

Languages – Modern Greek – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 8, students use Greek to describe feelings (for example, <i>Αγαπώ τη μουσική</i>), express likes and dislikes (for example, <i>Δε μου αρέσει η σοκολάτα</i>) and exchange information about their personal worlds, including information about themselves (for example, <i>Με λένε Γιώργο, Μένω στηνΑυστραλία</i>), their family (for example, <i>Ο πατέρας μου είναι ψηλός</i>), friends (for example, <i>Ο Γιάννης είναι φίλος μου</i>) and interests such as, <i>Μου αρέσει η μπάλα</i>. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, <i>Τι ώρα θαπάμε κυρία; Πόσο κάνουν οι καφέδες;</i>), ask and respond to familiar questions such as, <i>Το τρένο φεύγει στις δέκα</i>; follow instructions, and seek help or permission (for example, <i>Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνω</i>). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, <i>Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα</i>. 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 informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, <i>Γεια σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη</i>). They use the present tense (for example, <i>Μένω στην Αυστραλία</i>), common verbs (for example, <i>γράφω, διαβάζω, θέλω, είμαι, έχω</i>) and other grammatical structures such as verb endings (for example, <i>ω, εις, ει, ουμε, ετε, ουν</i>) and singular and plural forms (for example, <i>ο, οι, η, οι, το, τα</i>) to create simple sentences and phrases such as, <i>Τί κάνεις σήμερα</i>; They translate and interpret texts 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 (for example, <i>Το Πάσχα βόφουμε κόκκινα αυγά</i>).</p> <p>Students identify the similarities and differences between the sound systems of Greek and English (for example, <i>γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο</i>). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, <i>η μαμά, η μητέρα</i>). 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 such as, <i>Στην υγεία σου/σας, Με γεια, Γεια στα χέρια σου/σας</i>.</p>	<p>By the end of Year 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, <i>Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...</i>). 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 (for example, <i>Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω</i>). When interacting, they use appropriate pronunciation, rhythm and stress (for example, <i>σ' αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;</i>). 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 (for example, <i>Μου αρέσειαυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ</i>). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, <i>Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό</i>). 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 <i>Είναι καλό, πολύ καλό, πάρα πολύ καλό</i>, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, <i>Απαγορεύεται, Περστικά</i>). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.</p> <p>Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, <i>αυ, ευ, ββ, λλ, ρρ, πτ, ιου, ιο/ίο</i> (for example, <i>τετράδιο-χωριό</i>), <i>ειο/ειου, αί, άι, -ασμα</i>, (for example, <i>διάβασμα</i>). 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 give 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.</p>