



# Greek

Victorian Certificate of Education **Study Design**

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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Greek

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2012

The accreditation period commences on 1 January 2005.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## **THE LANGUAGE**

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that dialects and language variations exist, but they are not required to study them.

## **RATIONALE**

Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever there are Greek communities. It is one of the languages of the European Union and an Australian community language.

Greek is shaped by over 3,000 years of historical, linguistic and cultural continuity. It gives expression to an eventful history and to a rich and varied modern culture. It also encapsulates two great historical traditions; the Classical and the Byzantine.

The heritage of ancient Greece forms the basis of Western civilisation and has been integral to European thought. It continues to influence such fields of human endeavour as the arts, architecture, literature, philosophy, politics and the sciences. Many concepts in these fields derive from the classical period, and many others are labelled with terms derived from the Greek language.

The heritage of Greek Byzantium has particularly influenced Russia, various Balkan countries and countries around the eastern Mediterranean, and the Black Sea. It helped give impetus to the Renaissance in Western Europe. Today, the Byzantine influence is most visible in the art, architecture, music, ritual and theology of Eastern Orthodox Christianity.

Greek is one of the most widely used languages in Australia. Historically, Greeks have made and continue to make a significant contribution to the development of Australian society.

The study of Greek contributes to the overall education of students, particularly in the areas of communication, cultural understanding, literacy and general knowledge. The ability to communicate in Greek may, in conjunction with other skills, also enhance vocational opportunities in fields such as the arts, banking, diplomacy, education, law, medicine, shipping, social services and tourism.

## AIMS

This study is designed to enable students to:

- use Greek to communicate with others;
- understand and appreciate the cultural contexts in which Greek is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Greek and English, and/or other languages;
- apply Greek to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Greek is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Greek to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

**KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

**LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

**VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Greek the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Greek are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations\*: oral component      } 12.5 per cent  
  } 37.5 per cent  
  } written component

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

\*A single grade is awarded.

## Units 1–4: Common areas of study

The areas of study for Greek comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Greek-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Greek-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, personal opinions and values, adolescence, Greek-Australian identity, identity through poetry and song.</i></li> <li>• <b>Relationships</b> <i>For example, friends, family, school/ social relationships, peer group pressure, neighbourhood/community.</i></li> <li>• <b>The school experience</b> <i>For example, experiences of schooling, subject choices and future aspirations, student exchange.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, daily life, Greek-Australian lifestyles, living in a Greek community, living in Greece/Cyprus, tourism and travel, health and leisure.</i></li> <li>• <b>The Greek cultural heritage</b> <i>For example, myths and legends, folklore, festivals and celebrations, customs, famous Greeks in a selected field of endeavour (the arts, sports, business), Olympic Games.</i></li> <li>• <b>Historical/contemporary people and events</b> <i>For example, important historical events (national days, Greek Revolution, the Asia Minor issues, Greece in World War II), Greece in the European Union.</i></li> <li>• <b>The migrant experience</b> <i>For example, early Greek migration to Australia, post-war migration to Australia, a selected Greek immigrant community, immigrants in contemporary Greece.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contemporary issues</b> <i>For example, entertainment choices, sport and sportsmanship, environment, urbanisation, globalisation, cultural diversity, hopes and concerns, technological change.</i></li> <li>• <b>The world of work</b> <i>For example, Greek used in the workplace, occupations and careers, unemployment, jobs of the future, life long learning and flexible working environments, work experience and vocational pathways.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement*	Folktale	Novel
Announcement*	Form	Personal profile*
Article*	Formal letter*	Play
Biography	Informal letter*	Poem
Brochure	Instruction	Postcard*
Chart	Interview	Poster
Classifieds	Invitation*	Proverb
Conversation*	Journal entry*	Recipe
Debate	List	Report*
Dialogue (script)*	Map	Résumé*
Discussion*	Menu	Review*
Documentary	Message*	Song
Email/fax	Myth/legend	Speech/talk (script)*
Essay	News item	Story*
Film	Notice*	Table/timetable

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32, and published annually in the *VCE and VCAL Administrative Handbook*.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Articles</b>	Definite and indefinite article, use and omission	
<b>Article agreement</b>	With declinable forms of speech; for example, noun, adjective, participle	
<b>Adjectives used as determiners</b>	Demonstrative adjective; for example,	αυτό/εκείνο το θέμα, το θέμα αυτό/εκείνο
<b>Nouns</b>	Types: proper, common, generic Gender: masculine, feminine, neuter Number: singular, plural	
<b>Case</b>	Inflectional categories and their uses: Inflectional models	<ul style="list-style-type: none"> <li>– ο αγώνας, ο ταμίας, ο φύλακας</li> <li>– ο ναύτης, ο νικητής</li> <li>– ο σφουγγαράς, ο νοικοκύρης</li> <li>– ο τραγουδιστής</li> <li>– ο καφές, ο παππούς</li> <li>– ο ουρανός, ο δρόμος, ο άγγελος, ο κατήφορος</li> <li>– η καρδιά, η ώρα, η θάλασσα</li> <li>– η ελπίδα, η ταυτότητα</li> <li>– η ψυχή, η νίκη, η ζάχαρη</li> <li>– η σκέψη, η δύναμη</li> <li>– η αλεπού, η γιαγιά</li> <li>– το βουνό, το βιβλίο, το σύννεφο</li> <li>– το παιδί, το καλοκαίρι</li> <li>– το δάσος, το πέλαγος</li> <li>– το γράμμα, το όνομα</li> <li>– το γράψιμο</li> <li>– το φως</li> </ul>

	Indeclinables	– το ρεκόρ, το τραμ
<b>Pronouns</b>	Personal (weak and strong forms)	εγώ, εσύ, αυτός, αυτή, αυτό, με, σε, τος, τη(ν), το
	Possessive (weak and strong forms)	δικός μου, δική μου, δικό μου μου, σου, του
	Demonstrative; for example,	αυτός, αυτή, αυτό, εκείνος, εκείνη, εκείνο, τέτοιος, τέτοια, τέτοιο, τόσος, τόση, τόσο
	Reflexive; for example, Interrogative; for example,	του εαυτού μου, σου, του, της ποιος, ποια, ποιο πόσος, πόση, πόσο
	(Indeclinables)	(τι, πού, πώς)
	Definite; for example, Indefinite; for example,	ίδιος, ίδια, ίδιο, μόνος του, μόνη της, μόνο του ένας, μία, ένα, κανένας, καμία, κανένα, κάποιος, κάποια, κάποιο, άλλος, άλλη, άλλο, καθένας, καθεμία, καθένα, όποιος, όποια, όποιο, οποιοσδήποτε, όσος, όση, όσο, ό,τι, οτιδήποτε, κάποιος, κάποια, κάποιο, κανένας, καμία, κανένα, κάτι
	Distributive; for example,	καθένας, καθεμία, καθένα
<b>Adjectives</b>	Inflectional models	ο καλός, η καλή, το καλό ο όμορφος, η όμορφη, το όμορφο ο ωραίος, η ωραία, το ωραίο ο πλούσιος, η πλούσια, το πλούσιο ο γλυκός, η γλυκιά, το γλυκό ο βαθύς, η βαθιά, το βαθύ* ο ενδιαφέρων, η ενδιαφέρουσα, το ενδιαφέρον ο σταχτής, η σταχτιά, το σταχτί ο ζηλιάρης, η ζηλιάρα, το ζηλιάρικο
	Irregular adjectives	ο πολύς, η πολλή, το πολύ
<b>Degree</b>	Positive, comparative, relative and absolute superlative in monolectic (–τερος, –τατος) and periphrastic forms (πιο, ο πιο)	ψηλός, ψηλότερος, ψηλότετος πιο ψηλός, ο πιο ψηλός, πολύ ψηλός

	Adjectival agreement and position; for example,	ο καλός μου φίλος, ο κόσμος ο σημερινός, είναι σκόπιμο να... μου είναι εύκολο, μεγαλύτερος από
<b>Prepositions</b>	For example, with verb cases governed by strong and weak forms of personal pronouns; for example, prepositions taking the genitive case; for example, In expressions of time; for example,  Use with nouns	με, από, για  με σένα, μεταξύ μας, μεταξύ, *εναντίον, *κατά, *υπέρ στις δέκα, *επί μία ώρα, προς το τέλος
<b>Conjunctions</b>	For example,	και αλλά επειδή γιατί
<b>Numerals</b>	Cardinal Ordinal Questions Fractions; for example,  Multiples; for example, Approximate; for example,	ένα, δύο πρώτος  μισός χρόνος, ενάμισης χρόνος, τεσσερισήμισι μέρες διπλός, διπλάσιος δεκαριά, πενήντάρης
<b>Verbs</b>	Inflectional categories person and number aspect: continuous, perfect (including use of the auxiliary verbs έχω, είμαι), aorist  Tense: present imperfect future simple future continuous past simple present perfect pluperfect future perfect  Voice: active, passive reflexive (middle voice), impersonal despondent; for example, δέχομαι, neutral; for example, πεινώ. mood: indicative, subjunctive, imperative (monolectic and periphrastic); for example, infinitive	Active: βρίσκω έβρισκα θα βρω θα βρίσκω βρήκα έχω βρει είχα βρει θα έχω βρει  Passive: βρίσκομαι βρισκόμουν θα βρεθώ θα βρίσκομαι βρέθηκα έχω βρεθεί είχα βρεθεί θα έχω βρεθεί  κάνε – να κάνεις – ας κάνουμε

	<p>transitive; for example, πληρώνω  intransitive; for example, τρέχω  participle: continuous active, perfect  passive, *continuous passive  (–όμενος, –ούμενος, –άμενος)</p> <p>Inflectional models  regular (including stem formation)  frequently occurring irregular forms</p> <p>Negation</p>	<p>δένω, αγαπώ, θεωρώ, θυμάμαι  βλέπω – είδα, πίνω – ήπια.  δεν + verb form</p>
<b>Adverbs</b>	<p>Formation in –α and/or –ως from adjectives  Adverbs of time, manner, place and quantity  Adverbs with personal pronouns; for example,</p>	μαζί μας
<b>Syntax</b>	<p>Sentence and phrase types  Direct and *indirect speech  Statements  Questions  Neutral (word order: subject, verb, object  or verb, subject, object)  Emphatic; for example, object, verb, subject</p>	
<b>Accentuation</b>	Monotonic system of accentuation	

\*recognition only

# Unit 1

## **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## **OUTCOMES**

For this unit the student is required to demonstrate achievement of three outcomes.

### **Outcome 1**

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions appropriate to the theme;
- apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch, spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- word process and communicate by letter, fax, email, voicemail and telephone, as well as face-to-face.

**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- apply knowledge of common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- apply knowledge of the conventions of a range of text types;
- apply knowledge of connectives which link ideas at sentence and paragraph level;
- identify main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and main points as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and referring to dictionaries.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to text focusing on real or imaginary experience.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types; for example, review, article;
- use structures related to explaining, describing, and commenting on events or experiences;
- use stylistic features such as repetition, contrast and flashback;
- summarise, explain and compare experiences, opinions and ideas;
- infer ideas and feelings from the text;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main ideas, events and sequences of action from the text.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/fax/email.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Greek or English

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Greek or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student will respond in Greek to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Greek, and the other a response in English. Over the course of the unit, both oral and written skills in Greek should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topics studied;
- apply the conventions of a range of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments and to convince.

**Outcome 2**

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- recognise and apply the conventions of relevant text types;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types; for example, journal entry or short story;
- use structures related to describing, recounting, narrating and reflecting upon events or experiences;
- use a range of vocabulary and expressions appropriate to the topic(s);
- use simple stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the texts used are in Greek and that the student respond in Greek to all assessment tasks selected. Over the course of the unit, both oral and written skills in Greek should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

## Units 3 and 4

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Greek-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Greek-speaking community through a range of oral and written texts in Greek related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films,

short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone or speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

**Outcome 2**

On completion of this unit the student should be able to analyse and use information from spoken texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- accurately convey meaning;
- establish and confirm meaning through re-listening and using dictionaries;
- show knowledge of and use registers.

**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information at sentence and paragraph level.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student will respond in Greek to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist and identify main points;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation.

**Outcome 2**

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Greek-speaking communities.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Greek to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of Greek-speaking communities.	20	A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	<b>and</b> A three- to four-minute interview on an issue related to the texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### **End-of-year examinations**

The end-of-year examinations are:

- an oral examination
- a written examination.

#### **Oral examination (approximately 15 minutes)**

##### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Greek.

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Greek-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

**Written examination (2 hours plus 15 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Greek in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

*Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Greek covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to three texts.

Questions will be phrased in English for responses in English.

**Part B**

There will be one or two texts.

Questions will be phrased in Greek and English for responses in Greek.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Greek to information provided in a text.

*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

**Part A**

The student will be required to read one or two texts in Greek. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read one or two texts in Greek. Questions on the text(s) will be phrased in English and Greek for response(s) in Greek.

**Section 3: Writing in Greek***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Greek.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in Greek. The tasks will be phrased in English and Greek for a response in Greek.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Greek or English. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Greek or English.	2 Listen to, read, and extract and use information and ideas from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

## Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken <b>and</b> written texts which reflect aspects of the language and culture of Greek-speaking communities.	(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. <b>and</b> (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

## Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Greek	7.5
250–300 word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Greek	5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **Methods**

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## **Structure and organisation**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Greek, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

### Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

### Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

### Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
<b>Personal or imaginative written piece</b>	Communication (written), planning and organising, self management
<b>Analysis and response to spoken texts</b>	Communication, problem solving
<b>Role-play to resolve an issue</b>	Communication (oral), teamwork, problem solving, initiative and enterprise
<b>Informative, evaluative or persuasive written response</b>	Communication, problem solving, planning and organising, use of information and communications technology
<b>Interview</b>	Communication, teamwork, planning and organising, use of information and communications technology
<b>Detailed study</b>	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

## Unit 1

### Theme

The Greek-speaking communities

### Topic

Lifestyles

### Sub-topic

Daily life

### Grammar

Verbs, present tense, future  
Verbs regular / irregular  
Nouns  
Time phrases

### Text types

Chart / conversation /  
crossword / discussion /  
exercise / letter / list /  
newspaper item / notes /  
phone call / poem / proverb /  
radio documentary / report /  
song / statement / summary /  
telephone call / web page

### Examples of learning activities

#### Listening

listen to a taped telephone call and write down the message

listen to a radio broadcast about coming events and complete a chronological events chart

listen to a song and complete a cloze exercise

#### Speaking


practise strategies for establishing, maintaining and closing a formal/informal conversation and learn fillers

discuss cultural differences between the Greek and Australian ways of life with regard to food

participate in a role-play with a friend from Greece about life there, then make notes about the comments

interrogatives: rephrase statements as questions in writing or orally

#### Reading

 online, research an aspect of daily life, e.g. progress on a building project such as an Olympic Games venue, and summarise findings


read proverbs and analyse, e.g. Η καλή μέρα από το πρωί φαίνεται, Κάλιο αργά παρά ποτέ


read an item from a newspaper article on increased security at public venues and write a short report


#### Writing

complete a cloze/grammar exercise with regular and irregular present tense verbs

write out a list of phrases expressing personal preferences

 on computer, design a leaflet to advertise and promote a Greek community activity

 with Puzzlemaker.com devise a crossword using vocabulary from everyday life

 write an email in reply to your new penfriend describing your daily routine

**Example assessment task**

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Assessment task:** Informal conversation.

**Details of the task:** Participate in a conversation with an exchange student in which you compare aspects of your daily lives.

**Unit 1****Theme**

The individual

**Topic**

The school experience

**Sub-topic**

Experiences at school

**Grammar**

Adjectives, irregular adjectives  
Degree (monolectic and periphrastic forms)  
Revision of verb conjugations

**Text types**

Affinity diagram / broadcast / brochure / concept map / debate / film / flow chart / list / timetable / web page

**Examples of learning activities***Listening*

listen to a conversation between students discussing timetabling and the hours of expected homework in their schools, and note expectations of the school/students

after watching a film set in a school context, identify the major points of conflict experienced by two of the main characters

*Speaking*

affinity diagram: working on their own, students respond in writing on post-it notes to a question about school; they then collate similar responses as a group, negotiating the sorting process, and present the final information orally or in writing



search the Internet for home pages of three secondary schools in Greece/Cyprus and in pairs speculate on student routines

prepare a debate, contrasting the Australian and Greek school systems

analyse and discuss different samples of text types and kinds of writing and make a collection for reference on the class bulletin board

*Reading*


through a website, establish school-to-school contact with a class and exchange information about schooling

study information obtained from organisations operating school-exchange programs and identify the characteristics sought in potential exchange students; complete a table

*Writing*

construct a concept map to establish what you know about schooling in Greece or Cyprus

as a class agree on a list of areas for further research on education in Greece and formulate questions to elicit information

 on computer, make a brochure as a survival kit for an exchange student newly arrived in Greece

draw up an annotated flow chart about educational choice and its restrictions in Greece or Cyprus; show how this may affect the student's future

### **Example assessment task**

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

**Details of the task:** Listen to a radio interview about a potential sister school in Greece and complete an information sheet for your principal in English.

## **Unit 1**

### **Theme**

The Greek-speaking communities

### **Topic**

Historical/contemporary people and events

### **Sub-topic**

The Greek Revolution

### **Grammar**

Past verb tenses  
Irregular nouns  
Definite and indefinite articles

### **Text types**

Advertisement / brochure / discussion / note / presentation / review / role-play / summary / video / web page

### **Examples of learning activities**


#### *Listening*

listen to a CD or tape related to the Greek Revolution and complete comprehension exercises

listen to a radio advertisement about a coming exhibition on the Greek Revolution at the museum and jot down dates, times of opening and items of interest for an elderly relative

view a video on heroes of the Greek Revolution such as Papaflessas, Bouboulina and compare with the historical facts


#### *Speaking*


 research the Internet for information on an important historical figure associated with the Greek Revolution and give an oral presentation based on your findings


participate in a role-play, convincing a non-Greek-speaking friend of the influence of historical events in moulding the modern Greek psyche

discuss strategies for writing a review of a book or film

*Reading*

 online, research the impact of the Greek Diaspora on the development of nationalism in the eighteenth century and make notes

 research the Internet for information about an important event related to the Greek Revolution

 research websites for information on important figures in the Greek Revolution and discuss

*Writing*

 online, complete grammar exercises on tenses

plan and draft the key ideas for a book review giving your opinion about its suitability for younger readers (ensure that you have an introduction, 'body' and a conclusion; in the 'body' the paragraphs should lead sequentially from one to the other)

write a review of a documentary or film on the Greek Revolution, giving your opinion about it

**Example assessment task**

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Greek.

**Details of the task:** Read extracts from articles on the Greek Revolution and complete a chronological timeline of events in Greek.

## Unit 1

### Theme

The Greek-speaking communities

### Topic

Lifestyles

### Sub-topic

Tourism and travel

### Grammar

Infinitive with verbs of perception and motion  
Impersonal constructions  
Position of adverbs and adverbial phrases

### Text types

Broadcast / documentary / email / exercise / extract / film / guide / interview / list / review / magazine / notes / poster / role-play / song / video / web page

### Examples of learning activities

#### Listening

listen to a broadcast about a tourist site and the legend(s)/ancient gods/goddesses associated with it; summarise

view a documentary on the marvels of Ancient Greece and discuss

listen to an interview on backpacker hostels and make notes on the reasons for travel and reasonable expectations of the tourist

invite a Greek-speaking tour operator to visit your school and prepare questions to ask about your planned school exchange to Greece

#### Speaking

discuss the features of the text type 'story'


analyse language used in imaginative writing (refer to page 59 for kinds of writing)


role-play or make video shorts for a film on tourists' problems, e.g. losing a passport, finding the way, changing money, etc.


participate in a role-play with a travel agent to plan a holiday in Greece or Cyprus; discuss the itinerary, negotiate the cost and make arrangements for accommodation

#### Reading

 online, using for example [www.ellada.com](http://www.ellada.com), plan the itinerary for a class trip through Greece/Cyprus, giving reasons for the stops

 online, contact the Greek National Tourist Organisation (EOT), and the Greek Consulates to find out the preferred tourist destinations of young people in Greece and complete a chart

 consult online travel sites or peruse articles in travel magazines and newspaper supplements, to establish structural features, such as layout, content, key vocabulary and grammar, of travel articles


 scan photographs/illustrations of Greek/Cypriot attractions for a PowerPoint presentation, produce and read the voice-over to accompany the slides

#### Writing

having listened to or read a story about an unfortunate traveller, compose an additional or different final chapter to the narrative, in the style/tone of the original

individually, create 'top ten' lists of reasons for travel; refine the lists in pairs, groups and then as a class

design a questionnaire to find out the types of travel undertaken by members of the class

 on computer, create a magazine cover or poster to promote Ancient Greek legends associated with the Greek islands, e.g. Crete

### **Example assessment task**

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

**Assessment task:** Review.

**Details of the task:** In the role of an editor for a travel magazine, write a review of a promotional tourist film. State why, in your opinion, this film surpasses expectations or fails to meet expectations.

## **Unit 2**

### **Theme**

The changing world

### **Topic**

Contemporary issues

### **Sub-topic**

Cultural diversity

### **Grammar**

Adjectives and nouns of nationalities

Compound nouns

Plurals of nouns

Word order

### **Text types**

Article / report / film /

interview / letter / short story /

telephone call / television

program / video excerpt / web

page

### **Examples of learning activities**

#### *Listening*

watch/listen to Greek programs on television and radio; summarise the items covered

view a documentary on cultural diversity and summarise the key issues

listen to an interview on television or radio on the impact of Greek migrants to Victoria and complete a table of their contributions

#### *Speaking*

in pairs, draw up a concept map of things considered to be 'typically Greek', and compare them with things that are seen as being 'typically Aussie'; discuss in class


affinity diagram: working on their own, students respond to 'Find things that are typically Aussie' by writing individual entries on post-it notes; they then collate similar responses as a group, negotiating the sorting process and presenting the final information orally or in writing


debate: 'Should migration numbers be increased?'

participate in a role-play between an employer and employee, related to buying a family ticket for a visit to The Immigration Museum for the opening of a specific exhibition

discuss strategies for negotiation, and the use of affirming phrases/formulaic expressions related to making arrangements and completing transactions

#### *Reading*

 online, research census data about the changing ethnic make-up of Greece; note changes over time and reasons for such change

 research the Internet for information on the meaning of cultural diversity, especially in Australia; create a pie graph online to indicate the ten most prominent cultures in Victoria

#### *Writing*

as a class, write out on the board definitions of stereotypes; discuss stereotypes of a 'typically Greek' person

invite a newly arrived Greek person to visit the class; prepare questions to ask about the frustrations/prejudices he/she confronts as a result of his/her nationality

devise a survey to send to Greek companies in Australia to elicit information about cultural stereotypes and cultural misunderstandings in the workplace



#### ***Example assessment task***

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.

**Assessment task:** Interview.

**Details of the task:** Participate in an interview with a talk show host on the reasons for migration.

## Unit 2

Theme	Examples of learning activities
The Greek-speaking communities	<i>Listening</i> view a documentary on fitness levels of people today, making notes on attitudes to fitness and health
<b>Topic</b> Lifestyles	listen to a conversation between two inactive students planning their 'get fit' program for the holidays, and complete a chart
<b>Sub-topic</b> Health and leisure	<i>Speaking</i> as a class, draw up an annotated scale of fitness regimes from 'slothful' to 'obsessive', with each member positioning themselves along the continuum and explaining their personal program
<b>Grammar</b> Future tense Indicating future with adverbs Imperative mood Expressions of sequence, cause and effect	role-play a motivational speaker at a sports institute, advising budding athletes on the goals they need to set  discuss in pairs, then groups, then as a class, successes and difficulties of maintaining a fitness or nutrition program
<b>Text types</b> Advertisement / article / brochure / documentary / interview / photograph / review / report / role-play / survey / video / web page	in groups, critique the food on offer at the school canteen, and give reasons as to why some items must stay or need to go  <i>Reading</i>  read articles online or in magazines about eating disorders and their long-term effects; summarise in point form  read and respond to letters written to a magazine nutrition expert seeking advice on matters of diet and fitness  <i>Writing</i>  design on computer a government campaign leaflet to motivate the population to become more active  create a revolutionary wonder-diet, and explain to the rest of the class how it works

### Example assessment task

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

**Details of the task:** Listen to an interview with young people about body image, fitness and diet, and reorganise the information into a brochure to be distributed to students at secondary schools.

## Unit 2

### Theme

The changing world

### Topic

The world of work

### Sub-topic

Careers and the Greek language

### Grammar

Introduction to the subjunctive present tense

Pronouns

Definite and indefinite articles

Participles

### Text types

Article / debate / discussion /

email / exercise / letter /

photograph / poem /

PowerPoint presentation /

review / story /

survey / web page

### Examples of learning activities

#### Listening

listen to a radio interview and identify career options for Greek-speakers in Australia

listen to a lecture on how to decide on the appropriate vocational pathway to suit your skills and complete a chart

#### Speaking


debate: 'Η διγλωσσία οδηγεί στην επιτυχία!'


in pairs, use subjunctive verbs following models

participate in a role-play with a factory owner who needs more staff who communicate well; convince him/her of the value of your friend's trilingual skills for the administrative section

conduct a survey about your friends' attitudes to environmental issues and discuss in class


#### Reading


 search the Internet for information on careers requiring Greek language skills and make a two-minute oral presentation to the class

 read online advertisements for jobs and list those that interest you, then discuss in pairs

read sentences in an exercise and decide whether the space requires a verb in the indicative or subjunctive

#### Writing

 search the Internet for careers online and summarise

 plan, draft and write a letter of application on computer in response to a position advertised online

write your CV in readiness to accompany your job application; ensure that it is concise, and appropriately worded to emphasise your skills for the job advertised

### Example assessment task

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Details of the task:** Write a formal letter of application in response to an advertisement for an overseas job. Include sufficient personal qualities to attract the attention of the prospective employer.

## Unit 2

### Theme

The Greek-speaking communities

### Topic

Historical/contemporary people and events

### Sub-topic

Greece in World War II

### Grammar

Imperfect tense

Pluperfect tense

Verbs taking prepositional objects

Prepositions and cases

### Text types

Article / broadcast / documentary / film / interview / photograph / report / short story / timeline / travel guide / video / web page

### Examples of learning activities

#### Listening

after viewing footage either on film/photos of how Greece participated in World War II, draw up a list of adjectives to describe the events

watch excerpts from an historical film and write a summary to go on the back of a DVD cover


#### Speaking

role-play a conversation between two young people living in Greece during World War II, informed by viewing an appropriate film


with a partner, discuss the significance of 'OXI' Day and prepare a short oral presentation on the topic

#### Reading


in pairs, look at black-and-white photographs of World War II, then trace the history of an area through to the present day

 research the Internet for information on the strategies used in World War II by resistance fighters in Greece to outwit the enemy

#### Writing

 on a map of Greece, mark in the route of the enemy troops and the allied forces during World War II, scan the result and use it in a PowerPoint presentation

assume the role of a person present at the end of World War II and write a diary entry to record a significant day for you

 in pairs, research online and write up a Greek-based chronology of events in World War II

### Example assessment task

**Outcome 3:** Give expression to real or imaginary experience in spoken or written form.

**Assessment task:** Short story.

**Details of the task:** Write a short story for a school competition about a real or imaginary experience in a working environment.

### Unit 3

#### Theme

The individual

#### Topic

Personal identity

#### Sub-topic

Adolescence

#### Grammar

Verbs

Passive voice

#### Text types

Advertisement / article / chart /  
debate / diagram / film / letter /  
list / magazine / note / plan /  
radio program / review / table /  
web page

#### Examples of learning activities

##### Listening

view a film and prepare notes for a review in which you evaluate the accuracy of the film and its portrayal of loyalty of the young hero/heroine

listen to a broadcast on adolescent behaviours; complete a chart to identify behaviours that are positive/negative; then discuss those common in adolescence, but upsetting to older people

##### Speaking

establish a list of linguistic strategies for persuading or convincing, then in pairs practise these in class

as a class, brainstorm how to create informative, persuasive and evaluative pieces of writing, and experiment with graphic organisers to help with planning such pieces


debate: 'Η θετική και αρνητική επιρροή των συνομιλικών μας!' or 'Η σύγχρονη νεολαία μέσα από τα μάτια της προηγούμενης γενιάς!'

##### Reading


look at the range of articles in different youth-oriented magazines; make notes on topics considered to be of interest


in pairs, classify advertisements from magazines and video compilations according to product; discuss how young people are perceived and targeted by advertising

read letters sent in to a youth magazine about the 'generation gap', then create a table showing adolescent problems, their causes and the suggested solutions

 research the Internet for information on teenagers world-wide and make notes

##### Writing

 send an email to a friend providing advice in reply to the overwhelming expectations of his/her parents

 on computer, plan and draft an imaginative story about a selfish adolescent being turned into a frail old person for one week

create an annotated diagram on the cycle of self-image and desirability, noting how advertisements target certain groups

write or find five short texts, one for each kind of writing – personal, informative, persuasive, evaluative, imaginative (refer to kinds of writing on page 59)

**Example assessment task**

**Outcome 1:** Express ideas through the production of original texts.

**Assessment task:** A 250-word personal or imaginative written piece.

**Details of the task:** As an Australian exchange student, write a personal letter to the members of your class expressing your initial impressions of young people in Greece; state why you think these are really stereotypical images of youth.

OR

Write an imaginative short story in which a teenager in the 1900s is in an awkward predicament. Start or end your story with the words, 'Δεν πίστευε στα μάτια της...'

**Unit 3****Theme**

The changing world

**Topic**

Contemporary issues

**Sub-topic**

The environment

**Grammar**

Verbs

Passive voice

**Text types**

Advertisement / article / broadcast / chart / debate / diagram / film / letter / list / magazine / note / plan / review / table / web page

**Examples of learning activities***Listening*

listen to a scientist discussing ways of preventing pollution and make notes under the headings: personal/local/social responsibility

view a film on pollution and discuss the issues arising for future generations

*Speaking*

describe a photograph of an environmental mishap that occurred within Europe

participate in a role-play with a factory owner whose smoke is polluting the school grounds



find a website dealing with oil spillages in the Mediterranean, download a picture and use it in a talk given in a PowerPoint presentation on pollution



research magazines/newspapers for items on recycling and conservation; make a PowerPoint presentation to a junior class to show them that they can help our endangered environment

*Reading*

read and discuss a poem idealising nature

read a review about conservation and recycling, then reorganise the information into an advertisement for the Green Club at school



online, read about information on pollution killing dolphins in the Mediterranean; discuss


 research Internet sites on pollution (sea, air, earth) and note how this affects the fauna


read sentences in an exercise and decide whether the space requires a verb in the indicative or subjunctive

*Writing*

write a letter to the editor of a local newspaper in which you suggest strategies for saving your local environment

 write an email to an action group explaining why you want to join

 respond by email to an advertisement by a wild life protection society requesting volunteers

 plan, draft and write an imaginative story for a children's book about the day the developers evicted a creature from its home; download or scan pictures to illustrate the story

***Example assessment task***

**Outcome 2:** Analyse and use information from spoken texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using the information requested.

**Details of the task:** Listen to two speakers with opposing points of view on environmental issues. Compare and contrast their attitudes and summarise these for a conference review.

## Unit 3

### Theme

The changing world

### Topic

Contemporary issues

### Sub-topic

Technological change

### Grammar

Comparative and superlative forms of adverbs

Infinitives used as nouns  
subjunctive mood

### Text types

Acronym / advertisement / article / debate / email / film lecture / letter / magazine/ note / web page

### Examples of learning activities

#### Listening

view a film and draw up a list of the social concerns posed through technological advancement, and compare them with those of today

listen to a lecture on IT advances, including the use of artificial intelligence and robots, and summarise

#### Speaking

research advertisements in magazines aimed at the young and list loanwords of (American) English, discussing with a partner possible reasons for the high frequency of such words in Greek magazines

debate: 'Η τεχνολογική ανάπτυξη: φίλος ή εχθρός.'



give instructions to the class about installing a program in a computer

discuss linguistic strategies for convincing/negotiating, and non-verbal communication strategies and fillers

#### Reading

find and sort acronyms according to type (media, transport, retail, etc.); in groups, discuss implications of abbreviations



read magazines or websites in Greek and make notes of the types of words borrowed from (American) English and any Greek prefixes/suffixes added



research the Internet for information on the positive and negative effects of globalisation and make notes

#### Writing

in pairs, write an article for a youth magazine to dissuade the readership from relying too heavily on 'Anglicisms in the Greek language'



select a job advertised online, and write a job application



write an email in response to an advertisement requesting more information, for example, when planning to buy a digital camera

### Example assessment task

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task:** Participate in a role-play in which a student tries to convince a parent that digital technology has a significant role in the world today.

## Unit 4

### Theme

The Greek-speaking communities

### Topic

The Greek cultural heritage

### Sub-topic

Myths, legends and Ancient Greece

### Grammar

Subjunctive mood

### Text types

Article / biography / film / graph / interview / list / photograph / recorded message / report / review / rhyming dictionary / song / table / video clip / website

### Examples of learning activities

#### Listening

view a documentary on Ancient Greece and the Olympic Games dedicated to the Gods of Olympus; draw up a list of the names of the Gods, their roles in society, and their powers


listen to a lecture on The Golden Age of Pericles/Athens; make notes of the achievements of that time

#### Speaking


debate: 'Η επιρροή του παρελθόντος στη σημερινή μας ζωή!'

present a two-minute talk on a topic based in the time of the Agora, such as the role of women or the importance of mathematics

#### Reading


 research online the myth of Jason and the Argonauts and follow Jason's trip on a map


read tourist leaflets about ancient sites and make notes on one to use for a class compendium; each student contributes to a large map-poster with a caption for each place

 search the Internet for information about King Minos of Crete and the Minotaur

#### Writing

in pairs, write an imaginative story for a children's magazine similar to the one about Ariadne and the Minotaur, or write a different ending to the story of Jason and the Golden Fleece

 search the Internet for information on an ancient person, e.g. Socrates, then plan and draft an informative article on the person

 write an email to a museum about an upcoming exhibition of Ancient Greek treasures, requesting further information

### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using information requested.

**Details of the task:** Use information from a history book extract, prepare a script for a short talk in class on the importance of Pericles' contribution to the Golden Age of Athens.

## Unit 4

### Theme

The individual

### Topic

Relationships

### Sub-topic

Family and friends

### Grammar

Conditional sentences

Verbs – passive

Imperative

Pronouns

Interrogative pronouns and adjectives

### Text types

Advertisement / article /  
biography / film / graph /  
journal entry / list /  
photograph / message /  
report / review / song /  
table / video clip / web page

### Examples of learning activities

#### Listening

listen to friends discussing friendship and make a list of rules on being a good friend

listen to a radio broadcast on friendships of famous personages in Ancient Greece; have people's values regarding the qualities associated with friendship changed over time?

#### Speaking

debate: 'Η οικογενειακή μονάδα προχωράει προς διάλυση!'

discuss: 'Θα πρέπει να βάζουμε τους γονείς μας σε γεροκομείο όταν γεράσουν;'

#### Reading

read a play and act out a scene relating to the Greek-Australian family, e.g. reflections on the 'old life'

read a story where family relationships play a significant part and answer comprehension questions



search the Internet for information on the family relationships in the last century and note differences with the current situation

#### Writing

complete a grammar exercise on converting active sentences to passive and vice versa

write a journal entry in which you explain the sequence of events in a family dispute over a period of three days

complete exercises on synonyms and antonyms



write a tactful email to decline an invitation to a family reunion

### Example assessment tasks

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of Greek-speaking communities.

**Assessment task 2(a):** A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

**Details of the task:** Write an evaluative report on how the Greek family has changed over time, with special reference to recent times.

**Assessment task 2(b):** A three- to four-minute interview on an issue related to the texts studied.

**Details of the task:** Possible focus areas for the interview task:

1. Analyse the impact of changing conditions on the family structure.
2. Comment on the evolution of the family unit.
3. Comment on the legacy left by the Ancient Greeks on modern values.
4. Comment on one great historical friendship, e.g. Damon and Phidias.

### Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

#### Theme: The individual

##### Topic: Personal identity

- Sub-topic Language, culture and identity.
- Sub-topic Peer group pressure and conflict.
- Sub-topic Growing up in a Greek-Australian family.
- Sub-topic Hopes and concerns for the future.

##### Topic: Relationships

- Sub-topic The importance of friendship to the adolescent or the aged.
- Sub-topic Greek-Australian families.
- Sub-topic Portrait of the Greek family through film/literature.
- Sub-topic The importance of the extended family in Greek culture.
- Sub-topic Greek senior citizens and their status.

##### Topic: The school experience

- Sub-topic Bilingual education opens doors.
- Sub-topic Comparative study of the schooling system in Australia and Greece.
- Sub-topic The importance and benefits of student exchanges.
- Sub-topic Balancing study, leisure and work.

#### Theme: The Greek-speaking communities

##### Topic: Lifestyles

- Sub-topic The Golden Era of Pericles.
- Sub-topic The lifestyle of Greeks in Australia and Greeks in Greece/Cyprus.
- Sub-topic Tourism in Greece and the impact on lifestyle.
- Sub-topic Western impact on traditional lifestyles.
- Sub-topic Changing leisure activities.

##### Topic: The Greek cultural heritage

- Sub-topic Comparison of the ancient and modern Olympic Games.
- Sub-topic Are the ideals of the Ancient Olympic Games upheld today?
- Sub-topic The significance of ‘Κοραγκιόζης’ as an art and entertainment form.
- Sub-topic Comparison of religious customs and celebrations in ancient/modern day Greece OR in Greece and Australia.
- Sub-topic The role of ‘demotic’ music and song in cultural identity.
- Sub-topic Greek proverbs – their origin and significance.
- Sub-topic Traditional and modern rituals for ceremonial occasions (e.g. wedding, baptism, funeral).
- Sub-topic An influential writer: Work and contribution to literature.
- Sub-topic A voice of the 21<sup>st</sup> century – Ο. Ελύτης (or a person of similar calibre).
- Sub-topic The Greek Revolution through art/film.
- Sub-topic Μύθοι, Θρύλοι, Παραδόσεις: Vivid imagination and cultural identity.
- Sub-topic The Greek film industry (past and present)

Topic: Historical/contemporary people and events

- Sub-topic The celebration of Greek national days in Australia and Greece.
- Sub-topic Greek national days – role and function.
- Sub-topic The Greek Revolution: A struggle for independence.
- Sub-topic Το Πολυτεχνείο: The importance of young people in bringing about change.
- Sub-topic An aspect of Greek history reflected in song.

Topic: The migrant experience

- Sub-topic An aspect of the Greek migrant experience through literature.
- Sub-topic Post-war Greek migration.
- Sub-topic The Greek community contribution to Australian society.
- Sub-topic The future of the Greek language and culture in Australia.
- Sub-topic The role of Greek community organisations in Australia.
- Sub-topic Immigrants in contemporary Greece: some issues and concerns.

**Theme: The changing world**

Topic: Contemporary issues

- Sub-topic Prosperity or protection of the environment?
- Sub-topic Mother Earth – whose liability?
- Sub-topic Comparison of environmental concerns for Greece/Cyprus with Australia.
- Sub-topic Ecotourism: The only way to travel.
- Sub-topic The dilemma of refugees and asylum seekers.
- Sub-topic The impact of technology on daily life.
- Sub-topic The influence of English on Greek-language web pages/magazines.
- Sub-topic Do computers promote dependency?
- Sub-topic The use and abuse of the Internet.
- Sub-topic Religion: An important part of everyday life?
- Sub-topic Modern trends in musical entertainment.
- Sub-topic Greece: a successful member of the European Union.
- Sub-topic The influence of English on the Greek language.

Topic: The world of work

- Sub-topic Changing roles of men and women in the workforce.
- Sub-topic Women in the workforce.
- Sub-topic Rising unemployment and its impact on lifestyles.
- Sub-topic Overseas volunteer work.
- Sub-topic Work in rural Greece/Cyprus.
- Sub-topic The use of Greek language skills in the workplace.
- Sub-topic Greek companies and organisations in Australia.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.

## MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

### Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### GENERAL TEXTS

Αρβανιτάκης Κ, Αρβανιτάκη Φ 2000, *Επικοινωνήστε Ελληνικά 3*, εκδ. Δέλτος, Αθήνα.

Αρβανιτάκης Κ, Αρβανιτάκη Φ, *Επικοινωνήστε Ελληνικά 3*, cassette.

Αρβανιτάκης Κ, Αρβανιτάκη Φ, *Επικοινωνήστε Ελληνικά 3*, Βιβλίο Ασκήσεων.

Γεωργιογιάννης Π 1999, *Ελληνικά ως Δεύτερη Γλώσσα*, βιβλία 3-5, Πανεπιστήμιο Πατρών.

Δημητρά Δ, Παπαχειμώνα Μ 1998, *Ελληνικά Τώρα 2+2* (includes tapes), εκδ. Νόστος, Αθήνα.

Δημητρά Δ, Παπαχειμώνα Μ, *Ελληνικά Τώρα 2+2* Βιβλίο Ασκήσεων.

Δημητρακόπουλος Δ 1994, *Εκθέσεις Γυμνασίου* εκδ. Gutenberg, Αθήνα.

Κριλή-Κέβανς Π 1987, *Κοντά στη Γλώσσα*, βιβλία 1,2,3,4, MECC, Sydney.

Μόσχου Δ, Νικέζη Ε, Χατζηθεοδωρίδης Γ 2001, *Μαθήματα Ελληνικών, Μέθοδος Εντατικής Διδασκαλίας της ελληνικής ως δεύτερη (ξένης) γλώσσας*, Δεύτερη έκδοση, Studio University Press.

Μόσχου Δ, Νικέζη Ε, Χατζηθεοδωρίδης Γ, *Μαθήματα Ελληνικών, Μέθοδος Εντατικής Διδασκαλίας της ελληνικής ως δεύτερης (ξένης) γλώσσας*, Βιβλίο Ασκήσεων.

*Τα Χελιδόνια*, Μέρος Γ, Πανεπιστήμιο Ιωαννίνων, ΟΕΔΒ, Αθήνα.

Τλούπα Σ-Χατζηπαναγιωτίδου Α 1992, *Νέα Ελληνικά 1,2,3* εκδ. Παπαζήση, Αθήνα.

*Μαθαίνω Ελληνικά, τεύχη 5Α, 5Β, 6Α, 6Β*, ΥΠ.Ε.Π.Θ, ΟΕΔΒ, Αθήνα.

*Νεοελληνικά για το Γυμνάσιο*, τεύχη Α, Β ΥΠ.Ε.Π.Θ, ΟΕΔΒ, Αθήνα.

### Civilisation and culture

Αρκούλης Γ 1999, *Η Αληθινή Ιστορία του Θρόλου*, εκδ. Ιωάννου, Αθήνα.

Βαρβούνης Μ 1996, *Πάσχα των Ελλήνων, Ελληνικά λαϊκά έθιμα για τον εορτασμό του Πάσχα*, εκδ. Ακρίτας, Αθήνα.

Γιαννάκης, Θωμάς, Σακελλάρης, Γιάννης 1997, *Τα Αρχαία Ολυμπιακά Αγώνισματα*, εκδ. Ελληνική Ομοσπονδία αρχαίων ελληνικών αθλημάτων, Αθήνα, (bilingual edition).

Δημόπουλος Τ 1996, *Η Ολυμπία και οι Ολυμπιακοί αγώνες, Μύθος-Ιστορία-Τέχνη*, β' έκδοση, Ελεύθερη Σκέψη, Αθήνα.

*Ελληνικός Πολιτισμός*, βιβλία 1,2, ΥΠ.Ε.Π.Θ, ΟΕΔΒ, Αθήνα.

*Ελληνικός Πολιτισμός*, βιβλίο εργασιών.

Κυριακίδου-Νέστορος Α 1986, *Οι 12 Μήνες-τα Λαογραφικά* εκδ. Μαλλάρης Παιδεία, Αθήνα.

Μέγας ΓΑ 1992, *Ελληνικές Γιορτές και Έθιμα της Λαϊκής Λατρείας*, εκδ. Οδυσσεάς, Αθήνα.

Μερακλής ΜΓ 2001, *Νεοελληνικός Λαϊκός Βίος (όψεις και απόψεις)*, εκδ. Λιβάνη, Αθήνα.

Μουρατίδης Γ 1998, *Οι Ολυμπιακοί Αγώνες (για παιδιά)* εκδ. Πλάτων, Θεσσαλονίκη.

*Οικιακή Οικονομία, Α', Β', Γ'* Γυμνασίου, ΥΠ.Ε.Π.Θ, ΟΕΔΒ, Αθήνα.

Πανουτσοπούλου Κ 1988, *Η Ελληνίδα στη Μετανάστευση*, Spring Press, Athens-Melbourne.

Παπαποστόλου Τ 1986, *Μύθοι, Θρύλοι, Παραδόσεις*, εκδ. Αγκυρα.

Σιέττος Γ 1996, *Γαμήλια Έθιμ και Έθιμα, Αρχαιοελληνικά-Βυζαντινά-Νεοελληνικά*, εκδ. Κυβέλη, Αθήνα.

Τλούπα Σ 1994, *Πολιτιστικό Πανόραμα: Νέα Ελληνικά και Πολιτισμός*, εκδ. Βάνιας.

Τσοτάκου-Καρβέλη, Α 1992, *Λαογραφικό Ημερολόγιο, Οι 12 μήνες και τα έθιμά τους*, εκδ. Πατάκη, Αθήνα.

Τσοτάκου-Καρβέλη Α 1992, *Εικονογραφημένο Λεξικό της Ελληνικής Μυθολογίας για παιδιά*, εκδ. Γνώση.

Zarkadas N 2004, *Reflections* (based on the migrant experience from 1950 to recent times). Booklet with illustrations and photos is available from the writer: nikoszarkadas@alphington.vic.edu.au

### Detailed study

MGTAV 2001, *Traditional and Contemporary Greek Music*, Melbourne.

MGTAV 2003, *The Greek Family Then and Now*, Melbourne.

Τσιαφίδης Γ, Χατζοπούλου-Τσιαφίδου Ε 1993, *Modern Greek VCE Θέματα*, Book 1, εκδ. Τσιαφίδη, Melbourne.

Τσιαφίδης Γ, Χατζοπούλου-Τσιαφίδου Ε 1994, *Modern Greek VCE Θέματα*, Book 2, εκδ. Τσιαφίδη, Melbourne.

**Dictionaries**

Μπαμπινιώτης Γ 2002, *Λεξικό της Νέας Ελληνικής Γλώσσας*, εκδ. Ίδρυμα Μ. Τριανταφυλλίδη, Αθήνα.

Σταυρόπουλος Δ, Hornby A 2002, *Oxford English-Greek Learners Dictionary*, Oxford University Press.

Σταυρόπουλος Δ, Hornby A 2002, *Oxford Greek-English Learners Dictionary*, Oxford University Press.

Pring, JT 2000, *Pocket Oxford Greek Dictionary*, Oxford University Press.

**Films**

The following films are suitable for classroom use and cover issues and events such as history, family, youth, language.

1922 (135 minutes, colour, directed by N. Koundouros, 1978)

Επάγγελμα Γυναίκα (90 minutes, colour, directed by O. Efstratiadis, 1986)

Μαντώ Μαυρογένους (92 minutes, colour, directed by K. Karagiannis, 1971)

Ο Παπατρέχας (90 minutes, black & white, directed by E. Thallasinos, 1966)

Ο Πατούχας (105 minutes, colour, directed by G. Parakostas, 1972)

Παπαφλέσσας (130 minutes, colour, directed by E. Andreou, 1971)

Στη Μάχη της Κρήτης (135 minutes, colour, directed by A. Georgiadis, 1970)

Στρίβειν δια του αρραβώνος (feature film and TV series, colour)

Το Καναρινί Ποδήλατο (93 minutes, colour, directed by D. Stavrakas, 2000)

Το φως που σβήνει (92 minutes, colour, directed by V. Douros, 2000)

Υπολογαγός Νατάσσα (124 minutes, colour, directed by N. Foskolos, 1970)

**Grammar**

Burke JB 1997, (translator) Triandafillidis MA, *Concise Modern Greek Grammar*, Aristotle University of Thessaloniki, Institute of Modern Greek Studies, Manolis Triantafyllidis Foundation, Thessaloniki.

Τριανταφυλλίδης Μανώλης: *Νεοελληνική Γραμματική*, ΟΕΔΒ, Αθήνα.

Τσολάκης, Τάνης Δ, *Γραμματική*, ΟΕΔΒ (latest edition).

*Ελληνικά από κοντά* 2001, 20 Γλωσσικά μυστήρια για τον επιθεωρητή Σαχίνη και σένα, Ε.ΔΙΑ.Μ.ΜΕ Ρέθυμνο.

Ιορδανίδου Α 2002, *Λεξιλόγιο Εκφράσεων της Σύγχρονης Ελληνικής*, εκδ. Πατάκης, Αθήνα.

**JOURNALS AND PERIODICALS**

*Το Αερόστατο*, Διεύθυνση Παιδείας Ομογενών και Διαπολιτισμικής Εκπαίδευσης.

Ελληνοαυστραλιανή ΠΑΡΟΙΚΙΑ, Μηνιαίο περιοδικό.

**LITERATURE**

*Με λογισμό και όνειρο-* Ανθολόγιο Λογοτεχνικών κειμένων, ΥΠ.Ε.Π.Θ, ΟΕΔΒ, Αθήνα.

Ντινολάκης, Νίκος 1986, *Ο Αργοναύτης του Νότου*, Αθήνα.

Σαμαράκης, Αντώνης *Ζητείται Ελπίς*, Διηγήματα, Ελευθεροδράκης, Αθήνα.

**NEWSPAPERS**

*Νέος Κόσμος / Νέα Ελλάδα*, Ethnic Publications, bi-weekly / weekly, Melbourne.  
www.neoskosmos.com.au

Ελληνικός Κήρυκας, Foreign Language Publications, daily, Sydney.

Τα Νέα www.ta-nea.dolnet.gr

Το Βήμα www.tovima.dolnet.gr

Το Βήμα, Ιερά Αρχιεπισκοπή Αυστραλίας

Η Καθημερινή www.kathimerini.gr

Ελευθεροτυπία www.enet.gr

**ORAL PRACTICE**

1998 *Άκου να δεις 1*: Βιβλίο ακουστικής κατανόησης για ξενόγλωσσους με κασσέττα, εκδ. Δέλτος.

1998 *Άκου να δεις 2*: Βιβλίο ακουστικής κατανόησης για ξενόγλωσσους με κασσέττα, εκδ. Δέλτος.

**Teacher references and library resources**

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Γραμματική και Σύνταξη: Δομές και Λειτουργίες της Γλώσσας, τεύχος 1: Βιβλίο Μαθητή*, εκδ. Ελληνικά Γράμματα.

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Γραμματική και Σύνταξη: Δομές και Λειτουργίες της Γλώσσας, τεύχος 1: Βιβλίο Εκπαιδευτικού*, εκδ. Ελληνικά Γράμματα.

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Εμπλουτισμός Λεξιλογίου τεύχος 1: Βιβλίο Μαθητή*, εκδ. Ελληνικά Γράμματα.

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Εμπλουτισμός Λεξιλογίου τεύχος 1: Βιβλίο Εκπαιδευτικού*, εκδ. Ελληνικά Γράμματα.

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Κείμενο-Επικοινωνία: Πώς γράφουμε και πώς κατανοούμε τα κείμενα, τεύχος 1: Βιβλίο Μαθητή*, εκδ. Ελληνικά Γράμματα.

Μπαμπινιώτης Γ, Παρασκευόπουλος 2000, in *Κείμενο-Επικοινωνία: Πώς γράφουμε και πώς κατανοούμε τα κείμενα, τεύχος 1: Βιβλίο Εκπαιδευτικού*, εκδ. Ελληνικά Γράμματα.

Clogg, R 2003, *Συνοπτική ιστορία της Ελλάδας 1700-2000*, εκδ. Κάτοπτρο.

Clogg, R 2003, *A concise history of Greece 1700-2000*, Cambridge University Press.

Κωνσταντινίδης Α 1993, *Οι Ελληνικές Λέξεις στην Αγγλική Γλώσσα*, εκδ. Α. Κωνσταντινίδης, Θεσσαλονίκη.

**ORGANISATIONS**

National Centre for Hellenic Studies & Research (EKEME)  
La Trobe University  
Kingsbury Drive  
Bundoora Vic 3083  
Website: [www.latrobe.edu.au/nhc](http://www.latrobe.edu.au/nhc)

Australian-Greek Resource and Learning Centre  
RMIT University  
Building 120, Level 1  
209 Lonsdale Street  
Melbourne Vic 3000  
Tel: (03) 9639 2153, (03) 9662 3325  
Website: [www.rmit.edu.au/greekcentre](http://www.rmit.edu.au/greekcentre)

Modern Greek Teachers Association of Victoria (MGTAV)  
PO Box 332  
Carlton South Vic 3053  
Website: [www.mgtav.vic.edu.au](http://www.mgtav.vic.edu.au)

Modern Language Teachers Association of Victoria (MLTAV)  
150 Palmerston Street  
Carlton Vic 3053  
Website: [www.mltav.asn.au](http://www.mltav.asn.au)

Greek Language Advisor  
Department of Education and Training  
33 St Andrews Place  
East Melbourne Vic 3002  
Tel: (03) 9637 2067

Education Office of the Hellenic Republic  
Consulate General of Greece in Melbourne  
37-39 Albert Road  
Melbourne Vic 3004  
Tel: (03) 9866 4660  
Website: [www.daytec.net.au/consul.gr.edu](http://www.daytec.net.au/consul.gr.edu)  
Provides all the Greek Ministry of Education Resources free of charge upon request.

**Tertiary departments**

La Trobe University  
Greek Studies  
Kingsbury Drive  
Bundoora Vic 3083  
Tel: (03) 9479 2347  
Website: [www.latrobe.edu.au/hellenic](http://www.latrobe.edu.au/hellenic)

RMIT University  
School of Language and International Studies  
Building 37, Level 5  
411 Swanston Street  
Melbourne Vic 3000  
Tel: (03) 9925 2328  
Website: [www.rmit.edu.au](http://www.rmit.edu.au)

University of Melbourne  
School of Languages  
Parkville Vic 3010  
Tel: (03) 8344 4720  
Website: [www.languages.unimelb.edu.au](http://www.languages.unimelb.edu.au)

Πανεπιστήμιο Κρήτης,  
Παιδαγωγικό Τμήμα Δ.Ε.  
Εργαστήριο Διαπολιτισμικών Μεταναστευτικών  
Μελετών,  
Παιδεία Ομογενών  
Ρέθυμνο, Κρήτη  
Website: [www.ediamme.edc.uoc.gr](http://www.ediamme.edc.uoc.gr)

Aristotle University of Thessaloniki  
[www.auth.gr](http://www.auth.gr)

University of Patra, Faculty of Education  
[www.upatras.gr](http://www.upatras.gr)

University of Ioannina  
[www.uoi.gr](http://www.uoi.gr)

**VIDEOS**

Department of Education, Victoria, Secondary Access to Languages via Satellite (SALS) Greek VCE Series, 1998 (includes videos and teacher notes that cover themes and topics).

**WEBSITES**

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

Athens News Agency (links to news archives)  
[www.ana.gr](http://www.ana.gr)

Athens Olympic Games  
[www.athens2004.gr](http://www.athens2004.gr)

BBC Greek Language Service  
[www.bbc.co.uk/greek](http://www.bbc.co.uk/greek)

Centre for the Greek Language (operates under the Ministry of National Education and Religious Affairs, Greece)  
[www.greeklanguage.gr](http://www.greeklanguage.gr)

Cyprus Net  
[www.kypros.org](http://www.kypros.org)

Diaspora links and list of servers  
<http://forthnet.gr/hellas>

Έκτο Γυμνάσιο Σερρών  
[www.6gymnasio.gr](http://www.6gymnasio.gr)

Foundation of the Hellenic Cosmos  
[www.hellenic-cosmos.gr](http://www.hellenic-cosmos.gr)

Greek artists, galleries, theatres  
[www.art.gr](http://www.art.gr)

Greek Australian Society  
[www.hellas.com.au](http://www.hellas.com.au)

Greek fonts (install)  
[www.hri.org/fonts/](http://www.hri.org/fonts/)

Greek internet links-search engine  
[www.in.gr](http://www.in.gr)

Greek search engine  
[www.robby.gr](http://www.robby.gr)

Greek Ministry of Culture  
[www.culture.gr](http://www.culture.gr)

Greek Ministry of Education  
[www.ypepth.gr](http://www.ypepth.gr)

Hellenic Resources and culture network  
[www.hri.org](http://www.hri.org)

Helleniclinx (site of the Modern Greek Teachers Association of Victoria MGTAV)  
<http://mgtav.vic.edu.au>

Lambrakis Press Δημοσιογραφικός Οργανισμός  
Λαμπράκη (links to major newspapers and popular magazines  
(Το Βήμα, Τα Νέα, Οικονομικός Ταχυδρόμος, Διακοπές)  
[www.dolnet.gr](http://www.dolnet.gr)

Macedonia Thessaloniki online  
[www.hyper.gr/makthes/](http://www.hyper.gr/makthes/)

National Book Centre for Greek literature  
[www.book.culture.gr](http://www.book.culture.gr)

National Tourist Organisation (EOT)  
[www.ellada.com](http://www.ellada.com)

OTEnet Greek server  
<http://otenet.gr>

Support for teachers of the Greek language  
[www.komvos.edu.gr](http://www.komvos.edu.gr)

The Greek Australian News  
[www.tganews.com](http://www.tganews.com)

Εικονικό Σχολείο  
[www.auth.gr/virtualschool](http://www.auth.gr/virtualschool)