

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
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, face-to-face or online, with peers, and comparing aspects of young people's lives, such as relationships, events and aspirations
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 transactions
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	
Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal 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
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	
Access imaginative texts such as cartoons, songs, stories or digital texts, 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
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	
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
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
Reflecting	
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
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	
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	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
Recognise and use vocabulary and grammatical elements 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
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	
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
Understand that Greek is a language that has influenced many global languages and continues to 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
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	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
Achievement Standard	
<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 στην Αυστραλία</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 θα πάμε 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>Τι 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 βάφουμε 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>Μουαρέσει αυτό 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, πάραπολύ καλό</i>, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, <i>Απαγορεύεται, Περαιστικά</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, π, ιου, ιο/ιό</i> (for example, <i>τετράδιο-χωριό, ειο/ειου, αϊ, 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>