 Stage 4 – Modern Greek (mandatory 100 hours)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

All creatures great and small

In this unit, students learn to manipulate language to obtain and exchange information about wild animals and pets in Greece and Australia. They learn to describe the physical characteristics and behaviours of animals. Students revisit grammatical structures from prior units, for example likes and dislikes and the definite article. Students also develop a basic understanding of linguistic features, for example adjectival agreement and nouns, which will be further reinforced in future units.

Duration

5 weeks

Learning across the curriculum

* Literacy
* Intercultural understanding
* Aboriginal and Torres Strait Islander histories and cultures

Final assessment task

(Note: This assessment task, with marking guidelines, is available on the [Modern Greek Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/modern-greek) of our website.)

Second/additional language learners

Students create an online presentation (for example using Google Slides) for students learning Greek at primary school, introducing a range of Australian and Greek native animals. Each student contributes 3 slides, describing 3 different animals, and records their presentation. As a class, establish which 3 animals each student will do, to ensure there is variety.

The slide for each animal should include:

* an image of the animal
* the animal’s name
* a description of the animal’s appearance, characteristics and behaviour, using correct adjectives and verb forms.

Outcomes: LMG4-4C, LMG4-6U, LMG4-7U

Students with prior learning or background

Students create an online presentation (for example using Google Slides) for students learning Greek at primary school, introducing 3 endangered Greek animals. If there is more than one student with prior learning, establish which 3 animals each student will do, to ensure there is variety.

The slide for each animal should include:

* an image of the animal
* the animal’s name
* a description of the animal’s appearance and characteristics
* a description of their habitat
* the reason the animal is endangered
* a suggestion on how the public can save them.

Students should use correct adjectives and verb forms for each animal and its description.

Outcomes: LMG4-4C, LMG4-6U, LMG4-7U

Outcomes

LMG4-1C uses Modern Greek to interact with others to exchange information, ideas and opinions, and make plans

LMG4-2C identifies main ideas in, and obtains information from texts

LMG4-3C organises and responds to information and ideas in texts for different audiences

LMG4-4C applies a range of linguistic structures to compose texts in Modern Greek, using a range of formats for different audiences

LMG4-5U applies Modern Greek pronunciation and intonation patterns

LMG4-6U demonstrates understanding of key aspects of Modern Greek writing conventions

LMG4-7U applies features of Modern Greek grammatical structures and sentence patterns to convey information and ideas

LMG4-8U identifies variations in linguistic and structural features of texts

LMG4-9U identifies that language use reflects cultural ideas, values and beliefs

All outcomes referred to in this unit come from [Modern Greek K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/modern-greek-k-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Vocabulary and grammatical structures

| Wild animals *(άγρια ζώα)* | Pets *(κατοικίδια)* | Verbs *(ρήματα)* | Adjectives *(επίθετα)* | Adverbs (*επιρήματα*) | Grammatical structures and phrases *(γραμματική και φράσεις)* |
| --- | --- | --- | --- | --- | --- |
| *ο ελέφαντας* | *ο σκύλος* | *τρέχω, τρέχει, τρέχουν* | *άσπρος-η-ο**δυνατός-η-ο* | *γρήγορα* | Talking about your pets*‘Εχεις ζώο (κατοικίδιο); Ναι, έχω μια γάτα/ ‘Οχι, δεν έχω.* |
| *ο κροκόδειλος* | *η γάτα*  | *περπατάω, περπατάει, περπατάνε/περπατούν* | *μαύρος-η-ο**μικρός-η-ο*  | *αργά* | Describing your pet*Πώς είναι η γάτα σου; Η γάτα μου είναι μαύρη, μικρή και ήσυχη.* |
| *ο πιγκουίνος*  | *η χελώνα* | *πετάω, πετάει, πετάνε/πετούν* | *κόκκινος-η-ο**μεγάλος-η-ο*  | *δυνατά* | Describing animals*Πώς είναι ο ελέφαντας; Ο ελέφαντας είναι μεγάλος και χοντρός.*  |
| *ο βάτραχος* | *το πουλί* | *πατάω, πατάει, πατάνε/πατούν* | *πράσινος-η-ο**χοντρός-η-ο*  | *σταθερά* | Likes and dislikes*Σου αρέσουν οι γάτες; Ναι, μου αρέσουν οι γάτες/ Όχι, δε μου αρέσουν οι γάτες.*  |
| *η μαϊμού* | *το ποντίκι* | *πηγαίνωπάω, πηγαίνει, πηγαίνουν**πάω, πάει, πάνε* | *κίτρινος-η-ο**λεπτός-η-ο*  | *σιγά*  | Possessive adjectives*μου, σου* |
| *η αρκούδα* | *το χάμστερ* | *τρώω, τρώει, τρώνε* | *δυναμικός-η-ο*  | *ψηλά* | *Θα ήθελα να…**Θα ήθελα να ήμουν…*  |
| *η ζέβρα* |  | *ζω, ζει, ζούν* | *ενεργητικός-η-ο* | *χαμηλά* |  |
| *η καμηλοπάρδαλη* |  | *κατοικώ, κατοικεί, κατοικούνε/κατοικούν* | *ήσυχος-η-ο*  | *πολύ* |  |
| *το άλογο* |  | *κοιμάμαι, κοιμάται, κοιμούνται* | *ντροπαλός-η-ο*  | *λίγο* |  |
| *το λιοντάρι* |  |  | *φοβερός-η-ο* |  |  |
| *η κουκαμπάρα*  |  |  | *καφέ*  |  |  |
| *το κοάλα* |  |  | *γκρι* |  |  |
| *το καγκουρό* |  |  | *μπλε* |  |  |
| *το εμού* |  |  | *ροζ* |  |  |

Unit plan

| **Sequence** | **Outcomes** | **Suggested strategies and assessment** | **Resources** |
| --- | --- | --- | --- |
| Week 1 | LMG4-5ULMG4-6ULMG4-7U**Additional outcomes for students with prior learning or background**LMG4-2CLMG4-3C | **Second/additional language learners**Introduce students to the topic by listening to the song *Όταν θα πάω κυρά μου στο παζάρι* by Dionysis Savvopoulos and discuss the different animal sounds in Greek and English.Brainstorm different animals found in Australia and Greece, categorising them into pets and native animals. When students provide the word in English, write it in Greek on the board.Students practise correct pronunciation and spelling of animal names, for example through [Quizlet](https://quizlet.com/) flashcards and memory games, saying the name of each animal as they turn over the card. (Note: If the link does not open, right-click, copy and then paste it into your internet browser.)Introduce and model the different parts of animals and adjectives that can describe them – *κεφάλι, σώμα, πόδια, ουρά, μεγάλος, μικρός, μακρύς, μυτερός.* Students complete a matching activity with adjectives and animal body parts. Revise the verb *έχω* (to have)*.*Students work in pairs to ask and provide information about their own pets – Do you have a dog? Yes, I do/No, I don’t – *Έχεις ένα σκύλο; Ναι έχω/Όχι δεν έχω.*Demonstrate to students how to build short sentences using the verb to have – *έχω* and how to describe animal parts, for example, *ο ελέφαντας έχει μεγάλα αυτιά,* or *τα πουλιά έχουν φτερά.*Students write a short description of a real or imagined pet.**Students with prior learning or background**Students with prior learning practise questioning and support second language students.Students research native animals in Greece and create a [Quizlet](https://quizlet.com/) for the class to use, describing animal parts. (Note: If the link does not open, right-click, copy and then paste it into your internet browser.)Students work with second language learners of Greek and help them practise their pronunciation and questions.  | * *[Το κοκοράκι - Όταν θα πάω κυρά μου στο παζάρι | Παιδικά Τραγούδια](https://www.youtube.com/watch?v=pcH4C0SzhKY)* [| Koperti - YouTube](https://www.youtube.com/watch?v=pcH4C0SzhKY)
* <https://quizlet.com/>
* Animal flashcards
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| Week 2 | LMG4-1CLMG4-2CLMG4-7ULMG4-5U**Additional outcomes for students with prior learning or background**LMG4-3CLMG4-4C | Introduce movement verbs and adverbs in the first and third person, singular and plural – for example *περπατάω*, *τρέχω, πετάει, κολυμπούν*. Students make short sentences to describe movement of the various animals – for example *το ποντίκι τρέχει γρήγορα* or *η γάτα πατάει σιγά,* and practise their pronunciation.Introduce adverbs of movement and demonstrate how students can use them to expand their sentences. Students continue to build on their sentences describing their real or imagined pet, using existing vocabulary. Students practise animal vocabulary using the Quizlet set students with prior learning created. **Students with prior learning or background**Introduce vocabulary about describing animals and their habitat – *βιότοπος, οικολογεία, πληθυσμός, απειλούμενα.* Students write sentences about 5 chosen animals, describing them and their habitat. |  |
| Week 3 | LMG4-1CLMG4-2CLMG4-6ULMG4-7ULMG4-8ULMG4-9U**Additional outcomes for students with prior learning or background**LMG4-3CLMG4-4C | Read with the class a simple Aesop’s fable in Greek and explore the structure and parts of a fable.Discuss the vocabulary used in the fable to describe the animal characteristics and their actions. Students complete short comprehension activities based on the fable.Students watch the story of ‘[The mixed-up chameleon](https://www.youtube.com/watch?v=FrmZeXf7ScU&app=desktop)’ by Eric Carle. They extract all the verbs of movement and adjectives that describe the chameleon. Introduce the conditional phrase *θα ήθελα να ήμουν…* Students practise the structure, adding nouns and adjectives they have learnt so far. In groups, they work together to write subtitles to an allocated section the story.**Students with prior learning or background**Students choose and read an Aesop’s fable and analyse the different parts of a narrative and the writing style of Aesop.Students write a short fable of their own, using information from their Greek native animal research. Students read their stories to the class. | * <https://www.paidika-paramythia.gr/fairy-tales-collection/mythoi-toy-aisopoy>
* <https://www.pemptousia.gr/2020/11/ta-psemata-tis-alepous/>
* <http://www.paramithakia.gr/category/aisopou-mythoi>
* <https://www.youtube.com/watch?v=FrmZeXf7ScU&app=desktop>
 |
| Week 4 | LMG4-2CLMG4-4CLMG4-6ULMG4-7U**Additional outcomes for students with prior learning or background**LMG4-3C | Provide students with an information report scaffold and go through the various parts as a class. Jointly, construct an information report on [the donkey](https://app.wizer.me/learn/BZWMEE). Students then choose an Australian or Greek native animal and write an information report independently.Students peer mark their reports in pairs, give feedback by using the [2 stars and a wish](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLS/EXQ2N7z7eIJOsnRwdMQ2xvwB0Kv743-lQNGja3KAif_xYQ?e=S1hkrG&clearCache=398d5711-35ed-f5f8-186b-8a95262bc44a) method, and then refine their reports. **Students with prior learning or background**Students read the [World Wide Fund for Nature (WWF) resource](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/modern-greek/st4-greek-wwf-activity.pdf) with endangered animals and write the threats for 3 animals. (Note; If the link does not open, right-click, copy and then paste it into your internet browser.)Students create a poster for WWF or a brochure encouraging people to support them, using persuasive devices. | * <https://app.wizer.me/learn/BZWMEE>
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| Week 5 | LMG4-4CLMG4-6ULMG4-7U | Explain the assessment task to the students and how they will need to teach the primary school students about native Australian and Greek animals.Students complete assessment tasks in class. |  |

Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with disability. The evaluation can include feedback from students.

Registration

Teacher name:

Teacher signature:

Date: