

# Ελληνικά για σας A2 - Greek for you A2

## CURRICULUM

*by Evangelia Georgantzi*



**NEOHEL**  
MODERN GREEK & EUROPEAN STUDIES  
PUBLICATIONS

# GREEK FOR YOU A2

## Preface

**Greek for you** is aimed at everyone who is learning Greek as a foreign language, aged 12 years and above and lives in Greece or abroad.

It is a **bilingual educational material**, which does not only help the teacher, but can also be used as a self-taught tool for a beginner student, because every new morphological feature, vocabulary, as well as the instructions are immediately explained and understood.

It has to be made clear that the bilingual presentation of this textbook **does not require bilingual teaching** on behalf of the teacher, but is an essential aid, especially in a multicultural environment.

The possibility for **independent learning** through the bilingual textbook, the audio material and the e-learning exercises is an innovation of this series.

When composing levels **A1, A2 & B1**, our main aim was to offer teaching material that conformed to the requirements of *KEΓ (Centre of the Greek Language)* for the Greek Language Certification levels **A1, A2 & B1**, as defined by CEFR (Common European Framework of Reference for Languages).

The undertaking was difficult because the boundaries when defining levels were often inexact. As a result, we didn't limit ourselves to a detailed method, as it was defined by one agency, but we expanded and obtained information, ideas and experiences from the university community, teachers, conference conclusions, publications and bibliography of teaching methods for modern languages. Apart from the educational aims, as they have been defined by the Center of Greek Language for every level, we took into consideration the *Detailed Syllabus for the teaching of modern Greek as a foreign language to adults* of the School of Philosophy of the University of Athens, which was a valuable tool in our endeavor.

What determined to a large extent the outcome of this work was the long experience of all parties in the teaching of modern Greek as a foreign language; the experience of NEOHEL in the composition of previous teaching methods for Greek and in particular the lessons derived from the implementation of the material **Greek for you** by everyone participating in the programme.

This teaching material was created within the framework of LLP (Life Long Learning Programme) KA2 Languages EU.

### Greek for you (A0 - A1 - A2 – B1) is addressed to:

- ✓ **Students** at universities abroad / students under the Erasmus+ programme in Greek universities.
- ✓ **Pupils 12 years old and above.**
- ✓ **Adult students** in lifelong learning programmes in Greece and abroad.
- ✓ **Immigrants** in the host country (Greece).
- ✓ **Greeks returning to Greece after a long period abroad** and **Greeks of 2nd, 3<sup>rd</sup> etc. generations** abroad.
- ✓ In particular to anybody who has, as a mother tongue, one of the reference languages.

## Objectives

The main reasons why we decided to create the series ***Greek for you (A0 - A1 - A2 – B1)*** for adolescents and adults are:

- ✓ To enrich the learning process of Greek as a foreign language by using material equivalent to material used by teaching methods of the more spoken languages in the EU, both in terms of its linguistic accuracy, as well as its presentation (appealing format, easy to use).
- ✓ To contribute to the dissemination of the Greek language with a material that is innovative, user-friendly and can be taught in the classroom or used as a self-taught tool.
- ✓ To cover the material which corresponds to the examinations for the Greek Language Certification issued by the Greek Language Center of the Ministry of Education, offering material adjusted to the CEFR on which the exams are based.
- ✓ To create a solid foundation for the completion of the series at the levels B2, C1, C2.

## Originality of the series of books ***Greek for you***

✓ **The bilingualism of the material.** This supports language acquisition and saves time for both the teacher and the student. In the book ***Greek for you A0*** the exercises, texts, captions, sketches, signs and information boxes are accompanied by translations so that the students do not spend unnecessarily time searching through irrelevant information. Since vocabulary skills and communication are out of the scope of the level A0, translation is used only as a vehicle to acquire writing, reading, accentuation and pronunciation skills.

In the series ***Greek for you A1, A2 & B1*** bilingualism functions in a different way than in A0 level, as it focuses mainly on the translation of the vocabulary, the exercise instructions, and the rules. Bilingualism aims at making it easier for the student to acquire the Greek language using all the necessary structures and expressions that he/she is able to understand through the language of reference.

✓ **Interactivity.** Apart from the printed books, the e-learning interactive exercises (in progress) allow the students to practice on their own, in those areas of the language where they have difficulties.

✓ **Independent learning.** The material provides all the necessary tools in order to help the students who opt for self-study.

These tools are the following:

1. **Three sets of vocabulary** (per Step, per topic, and the alphabetically listed vocabulary in the Appendix) translated in the language of reference.
2. The texts, exercise instructions and rules that are given in **the language of reference.**
3. **The audio material** that helps the listening comprehension.
4. **The answers to the exercises** that both the teacher and the student can use as an assessment tool.
5. **The on-line exercises** (e-learning).

✓ **The accurate and detailed adaptation of the CEFR** requirements in order to comply with the specifications for the European languages.

✓ **The creation, for the first time, of an introductory material, A0 level,** for the acquisition of Greek as a foreign language, focusing entirely on phonetics, accentuation, writing and reading.

## A2 MATERIAL ORGANIZATION

### Approaches to learning

When designing this course material, we combined the following approaches to learning; naturally, the communicative is the prevailing one.

- ✓ Communicative approach
- ✓ Processing instruction - Input
- ✓ Focus on form
- ✓ Natural approach
- ✓ Task based approach

**The teaching material of level A2 includes:**

### A. Textbook A2 + Exercises

Online [www.neoHEL.com](http://www.neoHEL.com)

- Teacher's book A2 (*for the moment the first Unit*) PDF (Teacher's book A2)\*
- Key book of the 553 A2 exercises PDF (Key book A2)\*
- Alphabetical vocabulary level A2 PDF (Alphabetical vocabulary A2)\*
- Lesson plan A2 in 180 hours of lessons (Lesson plan A2) PDF\*
- Curriculum of the Textbook **Greek for you A2** PDF\*
- Download sound material [www.neoHEL.com/download](http://www.neoHEL.com/download)
- Audio material online <https://soundcloud.com/neoHEL>

\* **NEOHEL Platform** : <https://elearn.neoHEL.com>

**On You Tube** (NEOHEL Playlist)

List of the songs A2 on YouTube

### A.TEXTBOOK A2 + EXERCISES

The textbook comprises:

i. the introductory pages, ii. the 3 Units, and iii. the Appendix.

#### i. Introductory pages

The introductory pages comprise:

- the Symbols - Keys of the book
- the Preface
- the Introduction
- the Index

#### ii. Units

Unit 1: Steps 1-5 & Culture 1

Unit 2: Steps 6-10 & Culture 2

Unit 3: Steps 11-13 & Culture 3

#### iii. Appendix

1. Athens Metro plan
2. 53 texts of listening comprehension
3. Tables of grammar
4. Alphabetical vocabulary A2
5. Audio material contents

**Each Step contains:**

## 1. Precognition: What am I going to learn?

In the beginning of every Step the following are translated in the reference language:

### a. Communication

These are the communicative targets of the Step.

### b. Thematic units

These are the Thematic Units as well as the Subunits on which all the topics of the Step are based.

### c. Vocabulary

These are the main topics on which the vocabulary of the Step is based.

### d. Grammar

These are the titles of the structural phenomena that are developed within the Step.

## 2. Basic material

### 2.a. Basic texts

The first part of each Step before the **Elaboration** comprises the **basic texts** with the relevant exercises. Most of the texts are reading comprehension texts, but there are some listening comprehension texts, whose transcription can be found at the back of the textbook, in Appendix 1. The basic texts encompass all the programmed teaching material for level A2.

The texts are in the form of description and dialogues. As students know from A1 level, it is without saying that the dialogues should be dramatised in the classroom, and as far as the descriptive texts are concerned, students should make questions and answers, in pairs or in turns.

More analytically, and in a purely communicative level, we are presenting in the texts all the new grammatical phenomena in dark green color, the new vocabulary in bold black, and of course the communicative speech acts.

We develop the communicative and grammatical phenomena in the following part of the Step, the **Elaboration**.

### 2.b. Elaboration

In the **Elaboration** that follows, we develop the phenomena that are presented in the basic texts. The phenomena are divided in three categories: communication, grammar, and vocabulary, and they are all presented in a communicative frame, followed by a variety of exercises (communicative, leading or free expression, sometimes in the form of a game). The development of the phenomena is complemented by humorous illustration or photographs.

In the **Elaboration** we also insert listening or reading comprehension texts, when a phenomenon needs more development in order to be fully understood. A phenomenon is better used when presented in a larger communicative frame. In regard to the type of written exercises that follow each phenomenon, we use exercises that require on the part of the student firstly, observation, secondly, critical thinking, and thirdly, quick reaction in order to solve them. For example, one type of exercise is to choose between three forms, the correct or wrong answer. Finally, we believe that the approach of each phenomenon based on personal experience, as well as the possibility of free expression is a very efficient way of teaching a foreign language. Via the exercises entitled «And now you» that are scattered throughout the book, the students get the chance to talk about topics that they relate to, about situations that they have

experienced and that interest them, and about their own personal experiences, thus using the language in an uninhibited way, free from the tight and restrained limits of any textbook.

### 3. Vocabularies\*

- **Basic material glossary:** Comprises all the new words of the basic texts and the Elaboration. It is found at the end of the Elaboration and the words are classified according to the part of speech that they belong and translated in the language of reference.

- **Thematic vocabularies:** In most of the Steps there are thematic vocabularies, translated in the language of reference, and most of the times illustrated.

- **Other vocabularies.**

Apart the basic Glossary of each Step, the rest of the texts after the Grammar have their vocabulary next to them (Additional texts, Writing skills and Assessment texts). In level A2 the vocabulary is particularly emphasized. It is noteworthy that the translation that is proposed corresponds with the meaning of the words as found in the specific context.

For the comprehension of the vocabulary and its best acquisition, we used new presentations such as Word Synthesis (words that are composed by two different words), It means a lot (words that have more than one meaning), Families of words (words that are produced by the same word), We say it in another way (many ways to express the same meaning), and Pairs of words (e.g. δελτίο ταυτότητας, άδεια παραμονής et al.).

The alphabetical vocabulary A2 of the Textbook is found in the Appendix and comprises 2225 new words and expressions.

\* *The vocabularies of textbook **Greek for you A2** do not comprise the words of textbook **Greek for you A1**.*

### 4. Grammar

At the end of each Step there is an analytical table with the structural phenomena of the Step that have been announced in the Precognition section on the first page. The grammar is different in terms of colour from the rest of the pages. The rules and footnotes are also in the language of reference.

The organisation of the Grammar in tables, firstly in each Step as well as in Annex 2, is an important part of the educational material of A2. It is worth mentioning that in the Tables of grammar in Annex 2 we also include the grammatical phenomena encountered in A1, in a way that the students have a complete idea of each phenomenon. Also, very helpful is the code that follows each phenomenon, and refers to the chapter where the phenomenon firstly appears.

Another important work is the collection and presentation of the nouns and verbs of levels A1 and A2 that correspond to the samples of declension / conjugation. In regard to the nouns, we tried to avoid those that are irregular in terms with their declination, such as the fact that they are declined only in the singular, or that they don't form the genitive plural, and so forth; those are going to be presented in B1 level.

Generally, the above presentation of nouns is helpful for the students, but also for the teachers who can create extra writing and oral exercises, especially in regard to the topic of how the accent moves when declining a noun. This presentation is also helpful for revision.

### 5. Supplementary texts with exercises

The **Supplementary texts with exercises** are texts from the Greek literature, the press, or have been created by the authors in order to complete the pedagogical goals of each Step. The texts are all in the CD mp3 and most of them have gaps to be filled out with the new vocabulary



in the boxes. The goals of this type of exercise are multiple: practice of listening the correct pronunciation, writing, self-correction of spelling, and understanding of the text based on the context. Except this particular exercise that is used in other occasions as well, a great variety of exercises complete the elaboration of the texts.

The Supplementary texts serve another important purpose: the review of the themes and vocabulary of level A1 and their expansion with words and expressions that were thought necessary to be added for level A2.

Their topics are mainly cultural, older and modern, from everyday life, description of personalities, and so forth. With their variety in form they become interesting material for the students and, apart from the educational goals, they can enrich their general knowledge.

## 6. Writing skills

Research as well as the results of the Ellinomatheia exams have shown that the students encounter a certain difficulty in expressing themselves correctly and easily in writing, developing adequately a text at the language level that they study.

Therefore, we decided to add a section on **Writing skills** in level A2 with a view to teach the students those strategies that will help them improve their writing skills in regard to various topics. In this section, samples of writing, plans to develop a topic, relevant vocabulary and exercises are proposed, and the student is called to create his own text on the topic, initially guided by the material, and then independently.

We hope that this effort will help the students improve their writing skills, but also the teachers in teaching writing more effectively.

## 7. Our topic

**Our topic** functions as review of the communicative goals of both levels A1 and A2 in reference only to the specific topic. Here we present acts of communication, words, expressions, idioms, in combination with already known grammatical phenomena.

**Our topic**, except its basic aim to easily and quickly review the specific subject, can also serve as method of metacognition: what did I learn; how can I classify my knowledge; what do I remember; how can the vocabulary that I learnt be combined with the acts of communication and the new grammatical phenomena.

Based on **Our topic**, the students can develop their speaking skills, and at the same time their writing skills, because all the acts of communication, expressions, and a complete vocabulary in regard to a topic are offered to them in a very convenient and friendly way.

## 8. Assessment

This is a test on the knowledge acquired in each Step, based on the four language skills:

✓ Listening - Reading

✓ Speaking - Writing

The students are graded out of 20 (5 grades per skill).

These exercises are based on the way the actual exams are administered by the Centre of Greek Language for the acquisition of the Ellinomatheia diploma, and aim at familiarising the students with them.

Another important aim is the continuous assessment of the students in the total language input of each Step. At the same time though, and based on the specific results, we can also assess the actual material and the teaching style of the teachers.

## 9. Our song

The last part of each step is devoted to songs. It is an entertaining way, via rhythm and music, to achieve teaching goals, such as listening practice of pronunciation of letters and words (exercises with gaps for filling out). The aim is to familiarise the students with the authentic speech, via music. Another goal is to familiarise students with the use of vocabulary. They are asked to find in the dictionary unknown words of the song that have been singled out, but not translated.

In most of the songs there is information in regard to the story of the song, its creators, and sometimes the events that determined the era when the song was written.

The songs are related to the topic of the Step, to some grammatical phenomena or are simply selected based on their musical quality and lyrics.

The types of songs vary between traditional, rebetiko, artistic, popular and so forth.

## 10. Picture - Discussion *in certain Steps only*)

In regard to one or more pictures the students will have the chance to improvise, and express their language skills, aiming at a specific act of communication.

## Culture in A2

The cultural elements are numerous and scattered throughout the book. The three features on culture at the end of each Unit (Civilisation 1, 2, 3) are a “present” to the students. There are no exercises, only vocabularies with the new words next to the texts. What we ask from the students is to listen to the audio material, to read the texts, and to enjoy them by penetrating a bit deeper into the Greek reality and the temperament of the Greek people.

## Generally

In total, the material of this book has been structured based on the method of scaffolding. Therefore, all the material presented in the book is immediately followed by texts, exercises etc. that supplement the teaching of the specific topic, with a view to complete the cognition, before the teaching proceeds further, to the next step, and so forth.

The final goal is to teach each one of the 13 Steps with the usage of all language skills in order to succeed a parallel development of the communicative, the vocabulary, and the grammar skills.

A2 level includes 308, reading and listening texts, accompanied by 553 exercises (listening, reading, writing and speaking) that facilitate the teachers in their work and the students in the acquisition of the language.

In addition, the variety of the topics used, the exemplary organisation of the material, the illustrations, and the quality of the publication, make ***Greek for you A2*** a valuable tool for anyone who wants to improve their speaking and writing skills, to understand better the native speakers of Modern Greek, but also to acquire the *Greek Language Certification* (Ellinomatheia) A2 level if they want to or need to.



# NEOHEL PLATFORM

<https://elearn.neohel.com>

The NEOHEL platform was created with the aim of including material necessary for the teaching of the Greek language, thus covering the need for distance education, modern and synchronous, but also to facilitate teachers for classroom teaching using a digital board. At the same time, it will be a cradle of additional support material for teachers which will be constantly enriched.

The material of the platform will increase gradually, horizontally and vertically.

This means that new Material (horizontal extension) will be added to each Area, while at the same time new Areas (vertical expansion) will be created, depending on the needs that will arise. E.g. a new Area will include as Material, a test for each of the 6 levels of Greek.

Each new Material that is added, is coded and with the code that it receives, it is facilitated its organization in the whole but also its finding in the e-shop.

In addition to the Material that will be located in the Digital library of the platform, the platform has a Virtual classroom (Digital classroom) for teaching, meetings and presentations, Assignment and proofreading, i.e. contact between teacher and students (Assignments), Department for Notifications, Department for Announcements, as well as Department for contact of users with the managers of the platform (Contact).

We hope that the NEOHEL Platform will be a strong link between teachers, students and our educational team, based on the trust that has been created over the years between us.



# CURRICULUM GREEK FOR YOU A2

Vocabulary	2.225 words
Texts	308
Exercises	500
Test Ellinomatheia	13
Songs	14

## GREEK FOR YOU A1 + A2 10 BIG THEMATIC UNITS

In the 25 STEPS of the *Greek for you A1* and in the 13 STEPS of the *Greek for you A2* we approached 10 Basic Thematic Units, from which we drew communication material for the levels A1 & A2 according to CEFR (KEPAG) - Common European Framework of Reference for the Languages. We covered other Basic Themes more and others less depending on their degree of difficulty. We considered it important to present Themes A2 in the same table as Themes A1 because this presents a complete picture of the continuity and completion of the Basic Themes from one level to another.

### 1. SOCIAL RELATIONSHIPS A1

### 1. SOCIAL RELATIONSHIPS A2

1.1.	Acquaintances	STEP 1
1.2.	Greetings	STEP 1 / STEP 4
	Greetings. (morning, afternoon, evening)	STEP 2
1.3.	Introductions	STEP 1 / STEP 2
	I introduce myself - I introduce someone else	STEP 6
1.4.	Welcome	STEP 1
1.5.	Messages	STEP 12

### 2. CHARACTERISTICS (PERSON - OBJECT) A1

### 2. CHARACTERISTICS (PERSON - OBJECT) A2

	<b>PERSON</b>	
2.1.	Identity (Self-presentation)	STEP 1 / STEP 2 / STEP 8 (Revision)
	I ask about someone's identity	STEP 2
	Full name	STEP 4 / STEP 8 (Revision)
	Nationality / Citizenship	STEP 2 / STEP 8 (Revision)
	Nationality	STEP 1
	Identity	STEP 1
	Religions	STEP 1
	Origin	STEP 4 / STEP 8 (Revision)
	Place of birth & residence	STEP 5 / STEP 8 (Revision)
	Year of birth	STEP 16
	Age	STEP 13
	Stages of human age	STEP 3

	Exact address	STEP 5
	Type of residence	STEP 5
	Telephone	STEP 5
2.2.	Education. Studies. Profession	STEP 6 / STEP 8 (Revision)
	<b>Studies</b>	STEP 1
	<b>How an educational institution operates. (obligations, rights, registrations, tuition, exams)</b>	STEP 13
	<b>At school</b>	STEP 13
	<b>Structure of the Greek educational system</b>	STEP 13
	<b>Profession</b>	STEP 1 / STEP 13
	Workplace	STEP 6
	<b>Place of work</b>	STEP 13
	<b>Working conditions</b>	STEP 13
	<b>Salary. Liabilities. Rights</b>	STEP 13
	<b>I am looking for a job</b>	STEP 13
	Foreign Languages	STEP 8
2.3.	The family. Family relationships	STEP 13
	<b>Similarities between relatives (Looks like ...)</b>	STEP 3
	<b>Family relations</b>	STEP 3 / STEP 6
2.4.	Marital status	STEP 8
2.5.	External appearance (face / body characteristics).	STEP 13
	<b>Facial shape</b>	STEP 3
	<b>Description of clothes, shoes, accessories, jewelry</b>	STEP 3
2.6.	Character - Personality (Few elements)	STEP 13
	<b>Disadvantages / Advantages</b>	STEP 3
2.7.	Personal life	STEP 19
	Relationships	STEP 19
	<b>Couple relationships</b>	STEP 6
	<b>OBJECT</b>	
2.8.	Object ID	STEP 3 / STEP 4

### 3. EVERYDAY LIFE A1

### 3. EVERYDAY LIFE A2

3.1.	Daily activities	STEP 4 / STEP 7
	Description of daily routine. (An adventure, a damage)	STEP 19
3.2.	Everyday routine. (The housework)	STEP 16
3.3.	Daily body care	STEP 16
3.4.	Workplace. Finding a job. Working conditions	STEP 25
	Job change. I start a business	STEP 17
3.5.	Movements. Means of transport. (By what means will I go somewhere?)	STEP 20
3.6.	I give instructions for executing a recipe	STEP 23
3.7.	<b>Description of an accident / accident / event (where and when did it happen, why did it happen, how did it happen?) Description in chronological order: first, then, after, then, after, at the end.</b>	STEP 2

4. LEISURE TIME A1		VIEWS A1	DESCRIPTIONS A1
4. LEISURE TIME A2		VIEWS A2	DESCRIPTIONS A2

4.1.	Hobbies, Occupations, Preferences, Fun		<b>STEP 7 / STEP 8 / STEP 16</b>
	<b>Occupations - Sports</b>		<b>STEP 1</b>
4.2.	<b>At Home</b> (Invitations, Gifts, Fun)		<b>STEP 14 / STEP 16 / STEP 17</b>
	Cooking		<b>STEP 16</b>
4.3.	<b>Outside the house.</b> Food in a restaurant		<b>STEP 14</b>
	<b>At the tavern</b>		<b>STEP 12</b>
	A walk in the city		<b>STEP 20</b>
4.4.	I express:		
	- my opinion		<b>STEP 22</b>
	- my opinion on something		<b>STEP 15</b>
	- my preference for something, e.g. for an argument / outing. Agree or disagree. I doubt		<b>STEP 22</b> <b>STEP 22</b>
	<b>I agree, disagree, express doubt (Part II)</b>		<b>STEP 6</b>
4.5.	I critique art / museum etc.		<b>STEP 21</b>
4.6.	I take decisions		<b>STEP 22</b>
	- for activities that will please me		<b>STEP 21</b>
4.7.	I make a finding		<b>STEP 21</b>
4.8.	<b>Outside the house.</b> Travel / Excursions. I book hotels, tickets, table		<b>STEP 22</b>
	<b>I ask for information about the means of transport (ships) - itineraries, reservations, payment methods</b>		<b>STEP 7</b>
	<b>Vacation packages - Cruises - Organized travel - Offers</b>		<b>STEP 7</b>
4.9.	Descriptions. Plans for the future		<b>STEP 20</b>
	<b>Descriptions of trips, excursions, walks, nature.</b>		<b>STEP 7</b>
4.10	<b>I express my complaints about the organization of the trip, the hotels, the tour guide, etc.</b>		<b>STEP 7</b>
4.11.	<b>Car rental</b>		<b>STEP 7</b>
	<b>Car (description, damage, defects)</b>		<b>STEP 6</b>
4.12.	<b>At the gas station</b>		<b>STEP 7</b>
4.13.	<b>Description of consecutive events during a visit to a city</b>		<b>STEP 2</b>
4.14.	<b>Social relations - Participation in social events</b>		<b>STEP 6</b>
4.15.	<b>Religious / Civil marriage</b>		<b>STEP 6</b>
4.16.	<b>Outings: Shows (theater, cinema, etc.) / Events (concerts, exhibitions, etc.)</b>		<b>STEP 9</b>
4.17.	<b>Invitations (I accept, I refuse an invitation, I'm not sure)</b>		<b>STEP 9</b>
4.18.	<b>Reading: Books (In the bookstore) &amp; press</b>		<b>STEP 9</b>
4.19.	<b>Hobbies - Hobbies then and now at home &amp; away (sports, music, cooking, crafts, internet, etc.)</b>		<b>STEP 10</b>
4.20.	<b>Television and its shows</b>		<b>STEP 10</b>
4.21.	<b>The football</b>		<b>STEP 10</b>

#### 5. THE WORLD OF THE MARKET A1

#### 5. THE WORLD OF THE MARKET A2

5.1.	Types of stores		<b>STEP 11 / STEP 12</b>
	The kiosk		<b>STEP 12</b>
5.2.	Diet shopping		<b>STEP 11 (part a)</b> <b>STEP (part b)</b>

	Quantities	STEP 12
	<b>A variety of foods</b>	STEP 12
5.3.	Consumer shopping (The sizes)	STEP 15
5.4.	Transactions (Sale / purchase / payment. Money) (The weights)	STEP 7 / STEP 11 / STEP 12
	Product purchase information	STEP 9
5.5.	<b>I trade in a store</b> - I explain what I want to buy (type, dimensions, material, etc.) - I ask about the price and the method of payment - I understand the instructions for use of a device - I understand ads and choose products - I'm asking for something to be repaired - I'm complaining	STEP 11

## 6. IN THE CITY - PLACES IN SPACE - DIRECTIONS - INSTRUCTIONS A1

## 6. IN THE CITY - PLACES IN SPACE - DIRECTIONS - INSTRUCTIONS A2

6.1.	Placements in the space of people / objects	STEP 9
	<b>Placements in the space (on streets, squares, avenues) of vehicles, people (at the intersection, in the middle of the road...)</b>	STEP 2
	<b>Positions in relation to other people, things (next to me, near me, etc.)</b>	STEP 2
6.2.	In the city (Buildings, Shops, Public spaces) Distance from the city	STEP 9
6.3.	The home. Types of houses.	STEP 5
	<b>House description &amp; interior layout. Description of the decoration of its spaces. Furniture and objects and their location in the space. Materials. Bathroom items. Dimensions</b>	STEP 4
	Indoor / outdoor areas	STEP 16
6.4.	Residential equipment (Furniture. Electrical items. Kitchenware)	STEP 16
6.5.	The moving	STEP 21
6.6.	Directions for directions. (How will I get somewhere?)	STEP 20 / STEP 21
	- by metro / By bus	STEP 20
	- by car / On foot	STEP 21
6.7.	Rentals / Sales of houses.	STEP 25
	<b>I understand and write small ads for renting or selling a house</b>	STEP 5
	<b>Talk to a realtor about renting or buying a home</b>	STEP 5
	<b>Services provided (insulation, type of heating, etc.)</b>	STEP 5
	<b>I understand and give instructions / tips for choosing the right home</b>	STEP 5
6.8.	Property (object)	STEP 13
	<b>I say because I prefer life in the city or in the countryside, in the center or in the suburbs. (The pros and cons)</b>	STEP 5
6.9.	Damages. Repairs	STEP 19

## 7. GEOGRAPHICAL INFORMATION A1

## 7. GEOGRAPHICAL INFORMATION A2

7.1.	Toponyms - Geographical terms	STEP 3 / STEP 10
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7.2.	Description of nature. The colours	STEP 10
7.3.	The countries	STEP 10
7.4.	Fauna	STEP 25
7.5.	Description of natural environment - Greek flora (forest trees, herbs)	STEP 7

### 8. THE TIME - THE WEATHER - THE HOUR A1

### 8. THE TIME - THE WEATHER - THE HOUR A2

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### 9. HEALTH. THE HUMAN BODY. TO THE DOCTOR. AT THE HOSPITAL. ACCIDENTS A1

### 9. HEALTH. THE HUMAN BODY. TO THE DOCTOR. AT THE HOSPITAL. ACCIDENTS A2

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### PROBLEMS & SOLUTIONS A1

### 10. PUBLIC SERVICES

### PROBLEMS & SOLUTIONS A2

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- 7.1. The prepositions: **εν, εις, εκ / εξ, συν, προς, προ, ανά, κατά, διά, μετά, παρά, αντί, αμφί, επί, περί, από, υπό, υπέρ** in composition with verbs

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- 8.1. Cardinal numerals 0 - 1.000.000.000
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- 8.5. Applications of numerals
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- 9.1. Direct questions (with interrogative pronouns and adverbs) Oblique interrogative sentences
- 9.2. Direct questions of complete ignorance (without interrogative pronouns and adverbs)  
Indirect interrogative sentences + **αν** ...
- 9.3. Imperative / Indirect interrogative sentences + **να** & Subjunctive

## 10. GRAMMAR TABLES (INSIDE 13 STEPS)

## 11. ADDITIONAL GRAMMAR AND SYNTAX PHENOMENA

(Included in detail in the Grammar of 13 Steps)

## Unit 1 My house and I Steps 1 - 5

COMMUNICATION TARGETS		
<b>Description of a person</b> Identity Exterior description	<b>Description of a house</b> Looking for a house Living in the city or in the countryside?	<b>Civilisation 1</b> <b>Knowing Greece</b>
<b>Description of an event</b> Accidents Police reports		

### Step 1 Who is who?

Thematic units	Vocabulary
<b>Characterisations</b> ✓ <b>Identity</b>	- Personal information - Religions

Communication	Grammar
<b>I ask and give information regarding a person:</b> <i>name &amp; surname, nationality, religion, age, sex, place and date of birth, place of residence, address, telephone number, profession, marital status</i>	<ol style="list-style-type: none"> <li>1. Verbs ending in <i>-ω / -ομαι</i></li> <li>2. Compound verbs with prepositions (internal augment) <i>υπογράφω - υπέγραψα</i></li> <li>3. The verb <i>ασχολούμαι</i></li> <li>4. Indirect speech (1)</li> <li>5. The dual declension noun <i>ο χρόνος</i></li> <li>6. Table of new verbs</li> </ol>

### Cultural and intercultural elements

**Monuments:** The Panathinaic Stadium 1.5.β.  
**Sports:** The Athens marathon, the authentic one.1.5.α.  
 Sailing: Nikos Kaklamanakis 1.13.  
**Interculturalism:** Religions 1.2.  
 Indira from India 1.6.,  
 Greek-American film director, 1.4.  
**Music:** Opera / Maria Kallas 1.14.  
 Violin / Leonidas Kavakos 1.15  
 Song (popular): The Frangosyrian 1.22.  
 Composer, Singer: Markos Vamvakaris  
**Painting:** Spyros Vassiliou (Athens), (Cover Unit 1)  
 Giannis Tsarouchis, Henri Cartier-Bresson (The house with the Caryatids)

## 2 Τι έγινε;

Thematic units	Vocabulary
<p><b>Everyday life</b></p> <p>✓ <b>Everyday life outside of the house</b></p> <ul style="list-style-type: none"> <li>- Transportation</li> <li>- Description of events / accidents</li> </ul> <p><b>Free / Leisure time</b></p> <p>✓ <b>Free time outside the house</b></p> <ul style="list-style-type: none"> <li>- Description of consecutive events during a visit in a city</li> </ul> <p><b>Placement</b></p> <p>Placement people/vehicles in streets, squares etc.</p> <ul style="list-style-type: none"> <li>- Placement in connection with other people, things, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Motion verbs (movement)</b></li> <li>- <b>Expressions of place</b> δίπλα μου, από πάνω, στη διασταύρωση...</li> </ul>

Communication	Grammar
<p>✓ <b>I describe an event / an accident:</b> <i>where, when, why, and how it happened</i></p> <p>✓ <b>I describe in a chronological order:</b> <i>πρώτα, μετά, ύστερα, έπειτα, στη συνέχεια, στο τέλος</i></p>	<ol style="list-style-type: none"> <li><b>Verbs in -άμαι</b> <i>κοιμάμαι, θυμάμαι, λυπάμαι, φοβάμαι</i></li> <li><b>Adverbs followed by personal pronouns</b> <i>δίπλα μου, πλάι μου, δεξιά μου, μαζί μου...</i></li> <li><b>Indirect speech (2)</b></li> <li><b>Table of new verbs</b></li> </ol>

Cultural and intercultural elements
<p><b>Interculturalism:</b> A Greek in Paris 2.4. A Congolese athlete, Lua Lua. 2.12.α., 2.12.β. A German sculptor: Johann Gottfried Shadow 2.29.</p> <p><b>Sport:</b> 4 Greek sports teams: Panathinaikos, Olympiakos, AEK, PAOK 2.12.β</p> <p><b>Cinema:</b> The director Theodoros Angelopoulos and his films. 2.20., 2.21.</p> <p><b>Greek mythology:</b> Fates and destiny 2.29.</p> <p><b>Music:</b> Song The destiny 2.29. Singer: George Dalaras</p> <p><b>Geographical and factual data:</b> Areas: Parnassos and the ski resort 2.15. Cities, Islands: Aegina, Naxos, Naoussa, Alexandroupoli Suburbs: Kifissia, Ekali, Vouliagmeni, Drapetsona, Piraeus area 2.16., 2.17., 2.19., Roads: Patras - Pyrgos National Road 2.18.</p> <p><b>Greek society:</b> KAT: Injury Rehabilitation Center 2.2.β., EKAB (National emergency center)</p>



## Step 3 How do they look?

Thematic units	Vocabulary
<b>Qualifier</b> ✓ <b>Identity</b> - Age - Profession ✓ <b>Physical appearance</b> - Traits of face & body - Resemblance between family members - Clothes, shoes, accessories ✓ <b>Character</b> - Faults & qualities	- <b>Traits of face and body</b> - <b>Ages</b> - <b>Shapes</b> - Professions - Clothes

Communication	Grammar
✓ <b>I describe a person</b> - I describe somebody's face and body - I say to whom somebody looks like - I describe what somebody wears - I describe somebody's personality - I express my personal opinion about somebody	1. <b>Main and subordinate clauses</b> 2. <b>Coordination between main clauses</b> 3. <b>The verb κλαίω</b> 4. <b>The definite pronoun ο ίδιος - η ίδια - το ίδιο</b> 5. <b>Table of new verbs</b>

Cultural and intercultural elements
<p><b>Interculturalism.</b></p> <p><b>Cinema:</b> Actors (Sophia Loren in the movie <i>The Child and the Dolphin</i>, 3.11. Elizabeth Taylor, Charlie Chaplin 3.10.γ.)</p> <p><b>Literature:</b> Author (Margaret Jursenar 3.10.γ.)</p> <p><b>Education:</b> A study by Charles University in Prague. 3.20.</p> <p><b>Hospitality:</b> A Spanish friend: Carlos is coming to Greece for a vacation. He will be hosted by his friend, Miltos. 3.18.α. (1)</p> <p><b>Politics:</b> Eleftherios Venizelos 3.10.γ.</p> <p><b>Geographical and factual data.</b></p> <p>Areas: Athens - Acropolis 3.7.</p> <p>Cities, Islands: Lamia 3.2.δ.</p> <p>Suburbs: Cholargos 3.2.</p> <p><b>Mythology:</b> Apollo and Aphrodite 3.5.</p> <p><b>Social issues:</b> Parent-child-adolescent relationships. Adolescents' views on their clothing. 3.14. Parents' views on young people's clothing. 3.15.</p> <p><b>Cultural issues:</b></p> <p><b>Painting:</b> Iakovos Rizos (1849-1926) «On the roof» 3.7.</p> <p><b>Cinema, politics:</b> Melina Mercouri. Her friendship with Manos Hadjidaki. 3.23.α.</p> <p>Music: 3.17</p> <p><b>Opera.</b> The tenors: Duo Fina (Greek musicians) 3.16</p> <p><b>Song:</b> Mr. Antonis 3.23.</p> <p>Composer &amp; lyricist: Manos Hadjidakis 3.23.</p> <p>Singer: George Dalaras 3.23.</p> <p><b>Bouzouki:</b> Folk entertainment centers with orchestra where the main instrument is the bouzouki) 3.16.</p>

## Step 4 How is your house?

Thematic units	Vocabulary
<b>Placement</b> ✓ <b>House</b> - Type & description - Surrounding area - Furniture and material	- Furniture                      - Material - Bathroom fixtures - Dimensions

Communication	Grammar
✓ <b>I describe a house</b> - I describe a house in general (type of house, number of stories etc.) - I describe the interior lay out of a house - I describe the interior decoration - I talk about the furniture and the objects of a house and their placement in it ✓ <b>I say from what material things are made of</b>	1. The definite pronoun <i>μόνος - μόνη - μόνο</i> 2. The three moods: the indicative, the subjunctive, the imperative 3. The subjunctive A & B (incomplete & complete action) 4. The position of <i>πριν</i> and <i>μετά</i> in a sentence 5. Subordinate time clauses with subjunctive that start: a. with <i>πριν</i> and b. with <i>όταν, μόλις</i> 6. Table of new verbs

Cultural and intercultural elements
<p><b>Architecture:</b> neoclassical house in Plaka 4.1            Manolis Vourekas: A Greek architect 4.14            A house in Pelion 4.15            The house of the poet Konstantinos Cavafy 4.17.α.</p> <p><b>Sculpture:</b>            Aphrodite of Milos 4.9.            George Lappas "The Traveler" 4.1.            Costas Varotsos "The Runner" 4.9.            Christos Kapralos "The Mother" 4.9.            Paul "The Fruit" 4.9.</p> <p><b>Literature:</b> Maria Iordanidou The apartment "Our yard" 4.19.</p> <p><b>Music:</b>            Song: Kamaroula a stalia 4.22            Composer: Mimis Plessas            Lyricist: Lefteris Papadopoulos            Singer: Giannis Pouloupoulos</p> <p><b>History:</b> Reference to the Destruction of Smyrna, in '22, to the refugees who came from there to Greece and to the description of the refugee settlements around Athens. 4.22</p>





## Step 5 Are you looking for a house?

Thematic units	Vocabulary
<b>Placement</b> <b>✓ Real estate</b> - Renting or buying - At the real estate agency - Classified ads - Surrounding area - Related services <i>(insulation, type of heating etc.)</i> <b>✓ Advantages and disadvantages of living in the city/in a suburb / in the country side</b>	- <b>Classified ads (real estate)</b> - <b>Advantages and disadvantages of a house, of living in the city etc.</b>

Communication	Grammar
<b>✓ I rent or buy a house</b> - I understand & draft a classified ad for renting or buying a house - I discuss with a real estate agent about renting or buying a house - I understand and give advice in order to choose the right house <b>✓ I say why I prefer living in the city or in the country side, in the centre or in a suburb (pros and cons)</b>	<b>1. The monolectic comparative adjectives</b> <i>καλύτερος-η-ο, χειρότερος-η-ο, περισσότερος-η-ο, λιγότερος-η-ο</i> <b>2. Formation of adverbs in -α deriving from adjectives</b> <i>καλός -&gt; καλά, καλύτερος -&gt; καλύτερα</i> <b>3. The verb ενδιαφέροναι and the expression με ενδιαφέρει</b>

Cultural and intercultural elements
<p><b>Interculturalism:</b> A foreign student, Maxim, is studying at the University of Athens and is looking for a house in the area of Zografou 5.1.</p> <p><b>Monuments / Buildings:</b> Photo and report. Acropolis Museum, Byzantine Museum.5.4.</p> <p><b>Geographical and factual data.</b>                      Areas: Athens: Zografou area (where many students live), Lycabettus 5.16., Kipseli 5.9. Close to Athens: Pikermi 5.9., Dionysus 5.16.                      Cities, islands: Xanthi (Thrace), cover. Thessaloniki, Skopelos 5.8., Paros (Cyclades) 5.13.β.                      Market: The Varvakeios Central Market in Athens. 5.7.</p> <p><b>Music:</b>                      Photo and report. George Zambetas "The best student" 5.4.                      Song: Where does love stay? From the serial "The apartment building" (2008) 5.18.                      Singer: Michalis Hatzigiannis.</p>

Civilisation 1
<ol style="list-style-type: none"> <li>1. The geographical departments of Greece and its prefectures</li> <li>2. Archaeological sites</li> <li>3. Chronological table of the main periods of Greek history</li> </ol>

## Unit 2 Personal relations and leisure time Steps 6 - 10

COMMUNICATION TARGETS		
<ul style="list-style-type: none"> <li>✓ Family relations</li> <li>✓ Free / Leisure time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Everyday life</li> <li>✓ Life then and now</li> </ul>	<ul style="list-style-type: none"> <li>✓ Travel</li> <li>✓ Weather</li> </ul>

### Step 6 The others and I

Thematic units	Vocabulary
<p><b>Social relations</b></p> <ul style="list-style-type: none"> <li>✓ Greetings / Introductions</li> <li>- I present myself</li> <li>- I introduce someone else</li> </ul> <p><b>Characterisations</b></p> <ul style="list-style-type: none"> <li>✓ Family relations</li> <li>- Relations between relatives</li> <li>✓ Personal life</li> <li>- Couples and their relationship</li> </ul> <p><b>Free / Leisure time</b></p> <ul style="list-style-type: none"> <li>✓ Free time outside the house</li> <li>- Social relationships</li> <li>- Participation in social events</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings / Introductions</li> <li>- Relationships</li> <li>- I agree, I disagree, I express doubt</li> </ul>

Communication	Grammar
<ul style="list-style-type: none"> <li>✓ I present myself</li> <li>✓ I introduce someone else</li> <li>✓ I create simple social relations</li> <li>✓ I participate in social events</li> <li>✓ I wish people something</li> <li>✓ I agree, I disagree, I express do</li> </ul>	<ol style="list-style-type: none"> <li>1. The diminutive nouns ending in <b>-άκης, -ούλης, in -ούλα, -ίσα &amp; in -άκι</b> ο Κώστας - ο Κωστάκης, ο μικρός - ο μικρούλης, η ταβέρνα - η ταβερνούλα, η κούκλα - η κουκλίτσα, το κορίτσι - το κοριτσάκι, το ούζο - το ουζάκι</li> <li>2. The indicative particle <b>να</b> with personal pronouns <b>να τους / να τη / να το</b></li> <li>3. The adjective <b>αρκετός-ή-ό</b> and the indefinite pronouns <b>κάποιος-α-ο &amp; μερικοί-ές-ά</b></li> <li>4. The position of possessive pronoun</li> <li>5. The past, the simple future &amp; the simple subjunctive of the verbs ending in <b>-ομαι &amp; -άμαι</b> ντύνομαι - ντύθηκα - θα ντυθώ κοιμάμαι - κοιμήθηκα - θα κοιμηθώ</li> <li>6. Table of new verbs</li> <li>7. Indirect speech (3): I transfer a dialogue in indirect speech [See 6.22]</li> </ol>

#### Cultural and intercultural elements

**Interculturalism:** Conference in Vienna, Austrian cuisine 6.5.β.

Famous Couples: Authors Simone de Beauvoir (1908-1986) and Jean-Paul Sartre (1905-1980) 6.15.

**Painting:**

Picasso and his wives 6.6.

Louis Dupre (1789 – 1837), γάλλος ζωγράφος: Πίνακας, *Αθηναία νύφη* 6.28

Mexican painters Frida Kahlo and Diego de Rivera 6.16.

Theophilos, folk painter (1870 - 1935) Painting: Erotokritos and Aretousa 6.18

**Monuments:** Old church, Agios Dimitrios Loubardiaris (16th century) 6.2.

**Geographical details.** Athens: Filopappou area 6.2.

**Architecture:** Stone, paved road, designed by the architect, Dimitris Pikionis (1887 – 1968) 6.2.

Pelion: Planning an excursion to the villages of Milies, Portaria, Makrinita, Tsagarada 6.22.α.

**Traditions and Customs:** Wishes for the Greek wedding 6.8. *Congratulations! We wish you a life full of flowers, Long live for the newlyweds!*

**Social:** The religious (6.19) and the political (6.20) marriage in Greece.

Wedding announcement in the newspaper 6.20.

**Literature:** The poet, George Seferis and Maro (6.17.) Excerpt from Seferis' *Correspondence* with Maro.

17th century Cretan literature: The Erotokritos by Vincenzo Kornaros 6.18.

**Music:**

Song: Traditional Cycladic wedding song: *Today a wedding takes place* 6.28.

Singer: Giannis Parios.

## Step 7 Time to travel

Thematic units	Vocabulary
<b>Free / Leisure time - Outside the house</b> ✓ <b>Trips</b> - Ticket reservation, accommodation, transportation - Car rental - At the gas station ✓ <b>Nature</b> - Description of the natural environment - Greek flora - Geographical data	- <b>Travel</b> - <b>Car</b> (description, malfunction, damages) - <b>Natural environment</b> (trees of the forest, fruit trees, herbs)
Communication	Grammar
✓ <b>I ask information about the boats</b> - itineraries, reservations, methods of payment ✓ <b>I ask information about renting a car</b> daily cost, what does the price include, delivery & drop off location of the car ✓ <b>I discuss at the gas station</b> - type / quantity of gas, car check ✓ <b>I say what is wrong with my car</b> ✓ <b>I describe a trip / excursion</b> - organisation, schedule, landmarks & nature, impressions ✓ <b>I complain</b> - about the organisation of the trip - about the hotels, tour guide etc.	1. <b>Subjunctive instead of imperative</b> 2. <b>The position of the personal pronoun in the imperative</b> 3. <b>The position of the personal pronoun in the subjunctive when it is used instead of the imperative</b> 4. <b>Vowel reduction</b> 5. <b>Apocope in the imperative</b> 6. <b>Conditional (αv + simple subjunctive)</b> 7. <b>Table of new verbs</b>

### Cultural and intercultural elements

**Interculturalism:** Painting of the French, Jean-Marie Parizel, *The olives*. 7.11.δ.

**Geographical details - Travel:** Travel to Paros, walk to Parikia, Ekatontapyliani, the Old Market and the Castle. 7.1. Walk on the Byzantine road in Paros that connects the mountain village of Lefkes with the village of Prodomos. 7.18. Travel to Nafplio 7.15

**Photos:** Lake Plastira, Tempi / Thessaly, Castle / Rhodes, Meteora / monastery, Evia, Lycabettus hill / Athens 7.11.

Excursion to Epirus and Zagorochoia (Isthmus of Corinth)

**Facts.** Visit to the Moraitis wineries in Paros and the vineyards. 7.11.ε.

**Nature:** Trees of the Greek land (pine, cypress, fir, poplar, olive, orange, apple, almond, walnut, fig) 7.11.α.

Fragrant Greek plants / infusions: oregano, mountain tea, sage, lavender, rosemary, thyme, chamomile. 7.18.α.

#### Music

Song: Krina tou gialou, Evanthia Reboutsika (music), Ghana (lyricist), Alkistis Protopsalti (singer) 7.25.α.

## Step 8 What's the weather going to be?

Thematic units	Vocabulary
<b>Free / Leisure time - Outside the house</b> ✓ <b>The weather</b>	<b>- The weather</b> <i>(natural phenomena, weather forecast, temperature)</i> <b>- The Cardinal points</b> <i>(adjectives and adverbs)</i> <b>- Day - Week - Month - Year</b> <i>(time adjectives)</i>

Communication	Grammar
<b>The weather</b> - I understand a weather report - I ask information about the weather - I describe the weather	<b>1. The neuter names <i>το πρωί</i> &amp; <i>το πρωινό</i></b> <b>2. The neuter names <i>το βράδυ</i> &amp; <i>το ρολόι</i></b> <b>3. Πίνακας νέων ρημάτων</b>

### Cultural and intercultural elements

**Painting:** Pavlos Samios (1948-2020) Two paintings: *Fantastic cafe, I am waiting for you* 8.6.

**Monuments:** Tower of the Winds (47 BC) Roman market, Plaka 8.11.

**Geographical details - Weather:** The winds in Greece 8.5. The climate of Greece 8.13.

A summer day in Greece and in Europe. Weather maps.

**Folklore:** The Alkyonides days (Nikolaos Politis: Traditions) 8.14.

**Mythology:** Alkyoni and Kyikas 8.14.

**Music:** It's raining! Lyrics, music, interpretation: Dionysis Savvopoulos  
 Dionysis Savvopoulos. Information

**Literature:** Odysseas Elytis, *Of the little North* 8.5.

## Step 9 What are we going to do today?

Thematic units	Vocabulary
<b>Free / Leisure time</b> ✓ Outings: Shows ✓ Readings: Books & press ✓ Social relations & events Everyday life	- <b>Kinds of shows</b> ( <i>opera, ballet, theatre plays, concerts...</i> ) - <b>Genres of films / plays / books</b> - <b>Invitations</b> - <b>I agree, I disagree, I doubt</b> - Directions - Daily routine

Communication	Grammar
✓ <b>I say what I do during my free time (Part 1)</b> - I choose a certain show & I explain my choice - I reserve tickets for a show - I choose books or films - I give directions - I understand and draft invitations - I accept or decline an invitation ✓ <b>I say what I do every day</b> (daily routine)	1. <b>Masculine nouns in -έας/-είς</b> <i>ο συγγραφέας - οι συγγραφείς</i> 2. <b>Use of subjunctive</b> 3. <b>Subjunctive with the particle ας</b> 4. <b>Subordinate clauses with (για) να</b> 5. <b>Verbs with the prefix ξανά-(re)</b> <i>βλέπω - ξαναβλέπω, παίζω - ξαναπαίζω</i> 6. <b>Indirect speech (4): Questions of complete ignorance</b> 7. <b>Table of new verbs</b>

Cultural and intercultural elements
<p><b>Theater:</b> Grigorios Xenopoulos <i>Secret engagements</i> 9.2.                      Euripides <i>Electra</i> at the Herodion 9.2.                      The life and work of M. Theodorakis <i>Who my life</i> 9.2.</p> <p><b>Opera:</b> Bizet <i>Carmen</i> 9.2.</p> <p><b>Ballet:</b> Manos Hadjidakis <i>The smile of Gioconda</i> 9.2.</p> <p><b>Cinema:</b> <i>The troupe</i> directed by Th. Angelopoulos 9.2.                      American movies: <i>Wedding a la Greek, The train will whistle three times</i> 9.2.</p> <p><b>Concerts:</b> Socrates Malamas at the Lycabettus Theater 9.2.                      In the Moonlight: Open archeological sites with the full moon (photo <i>Acropolis</i>)9.4.</p> <p><b>Cultural events:</b> 9.4.α.                      They are mentioned:</p> <p><b>Locations:</b> Elefsina Archaeological Site, Pella Archaeological Site, Museum of Byzantine Culture, Rock Theater, Lycabettus Theater, Roman Agora, Epidaurus Ancient Theater, summer cinemas</p> <p><b>Works and artists:</b> The Orchestra of Colors, Savvina Giannatou (singer), Leonidas Kavakos (violinist), Nikos Portokaloglou (composer, singer), Mikis Theodorakis <i>Axion esti</i>, Homer's <i>Odyssey</i>, <i>French film</i> Belier Family.</p> <p><b>Greek magazines:</b> <i>The 4 wheels, The word</i></p> <p><b>Music:</b> Song "Red Glasses" Composition - Performance: Stamatis Kraounakis.</p>

## Step 10 Then and now

Thematic units	Vocabulary
<b>Free / Leisure time</b> ✓ <b>Activities and hobbies then and now</b> - sports, music, cooking, crafting etc. - outings <b>Everyday life</b> ✓ <b>Everyday activities then and now</b>	- <b>Activities &amp; hobbies outside the house</b> - <b>Activities &amp; hobbies inside the house</b> - <b>Television &amp; programmes</b> - <b>Football</b>

Communication	Grammar
✓ <b>I say what I do during my free time (Part 2)</b> - I describe activities & actions with duration in the past - I talk about my hobbies and activities - I understand the television programme & I talk about it - I talk about a football game	1. <b>Imperfect tense</b> 2. <b>Use of imperfect</b> 3. <b>Endings of present, imperfect &amp; past tense</b> 4. <b>Neuter nouns in -σιμο (-ξιμο, -ψιμο) that derive from verbs</b> το τρέξιμο, το ράψιμο 5. <b>Subordinate time clauses that start with ενώ</b> 6. <b>The general or indefinite subject</b> 7. <b>Table of new verbs</b>

Cultural and intercultural elements
<p><b>Interculturalism:</b> Reference to a painting by the painter Edgar Degas.10.3.</p> <p><b>Painting:</b> Giannis Tsarouchis and a story about the painting "The Pink Sailor" From the Press.10.20</p> <p><b>Traditions and Customs:</b> Easter in Aegina. 10.22.</p> <p><b>Social:</b> Social life, habits, occupations now and then. Three generations in comparison. The generation of 16-17 years, of 30-40 and the generation of grandparents, aged 60-70 but also 80-90 years. Comparison of lifestyle. 10.1., 10.2.</p> <p>The "maid" and her way of life, an institution different from the past. From the short story "The Emerald" 10.19. Summer on a Greek island. 10.5.</p> <p><b>Greek cuisine:</b> A recipe. The tzatziki.</p> <p><b>Greek television:</b> A daily schedule. 10.15.</p> <p><b>Sport:</b> Panathinaikos, Olympiakos.10.16.</p> <p><b>Leisure:</b> The free time of teenagers in Greece.</p> <p><b>Literature:</b> Excerpt from Trelantonis by Penelope Delta, Reference to the Benaki Museum, by Antonis Benakis, to the author Penelope Delta.10.18.</p> <p><b>Ecology:</b> ECOMOBILITY, Green movements in Greece. 10.4.η.</p> <p>Ecological camp ECO CAMP, 10.24.</p> <p><b>Technology: The ZENITH tablet 57P</b></p> <p><b>Music:</b> Song: "Aristotelous Street" The story of the song from the book "Songs write their history" by Lefteris Papadopoulos. 10.28.</p>

Civilization 2
1. <b>Easter</b> 2. <b>Some Easter customs</b> 3. <b>How to make Grandma's traditional Easter cookies</b> 4. <b>Holidays of the year</b> <b>The national holidays: The 25th of March, The 28th of October</b> 5. <b>First May and St John's fires</b> <b>Song:</b> Tonight my guitar (Cantada of the Ionian Islands)



## UNIT 3 Everyday life Steps 11 - 13

COMMUNICATION TARGETS		
<ul style="list-style-type: none"> <li>✓ <b>The world of the market</b></li> <li>✓ <b>Health and Nutrition</b></li> <li>✓ <b>Education</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Professions</b></li> <li>✓ <b>Workplace</b></li> <li>✓ <b>Public services</b></li> </ul>	<b>Civilization 3</b> In Crete From Greek poetry

### Step 11 What are you going to buy?

Thematic units	Vocabulary
<b>The world of the market</b> <b>Everyday life</b>	<ul style="list-style-type: none"> <li>- Linens</li> <li>- Material (part 2)</li> <li>- Electronic &amp; electric appliances</li> <li>- Repairs</li> <li>- Method of usage of electric appliances</li> </ul>

Communication	Grammar
<ul style="list-style-type: none"> <li>✓ <b>I make transactions in a shop</b></li> <li>- I explain what I want to buy (type of good, dimensions, material etc.)</li> <li>- I ask the price and the method of payment</li> <li>- I understand the instructions of usage of an appliance</li> <li>- I understand advertisements and I select products</li> <li>- I ask something to be repaired</li> <li>- I complaint about something</li> <li>✓ <b>I say from what material something is made</b></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Neuter nouns in -ον</b> <i>το προϊόν, το περιβάλλον, το ενδιαφέρον, το μέλλον, το παρελθόν, το παρόν</i></li> <li>2. <b>Feminine nouns in -ού / -ούδες</b> <i>η μαϊμού, η αλεπού, η περιπτερού</i></li> <li>3. <b>The possessive pronoun δικός-ή/ιά-ό (μου, σου, του...)</b></li> <li>4. <b>The pronouns τόσος-η-ο &amp; όσος-η-ο</b></li> <li>5. <b>Cardinal numerals</b></li> <li>6. <b>Indirect speech (part 4: imperative)</b> <i>Κάνε / Μου είπε να κάνω</i></li> <li>7. <b>Table of new verbs</b></li> </ol>

### Cultural and intercultural elements

**Interculturalism:** Immigrant. The story of Bayan from Syria. 11.5.β.

**Painting:** Nikos Chatzikyriakos-Gikas "Composition with objects" p. 234

**Monuments:** Benaki Museum. Quality gifts, museum copies. 11.18.

**Business world:** Two Greek companies. Apivita (cosmetics from honey), Zeus & Dioni (Greek fashion). 11.18.

**Everyday life:** Authentic store ads. 11.3., 11.9.β., 11.10.

Τι προτιμούν να αγοράζουν οι Έλληνες στο διαδίκτυο. 11.14.

**Social:** The language of clothes. 11.15.

**Music:** Song "I said and I repeat it again" Traditional song for the foreign country. Interpretation: Areti Ketime. 11.26.

## Step 12 Health and nutrition

Thematic units	Vocabulary
<b>Health - At the doctor's</b> ✓ At the general practitioner ✓ At the pharmacy <b>The world of the market</b> ✓ Kinds of food ✓ At the food stores <b>Free / Leisure time</b> ✓ Outside the house - Food at the restaurant	- <b>Medicine</b> - <b>Food</b> - <b>Types of food</b> - <b>Nutrition</b>

Communication	Grammar
<b>I talk about health and nutrition issues</b> - I talk with the doctor - I talk with the pharmacist - I select different types of food - I explain / follow cooking recipes - I talk about the qualities of food - I order at the restaurant	<ol style="list-style-type: none"> <li><b>1. Imperfect future</b> <i>θα τρώω, θα πίνω, θα κοιμάμαι</i></li> <li><b>2. The impersonal expressions with <i>ότι</i></b> <i>το καλό είναι ότι, το ευχάριστο είναι ότι</i></li> <li><b>3. The correlative conjunction <i>είτε... είτε</i></b></li> <li><b>4. Interrogative or exclamative sentences introduced by <i>τι</i></b> <i>Τι κάνεις; Τι; Αύριο έχουμε μάθημα; Τι ωραία! Τι ωραίος που είσαι!</i></li> <li><b>5. Accentuation of the monosyllables</b> <i>πως/πώς, που/πού &amp; η/ή</i></li> <li><b>6. Accentuation of nouns</b> <i>ο άντρας – των αντρών</i></li> <li><b>7. Middle disposition verbs, conjugation B, class A</b> <i>αναρωτιέμαι, βαριέμαι</i></li> <li><b>8. Fragments / Elliptical sentences</b> <i>Όχι όλα τα δημητριακά.</i></li> <li><b>9. Table of new verbs</b></li> </ol>

Cultural and intercultural elements
<p><b>Health and diet:</b> Healthy diet. 12.1. Greek hospitals. 12.6.</p> <p><b>Traditions and Customs:</b> Shrove Monday. Fasting food. Kite flying. 12.15.</p> <p><b>Greek cuisine:</b> Recipe for lenten halva. 12.17. Greek cheeses. 12.18., Lentils and bean soup. 12.20. Meats from Epirus. 12.19. The Thessaloniki bun. 12.21.</p> <p>At the tavern: Greek food menu 12.22.γ. At the fish tavern: Greek fish, Greek coffee items, Spoon sweets, Baking sweets. 12.22.ε.</p> <p><b>Intercultural:</b> Picture for discussion with different food products. (Europe - Asia) 12.30.</p> <p><b>Music:</b> Song "The net". Composer: Stavros Xarchakos, Poetry: Nikos Gatsos, Interpretation: Vicky Moscholou. From the movie "Rebetiko".</p>

## Step 13 Studies and professions

Thematic units	Vocabulary
Characterisations ✓ Education ✓ Profession Everyday life ✓ Public services ✓ Phone calls	- School / Studies / Plans for the future - Types of professions / employment - Place of employment / conditions / salary - Public services

Communication	Grammar
✓ I ask and give information regarding the operation of an educational institution (obligations, rights, registrations, tuition fees, exams etc.) ✓ I ask and give information regarding the environment and conditions of employment ✓ I give simple instructions or I follow instructions that I receive at my work	1. Basic terms of a sentence (subject, predicate, object) 2. Use of cases (nouns) 3. The prepositions <i>με, σε, για, από</i> + accusative (review) 4. Subordinate clauses (review) 5. The subjunctive (review) 6. Verbs that follow <i>ότι</i> and <i>να</i> (review)

Cultural and intercultural elements
<p><b>Education:</b> Athens university. Teaching. 13.1.            Structure of the Greek educational system: Primary and Secondary education.13.17.            Daily High School program in Greece:13.17.α.</p> <p><b>Interculturalism:</b> Foreign students in Greece, learn Greek in the Greek language departments at the Teaching of EKPA.13.1.            Dutch embassy in Greece: Creation of a common workplace (Portokaleonas) for Greeks and Dutch.13.29.</p> <p><b>Public services:</b> KEP (Citizens' Service Center) 13.21.α., Citizens' insurance.13.22.            ELTA (Greek Post)</p> <p><b>Music:</b> Department of Music Studies of EKPA. 13.19  <b>Song:</b> Song "Golden Green Leaf". Composer Mikis Theodorakis, Interpretation: Grigoris Bithikotsis.  <b>Geography:</b> Cyprus. General information and information about Cyprus and the song.13.32.</p>

Civilization 3
<p><b>In Crete</b></p> <ol style="list-style-type: none"> <li>1. Nutrition of Crete</li> <li>2. Next to the marmites making raki</li> <li>3. Traditional wedding in Crete and “Mandinades”, the Cretan folklore songs</li> </ol> <p><b>From Greek poetry</b></p> <ol style="list-style-type: none"> <li>4. Constantine Kavafy, <i>The afternoon sun</i></li> <li>5. Kiki Dimoula, <i>The Plural</i></li> <li>6. Dionysios Solomos, <i>Hymn to Liberty</i></li> </ol>

# The Greek National Anthem

## Hymn to the Liberty

*by Dionyssios Solomos*

1. Σὲ γνωρίζω ἀπὸ τὴν κόψι  
Τοῦ σπαθιοῦ τὴν ἰσομερῆ ,  
Σὲ γνωρίζω ἀπὸ τὴν ὄψι ,  
Ποῦ μὲ βία μετράει τὴν γῆ .
2. Ἄσ' τὰ κόκκαλα βγαλμένη  
Τῶν Ἑλλήνων τὰ ἱερά ,  
Καὶ σὰν πρῶτα ἀνδρείωμένη ,  
Χαῖρε , ὦ χαῖρε , Ἐλευθεριά !

