Stage 5 Modern Greek

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.

# *Δεν έχω τίποτα να φορέσω!* – I’ve got nothing to wear!

This unit starter focuses on language aspects used when learning about clothing choices appropriate to the season. Students learn to describe outfits and choose the most suitable clothing for specific occasions and weather conditions. For example, going to a party, going the beach or a special occasion. Students revisit grammatical structures from prior units, including likes and dislikes, definite and indefinite articles and adjectival agreement. Students learn to manipulate language to exchange and obtain information about the weather and their clothing preferences. Students also develop a basic understanding of linguistic features and are introduced to new verbs and phrases relating to this unit.

## Duration

Approximately 5 weeks

# Learning across the curriculum

* Critical and creative thinking
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Personal and social capability

## Focus areas

* How do I describe the weather?
* How do I describe an outfit?
* How do I make a purchase at a department store?

## Suggested vocabulary and structures

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| Clothing *(τα ρούχα)* | Weather *(ο καιρός)* | Adjectives *(επίθετα)* | Grammatical structures *(γραμματική και χρήσιμες φράσεις)* |
| *η ζακέτα*  *η μπλούζα*  *η φούστα*  *η φόρμα*  *η κάλτσα*  *η γραβάτα*  *η ζώνη*  *το φόρεμα/φουστάνι*  *η φούστα*  *το παντελόνι*  *το πουκάμισο*  *το καλτσόν*  *το παλτό*  *το καπέλο*  *το κουστούμι*  *το σακάκι*  *το τζιν*  *το μαγιό*  *το σορτς*  *το πουλόβερ*  *το μπλουζάκι*  *το κασκόλ*  *τα παπούτσια*  *οι μπότες*  *τα πέδιλα*  *τα αθλητικά παπούτσια*  *οι σαγιονάρες*  *τα αξεσουάρ*  *τα υφάσματα*  *τα υλικά*  *τα σκουλαρίκια*  *το κολιέ*  *η αλυσίδα*  *το βραχιόλι* | *η βροχή/βρέχει*  *η ζέστη/κάνει ζέστη*  *έχει παγωνιά*  *έχει δροσιά*  *τα σύννεφα/έχει συννεφιά*  *ο καύσωνας/έχει καύσωνα*  *φυσάει/έχει αέρα*  *είναι ωραία μέρα*  *τα χιόνια*  ***οι εποχές***  *το καλοκαίρι*  *το φθινόπωρο*  *ο χειμώνας*  *η άνοιξη*  ***οι μήνες***  *Ιανουάριος*  *Φεβρουάριος*  *Μάρτιος*  *Απρίλιος*  *Μάιος*  *Ιούνιος*  *Ιούλιος*  *Αύγουστος*  *Σεπτέμβριος*  *Οκτώβριος*  *Νοέμβριος*  *Δεκέμβριος* | *τα χρώματα*  *άσπρος-η-ο*  *μαύρος-η-ο*  *κόκκινος-η-ο*  *πράσινος-η-ο*  *κίτρινος-η-ο*  *καφέ*  *γκρι*  *μπλε*  *ροζ*  *σκούρος-η-ο*  *ανοιχτός-ή-ό*  *ακριβός-ή-ό*  *φτηνός-ή-ό*  *άνετος-η-ο*  *μάλλινος-η-ο*  *δερμάτινος-η-ο*  *μικρός-ή-ό*  *μεγάλος-η-ο*  *στενός-ή-ό*  *φαρδύς-ιά-ύ*  *μίνι*  *μάξι*  *χαλαρός-ή-ό*  *άνετος-η-ο*  *μακρύς-ιά-ύ*  *κομψός-ή-ό*  *καταπληκτικός-ή-ό* | Talking about what suits you – *μου πάει/δεν μου πάει, μου ταιριάζει/δε μου ταιριάζει*  Personal pronouns  Describing your clothes – *το μπλουζάκι είναι άσπρο και φτηνό*.  Describing the weather conditions *– σήμερα κάνει πολύ κρύο.*  Likes and dislikes – *μου αρέσουν τα τζιν, είναι άνετα*  Useful expressions – *ρίχνω μια ματιά, δεν μ’ αρέσει καθόλου, έχεις δίκιο, καλό ντύσιμο*  Verbs *– φοράω, βάζω, βγάζω, πλένω, σιδερώνω, χωράω, χρειάζομαι* |

## Outcomes

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| Outcome code | Outcome |
| LMG5-1C | manipulates Modern Greek in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LMG5-2C | identifies and interprets information in a range of texts |
| LMG5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LMG5-4C | experiments with linguistic patterns and structures to compose texts in Modern Greek using a range of formats for a variety of contexts, purposes and audiences |
| LMG5-5U | demonstrates how Modern Greek pronunciation and intonation are used to convey meaning |
| LMG5-6U | demonstrates understanding of how Modern Greek writing conventions are used to convey meaning |
| LMG5-7U | analyses the function of complex Modern Greek grammatical structures to extend meaning |
| LMG5-8U | analyses linguistic, structural and cultural features in a range of texts |
| LMG5-9U | explains and reflects on the interrelationship between language, culture and identity |

## Final assessment task

You will complete this task in pairs – one student will play the role of a YouTube influencer and the other student will play the role of a popular morning show television presenter. **LMG5-1C, LMG5-5U, LMG5-7U**

**Student 1** – imagine you are a YouTube influencer and you have been invited by the morning show of a popular TV channel to present how you would overhaul your wardrobe to get it ready for summer. Present at least 5 items of clothing/accessories and explain to the presenter whether to keep the item or not and why, how to wear them, how to style them and when and where to wear them.

**Student 2** – imagine you are the TV presenter of the morning show on a popular TV channel. You are interviewing a YouTube influencer about how people can overhaul their wardrobe and how to get it ready for summer. Ask detailed questions about the clothing items and accessories available, how to style them and where to wear them.

You can record your role play and upload it on the digital platform of the class. In this task, you will be marked on your ability to:

* share information, opinions and ideas about appropriate clothing and weather conditions
* initiate and sustain the interaction
* justify your choices and opinions
* use correct intonation and pronunciation
* express ideas using complex structures.

## Sequence of learning

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| Sequence | Content | Suggested teaching and learning strategies | Resources |
| **Week 1** | **LMG5-2C**  **LMG5-8U**  **LMG5-9U** | Start the unit with a progressive [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.YWO5mtAslHU.link) – working in groups, students are given paper divided into 4 quadrants. Each quadrant is labelled according to the 4 seasons. Groups are given 2 minutes to jot down as many clothing items and weather conditions that they know in Greek. Then, each group passes on their paper to the next group and adds additional vocabulary in a different colour. This is repeated until each group has contributed to each group’s brainstorm. A list of all vocabulary items is collated by the teacher and shared with the class.  Introduce the assessment of learning task by explaining what the students will be learning and that all the activities completed for the next 5 weeks will add to the students’ skills, knowledge and repertoire to help them complete the final task. Explain the task. Show them examples on YouTube [*Φθινοπωρινό haul ρούχων & πώς τα συνδυάζω*](https://www.youtube.com/watch?app=desktop&v=l-CDoRCo5F8)(0.75 speed recommended), [*Πώς να διαλέξω καλοκαιρινά ρούχα!*](https://www.youtube.com/watch?v=z4SW6CD1xa0)(0.75 speed recommended) and [*Μόδα: Πώς να ντυθούμε σε συνέντευξη για δουλειά*](https://www.youtube.com/watch?v=ZYSYxlJGNxw) and tell the students that they will be able to produce something similar by the end of the unit.  Ask students to watch and listen carefully to the clips and make a list of all the words they know. Point out how many English words have made it into the Greek vocabulary, especially when talking about fashion. Discuss the impact of media and social media in Greek culture and language.  Ask students to start a vocabulary and expression list on their devices or in their books that they will use for the duration of the unit. As they learn new words and expressions, they can add them there. | * Flashcard drills of clothing items and weather conditions from [Quizlet](https://quizlet.com/251921607/greek-clothing-flash-cards/) * Prezi/digital presentation on clothing items and weather with visuals (created by teacher) * [*Φθινοπωρινο haul ρουχων & πώς τα συνδυαζω || jane sore* - YouTube](https://www.youtube.com/watch?app=desktop&v=l-CDoRCo5F8) * [*Πώς να διαλέξω καλοκαιρινά ρούχα!* | Men of Style - YouTube](https://www.youtube.com/watch?app=desktop&v=z4SW6CD1xa0) * [*Μόδα: Πώς να ντυθούμε σε συνέντευξη για δουλειά - Μεσημεριάτικα* 5/6/2019 | OPEN TV - YouTube](https://www.youtube.com/watch?app=desktop&v=ZYSYxlJGNxw) |
| **Week 2** | **LMG5-2C**  **LMG5-5U**  **LMG5-7U**  **LMG5-8U**  **LMG5-9U** | Revise the months of the year – watch video on YouTube [*Ο Λάκης και τα ρούχα*](https://www.youtube.com/watch?v=b9DBBMf6oJ0) about seasons and clothing. Complete drilling exercises to revise the months and clothing items using, for example, Quizlet or Kahoot. Watch video [*Η κίνηση της γης και οι εποχές*](https://www.youtube.com/watch?v=zdFL96eQz-8) and follow it up with discussion of the different seasons in different hemispheres.  Read Aesop’s fable [*Ο Βοριάς κι ο Ήλιος*](https://www.paidika-paramythia.gr/story/31/o-vorias-ki-o-ilios) and the poem [*Ο Ήλιος και ο Αέρας*](http://www.vissinokipos.gr/blog/32-ergastiri/poetry/104-o-ilios-kai-o-vorias-poiima-tou-georgiou-drosyni)*.* Discuss the 2 texts. Compare their message. How are the 2 authors portraying the wind and the sun? Then watch the short film [*Ο Ήλιος και ο Βοριάς*](http://cinepivates.gr/sun-wind/)*.* How does it differ from the previous 2 texts? How did the director portray the same message? Do the poem and film keep Aesop’s original message?  Oral practice of clothing items – use [Quizlet](https://quizlet.com/251921607/greek-clothing-flash-cards/) flashcards for vocabulary drills, as a class activity. Students can then complete Quizlet activities. Teachers can assign the Quiz on [Greek clothing](https://quizlet.com/251921607/test) items and [weather in Greek](https://quizlet.com/171683107/test) for homework.  Listen to [*Το τραγούδι του καιρού*](https://www.youtube.com/watch?v=yjjLTE4zVDk)*.* Which weather words can you hear? What is the mood the composer is trying to create? How does he achieve this? Discuss the choice of words, music and tone. | * Teacher created worksheets to practise conjugation of verbs, clothing vocabulary and weather * [*Ο Λακης και τα ρούχα | Mαθαινω τι ρουχα να φοράω αναλογα με την εποχη* | Yiouupi Tv - YouTube](https://www.youtube.com/watch?app=desktop&v=b9DBBMf6oJ0) * [*Η κίνηση της Γης και οι εποχές* - YouTube](https://www.youtube.com/watch?app=desktop&v=zdFL96eQz-8) * [*Ο Βοριάς κι ο Ήλιος | Παιδικα Παραμύθια* (paidika-paramythia.gr)](https://www.paidika-paramythia.gr/story/31/o-vorias-ki-o-ilios) * [*''Ο Ήλιος και ο Βοριάς'' ποίημα του Γεώργιου Δροσύνη* (vissinokipos.gr)](http://vissinokipos.gr/blog/32-ergastiri/poetry/104-o-ilios-kai-o-vorias-poiima-tou-georgiou-drosyni) * [*Παγκόσμια Hμέρα Ποίησης: «Ο Ήλιος κι ο Βοριάς» του Θ.Νεοφώτιστου* (cinepivates.gr)](http://cinepivates.gr/sun-wind/) * [Greek Clothing Flashcards | Quizlet](https://quizlet.com/251921607/greek-clothing-flash-cards/) * [Test: Greek Clothing | Quizlet](https://quizlet.com/251921607/test) * [Test: Weather in Greek | Quizlet](https://quizlet.com/171683107/test) * [*Το Τραγούδι Του Καιρού* - Weather Song Tsolaki ( Happy Day) | Official Audio Release 2015 – YouTube](https://www.youtube.com/watch?app=desktop&v=yjjLTE4zVDk) |
| **Week 3** | **LMG5-1C**  **LMG5-2C**  **LMG5-4C**  **LMG5-5U**  **LMG5-6U**  **LMG5-7U**  **LMG5-8U** | Watch the YouTube clip [*Νέα καλοκαιρινά ρούχα 2021*](https://www.youtube.com/watch?v=922jcBV8ca8)*.* Bring to students’ attention the vocabulary choices the presenter is making. Repeat some of the phrases and ask students to write them in their books. Revisit the structures *Mου αρέσει/μου αρέσουν* and talk about preferences – likes and dislikes. Practise using the structure by asking and answering questions in pairs, and by using the negative. Now expand on the sentences by adding adjectives.  Explicitly teach and model verbs and their conjugation – *ντύνομαι,* *φοράω, βάζω, βγάζω, κουμπώνω.*  Sentence building activity – create as many categories of cards (pronoun, verb infinitive, adjective, clothing item, weather condition) as you need. In groups, students practise creating sentences using a card from each category. Students manipulate the language to create structurally sound and grammatically correct sentences. Sentences can be creative. For example, *ο χειμώνας/αυτός/φοράω/ζεστός/παλτό*. Possible sentence structure – *Τον χειμώνα, αυτός φοράει ζεστό παλτό.*  Read the article [*Τι φοράμε όταν χιονίζει ξαφνικά*](https://vogue.gr/fashion/ti-forame-otan-chionizei-xafnika-4-idees-gia-tis-chamiles-thermokrasies-poy-erchontai/)*.* As a class find the adjectives and the nouns they describe. For each noun, ask students to find another adjective. Remind the students that adjectives change gender, number and case according to the noun they are describing. Complete [grammar activities](https://alexander-edu.org/old/usga/pdf/unit11.pdf) on adjectives gender, case and number. | * [Try on haul stradivarius | *Νέα Καλοκαιρινά Ρούχα* 2021 - YouTube](https://www.youtube.com/watch?app=desktop&v=922jcBV8ca8) * Teacher created worksheets and cards to assist with sentence building * [*Τι φοράμε όταν χιονίζει ξαφνικά; Κομμάτια-κλειδιά για να αποκτήσετε* | VOGUE.GR](https://vogue.gr/fashion/ti-forame-otan-chionizei-xafnika-4-idees-gia-tis-chamiles-thermokrasies-poy-erchontai/) * Grammar activities:   [unit11.pdf (alexander-edu.org)](https://alexander-edu.org/old/usga/pdf/unit11.pdf) |
| **Week 4** | **LMG5-1C**  **LMG5-2C**  **LMG5-3C**  **LMG5-4C**  **LMG5-5U**  **LMG5-6U**  **LMG5-7U**  **LMG5-8U**  **LMG5-9U** | Show students the videos [*Διάλογος σε κατάστημα*](https://www.youtube.com/watch?v=fNDtRVpok0Q)*,* [*Διάλογος σε κατάστημα ρούχων*](https://www.youtube.com/watch?v=ZuhhrbBxQiA)and [*Αγορά ρούχων/παπουτσιών*](https://www.youtube.com/watch?v=cGCSe36XENo)*.* Ask them to write down phrases used by the shop assistant and by the customers. Ask students to form groups of 3. Explain that they will create and perform role play scenarios about shopping for clothes. One person in the group will be the shop assistant and the other 2 will be the friends who are shopping. They will need to give opinions while ‘trying on clothes’ and ask questions such as whether the clothes suit them, the sizing, the price and so on.  Read the article [*Ποιοι είναι οι κανόνες κάθε dress code και πώς θα ντύνεσαι σωστά σε κάθε περίσταση*](https://www.madamefigaro.gr/moda/taseis/113067/poioi-einai-oi-kanones-kathe-dress-code-kai-pos-tha-ntunesai-sosta-se-kathe-peristasi)as a [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.YVzjnAUSw9E.link)*.* Students in groups, share the part they each read.Explore the following points, and help students find examples from the text to support their answers.   * Who is the audience of the article? * What is the tone? * What expressions are used particular to dress? Have you heard them before? * What is the point of view of the author? * What social comment is she making about how Greeks approach dress and dress code? * Look at the use of English words scattered throughout the article and their seamless integration in the writing. What effect does this have on the purpose of the article?   Separate the class into groups. Show students a variety of articles on what to wear for specific purposes – one per group. Some examples are listed below, but students can also find their own on the internet:   * [*Πώς να ντυθείτε ανάλογα με το μέσο που ταξιδεύετε φέτος το καλοκαίρι*](https://glow.gr/pws-na-ntytheite-analoga-me-to-meso-poy-taksideyete-fetos-to-kalokairi) * *[Ντύσιμο για παραλία](https://www.beautetinkyriaki.gr/ntysimo-gia-paralia-idees/)* * [*5 προτάσεις για αντρικά outfits για παραλία*](https://www.the-man.gr/andrika-outfits-paralia/) * [*20 ιδέες για outfits για παραλία*](https://www.ediva.gr/outfits-gia-paralia/) * [*Ντύσιμο για βάφτιση*](https://www.thecover.gr/what-to-wear-to-baby-christening/)   Talk to the students about blog posts and [how to write one](https://www.wordstream.com/blog/ws/2015/02/09/how-to-write-a-blog-post). Explore some blog posts together as a class and discuss their structure and intent. Tell students that they will be contributing to a bilingual travel blog, advising travellers on appropriate clothing choices when visiting a tourist site in Greece. Students should name the site and briefly describe it. They will need to comment on the most suitable time of the year to visit and what they should pack in terms of clothing. The background information on the site can be in English, while the clothing options must be in Greek. They can present their blog in writing or as a vlog. | * [*Διάλογος σε κατάστημα* - TGSOL 531D - YouTube](https://www.youtube.com/watch?app=desktop&v=fNDtRVpok0Q) * [Learn Greek, Level A1 - Dialogue at a clothes shop/*Διάλογος σε κατάστημα ρούχων* – YouTube](https://www.youtube.com/watch?app=desktop&v=ZuhhrbBxQiA) * [L-Pack -- *Ενότητα 8, διάλογος 4. Ελληνικά* – YouTube](https://www.youtube.com/watch?app=desktop&v=cGCSe36XENo) * [*Ποιοι είναι οι κανόνες κάθε dress code και πώς θα ντύνεσαι σωστά σε κάθε περίσταση* (madamefigaro.gr)](https://www.madamefigaro.gr/moda/taseis/113067/poioi-einai-oi-kanones-kathe-dress-code-kai-pos-tha-ntunesai-sosta-se-kathe-peristasi) * [*Πώς να ντυθείτε ανάλογα με το μέσο που ταξιδεύετε φέτος το καλοκαίρι* (glow.gr)](https://glow.gr/pws-na-ntytheite-analoga-me-to-meso-poy-taksideyete-fetos-to-kalokairi) * [*Ντύσιμο για παραλία: Ιδέες και fashion tips για τέλειο στυλ στη θάλασσα* (beautetinkyriaki.gr)](https://www.beautetinkyriaki.gr/ntysimo-gia-paralia-idees/) * [*5 Προτάσεις με ανδρικά outfits για την παραλία!* – The-Man.gr](https://www.the-man.gr/andrika-outfits-paralia/) * [20 Ιδέες για outfits για την παραλία! – ediva.gr](https://www.ediva.gr/outfits-gia-paralia/) * [*Ντύσιμο για βάπτιση: προτάσεις για όλα τα στυλ* - The Cover](https://www.thecover.gr/what-to-wear-to-baby-christening/) * [How to Write an Awesome Blog Post in 5 Steps | WordStream](https://www.wordstream.com/blog/ws/2015/02/09/how-to-write-a-blog-post) |
| **Week 5** | **LMG5-1C**  **LMG5-5U**  **LMG5-7U** | You will complete this task in pairs – one student will play the role of a YouTube influencer and the other student will play the role of a popular morning show television presenter. **LMG5-1C, LMG5-5U, LMG5-7U**  **Student 1** – imagine you are a YouTube influencer and you have been invited by the morning show of a popular TV channel to present how you would overhaul your wardrobe to get it ready for summer. Present at least 5 items of clothing/accessories and explain to the presenter whether to keep the item or not and why, how to wear them, how to style them and when and where to wear them.  **Student 2** – imagine you are the TV presenter of the morning show on a popular TV channel. You are interviewing a YouTube influencer about how people can overhaul their wardrobe and how to get it ready for summer. Ask detailed questions about the clothing items and accessories available, how to style them and where to wear them.  You can record your role play and upload it on the digital platform of the class. In this task, you will be marked on your ability to:   * share information, opinions and ideas about appropriate clothing and weather conditions * initiate and sustain the interaction * justify your choices and opinions * use correct intonation and pronunciation * express ideas using complex structures. |  |

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| Evaluation/Registration |  |
| Date started |  |
| Date completed |  |
| Comment – what improvements, modifications or adjustments have you made? |  |
| Teacher name |  |
| Teacher signature |  |
| Supervisor signature |  |