

Levels 7 and 8

Levels 9 and 10

Communicating	
<b>Socialising</b>	
Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events	Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships
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
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
<b>Informing</b>	
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
Convey and present information and ideas on a range of topics in different types of texts and 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
<b>Creating</b>	
Engage with and respond to imaginative texts, describing and expressing thoughts 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
Create and perform own and shared texts about imaginary people, places and experiences, 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
<b>Translating</b>	
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
Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event	Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively
<b>Reflecting</b>	
Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour 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
Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences	Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking
<b>Understanding</b>	
<b>Systems of language</b>	
Identify and reproduce irregularities of some sound–letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κί 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
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
Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online 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, blogs, emails and advertisements, and identify how cultural elements are incorporated
<b>Language variation and change</b>	
Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an 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
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
<b>Role of language and culture</b>	
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
<b>Achievement Standard</b>	
<p>By the end of Level 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 ταξιδέψεις 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>	<p>By the end of Level 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, 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, μία 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>