# Contents

## Introduction

<table>
<thead>
<tr>
<th>Close encounters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dressing up (Greek) (Years P–2)</td>
<td>4</td>
</tr>
<tr>
<td>Lost bike series (Greek) (Years P–2)</td>
<td>6</td>
</tr>
<tr>
<td>Number trains series (Greek) (Years P–3)</td>
<td>7</td>
</tr>
<tr>
<td>Kite kit series (Greek) (Years P–6)</td>
<td>8</td>
</tr>
<tr>
<td>Dragon's jumble series (Greek) (Years 1–3)</td>
<td>9</td>
</tr>
<tr>
<td>My design series (Greek) (Years 2–4)</td>
<td>10</td>
</tr>
<tr>
<td>Photo album (Years 5–10)</td>
<td>11</td>
</tr>
<tr>
<td>Lost bag series (Greek) (Years 9–10)</td>
<td>13</td>
</tr>
</tbody>
</table>

## Content from other sources

|  |
|------------------|---|
| Yia hara! (Years P–8) | 14 |
| Quirky comics series (Greek) (Years 5–10) | 27 |
Introduction
This catalogue contains details about digital curriculum resources for Greek available from The Learning Federation (TLF). The content has either been created by TLF or licensed from other sources and made available to all schools in Australia and New Zealand.

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the symbol.

TLF-created content
TLF-created content for Greek is known collectively as the Close encounters project.

In the Close encounters set of learning objects, based on the principles of Intercultural Language Learning, students use the target language to communicate and interact in authentic activities that portray the sociocultural characteristics of the target country. The learning objects incorporate a range of rich multimedia with spoken dialogue enabling immersive intercultural language learning experiences not easily generated by students and teachers in the classroom. The learning object scenarios also offer opportunities for teachers and students to integrate other complementary and contributory online and offline activities.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Content from other sources
TLF licenses content from other sources to include in the pool of digital materials for Greek. These items are described in this catalogue as well.

Accessing and viewing the content
Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au
Close encounters

Dressing up (Greek) (Years P–2)

Students are introduced to a range of basic clothing items for three distinct occasions: going to school, going to the carnival and going to the beach. The series is designed for beginning learners of Greek.

Featured include:
• scenes showing children in a classroom, at the lake and skiing
• vocabulary related to getting dressed
• a range of clothing items suitable for school, the lake and skiing
• a choice between a female and a male school-aged character
• instructions and feedback in Greek.

Students:
• identify items of clothing and explore vocabulary related to dressing for school, the lake and skiing
• follow instructions given in Greek to dress a boy or a girl.

Dressing up: school [Greek]
L9375 – Years P–2
Students identify items of clothing suitable for going to school.

Dressing up: beach [Greek]
L9376 – Years P–2
Students identify items of clothing suitable for going to the beach.

Dressing up: carnival [Greek]
L9377 – Years P–2
Students identify items of clothing suitable for the carnival.
Dressing up [Greek]
L6833 – Years P–2

This learning object is a combination of three objects in the same series.
Lost bike series (Greek) (Years P–2)

Students design bikes by using Greek vocabulary and phrases associated with size, colour and bike accessories.

**Features include:**

- an interactive context in which to explore target vocabulary and phrases by experimenting with the design of bikes
- opportunities to practise word order in the target language
- simple instructions and feedback in Greek
- cultural information about cycling in Greece
- authentic photographic images of places in Greece.

**Students:**

- use adjectives to describe and compare size and colour
- learn words and phrases associated with bike parts, but useable in other contexts.

---

**Lost bike [Greek]**

L8734 – Years P–2

Students use words that describe size, colour and accessories to design bikes. They use pictures and feedback to find where some bikes are hidden in a village.

---

**Lost bike: build your own bike [Greek]**

L8736 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They choose words to complete a description of a bike they would like to build. Then they use pictures and feedback to find where the bikes are hidden in a town.

---

**Lost bike: build to order [Greek]**

L8735 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They build a bike to match a description given by a Greek friend. Then they use pictures and feedback to find where bikes are hidden in a town.

Image reproduced courtesy of Photolibrary.com.

This series contains non-TLF Content. See Acknowledgements in the learning objects.
**Number trains series (Greek) (Years P–3)**

Students use their knowledge of Greek numbers from 1 to 400 to arrange train carriages according to numbers on their sides.

**Features include:**
- visual and audio equivalents of numbers in Greek
- a visual context in which students sequence numbers in Greek by predicting, testing and confirming
- an interactive context in which students develop and consolidate counting skills that are fundamental to addition and subtraction skills
- randomised number generation that encourages repeated use.

**Students:**
- practise using and identifying numbers in Greek
- relate number ‘names’ and values in a variety of representations to Greek numbers and number words
- identify the number before and after a given number
- connect Greek number words and numerals to the quantities they represent using dice dots and ten-frames
- identify place value in two-digit and three-digit numbers.

**Number trains: 1–10 [Greek]**
L9879 – Year P

Students use their knowledge of Greek numbers from 1 to 10 to arrange train carriages according to numbers on their sides. The numbers are represented in a range of formats such as Greek number words, numerals, dice dots or counting frames.

**Number trains: 1–20 [Greek]**
L9880 – Years 1–2

Students use their knowledge of Greek numbers from 1 to 20 to arrange train carriages according to numbers on their sides. They identify the numbers that come before and after each starting number.

**Number trains: 10–400 [Greek]**
L9881 – Years 1–3

Students use their knowledge of how to count by tens in Greek to arrange train carriages according to numbers on their sides. For example, identify the numeral or number word that comes after τριακόσια.

**Number trains [Greek]**
L8709 – Years P–3 🌟

Students use their knowledge of Greek numbers from 1 to 400 to arrange train carriages according to numbers on their sides. This is an aggregate learning object combining the other three objects in the series.
Kite kit series (Greek) (Years P–6)

Students follow instructions in Greek to construct and decorate a kite.

Features include:
- simple adjectives for describing size, shape and colour
- instructions and feedback in Greek
- a kite-flying display mode in which students can fly kites in three different locations, and at different compass directions, wind speeds and altitudes
- photographic images of the National Archaeological Museum of Athens, a blue-domed church and a beach on the island of Corfu.

Students:
- use requests such as 'I want …' and interpret language via tone and gestures
- follow simple instructions in Greek
- recognise and use Greek words and phrases associated with shape, size, colour, symbols and kite parts.

Kite kit: flying [Greek]
L8724 – Years P–3

Students fly kites in a range of places in Greece. They adjust wind direction, wind speed and flying height and are introduced to a number of basic vocabulary items. This is the least complex of the three learning objects.

Kite kit: colour, shape and design: level 1 [Greek]
L8722 – Years P–3

Students recognise and use simple Greek words describing colour, size, shape and cultural images to design a kite. They then follow instructions to make a second kite and fly it in three different places in Greece. They can adjust compass directions, wind speed and flying height.

Kite kit: colour, shape and design: level 2 [Greek]
L8723 – Years 4–6

This object is similar to level 1, except students use more complex words to design the kite and to complete instructions for making a kite.
**Dragon's jumble series (Greek) (Years 1–3)**

Students put images and sentences in order to unjumble a dragon's dream.

**Features include:**
- opportunities for students to put a sequence of pictures in order, and then match Greek sentences to the sequence
- opportunities for students to use temporal connectives to link events in a recount
- audio support of Greek text to assist student comprehension
- three print options for students' completed recounts: pictures only, text only, or both pictures and text.

**Students:**
- put pictures in the correct sequence to retell a recount in Greek
- match sentences written in Greek to pictures
- use temporal connectives to link different phases of a recount
- observe that some Greek temporal connectives are interchangeable.

---

**Dragon's jumble: dream [Greek]**
L9799 – Years 1–3

Students add temporal connectives such as ‘Πρώτα’, ‘Μετά’ and ‘Τελικά’ to show the order of events in a recount. They watch an animation of the completed story, and then help the dragon to finish two more recounts.

---

**Dragon's jumble: garden [Greek]**
L9805 – Years 1–3

Students help a dragon remember what happened in his garden. They place the jumbled pictures in the correct order and choose sentences to match the pictures. Students then add temporal connectives such as ‘Κατ’ αρχήν’, ‘Μετά’ and ‘Τελικά’ to show the order of events.
My design series (Greek) (Years 2–4)

Students design an animated cat or car by following simple instructions in Greek and choosing labelled elements that describe mood, size, position, colour and voice.

Features include:
- a range of design elements for students to explore
- audio support for all Greek text, including instructions and labels
- an animation of the student's completed cat or car
- an option to print the student's design.

Students:
- recognise and respond to words, phrases and simple sentences in spoken and written Greek
- use adjectives in Greek for mood, size, position and colour
- read simple sentences in Greek such as 'Το αυτοκίνητό μου είναι χαρούμενο'.

My design: talking cat [Greek]
L10283 – Years 2–4

Students design a cat that speaks in Greek. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking car [Greek]
L10276 – Years 2–4

Students design a car that speaks in Greek. They select items to determine their car's mood, size, position and colour. Students name their car then choose a message in Greek to describe it.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Photo album (Years 5-10)

Through the character of a young Greek schoolgirl and her album of photos, students are introduced to various unique aspects of Greek life under the themes of celebrations, daily life and school.

Features include:
- authentic photographic images of Greece and descriptions of cultural aspects of Greek life
- an opportunity to apply reading and listening skills through a caption-matching exercise
- all instructions and feedback in Greek
- two levels of learning objects with the versions for older students (years 9–10) having more complex language
- multiple-choice questions to test comprehension and grammatical knowledge.

Students:
- recognise cultural activities and social interactions
- match captions with the appropriate photograph and respond to targeted multiple-choice questions
- identify and understand relative pronouns.

Photo album: daily life 1 [Greek]
L5962 – Years 5–8

Photos include activities such as buying fruit and vegetables at a market, eating at a taverna and serving Greek coffee.

Photo album: daily life 2 [Greek]
L5963 – Years 9–10

Photos include activities such as buying ice-creams at a kiosk, going to a fruit and vegetable market and meeting friends in the town square.

Photo album: school life 1 [Greek]
L5966 – Years 5–8

Photos show the everyday life of Greek schoolchildren including getting playing cards during a break between lessons.
**Photo album: school life 2 [Greek]**
L5967 – Years 9–10

Photos show the everyday life of Greek schoolchildren including participating in national day parades, after-school art classes and a holiday excursion after completing school.

---

**Photo album: celebrations 1 [Greek]**
L5964 – Years 5–8

Photos show celebrations including a traditional wedding, Easter decorations and young men ready to retrieve a crucifix tossed into a river on Epiphany Day.

---

**Photo album: celebrations 2 [Greek]**
L5965 – Years 9–10

Photos show celebrations including dancing in a town square to mark the feast day of a patron saint, Christmas decorations and lambs roasted on a spit for an Easter feast.

---

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Lost bag series (Greek) (Years 9–10)**

Students take on the role of a traveller who has lost her luggage at either an airport or a hotel in Athens. They explore culturally appropriate ways of asking for help and information in Greek, and compare effective communication styles in Greece with those of their own culture.

**Features include:**
- audio to accompany Greek requests and responses
- examples of emotive and non-emotive language in Greek
- examples of culturally acceptable ways of making requests
- opportunities to practise functional language such as requesting assistance and asking for information.

**Students:**
- establish and maintain communication to interact with Greek people in a culturally appropriate way
- recognise and use appropriate language to negotiate and question.

---

**Lost bag: baggage claim [Greek]**
L9865 – Years 9–10

Students decide what to do when their luggage goes missing at an airport in Athens. They watch another traveller talk with a local baggage handler and notice how the baggage handler reacts to phrases, tone of voice, gestures and facial expressions.

---

**Lost bag: hotel reception [Greek]**
L9869 – Years 9–10

Students decide what to do when their luggage goes missing at an Athens hotel. They choose the most culturally appropriate way of asking for help, use a polite greeting, establish their identity and explain the problem.
Yia hara! (Years P–8)

The Yia hara! set of learning objects allow students to: explore the social and physical context of Greece.

Originally published by Curriculum Corporation on CD-ROM as 'Yia hara!'. Yia hara! is an initiative of the Curriculum Support Directorate of the New South Wales Department of Education and Training. It was jointly developed by the Curriculum Support Directorate of the New South Wales Department of Education and Training and Curriculum Corporation.

Features include:
- audio Greek and English translations for all target language content
- all instructions given in English.

Students:
- apply reading and listening skills to solve puzzles and match written or spoken phrases to images
- explore dialogue and language used in daily life
- score points for each correct answer.

Yia hara! Greetings: saying hello and goodbye
L5014 – Years P–8

Students listen to Greek people saying hello and goodbye to each other. They hear and observe that each person chooses words according to the time of day. For example, a student chooses 'Καλημέρα' when greeting someone in the morning.

Yia hara! Greetings: saying how you are
L5015 – Years P–8

Students listen to Greek people saying hello and asking each other how they are.

Yia hara! Greetings: saying how you feel
L5016– Years P–8

Students listen to people asking how someone feels. For example 'Are you feeling … (thirsty, hungry, well)?', 'Yes, I am feeling/No, I'm not feeling (hungry, thirsty, well)'.

© Education Services Australia Ltd, 2011, unless otherwise indicated.
Yia hара! Greetings
L5013 – Years P–8

This is a combination of the three ‘greetings’ learning objects.

Yia hара! 1, 2, 3: counting 1-10
L5018 – Years P–8

Students listen to Greek numbers up to ten then select numbers on a calculator to match spoken numbers.

Yia hара! 1, 2, 3: counting 11-100
L5019 – Years P–8

Students explore Greek numbers from 1 to 100 listening to patterns within the sequence of characters and sounds. Students then match spoken numbers to numerals on a calculator.

Yia hара! 1, 2, 3: how much things cost
L5020 – Years P–8

Students listen to descriptions of items and prices then match item and price descriptions to a price tag.

Yia hара! 1, 2, 3
L5017 – Years P–8

This is a combination of the three ‘1, 2, 3’ learning objects.
Yia hara! My body: parts of the body
L5022 – Years P–8

Students explore the Greek names for parts of the body and match the spoken names of parts of the body to their correct positions.

Yia hara! My body: physical characteristics
L5023 – Years P–8

Students explore the Greek names for physical characteristics of the body then match spoken names of big and small parts of the body to their correct positions.

Yia hara! My body: at the doctor's
L5024 – Years P–8

Students listen to patients describe how they are feeling to a doctor then match the health problems heard to the correct patients.

Yia hara! My body
L5021 – Years P–8 🌟

This is a combination of the three 'My body' learning objects.

Yia hara! About me: what is my name?
L5026 – Years P–8

Students listen to a girl ask people 'What's your name?' then match the phrase to the person most likely to have said it.
<table>
<thead>
<tr>
<th>Description</th>
<th>Yia hara! About me: how old am I? L5027 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to children in the playground saying their age and hear how to answer the question ‘How old are you?’ Students match each age with its corresponding number.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Yia hara! About me: where do I come from? L5028– Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to children in a playground answer the question ‘Where do you come from?’ They match the children’s responses with their country’s flag.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Yia hara! About me L5025 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a combination of the three ‘About me’ learning objects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Yia hara! Time: the hours L5175 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the time in hours on an analogue and a digital clock. They adjust a clock face or digital clock to match a spoken time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Yia hara! Time: hours and half-hours L5176 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the time in hours and half-hours on an analogue and digital clock. They listen to train arrival times and select those times on a clock.</td>
<td></td>
</tr>
</tbody>
</table>
Yia hara! Time: daily activities
L5177 – Years P–8
Students look at slides of a boy's daily activities. They then match clocks to the daily activities.

Yia hara! Time
L5174 – Years P–8
This is a combination of the three 'Time' learning objects.

Yia hara! Going places: places and weekdays
L5179 – Years P–8
Students explore the places that a boy visits on each day of the week. They listen to his descriptions and match each postcard to the day of the week.

Yia hara! Going places: what you can and can't do
L5180 – Years P–8
Students explore water sports and listen to two children talk about which activities they can and can't do. Students match icons to the water activities mentioned.

Yia hara! Going places: animals you see and hear
L5181 – Years P–8
Students look at farmyard animals and hear the noises they make. They then match animals to a farmer's description.
Yia hara! Going places
L5178 – Years P–8

This is a combination of the three 'Going places' learning objects.

Yia hara! Let's eat: eating and drinking
L5183 – Years P–8

Students explore the Greek names for a variety of foods and drinks. They listen to conversations between a chef and customers placing an order then match each order to food and drinks.

Yia hara! Let's eat: the fruit shop
L5184 – Years P–8

Students explore the Greek names for fruits by listening to a conversation between a boy and a fruit shopkeeper. They choose fruit that is asked for and confirm whether it is available.

Yia hara! Let's eat: what's cooking?
L5185 – Years P–8

Students listen to the order of phrases for buying, preparing and eating food. They then arrange phrases for a cooking session.

Yia hara! Let's eat
L5182 – Years P–8

This is a combination of the three 'Let's eat' learning objects.
<table>
<thead>
<tr>
<th>Yia hara! My day: what to do?</th>
<th>L5231 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to two children planning their day. Students then match objects to the activities in which they are used.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yia hara! My day: who's doing what?</th>
<th>L5232 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students look at people playing a guitar and listen to a boy describing who is playing each piece of music. They match the pictures to his description.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yia hara! My day: what are people doing?</th>
<th>L5233 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students look at activities that children are doing such as playing basketball or reading a book. They listen to questions about what each child is doing. Students build answers to respond to questions, first answering 'Yes' or 'No', then describing the activity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yia hara! My day</th>
<th>L5230 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a combination of the three 'My day' learning objects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yia hara! The family: family members</th>
<th>L5318 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to a boy introduce the members of his family and match each person to their family relationship.</td>
<td></td>
</tr>
</tbody>
</table>
Yia hara! The family: introducing others
L5319 – Years P–8

Students listen to a girl question a boy about members of his family and match members of the boy's family to his spoken descriptions. The boy gives two clues such as 'This is not my mother..... this is my sister'.

Yia hara! The family: family occupations
L5320 – Years P–8

Students listen to a girl question a boy about the occupations of his family. They listen to the boy's descriptions and match members of his family to their correct occupations.

Yia hara! The family
L5317 – Years P–8

This is a combination of the three 'The family' learning objects.

Yia hara! My things: colours
L5322 – Years P–8

Students explore the Greek names for colours. They follow spoken instructions to paint a boat.

Yia hara! My things: personal possessions
L5323 – Years P–8

Students listen to a boy's description of items in his suitcase. The description includes the colour of each object. Students match the colour and object to the spoken descriptions to fill his suitcase.
Yia hara! My things: shapes and sizes
L5324 – Years P–8

Students explore the Greek names for simple shapes such as triangles. The descriptions include the size of the shape. They match shapes to spoken descriptions to build a picture.

Yia hara! My things
L5321 – Years P–8

This is a combination of the three 'My things' learning objects.

Yia hara! My clothes: naming clothes
L5326 – Years P–8

Students explore the Greek words for items of clothing. They swap the clothes around to change what a girl is wearing.

Yia hara! My clothes: coloured clothes
L5327 – Years P–8

Students explore the Greek words for colours and clothing. They follow spoken instructions to add or remove items of clothing.

Yia hara! My clothes: buying clothes
L5328 – Years P–8

Students listen to the dialogue between a boy buying a T-shirt and a shopkeeper. They match speech bubbles to the person speaking in each scene.
Yia hara! My clothes
L5325 – Years P–8

This is a combination of the three 'My clothes' learning objects.

Yia hara! My house: contents and parts
L5330 – Years P–8

Students explore the names of objects in a house and find objects such as a chair, table, television or door.

Yia hara! My house: where is the owl?
L5331 – Years P–8

Students explore the positions of an owl on and around furniture in a room. Students apply prepositions such as under, beside and behind as they move owls to places such as 'under the table' or 'on top of the chair'.

Yia hara! My house: where coloured things are
L5332 – Years P–8

Students explore the location of objects around Goddess Athena's table. Students apply prepositions such as under, beside and behind as they position objects around the table.

Yia hara! My house
L5329 – Years P–8

This is a combination of the three 'My house' learning objects.
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yia hara! Let's play: sports and games</td>
<td>L5451</td>
<td>P–8</td>
<td>Students explore sports and leisure activities such as basketball, swimming and soccer as they listen to children's answers to the question 'What sport do you play?' They match each activity to a child.</td>
</tr>
<tr>
<td>Yia hara! Let's play: what do you like to play?</td>
<td>L5452</td>
<td>P–8</td>
<td>Students find out what sports and leisure activities a group of children like. They listen to their answers to a question about each sport and match the children to the spoken answers.</td>
</tr>
<tr>
<td>Yia hara! Let's play: shall we go somewhere?</td>
<td>L5453</td>
<td>P–8</td>
<td>Students listen to a telephone conversation between two children. They match speech bubbles of the conversation to the person speaking in each scene.</td>
</tr>
<tr>
<td>Yia hara! Let's play</td>
<td>L5450</td>
<td>P–8</td>
<td>This is a combination of the three 'Let's play' learning objects.</td>
</tr>
<tr>
<td>Yia hara! Getting around: where are you going?</td>
<td>L5455</td>
<td>P–8</td>
<td>Students listen to people describe destinations they are travelling to. They match a destination to the question 'Where do you want to go?'</td>
</tr>
</tbody>
</table>
Yia hara! Getting around: how do you get there?  
L5456 – Years P–8

Students listen to children describing how they travel to school. They choose transport that answers the question: ‘How do you go to school?’

Yia hara! Getting around
L5454 – Years P–8

This is a combination of the two 'Getting around' learning objects.

Yia hara! The weather: today's weather  
L5458 – Years P–8

Students listen to reporters describe the weather conditions for a TV station. They match a speech bubble to a weather scene and reporter.

Yia hara! The weather: dressing for weather  
L5459 – Years P–8

Students listen to children describing clothing and other items they will need to suit weather conditions. Students identify the weather and clothing needed from a spoken description.

Yia hara! The weather: weather in other countries  
L5460 – Years P–8

Students explore descriptions of weather conditions in the months of January, April, July and October for Australia, Germany, Greece and Japan. They choose the weather, month and country that match a spoken description.
Yia hara! The weather
L5457 – Years P–8

This is a combination of the three 'The weather' learning objects.

Yia hara! Animals: at the zoo
L5462 – Years P–8

Students explore a zoo and listen to questions about zoo animals. They choose the animal being described.

Yia hara! Animals: describing animals
L5463 – Years P–8

Students listen to children describe cats at a pet show. They choose a cat to match a spoken description.

Yia hara! Animals
L5461 – Years P–8

This is a combination of the two 'Animals' learning objects.
Quirky comics series (Greek) (Years 5–10)

Students read and listen to a story presented in a comic-book format. They then complete five activities to test their understanding of the key Greek vocabulary and sentence structures in the story.

Features include:
- presentation of the story in both written and audio formats to support development of students’ reading and listening skills
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a multiple-choice activity in which students select correct answers after considering clues provided as audio, text or graphics
- a wonderword activity in which students find words in Greek
- a comprehensive glossary to support each page of the comic.

Students:
- use contextual clues to deduce meaning from a story told in Greek
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

---

**Quirky comics: Μαγική Θεραπεία: level 1 (Greek)**

L10047 – Years 5–10

Students read and listen to a story in Greek about a student who tries to get help from a school nurse for her upset stomach. She is not alone! Find out how the nurse helps the students.

---

**Quirky comics: Μαγική Θεραπεία: level 2 (Greek)**

L10048 – Years 5–10

Students read and listen to a story in Greek. They complete five activities, including a story-sequencing activity in which students match texts in Greek to pictures.

---

**Quirky comics: Μυστήριο στην Αθήνα: level 1 (Greek)**

L10049 – Years 5–10

Students read and listen to a story in Greek about a boy who responds to a series of mysterious commands to go to different places and wear different disguises. Share his confusion until the end, when a surprise is revealed.

---

**Quirky comics: Μυστήριο στην Αθήνα: level 2 (Greek)**

L10050 – Years 5–10

Students read and listen to a story in Greek. They complete five activities, including a make-a-picture activity in which students consider a clue (audio, text or graphic) and then find its matching audio, text or graphic item.
**Quirky comics: Τι καταστροφή! level 1 (Greek)**
L10051 – Years 5–10

Students read and listen to a story in Greek about a day when everything goes wrong. Find out about a student's misadventures as she tries to get to school on time.

**Quirky comics: Τι καταστροφή! level 2 (Greek)**
L10052 – Years 5–10

Students read and listen to a story in Greek. They complete five activities, including a sequencing activity in which students arrange six parts of the story into the correct order.