

Languages – Modern Greek – Foundation to Year 10 Sequence – Sequence of achievement

| Achievement Standard | Foundation to Year 2 | Years 3 and 4 |
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| | <p>By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, (for example, <i>Καλημέρα, Με λένε Γιώργο</i>) and their family and exchange greetings, farewells, (for example, <i>Γεια σου, Καληνύχτα</i>) and express thanks such as <i>Ευχαριστώ πολύ</i>. They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, <i>Έλα εδώ</i>, and imitate frequently used classroom language, for example, <i>Όλοι μαζί, Μπράβο, Κλείσε την πόρτα</i>. When speaking, they reproduce distinctive sounds and letters of the Greek language such as, <i>γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου</i>. Students identify specific words, such as names of people (for example, <i>Ο Γιάννης</i>), places (for example, <i>το σχολείο</i>) or objects (for example, <i>η γόμα</i>), in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves (for example, <i>Το σκυλάκι μου</i>), their family (for example, <i>Να η γιαγιά μου</i>), friends (for example, <i>οι φίλοι μου</i>) and possessions such as, <i>το βιβλίο μου</i>, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, <i>Σ' αγαπώ μαμά</i>). They use vocabulary related to their classroom and family (for example, <i>Η οικογένειά μου, Η τάξη μου</i>). They recognise questions such as, <i>Τι κάνετε</i>; and commands such as, <i>Καθίστε κάτω</i>, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example, <i>Είμαι έξι, Να η μαμά μου, Να το σχολείο μου</i>). 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.</p> <p>Students identify how letters of the Greek alphabet are represented in words and read vowel–consonant combinations (for example, <i>τα, τε, τη, τι, το, τυ, τω</i>).</p> <p>They identify features of familiar texts such as songs, labels and captions. They provide examples of the different titles and greetings that are used to address people in different situations (for example, <i>κύριε, κυρία</i>). 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.</p> | <p>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 (for example, <i>Μαθαίνω ελληνικά</i>), home (for example, <i>Το σπίτι μου είναι μεγάλο</i>) and everyday routines (for example, <i>Παίζω μπάλα</i>). They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, <i>Μπράβο σου</i>), asking for help, seeking clarification (for example, <i>Συγγνώμη, κυρία</i>), and requesting permission (for example, <i>Μπορώ να πάω έξω</i>;). They use features of Greek pronunciation when asking questions such as, <i>Πού είναι</i>; , and making statements and exclamations (for example, <i>Ελάτε τώρα!</i>), including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines such as, <i>Να το βιβλίο μου, Τη Δευτέρα παίζω τένις</i>, and use simple statements and support materials to present information about themselves (for example, <i>Αγαπώ τη μουσική, Είμαι οχτώ χρονών</i>), others (for example, <i>Πόσων χρονών είσαι</i>;), home (for example, <i>Μένω στο ...</i>) and school (for example, <i>Να η τάξη μου</i>). They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, <i>Πού είναι ο Φρίξος; Είναι ...</i>). Students use vocabulary related to school, home and everyday routines such as, <i>η πόρτα, το σπίτι, το σχολείο, τα χόμπι μου, η οικογένειά μου</i>, 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 (for example, <i>Να η γάτα, Να ο γάτος, Να οι γάτες</i>). They translate and interpret common words and frequently used language relating to familiar environments (for example, <i>Ορίστε Μαρία, Παρακαλώ</i>), and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.</p> <p>Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, <i>ου, αι, οι, ει, μπ, ντ</i>). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, <i>Τέλος, Καλημέρα, Τι κάνεις</i>;). They give examples of how language use varies according to the context and purpose of the exchange (for example, <i>Γεια σου / σας</i>). They identify ways that languages change over time, and how 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.</p> |

| Achievement Standard | Years 5 and 6 | Years 7 and 8 |
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| | <p>By the end of Year 6, students use spoken and written Greek to exchange personal information such as, <i>Οι δάσκαλοί μου είναι ..., Έχω πολλούς φίλους, Αγαπώ τη μουσική</i>, describe feelings and express preferences, for example, <i>Μου αρέσει να παίζω σκάκι στο κομπιούτερ</i>. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, <i>Πώς σε λένε;</i>), plan collaboratively, and make suggestions and statements such as, <i>Τώρα το βρήκα!</i> When interacting, students use key features of pronunciation and intonation, including accents (for example, <i>η οικογένειά μου, η and ή</i>). They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, <i>Τι καιρό θα κάνει σήμερα;</i>). They present information about their personal world in different formats (for example, <i>Μου αρέσει ο τραγουδιστής ...</i>). They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, <i>Ο αγαπημένος μου δάσκαλος ...</i>. They use verbs (for example, <i>Έχω, θέλω, είμαι, ήταν, θα είναι</i>), nouns (for example, <i>ο άνθρωπος, η μητέρα, το παιδί</i>), adjectives (for example, <i>καλός, μεγάλος, ωραία</i>) 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 (for example, <i>το φιλότιμο</i>) 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.</p> <p>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 (for example, <i>Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω</i>). They identify the impact of Greek on other languages, especially English (for example, <i>το κινητό, ο υπολογιστής</i>), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.</p> | <p>By the end of Year 8, students use written and spoken Greek to initiate and sustain classroom interactions, (for example, <i>Πότε θα πάμε σινεμά;</i>) to carry out transactions (for example, <i>Πώς πέρασες τις διακοπές σου;</i>) and to exchange information, ideas, thoughts and feelings about people, (for example, <i>Ο μπαμπάς μου είναι καλός μάγειρας</i>), objects, places and events such as, <i>Τι ώρα θα πάμε στη συναυλία αύριο;</i> They ask and respond to open-ended questions (for example, <i>Πού θα ήθελες να ταξιδέμεις στο μέλλον;</i>) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, <i>Θέλω να πάω στην Ελλάδα κάποια μέρα</i>. They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest, such as, <i>Πώς διασκεδάζουν στην Ελλάδα;</i> 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 thoughts 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 (for example, <i>Μία αξέχαστη εκδρομή, Όταν ξέχασα να ...</i>). They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, <i>έμεινα, έπαιξα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ</i>), pronouns (for example, <i>αυτός, κάτι</i>) and conjunctions (for example, <i>που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί</i>) 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 help 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.</p> <p>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 (for example, <i>Συγγνώμη, Με συγχωρείτε</i>), 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 give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, <i>Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα</i>, and how what is considered normal in communication varies across cultures.</p> |

| Achievement Standard | Years 9 and 10 |
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| | <p>By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, <i>Τι θα κάνεις μετά το σχολείο</i>; They use language spontaneously to respond to others, seek and give advice (for example, <i>Δεν ξέρω τι να κάνω</i>), contribute ideas and opinions, describe relationships, discuss aspirations (for example, <i>Θέλω να κάνω ένα ταξίδι</i>), compare experiences and express opinions on issues of interest such as, <i>Πώς θα προστατέψουμε το δάσος</i>; 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 spoken and written sources on a range of issues such as, <i>Η τεχνολογία σήμερα</i>, <i>Πού μιλάνε τα ελληνικά</i>; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, <i>blog για το σχολικό περιοδικό για τη μόδα, μιιά μουσική εκδήλωση</i>). 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 (for example, <i>Καθόμουν, Θα καθίσω, Έλα κάθισε</i>), negation (for example, <i>Ούτε τώρα, ούτε ποτέ</i>), word order and time clauses (for example, <i>Μιλούσε στο τηλέφωνο όταν τον είδα</i>), to shape meaning (for example, <i>Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω</i>). 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.</p> <p>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 give 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.</p> |