detail the cultural, personal and linguistic processes involved in learning and using a different language. They recognise that deriving meaning from a different language involves interpretation and personal response as well as accurate translation and factual reporting. They explore the nature of intercultural communication, and how moving between different languages and cultural systems enables flexibility, and awareness of and openness to alternative ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review, e-journals.

The role of English

Modern Greek is used as the primary medium of interaction in both language-oriented and most content-oriented tasks. While learners at this level are able to express some complex concepts and reactions in Modern Greek, English is the medium they use for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning Modern Greek, and their thoughts on culture, identity and intercultural experience, at a level that may be beyond their existing ability in Modern Greek.

Modern Greek (F–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
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]	• 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; Η τεχνολογία σπαταλάει πολύτιμο χρόνο;*

Years 9 and 10 content descriptions	Elaborations
Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions [Key concept: friendship, task, perspective, negotiaton; Key processes: transacting, expressing points of view, understanding]	• 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 speak 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 *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]	• 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*

Years 9 and 10 content descriptions	Elaborations
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,]	• gathering information from different sources and reporting to others, for example, interpreting a weather report _Αύριο στην 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 νεός 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_) • listening to, reading and viewing informational 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]	• 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 • 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

Years 9 and 10 content descriptions	Elaborations
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]	• 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 in order 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]	• 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]	• exchanging translations of familiar texts with peers, through email or shared spaces such as ePals, and discussing different versions in order 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*

Years 9 and 10 content descriptions	Elaborations
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]	• creating bilingual 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 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 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]	• 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 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]	• monitoring, evaluating and recording own experiences and reactions when communicating in Greek, for example, by keeping a diary or journal and considering how perspectives may have changed over time • 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

Modern Greek (F–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
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 concepts: sound and writing systems; Key processes: applying, expanding]	• recognising that pronunciation, rhythm and tempo assist in making meaning in interactions and applying this knowledge to own communication • comparing English and Greek sounds and spelling in order 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 *ι, η, υ, ει, οι* • recognising the different pronunciation of the digraphs/dipthongs, 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

Years 9 and 10 content descriptions	Elaborations
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 concepts: grammatical system; Key processes: analysing, selecting, applying]	• 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 and advertisements, and identify how cultural elements are incorporated [Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]	• recognising main features of a range of text types in Greek, for example, 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

Years 9 and 10 content descriptions	Elaborations
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]	• 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 speak 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]	• 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]	• collecting examples of Greek in the local landscape, for example, in particular parts of the city such as market places, exhibitions or cultural events, and discussing the influence and significance of Greek language and culture 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 in order 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

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions (*Τι θα κάνεις μετά το σχολείο;*) with teachers, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice (*Δεν ξέρω τι να κάνω*), contribute ideas and opinions, describe relationships, discuss aspirations (*Θέλω να κάνω ένα ταξίδι*), compare experiences and express opinions on issues of interest (*Πώς θα προστατέψουμε το δάσος;*). They interact

with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions They analyse and evaluate ideas and information obtained from multiple sources on a range of issues (*Η τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά;*). They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (*blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση*). They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice, (*Καθόμουν, Θα καθίσω, Έλα κάθισε*), negation (*Ούτε τώρα, ούτε ποτέ*), word order and time clauses (*Μιλούσε στο τηλέφωνο όταν τον είδα*), to shape meaning (*Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.

Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They provide examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with peers and teacher, using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and talking about self and family	Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment	Initiate interactions and exchange information with peers, describing feelings and preferences, aspects of daily life, school, friends and hobbies	Initiate and sustain interactions, to share information, ideas, thoughts and feelings about people, objects, places and events	Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships
		Taking action and transacting	Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language	Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role play	Collaborate in group tasks and shared experiences 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	Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions	Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Building language for classroom interaction	Participate with teacher and peers in class routines and activities, such as following instructions and taking turns	Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers	Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding	Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions	Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Identify key words and information with guidance in simple written, spoken and visual texts	Locate key information about everyday contexts and routines from written, spoken and visual texts	Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts	Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions	Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues
		Conveying and presenting information	Share and present information about self, family, friends and possessions, using gestures and modelled language	Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts	Convey and present information about aspects of personal world, through prepared texts such as diagrams, dialogues and timelines	Convey and present information and ideas on a range of topics in different types of texts and in a variety of modes	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

	Communicating						
	Using language for communicative purposes in interpreting, creating and exchanging meaning						
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement	Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters	Listen to, read and view imaginative texts and respond by expressing feelings and opinions about the storyline and characters	Engage with and respond to imaginative texts, describing and expressing feelings and opinions about key ideas, characters, places and events	Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices
		Creating and expressing imaginative experience	Create captions to images for individual presentations and participate in shared performances and imaginative activities using familiar words, phrases and language patterns	Create and perform short spoken and written imaginative texts such as dialogues or collaborative stories, using formulaic expressions and modelled language	Create and perform imaginative texts such as stories, skits or rap, using familiar language	Create and perform own and shared texts about imaginary people, places and experiences, in order to entertain others	Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and explaining	Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions	Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages	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	Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek	Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Creating and using bilingual resources	Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment	Create simple bilingual resources such as picture dictionaries, action games or captions for the classroom	Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community	Create texts in Greek and English, such as menus, posters or brochures on the same theme or event, and provide subtitles, captions or commentaries in either language to assist meaning	Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the experience of intercultural communication	Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek	Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words	Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use	Participate in intercultural interactions, reflecting on choices and adjustments made when communicating in Greek and demonstrating awareness of the importance of shared understanding	Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours

The table above sits under a header spanning all columns:

Communicating
Using language for communicative purposes in interpreting, creating and exchanging meaning

				Communicating			
			Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 and 4**	**Years 5 and 6**	**Years 7 and 8**	**Years 9 and 10**
		Reflecting on identity and intercultural communication	Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity	Interact with others, noticing how identify matters, such as use of terms of address, who and what is included and what language is used	Share experiences of learning and using Greek, and reflect on the effect of language learning on own identity	Consider how own biography, including personal experiences, family origins, traditions and beliefs, impact on identity and shape own intercultural experiences	Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking

			Understanding				
		Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.					
Sub Strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 and 4**	**Years 5 and 6**	**Years 7 and 8**	**Years 9 and 10**
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sounds and letter knowledge	Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel-consonant combinations, including the most common digraphs/diphthongs such as *ου* and *μπ*	Identify, pronounce and write the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation	Identify and reproduce, orally and in writing, letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules	Identify and reproduce irregularities of some sound-letter relationships and combinations, such as *σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ*, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing	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
		Grammatical elements and vocabulary knowledge	Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences and develop vocabulary to describe self, friends and family	Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events	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	Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences	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

		Text structure and organisation	Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions	Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations	Identify and use language features of different types of oral and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose	Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose	Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies and advertisements, and identify how cultural elements are incorporated
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants	Understand that the context and purpose of interactions influence language choices	Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations	Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal changes in social settings	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

Sub Strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 and 4**	**Years 5 and 6**	**Years 7 and 8**	**Years 9 and 10**

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

				Understanding			
			Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Language change	Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary	Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages	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	Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages, considering factors that have influenced this change	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
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language, culture and communication	Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating	Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions	Understand that language and culture are integral to identity and are reflected in communication styles	Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures	Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs

Modern Greek Years 7 to 10 (Year 7 Entry) Sequence Curriculum

Years 7 and 8

Band description

The nature of the learners

Students are beginning their study of Modern Greek and typically have little prior exposure to the language and associated cultures. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Modern Greek. Students' textual knowledge developed through English literacy supports the development of literacy in Modern Greek. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

Modern Greek language learning and use

Learners listen to, speak, read and write Modern Greek in a widening range of interactions for a variety of purposes. They participate in role-plays, discussions, games, hands-on activities and competitions, and are supported to use Modern Greek as much as possible. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings, exchange opinions, and manage shared activities. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They focus on the different systems that structure language use (grammar, vocabulary, sounds, the Greek alphabet and script and gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of texts, such as posters, advertisements and songs. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with speakers of Greek. They are encouraged to reflect on language, ideas and their sense of self, and consider connections within and across languages and cultures.

Contexts of interaction

Modern Greek is used not only for classroom interactions and transactions, but also for broader interactive and intercultural experiences, for example, in school excursions, sister school relationships, and study trips to Greece, Cyprus and other Greek-speaking communities. Additional opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for students of Modern Greek in different contexts, for example, blogs, newsletters, advertisements, magazines, video clips and apps. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between language and culture.

Features of Modern Greek language use

Learners become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress (*Πώς πας Αντώνη; το αυτοκίνητό μου).* They approximate the pronunciation and phrasing of vocabulary and short sentences (*Σας αρέσει το παγωτό;*) and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject-verb-object word order, simple verb forms (*είμαι, παίζω, θέλω, γράφω),* adjectives and adverbs (*μεγάλος, μικρός, πολλή, πολύ),* and conjunctions (*και, αλλά)* to link ideas. They make comparisons between Greek and English *το αυτοκίνητο*/automobile/car*, το αμφιθέατρο*/amphitheatre and other languages they know*,* focusing on similarities and differences between languages and cultural systems. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented (*καλή όρεξη, καλό ταξίδι, με το καλό, με γεια).*

Level of support

A multilevel and differentiated approach to teaching and task design caters for the diversity of prior experience of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, and structured activities for practising new language. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust simple language in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Modern Greek is the main language of instruction and interaction, while English may be used for conceptually demanding explanations and discussions, particularly when making connections between Modern Greek and other languages and cultures.

Modern Greek (7–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
Socialising Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes [Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing]	• engaging in conversations with peers and teacher to exchange information about themselves, their family and friends • introducing self and others in real and imagined situations, for example*, Αυτή είναι η μαμά μου,* kissing on both cheeks when appropriate and using the singular and plural form *Πώς σε / σας λένε;* • expressing opinions and describing and exchanging information about interests, for example, leisure activities, using modelled language, for example, *Παίζω μπάσκετ. Σου αρέσει η μουσική;* • expressing likes and dislikes in classroom and school ground conversations, for example, *Μ' αρέσει/ Δε μ' αρέσει η τσάντα* • expressing how they are feeling, for example, *είμαι καλά, έτσι κι έτσι, πολύ καλά*

Years 7 and 8 content descriptions	Elaborations
Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing]	• using language to participate with others in everyday activities, for example, ordering at a restaurant *Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα*, shopping at a bakery, *Πόσο κάνει;* using public transport, *Ένα εισιτήριο, παρακαλώ,* or meeting at the movies, *Ραντεβού στις πέντε* • participating in role plays relating to making arrangements, for example, *Πάμε στην πόλη το Σάββατο;* • collaborating with peers to present a birthday celebration song to a class mate, for example, *Χρόνια πολλά!* • creating presentations or performances for family, friends or school community to showcase Greek language learning, for example, a Greek Christmas carol such as *Τρίγωνα Κάλαντα, Άγια Νύχτα* or a current pop song • accepting or declining an invitation, for example, *Ναι, ευχαριστώ, Συγγνώμη, δεν μπορώ*
Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission [Key concepts: routine, roles; Key processes: participating, questioning, responding]	• asking and responding to questions relating to the learning environment, for example, *Πού είναι το βιβλίο σου; Είναι εδώ/ εκεί,* and how to say something in Greek *Τι είναι αυτό; Πώς λένε...;* • interacting in classroom routines by following instructions, for example, *Άνοιξε την πόρτα!, Μάλιστα κυρία/κύριε, Σειρά σου/σας*, and responding to the teacher during roll call *Εδώ κυρία/κύριε* • using formulaic language to ask permission *Μπορώ να πάω...; Θέλω να.....;* • responding with actions or gestures to questions such as *Τι θέλεις; Κατάλαβες;*
Informing Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written and visual texts [Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying]	• reading, viewing or listening to texts, such as a song or poster, and responding to questions, for example, *Πού είναι η Σαντορίνη; Τι χρώμα είναι τα ρούχα;* • obtaining information on a range of topics, such as the life of a student in Greece or Cyprus, for example, *Πώς τον/την λένε, Πόσων χρονών είναι;* • identifying main ideas and key points of information in texts and using the information in new ways, for example, reading about an annual event in Greece or Cyprus and producing a program • identifying key and commonly used expressions in texts and using them in own texts, for example, *Απίστευτο! Σπουδαίο! Φοβερό! Τέλειο!* • gathering and collating information from sources such as class surveys, and presenting findings to others in digital formats, for example, posters, wall charts, profiles or timelines

Years 7 and 8 content descriptions	Elaborations
Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest [Key concepts: representation, culture; Key processes: informing, reporting, speaking, writing]	• creating texts relating to own experiences, for example, Easter celebrations using appropriate and related greetings, *Καλό Πάσχα, Χριστός Ανέστη* • describing aspects of life in Australia for an audience in Greece or Cyprus, such as a teenage birthday party • presenting information in different formats for different audiences, for example, writing an email to a pen pal in Greece or Cyprus, introducing a new student to the class • reporting on events in their school life, personal world and immediate environment, for example, in a diary entry • using different modes of presentation to profile significant events, people or places related to Greek-speaking communities, for example, a flyer about a community event, a digital presentation on a favourite musician
Creating Listen to, read and view imaginative texts such as cartoons, songs and stories, and respond by describing aspects, such as characters, events and ideas [Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing]	• participating in imaginary exchanges between characters from a story in a performance for the class • listening to, reading and viewing texts, and responding to questions about characters and events • describing characters, events and key ideas in a shared text using a scaffold, for example, a storyboard • listening to songs such as Greek versions of English language songs, for example, Jingle Bells/*Τρίγωνα Κάλαντα*, and comparing aspects that may be similar or different
Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language [Key concepts: imagination, creativity; Key processes: expressing, performing]	• creating own versions of familiar texts, such as greeting cards for imaginary special occasions or board games, for example, Greek version of Scrabble • creating and telling a story from stimulus, such as a photograph, using speech bubbles and captions to accompany visuals • creating and performing a short play or video clip to share with and entertain others, for example, a rap or role play on Grandparents Day or Open Day for younger students • composing and participating in imaginary interactions, for example, a conversation between avatars or meeting a character from a Greek story or film for the first time

Years 7 and 8 content descriptions	Elaborations
Translating Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions [Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining]	• translating short, simple texts from Greek to English and English to Greek, identifying words and expressions that can be readily translated and those that can be 'lost in translation', for example, *το κέφι, βρέχει καρεκλοπόδαρα* • translating signs and notices from Greek to English and English to Greek, identifying similarities and differences in both language versions • identifying and explaining expressions that require interpretation rather than translation, for example, *Γιάννης - Γιαννάκης, τσάκα-τσάκα* • using bilingual dictionaries and electronic translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, *το κορίτσι/αγόρι μου*
Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts [Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]	• creating bilingual resources for language learning, such as word banks or a personal Greek-English dictionary, with examples and explanations of language use • using dictionaries and electronic translation tools to create bilingual texts, such as posters, maps, menus and schedules, making decisions about language use that is appropriate for the audience • creating bilingual resources, such as picture dictionaries or photo stories with bilingual captions and labels, for example, recreating a village scene in Greece or Cyprus, depicting roads, shops, products and services • creating bilingual signs and notices for the school, such as *το γυμναστήριο, η είσοδος / έξοδος, η αίθουσα* • developing strategies to support understanding of language that cannot be directly translated, for example, in the use of actions and gestures
Reflecting Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language [Key concepts: exchange, awareness, interpretation, cultural frames; Key processes: noticing, reflecting, responding]	• participating in and discussing experiences in intercultural interactions, for example, using appropriate greetings, terms and non-verbal gestures and explaining why they vary in different cultural and social settings and contexts • researching language used in different contexts, for example, informal texts such as text messages, recognising elements that reflect cultural attitudes and trends, for example, *τα λέμε* • reflecting on choices made when using Greek to interact with others, considering the relationship between language and culture, for example, when speaking in the formal and informal register *Καλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο.... σε φιλώ, φιλάκια* • participating in intercultural experiences, for example, visiting a Greek cultural establishment, reflecting on etiquette, cultural expressions and language choices

Years 7 and 8 content descriptions	Elaborations
Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting]	• monitoring own development as a Greek speaker and exploring the relationship between identity, culture and language in relation to learning and using Greek • recognising and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members • participating in Greek cultural experiences, such as eating at a Greek restaurant, going to a concert or attending a function, and reflecting on cultural similarities and differences in own language and behaviours • reflecting on gestures and language choices used by speakers of Greek and considering when and how to use these in own communication, for example, shaking head in agreement, use of hands to emphasise points made in conversation

Modern Greek (7–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
Systems of language Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script [Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing]	• using the Greek alphabet, making connections between spoken and written forms, and recognising similarities and differences to the English alphabet • recognising accentuation and differences such as *πού/που,πώς/πως, ή/η* • developing and using Greek pronunciation, reproducing sounds and combinations • using the Greek alphabet for spelling out names and other words • developing awareness of Greek sounds, rhythms and intonation patterns • becoming familiar with the Greek vowel system • recognising intonation for questions, statements, commands and interjections • knowing when to use *σ/ς* • using vowels and consonants to create same sounds. such as *ι,η,υ,ει,οι* • understanding and using punctuation particular to the Greek language, for example the question mark ;

Years 7 and 8 content descriptions	Elaborations
Recognise and use vocabulary and grammaticalelements such as articles, pronouns and gender forms, , and a limited range of common verbs in the present tense to create simple sentences and phrases [Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying]	• using nouns and verbs, recognising agreement and word order, for example, *η μαμά μου* • understanding and applying the concept of verb conjugation by using appropriate verb-endings • indicating quantity using plural forms, for example, *ο, η, το, οι, οι, τα* • using negative expressions such as *δεν, μη* • conjugating the present tense • using common verbs such as *γράφω, θέλω, τρέχω* to describe simple actions • using definite and indefinite articles, for example, *ο, η, το,ένας, μία, ένα,* • applying appropriate gender to nouns • using singular and plural pronouns *εγώ, εσύ, αυτός/η/ο, εμείς, εσείς, αυτοί/ες/α* • developing knowledge of vocabulary related to personal world, for example, self, family, friends, school and home, leisure activities, food and drink
Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English [Key concepts: equivalence, genre; Key processes: noticing, comparing, explaining]	• comparing texts in Greek and English by identifying similarities and differences, for example, postcards, diary entries, short emails or a personal note to a friend • identifying characteristic features of familiar text types such as signs, instructions, songs, advertisements and invitations, and noting differences in expression and levels of formality, for example, a wedding invitation or a clothing sale at a store • transforming a simple text, such as a short song, into another text type, for example, a conversation or cartoon, applying the key features of the second text type and making comparisons with transforming a similar text in English

Years 7 and 8 content descriptions	Elaborations
Language variation and change Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture [Key concepts: variation, register; Key processes: noticing, comparing]	• examining differences between formal and informal language in social interactions such as greetings, introductions and farewells, for example, _Γεια σου Γιάννη/Γεια σας παιδιά, Με λένε Μαρία, Καληνύχτα σας_ • recognising that language use varies according to context and situation, and variables such as gender, age and the relationship of participants, for example, language used with friends compared to language used in formal situations such as meeting a friend's family for the first time • observing and noticing cultural differences in informal and formal situations and interactions, for example, at a Greek celebration such as a festival
Understand that Greek is a language that has influenced many global languages and continues to both influence and change through interaction with other languages and cultures [Key concepts: dynamic systems, communication, relationships; Key processes: recognising, comparing, discussing]	• understanding that Greek is an official language of Greece, Cyprus and the European Union and is also spoken in Greek-speaking communities in the Greek Diaspora • exploring and discussing the influence of the Greek language on English, identifying examples of Greek words and morphemes used in English, such as prefixes, suffixes and base words, using strategies to work out meanings of unknown words, and considering why word borrowing occurs across languages, for example, cosmos, perimeter, glossary, routine, _anti-, astro-, auto-, bio-, deca-, demo-, -gram-, -graph-, geo-, kilo-, micro-, mega-, -meter-, mono-, -morph-, neo-, octo-, photo-, -poly-, -psych-, -scope, tech-, tele-, -therm-, tri-, pent-, -phil-, hyper-, hypo-, -itis, -ic, -ism, -logue, -ology, -phobia_ • recognising loan words from English that are used in Greek, such as _ταξί, πάρτι…,_ and other words used in Greek that have been borrowed from other languages such as _παλτό, ραντεβού, γλέντι, κέφι,_ and discussing why these words have been borrowed

Years 7 and 8 content descriptions	Elaborations
Role of language and culture Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words [Key concepts: interdependence, values, norms; Key processes: analysing, making connections]	• investigating own personal and community practices to identify connections with Greek language and culture, for example, in cooking, sport, music, dance or technology • discussing elements of culture in Greek language and their significance in reflecting values, attitudes and traditions, such as references to saints days • discussing, questioning and explaining understanding of own and other cultures, and considering how attitudes towards diversity and difference affect communication • examining culturally specific terms and phrases, such as *η παρέα, το κέφι, στην υγειά σου, με γεια, γεια στα χέρια σου/σας,* developing appropriate explanations for them and discussing equivalent terms in other languages

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Greek to describe feelings (*Αγαπώ τη μουσική*), express likes and dislikes (*Δε μου αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (*Με λένε Γιώργο, Μένω στην Αυστραλία*), their family (*Ο πατέρας μου είναι ψηλός*), friends (*Ο Γιάννης είναι φίλος μου*) and interests (*Μου αρέσει η μπάλα*). They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (*Τι ώρα θα πάμε κυρία; Πόσο κάνουν οι καφέδες;*), ask and respond to familiar questions (*Το τρένο φεύγει στις δέκα;*), follow instructions, and seek assistance or permission (*Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνω*). When interacting, students pronounce Greek sounds, and use intonation and accentuation (*Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα*). They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions (*Γεια σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη*). They use the present tense (*Μένω στην Αυστραλία),* common verbs *(γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures, such as verb endings (*ω, εις, ει, ουμε, ετε, ουν*), and singular and plural forms *(ο, οι, η, οι, το, τα)* to create simple sentences and phrases (*Τί κάνεις σήμερα;*). They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (*Το Πάσχα βάφουμε κόκκινα αυγά).*

Students identify the similarities and differences between the sound systems of Greek and English (*γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*). They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, diary entry, party invitation. They give examples of how language varies according to participants, roles and relationships, and context and culture (*η μαμά, η μητέρα*). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture (*Στην υγεία σου/σας, Με γεια, Γεια στα χέρια σου/σας*).

Years 9 and 10

Band description

The nature of the learners

Students have prior experience of learning Modern Greek and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Modern Greek may feature in these.

Modern Greek language learning and use

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Modern Greek to communicate and interact, access and exchange information, express feelings and opinions, and participate in imaginative and creative experiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that deriving meaning from a different language involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They discuss the relationship between language, culture and identity, exploring in more depth the processes involved in learning and using a different language. They recognise the value of learning a second language and have a growing awareness of the interconnection between Australia and Greek-speaking communities in Australia and overseas.

Contexts of interaction

The language class remains the principal context for learning and using Modern Greek. Learners use spoken and written Modern Greek to interact with peers and the teacher in the classroom, and extend their interactions beyond the school setting through communication with Greek speakers in local contexts and online environments. They participate in wider experiences relating to Greek language and culture, such as film festivals and competitions, drama and art programs, Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences provide learners with a sense of connectedness and purpose, and make use of and extend their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts and resources, such as textbooks, videos, apps and online materials. Media resources, fiction and non-fiction texts, performances and research tasks allow for exploration of themes of personal and contemporary relevance.

Features of Modern Greek language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They use vocabulary with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain greater control of grammatical elements, using a range of verb tenses to describe past *έπαιξα/έπαιζα*, present *παίζω* and future events *θα παίξω/θα παίζω* and experiences (*ήταν καλά, πέρασα ωραία)*, a range of adverbs (*χτες, μεθαύριο)* and adjectives to elaborate on meaning, (*πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος, Η Άννα είναι η μεγαλύτερη μας/από όλους μας)*

and cohesive devices to link and sequence actions, events and ideas (*μετά, τότε, Θέλω να πάω στην Κύπρο και μετά να πάω στην Ελλάδα*). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They explore the reciprocal nature of intercultural communication, how moving between different languages and cultural systems impacts on learners' ways of thinking and behaving and how successful communication requires flexibility, awareness and openness to alternative ways. They consider their own cultural practices from the perspective of others and communicate in interculturally appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as e-journals, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

Learners at this level increasingly use Modern Greek for classroom interactions and routines, and are able to express some complex concepts and reactions in Modern Greek in structured discussions. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection. This allows learners to express abstract and complex views and ideas about language, culture, intercultural experience and identity that may be beyond their existing ability in Modern Greek.

Modern Greek (7–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
Socialising Initiate and sustain interactions by sharing personal opinions and experiences 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]	• 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 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 talk about 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....*

Years 9 and 10 content descriptions	Elaborations
Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions [Key concepts: roles, transactions, tasks; Key processes: negotiating, collaborating]	• 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 the 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* • 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]	• 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, *πιστεύω, νομίζω*, and agreeing/disagreeing, *συμφωνώ, δεν συμφωνώ*, on topics such as wearing hats in summer,for example, *Φόραμε 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

Years 9 and 10 content descriptions	Elaborations
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]	• 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 provide 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 • 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 March, 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]	• 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, PowerPoints 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 • 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 buildings such as the Shrine of Remembrance

Years 9 and 10 content descriptions	Elaborations
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]	• discussing the themes and moods of an imaginative text and sharing how they feel about them with others • reading stories such as Greek folktales 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 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]	• listening to, reading and viewing texts, such as songs and films, 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 other devices such as illiteration or similes and metaphors • composing and presenting texts, using verbal and nonverbal 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 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]	• examining and interpreting idiomatic expressions, such as *Πέρα βρέχει,* including expressions which cannot be translated literally, for example, *Τα έκανα θάλασσα* • 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

Years 9 and 10 content descriptions	Elaborations
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]	• 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 both 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 provide 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]	• 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 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 same and different cultural practices in the Australian and Greek contexts, for example, the concept of personal space, or head tilting to indicate 'no'

Years 9 and 10 content descriptions	Elaborations
Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia [Key concepts: identity, diversity; Key processes: analysing, discussing, reflecting]	• 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, for example, *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

Modern Greek (7–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
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]	• 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, ττ, ιου, ιο/ιό, ειο/ειου*

Years 9 and 10 content descriptions	Elaborations
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]	• 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* • 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]	• 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]	• 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, Dreaming and the Dreamtime, Greek myths and legends

Years 9 and 10 content descriptions	Elaborations
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]	• 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 computer, blog, parking, mobile/cell phone
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]	• 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

Years 9 and 10 Achievement Standard

By the end of Year 10 students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (*Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί..).* They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (*Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω / Δε θέλω). When* interacting, they use appropriate pronunciation, rhythm and stress (*σ'αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;).* Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (*Μου αρέσει αυτό το έργο γιατί..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ).* They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (*Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό).* They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as *Είναι καλό, πολύ καλό, πάρα πολύ καλό,* to extend meaning. They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into Greek and English for the wider community, (*Απαγορεύεται, Περαστικά).* When interacting, students share responsibility for making meaning. They provide examples on how their identity influences their intercultural exchanges.

Students identify and reproduce regularities and irregularities of sound-letter relationships and combinations, *(αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό (τετράδιο-χωριό), ειο/ειου, αϊ, άι, -ασμα (διάβασμα)).* They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes	Initiate and sustain interactions by sharing personal opinions and experiences with peers and comparing aspects of young people's lives, such as relationships, events and aspirations
		Taking action and transacting	Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements	Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions
		Building language for classroom interactions	Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission	Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
Informing	Obtaining, processing, interpreting and conveying	Obtaining and using information	Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written and visual texts	Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues

			Communicating	
			Using language for communicative purposes in interpreting, creating and exchanging meaning	
Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
	information through a range of oral, written and multimodal texts; developing and applying knowledge.	Conveying and presenting information	Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest	Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Listen to, read and view imaginative texts such as cartoons, songs and stories, and respond by describing aspects, such as characters, events and ideas	Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices
Creating		Creating and expressing imaginative experience	Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language	Experiment with different techniques to create and present imaginative texts designed to engage different audiences
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and explaining	Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions	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
Translating		Creating and using bilingual resources	Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts	Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts

		Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning			
Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the experience of intercultural communication	Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language	Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication
		Reflecting on identity and intercultural communication	Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity	Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia

			Understanding	
		Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.		
Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sounds and letter knowledge	Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script	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
		Grammatical elements and vocabulary knowledge	Recognise and use vocabulary and grammaticalelements such as articles, pronouns and gender forms, , and a limited range of common verbs in the present tense to create simple sentences and phrases	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
		Text structure and organisation	Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English	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
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture	Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations
		Language change	Understand that Greek is a language that has influenced many global languages and continues to both influence and change through interaction with other languages and cultures	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

	Understanding			
	Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.			
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language, culture and communication	Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words	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