



Specification

Edexcel GCSE in Greek (2GK01)
Edexcel GCSE (Short Course) in Greek:
Spoken Language (3GK0S)
Edexcel GCSE (Short Course) in Greek:
Written Language (3GK0W)
For first teaching from 2009

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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Greek are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of focus in the speaking unit.
- 100% externally marked.
- Outcome based, single tier of assessment.
- Emphasis on active use and manipulation of language.
- Builds on best practice from previous Edexcel GCSE qualifications.
- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2).
- Short Courses in two skills: listening and speaking or reading and writing.
- Provides logical progression route to GCE AS and Advanced studies.

Key subject aims

To enable students to develop:

- an understanding of Greek in a variety of contexts
- a knowledge of Greek vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Greek
- awareness and understanding of countries and communities where Greek is spoken.

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Specification at a glance

The Edexcel GCSE in Greek consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Greek: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Greek: Written Language is formed of the other two units (reading and writing). It is possible to amalgamate the results from the two Short Courses to form a GCSE qualification.

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses are available for first certification in 2010 and the Edexcel GCSE is available for first certification in 2011.

Unit 1: Listening and Understanding in Greek

*Unit code: 5GK01

- Externally assessed
- Availability: June
- First assessment: June 2010

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand spoken Greek. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of passages or interactions in Greek with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2: Speaking in Greek***Unit code: 5GK02**

- Externally assessed
- Availability: June
- First assessment: June 2010

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- The focus of the speaking unit will be **chosen by the centre in consultation with the student** and will relate to the following themes: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- This unit is externally assessed.
- Students will be expected to demonstrate an ability to use the language for different purposes and in different settings although these can relate to the same theme. The examination features two tasks.
 1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme).
 2. A general conversation related to a chosen theme.
- Students must undertake these tasks in a specified/timetabled assessment window between March and May and all performances must be recorded.
- Timing: 8-10 minutes in total with half of the time (approximately) spent on each task.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Reading and Understanding in Greek

*Unit code: 5GK03

- Externally assessed
- Availability: June
- First assessment: June 2010

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand written Greek. Testing is through a variety of tasks which require a response (either written or non-verbal), to demonstrate their understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of short texts, notices or short news reports in Greek which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 55 minutes.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 4: Writing in Greek***Unit code: 5GK04**

- Externally assessed
- Availability: June
- First assessment: June 2010

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- Students will produce **two** pieces of Greek writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.
- Timing: 1 hour.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Greek requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are relevant and of interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Greek qualification requires students to:

- develop the ability to listen to and understand spoken Greek in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Greek: Spoken Language qualification requires students to:

- develop the ability to listen to and understand spoken Greek in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Greek: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

Edexcel has prescribed the following four common topic areas and linked sub-topics. These, together with the minimum core generic vocabulary list (*Appendix 5*) have been produced to aid teachers in planning and preparing students for success in *Unit 1: Listening and Understanding in Greek* and *Unit 3: Reading and Understanding in Greek*.

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Greek is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Choice of themes

For speaking and writing units, content will relate to the following broad themes. However, as the qualification provides flexibility, choice and, in the speaking unit, scope for personalised learning, students are free to focus on one of the following.

Theme	Possible related content
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The following content is indicative only.

1. Media, travel and culture	Music/film/reading
-------------------------------------	--------------------

Fashion/celebrities/religion

Blogs/internet

Holidays

Accommodation

Eating, food, drink

2. Sport, leisure and work	Hobbies/interests
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Hobbies/interests

Sporting events

Lifestyle choices

Work experience/part-time jobs

Product or service information

Students can follow a vocationally focused pathway through the choice of theme in the speaking unit. Students should be familiar with all of the above themes for the writing unit.

Unit 1 Listening and Understanding in Greek

Overview

Content overview

To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas as listed on page 9 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing Greek language in a range of styles or different registers and in a variety of contexts, as appropriate to their age and level of understanding. Material used will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a Greek-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The general content of the assessment tasks should be familiar and accessible to students.
- Students must demonstrate their understanding of pre-recorded spoken language. The recordings feature male and female native Greek speakers who will speak at a rate that is appropriate to the expected level of students' understanding.
- In addition to the time indicated below, students have 5 minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Each passage of Greek is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question, or part of a question, and to read the next question before the related extract is played.
- The recordings are sent out in CD ROM format or as sound files that can be accessed via a secure download.
- The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English may be provided.

- Students are required to give their own short/written English-language responses (two or three words may suffice) to certain questions.
- To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 2 Speaking in Greek

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes related to one (or both) of the following themes:
 - media, travel and culture
 - sport, leisure and work.
- The above themes are broad and offer students scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Greek language and grammar, as well as to present, discuss, interact, respond to questions, express feelings and give opinions in Greek. Students, in negotiation with their teacher, can choose to relate their speaking assessments to either of the above themes. Alternatively, they may undertake one task linked to *media, travel and culture* and relate the other task to *sport, leisure and work*.
- Teachers are encouraged to engage students in a variety of speaking activities as they develop their language skills. These may range from participating in a simple 1:1 conversation to a more complex group discussion or podcast production. Some possible subtopics appear on page 10 and many more are possible.
- Students are expected to develop an appropriate awareness and understanding of the culture and society of Greek-speaking countries and communities as part of their Greek language study.

Assessment overview

- Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types:
 - picture-based discussion (or presentation) with follow-up questions
 - general conversation linked to a theme.
- Each task should last for approximately 4-5 minutes and must occur in a timetabled assessment window usually between March and May. Exact dates will be published in the GCSE examinations timetable.
- Students must engage in a **discussion related to a picture** (or other visual) that they have chosen **or** give a **presentation** (1 to 2 minutes maximum) and then respond to a series of linked follow-up questions and answers. These tasks give students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (for example an activity, club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they are asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture/or presentation-based assessment on an individual basis in advance of the assessment and must be permitted access to an appropriate bilingual dictionary during this time.
- Students may refer to an A5 sheet of paper with bulleted notes (30 words maximum).

As the assessment for both task types is outcome-based, teachers should ensure that they ask questions that are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of their students' discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers **do not** inform students in advance about the specific questions that they intend to use in the live assessments and **do not** rehearse specific individual assessments.

The **general conversation** enables students to demonstrate that they can present information and give opinions as well as interact effectively with another Greek speaker. This task is linked to a chosen theme. Students must be given an opportunity to respond to unpredictable language and teachers should generally ensure that they provide adequate opportunities for students to perform at their optimal level. It is, therefore, important that teachers do **not** prepare a specific list of questions with their students in advance.

The tasks will attract a maximum of 50 marks (25 marks for each task) in accordance with the following assessment criteria. Marks are awarded for *content and response*, *range of language* and *accuracy*. Students are able to score the highest marks without perfect or native speaker level Greek.

Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
<ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. 	13-15
<ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. 	10-12
<ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. 	7-9
<ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. 	4-6
<ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies) • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	5	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	5
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	4	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	4
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Unit 3 Reading and Understanding in Greek

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (page 9) and, where appropriate, build on the Key Stage 3 Programme of Study. Students should be presented with Greek language in a range of styles or registers and in a variety of different contexts as appropriate to their age and level of understanding. In the question paper, students will encounter text in different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to a Greek-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.
- A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English is provided.
- In addition, the paper awards marks for students' short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- Some questions may involve non-verbal Greek language responses (for example selection of an appropriate Greek language response from a list) and these will appear towards the end of the paper.
- Timing: 55 minutes.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 4 Writing in Greek

Overview

Content overview

- To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to one (or both) of the themes below:
 - media, travel and culture.
 - sport, leisure and work.
- Students need to demonstrate that they can apply their knowledge and understanding of Greek language and grammar to write effectively in Greek for different purposes and in different contexts. Consequently, the examination paper requires students to undertake both a short task (for example, a simple email message) and a more extended Greek writing task in which students can inform, describe, provide detail, express feelings or give opinions.

Assessment overview

- The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language as well as accuracy in the second longer task. Tasks will be set in English to ensure that the assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, this task also provides opportunities for stretch and challenge through extended writing. Students must be given access to an appropriate bilingual dictionary in Tasks 1 and 2.
- Task 1: Students are required to produce a short writing task in Greek (30-70 words) in response to a choice of four questions that relate to both of the prescribed themes. The task is assessed for communication and knowledge and application of language only.
- Task 2: Students will be expected to produce some extended writing in Greek (at least 120 words). They must choose one of four possible tasks that relate to both of the prescribed themes. Tasks offer opportunities for students to narrate, express opinions and to justify points of view. The task is assessed for communication, knowledge and application and accuracy of language.

- Students will have one hour to complete this paper.
- The tasks attract a maximum of 50 marks in accordance with the following assessment criteria.

Assessment criteria for writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Assessment criteria for writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

B Assessment

Assessment summary

Units 1, 2, 3 and 4 are external units, set and marked by Edexcel.

Summary of table of assessment

Unit 1 Listening and Understanding in Greek Unit code: 5GK01

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of passages or interactions in Greek with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 45 minutes (plus 5 minutes' reading time).

Total number of marks is 50.

Unit 2 Speaking in Greek Unit code: 5GK02

This unit is externally marked and involves students carrying out **two** different tasks related to a chosen theme (or themes). Tests are conducted by the teacher in a specified assessment window. The assessment criteria primarily reward students for *communication (content and response)* although additional marks are awarded for *range of language and accuracy*.

Timing: 8-10 minutes in total (equally divided across both tasks).

Total number of marks is 50.

Unit 3 Reading and Understanding in Greek Unit code: 5GK03

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of short texts, notices or short news reports in Greek which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 55 minutes.

Total number of marks is 50.

Unit 4

Writing in Greek

Unit code: 5GK04

The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work at grades from G to A*.

The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

Timing: 1 hour.

Total number of marks is 50.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	46%	0%	23%
AO2: Communicate in speech.	54%	0%	27%
AO3: Understand written language.	0%	46%	23%
AO4: Communicate in writing.	0%	54%	27%
TOTAL	100%	100%	100%

Relationship of Assessment Objectives to units

Edexcel GCSE in Greek

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	23%	0%	0%	0%	23%
Unit 2	0%	27%	0%	0%	27%
Unit 3	0%	0%	23%	0%	23%
Unit 4	0%	0%	0%	27%	27%
Total for GCSE	23%	27%	23%	27%	100%

Edexcel GCSE (Short Course) in Greek: Spoken Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	46%	0%	0%	0%	46%
Unit 2	0%	54%	0%	0%	54%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	46%	54%	0%	0%	100%

Edexcel GCSE (Short Course) in Greek: Written Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	46%	0%	46%
Unit 4	0%	0%	0%	54%	54%
Total for GCSE Short Course	0%	0%	46%	54%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Students studying unitised GCSE Short Course and GCSE qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc/feschools/access-consideration) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information relating to the Disability Discrimination Act.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2010 series and in each following June series for the lifetime of the qualification.

Your student assessment opportunities

Unit	June 2010	June 2011
Unit 1: Listening and Understanding in Greek	✓	✓
Unit 2: Speaking in Greek	✓	✓
Unit 3: Reading and Understanding in Greek	✓	✓
Unit 4: Writing in Greek	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE (Short Course) in Greek: Spoken Language or Edexcel GCSE (Short Course) in Greek: Written Language will be 2010, and the first certification opportunity for the Edexcel GCSE in Greek will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 70	63	56	49	42	35	28	21	14

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–13.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Greek, cash-in code: 2GK01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in Greek: Spoken Language, cash-in code: 3GK0S
 GCSE (Short Course) in Greek: Written Language, cash-in code: 3GK0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Resitting of units

Students can resit the assessment requirements for an externally assessed unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

Students who want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE Short Course and GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a GCSE Short Course remain available for use in a GCSE qualification

Language of assessment

Assessment of this specification will be available in Greek although some questions will be set in English and require responses in English. Assessment materials will be published in English and in Greek (where appropriate).

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and conveying feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in the target language (Units 2 and 4)
- a requirement to produce extended target language.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Greek language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

<p>A</p>	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
<p>C</p>	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>

F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

For up-to-date information on published resources, please visit www.edexcel.com/gcse2009

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel – Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

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Appendix 1 Key skills

■ ■ Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this qualification, all key skills communication evidence must be in English.

■ ■ Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual				✓
Moral		✓		
Ethical		✓		
Social				✓
Cultural			✓	
Citizenship	✓		✓	
Environmental	✓			
European initiatives				✓
Health and safety		✓		
Legislative		✓		✓
Economic		✓		
Sustainable development		✓		✓

In addition to acquiring knowledge about language structures and developing of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Greek-speaking countries and communities. Consequently, teachers can link their students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in Greek referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5710
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE's Sections 96 and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: GCSE in Greek 500/4460/6 GCSE (Short Course) in Greek: Spoken Language 500/4547/7 GCSE (Short Course) in Greek: Written Language 500/4546/5
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5GK01 Unit 2 – 5GK02 Unit 3 – 5GK03 Unit 4 – 5GK04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE in Greek – 2GK01 GCSE (Short Course) in Greek: Spoken Language – 3GK0S GCSE (Short Course) in Greek: Written Language – 3GK0W
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit to obtain the overall grade for the qualification. 	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

Appendix 4 Grammar list

Candidates will be expected to acquire knowledge and understanding of the following aspects of the grammar of the target language during their course.

Core grammar

- Nouns:** **Parasyllabic nouns** gender, singular and plural forms, case
Common imparisyllabic nouns (eg καφές, γιαγιά): gender, singular and plural forms, case
- Articles:** Definite: gender, number, case
 Indefinite: gender, number, case
- Adjectives:** **Agreement of adjectives ending in:** -ος,-η,-ο and -ος,-α,-ο
Common adjectives ending in:
 -ύς,-ιά, -ύ (eg βαθύς, πλατύς)
 -ων, -ούσα, -ον (eg ενδιαφέρων, παρών)
 -ης, -α, -ικο (eg τεμπέλης, πεισματάρης)
Comparative and superlative (regular)
- Quantifiers:** όλος, πολύς, τόσοσ, το παν, τα πάντα, αρκετός, ελάχιστος, μερικοί, διάφοροι
- Pronouns:** gender, case, singular and plural:
Direct and indirect object
Personal (emphatic and weak)
Relative
Demonstrative
Definite and indefinite pronouns
Possessive
- Adverbs:** **Time, manner, degree and place**
Comparative and superlative
Interrogative
- Verbs:** **Modes of address:** εσύ εσείς
Impersonal verbs: υπάρχει/ουν, πρέπει, πρόκειται
Present, Aorist, Future of:
'to be' and 'to have'
Regular verbs
 First conjugation verbs (paroxytone) eg γράφω
 Second conjugation verbs (oxytone) verbs: types A/B eg αγαπώ/μπορώ
High frequency contracted verbs, eg λέω, τρώω, ακούω
High frequency irregular verbs
Deponent verbs (eg those associated with daily routine, «κοιμάμαι», «έρχομαι»)

Common imperatives: eg μην καπνίζετε, ελάτε

Negative forms

Interrogative forms

'would like': θα ήθελα

The subjunctive: everyday, common instances of the subjunctive: eg «μ' αρέσει να διαβάζω», «δεν μπορώ να πάω στο πάρτι»

Prepositions: σε, για, από, με, μέχρι, ως, πριν, σαν, χωρίς

Conjunctions: και, ή, είτε, αλλά, όμως, ενώ, μόνο, λοιπόν, δηλαδή, πως, που, ότι, όταν, ενώ, αφού, μόλις, γιατί, επειδή, αν, να, για να, μη(ν), μήπως, παρά

Number: **Cardinals** (including declension)
Common ordinals
Quantity
Dates and time (including days, months and seasons)

GRADES C-A*

All structures previously listed plus:

Adjectives: Ending in: -ύς, -ιά, -ύ ; -ων, -ουσα, -ον; -ης, -α, -ικο;
-ης, -ες (διεθνής, επιμελής, ειλικρινής)
Irregular comparatives and superlatives(eg καλύτερος, μεγαλύτερος)

Present participles: (-οντας, ώντας) high frequency verbs.

Verbs: **Imperfect, perfect and pluperfect in the active voice**
Oxytone and paroxytone verbs in the passive voice (R):
present, aorist, future tense
Conditional tense of common verbs, active voice (θα πήγαινα, θα έπρεπε)
Subjunctive (να + verb) present and past

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in Greek* and *Unit 3: Reading and Understanding in Greek* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In the speaking and writing units, it is important to note that the vocabulary requirements, in either of the chosen themes (*media, travel and culture* or *sport, leisure and work*), could vary between students.

High frequency language (multiple contexts)

Verbs

αγαπώ	<i>I love</i>
αγγίζω	<i>I touch</i>
αγοράζω	<i>I buy</i>
ακολουθώ	<i>I follow</i>
ακουμπώ	<i>I touch</i>
ακούω	<i>I hear/to listen</i>
ακυρώνω	<i>I cancel</i>
αλλάζω	<i>I change</i>
αλλάζω	<i>I change</i>
ανάβω	<i>I light, turn on</i>
αναχωρώ	<i>I depart</i>
ανεβαίνω	<i>I go up/climb</i>
ανοίγω	<i>I open/switch on</i>
ανταλλάσσω	<i>I exchange</i>
αξιίζω	<i>I deserve</i>
απαντώ	<i>I answer</i>

αποφασίζω	<i>I decide</i>
αποφεύγω	<i>I avoid</i>
(μου) αρέσει	<i>I like</i>
αρχίζω	<i>I begin</i>
αφήνω	<i>I leave (an object/person)</i>
βάζω	<i>I put</i>
βελτιώνω	<i>I improve</i>
βιάζομαι	<i>I hurry</i>
βλέπω	<i>I see</i>
βοηθώ	<i>I help</i>
βρίσκομαι	<i>I am located</i>
βρίσκω	<i>I find</i>
γελάω	<i>I laugh</i>
γεμίζω	<i>I fill</i>
γνωρίζω	<i>I know (be familiar with)</i>
γράφω	<i>I write</i>
γυρίζω	<i>I turn/return/return an object</i>
δανείζομαι	<i>I borrow</i>
δανείζω	<i>I lend</i>
δείχνω	<i>I show</i>
διαλέγω	<i>I choose</i>
διαρκώ	<i>I last</i>
διασκεδάζω	<i>I enjoy myself/have fun</i>
δίνω	<i>I give</i>
διορθώνω	<i>I repair/to correct</i>
διψάω	<i>I am thirsty</i>
δουλεύω	<i>I work</i>
(με) ενδιαφέρει/ενδιαφέρομαι	<i>I am interested in</i>
είμαι	<i>I am</i>
ελέγχω	<i>I check</i>

ελπίζω	<i>I hope</i>
εμποδίζω	<i>I prevent</i>
επαναλαμβάνω	<i>I repeat</i>
επιθυμώ	<i>I want, desire</i>
επικοινωνώ	<i>I communicate</i>
επισκέπτομαι/κάνω επίσκεψη	<i>I visit</i>
επισκευάζω	<i>I repair</i>
επιστρέφω	<i>I return</i>
επιτρέπω	<i>I allow</i>
εργάζομαι	<i>I work</i>
έρχομαι	<i>I come</i>
ευχαριστώ	<i>I please/I thank</i>
εύχομαι	<i>I wish</i>
έχω	<i>I have</i>
έχω ανάγκη	<i>I need</i>
ζω	<i>I live</i>
ζητώ	<i>I ask/look for</i>
θέλω	<i>I want</i>
θυμάμαι	<i>I remember</i>
θυμώνω	<i>I get angry</i>
καθαρίζω	<i>I clean</i>
κάθομαι	<i>I sit down</i>
κάνω αίτηση	<i>I apply to</i>
κάνω επανάληψη	<i>I revise</i>
καταλαβαίνω	<i>I understand</i>
καταφέρνω	<i>I manage</i>
κατεβαίνω	<i>I go down/descend</i>
κερδίζω	<i>I win, earn</i>
κλαίω	<i>I cry</i>
κλέβω	<i>I steal</i>

κλείνω	<i>I close</i>
κλείνω	<i>I reserve (a table)</i>
κοιμάμαι	<i>I sleep</i>
κολλώ	<i>I stick</i>
κοστίζει	<i>it costs</i>
κουβεντιάζω	<i>I chat</i>
κρατώ	<i>I hold/keep/reserve</i>
κυκλοφορώ	<i>I circulate/to go along (in a car)</i>
λατρεύω	<i>I adore</i>
λέγομαι	<i>I am called</i>
λείπω	<i>I miss/I am absent</i>
λέω	<i>I tell</i>
λυπάμαι	<i>I am sorry</i>
μαγειρεύω	<i>I cook</i>
μαθαίνω	<i>I learn</i>
μαλώνω	<i>I argue/to scold</i>
μελετώ	<i>I study (books etc)</i>
μένω	<i>I live/I stay</i>
μετανιώνω	<i>I regret</i>
μετρώ	<i>I count</i>
μιλώ	<i>I speak</i>
μισώ	<i>I hate</i>
μοιάζω	<i>I look like/I resemble</i>
μπαίνω	<i>I enter</i>
μπορώ	<i>I am able to</i>
νοικιάζω	<i>I rent/I hire</i>
ξέρω	<i>I know (be familiar with)</i>
ξεφεύγω	<i>I escape</i>
ξεχνώ	<i>I forget</i>
ξοδεύω	<i>I spend</i>

οδηγώ	<i>I drive</i>
οργανώνω	<i>I organise</i>
παίρνω	<i>I take</i>
παραγγέλλω	<i>I order</i>
παράγω	<i>I produce</i>
παρκάρω	<i>I park</i>
παρουσιάζω	<i>I present</i>
πεινάω	<i>I am hungry</i>
περιγράφω	<i>I describe</i>
περιμένω	<i>I wait for</i>
περνώ	<i>I spend time/pass</i>
περπατώ	<i>I walk</i>
πετυχαίνω	<i>I succeed</i>
πετώ	<i>I throw/I fly</i>
πέφτω	<i>I fall</i>
πηδώ	<i>I jump</i>
πίνω	<i>I drink</i>
πιστεύω	<i>I think, believe</i>
πλένω	<i>I wash</i>
πληροφορώ	<i>I inform</i>
πονάω	<i>I ache</i>
πουλώ	<i>I sell</i>
πρέπει	<i>I have to</i>
προσγειώνομαι	<i>I land</i>
προσέχω	<i>I look after/I pay attention</i>
προσθέτω	<i>I add</i>
προσκαλώ	<i>I invite</i>
προσπαθώ	<i>I try</i>
προσφέρω	<i>I offer</i>
προτιμώ	<i>I prefer</i>
ρωτώ	<i>I ask</i>

σερβίρω	<i>I serve</i>
σερφάρω	<i>I surf the internet</i>
σηκώνω	<i>I lift</i>
σημειώνω	<i>I note</i>
σκέφτομαι	<i>I think</i>
σπουδάζω	<i>I study (at university)</i>
σπρώχνω	<i>I push</i>
σταθμεύω	<i>I park</i>
σταματώ	<i>I stop</i>
στέλνω	<i>I send</i>
συγχωρώ	<i>I forgive</i>
συζητώ	<i>I discuss</i>
συμβουλεύω	<i>I advise</i>
συναντώ	<i>I meet</i>
συνοδεύω	<i>I accompany</i>
συστήνω	<i>I introduce</i>
συστήνω	<i>I recommend</i>
τελειώνω	<i>I finish, end</i>
τηλεφωνώ	<i>I phone</i>
τραβώ	<i>I pull</i>
τρώω	<i>I eat</i>
υπάρχει/έχει	<i>there is</i>
υπογράφω	<i>I sign</i>
φαίνομαι	<i>I seem</i>
φεύγω	<i>I leave (a place)</i>
φιλώ	<i>I kiss</i>
φιλοξενώ	<i>I receive, I am host to</i>
φορτώνω	<i>I load</i>
φορτίζω	<i>I charge</i>
φροντίζω	<i>I look after</i>
φταίω	<i>I am at fault</i>

φτάνω	<i>I arrive</i>
φυλάω	<i>I save</i>
χαλάω	<i>I damage/to go wrong/to fail</i>
χαμογελώ	<i>I smile</i>
χάνω	<i>I lose</i>
χιονίζει	<i>It snows</i>
χορεύω	<i>I dance</i>
χρειάζομαι	<i>I need</i>
χρησιμοποιώ	<i>I use</i>
χτυπώ	<i>I ring</i>
χτυπώ	<i>I knock, hit</i>
ψάχνω	<i>I look for</i>

■ Adjectives/pronouns/participles (in all three genders where appropriate)

αγαπημένος	<i>favourite</i>
αδύναμος	<i>weak/unable</i>
αδύνατος	<i>thin</i>
αληθινός	<i>true/real</i>
άλλος	<i>other</i>
αναγκαίος	<i>necessary</i>
ανοιχτός	<i>open</i>
άνοστος	<i>tasteless</i>
απαίσιος	<i>awful</i>
απίστευτος	<i>unbelievable</i>
αστείος	<i>funny</i>
άσχημος	<i>ugly</i>
αυστηρός	<i>strict</i>
αυτός	<i>this</i>
βαρετός	<i>boring</i>
βαρύς	<i>heavy</i>
βιαστικός	<i>in a hurry</i>

βολικός	<i>comfortable/convenient</i>
βρώμικος	<i>dirty</i>
γεμάτος	<i>full</i>
γνωστός	<i>known/famous</i>
γρήγορος	<i>fast</i>
δημοφιλής	<i>popular</i>
διαφορετικός	<i>different</i>
δικός	<i>own</i>
δυναμικός	<i>dynamic</i>
δυνατός	<i>strong/loud</i>
δύσκολος	<i>difficult</i>
ειλικρινής	<i>sincere</i>
εκείνος	<i>that</i>
ελαφρύς	<i>light</i>
ελεύθερος	<i>free/unmarried</i>
έξυπνος	<i>clever</i>
επόμενος	<i>next</i>
εργατικός	<i>hardworking</i>
έτοιμος	<i>ready</i>
ευγενικός	<i>polite</i>
ευχαριστημένος	<i>pleased</i>
ζεστός	<i>hot</i>
ηλίθιος	<i>stupid</i>
ηλικιωμένος	<i>old</i>
ήσυχος	<i>quiet</i>
θαυμάσιος	<i>marvellous</i>
θυμωμένος	<i>angry</i>
ίδιος	<i>same</i>
ικανοποιημένος	<i>satisfied</i>
καθαρός	<i>clean</i>
καινούριος	<i>new</i>

κακός	<i>bad</i>
κακόκεφος	<i>in a bad mood</i>
καλόκαρδος	<i>kind</i>
καλόκεφος	<i>in a good mood</i>
καλός	<i>good</i>
καταπληκτικός/φανταστικός	<i>great, marvellous</i>
κάποιος	<i>someone</i>
κανένας	<i>anyone/no one</i>
κλειδωμένος	<i>locked</i>
κλειστός	<i>closed</i>
κοινωνικός	<i>sociable</i>
κοντινός	<i>close/nearby</i>
κοντός	<i>short</i>
κουρασμένος	<i>tired</i>
κουραστικός	<i>tiring</i>
λυπημένος	<i>sad</i>
μακρύς	<i>long</i>
μεγαλοπρεπής	<i>magnificent</i>
μεγάλος	<i>big</i>
μικρός	<i>small</i>
μόνος	<i>alone</i>
νέος	<i>young/new</i>
νόστιμος	<i>tasty</i>
ντροπαλός	<i>shy</i>
όλος	<i>all</i>
όμορφος	<i>beautiful/handsome</i>
όρθιος	<i>standing</i>
παλιός	<i>old, former</i>
πλούσιος	<i>rich</i>
ποιος	<i>who</i>
πολύς	<i>much/many</i>

πολύτιμος	<i>valuable</i>
πόσος	<i>how much</i>
πραγματικός	<i>real</i>
σκληρός	<i>hard</i>
σοβαρός	<i>serious</i>
σοφός	<i>wise</i>
στενοχωρημένος	<i>upset</i>
σύντομος	<i>brief</i>
τέλειος	<i>perfect</i>
τελευταίος	<i>last</i>
τεμπέλης	<i>lazy</i>
τυπικός	<i>typical</i>
υγιής	<i>healthy</i>
υπέροχος	<i>excellent</i>
υπέυθυνος	<i>responsible</i>
φρόνιμος	<i>well behaved</i>
φτωχός	<i>poor</i>
χαζός	<i>stupid/silly</i>
χαλασμένος	<i>broken</i>
χαλασμένος	<i>rotten</i>
χαμένος	<i>lost</i>
χαμηλός	<i>low</i>
χαριτωμένος	<i>pretty</i>
χαριτωμένος	<i>charming</i>
χοντρός	<i>fat</i>
χρήσιμος	<i>useful</i>
ψεύτικος	<i>false</i>
ψηλός	<i>tall</i>
ωραίος	<i>beautiful</i>
ωραίος	<i>beautiful/handsome</i>
ώριμος	<i>mature</i>

Plus

■ Possessive pronouns (μου σου του, κτλ)

■ Personal pronouns (εγώ, εσύ, αυτός κτλ)

■ Colours

ανοιχτός	<i>light</i>
άσπρος	<i>white</i>
γαλάζιος	<i>sky blue</i>
γκρίζος/γκρι	<i>grey</i>
καστανός	<i>chestnut brown</i>
καφέ	<i>brown</i>
κίτρινος	<i>yellow</i>
κόκκινος	<i>red</i>
μαύρος	<i>black</i>
μπλε	<i>blue</i>
μωβ	<i>mauve</i>
πράσινος	<i>green</i>
ροζ	<i>pink</i>
σκούρος	<i>dark</i>

■ Adverbs

ακόμη	<i>still/yet</i>
αλήθεια	<i>really</i>
άλλο	<i>more</i>
αμέσως	<i>immediately</i>
ανάμεσα	<i>between</i>
απέναντι	<i>opposite</i>
αργά	<i>slowly</i>
αργά	<i>late</i>
αριστερά	<i>on the left</i>
αρκετά	<i>enough</i>
αύριο	<i>tomorrow</i>

γύρω	<i>around</i>
δεξιά	<i>on the right</i>
δυστυχώς	<i>unfortunately</i>
εδώ	<i>here</i>
εκεί	<i>there</i>
έξω	<i>outside</i>
ήδη	<i>already</i>
ιδιαίτερα	<i>especially</i>
ίσια	<i>straight ahead</i>
ίσως	<i>perhaps</i>
κάτω	<i>downstairs</i>
κάτω από	<i>under</i>
μάλλον	<i>rather</i>
μέσα	<i>inside</i>
μπροστά	<i>in front</i>
μπροστά από	<i>in front of</i>
νωρίς	<i>early</i>
πάντα	<i>always</i>
πάνω	<i>upstairs</i>
πάνω σε	<i>on top of</i>
πάνω από	<i>over/above</i>
πάρα πολύ	<i>very much</i>
πέρσι	<i>last year</i>
πίσω	<i>at the back</i>
πίσω από	<i>behind</i>
πολύ	<i>very</i>
πότε πότε	<i>every now and then</i>
πρόσφατα	<i>recently</i>
σπάνια	<i>rarely</i>
συνέχεια	<i>all the time/continuously</i>
συνήθως	<i>usually</i>

σύντομα	<i>soon</i>
συχνά	<i>often</i>
τελευταία	<i>recently/lately</i>
του χρόνου	<i>next year</i>
χτες	<i>yesterday</i>

Numbers

1 – 100

Quantities

αρκετοί/αρκετές/αρκετά	<i>several</i>
ένα βάζο	<i>a jar of</i>
ένα κομμάτι	<i>a piece of</i>
ένα κουτί	<i>a box of</i>
ένα μπουκάλι	<i>a bottle of</i>
ένα πακέτο	<i>a packet of</i>
ένα τρίτο	<i>a third of</i>
λίγο	<i>a little of</i>
μια δωδεκάδα	<i>a dozen</i>
μια φέτα	<i>a slice of</i>
πολλοί/πολλές/πολλά	<i>many</i>

+ Awareness of measurements and weight

Connecting words

αλλά/μα	<i>but</i>
γι αυτό	<i>this is why</i>
είτε είτε	<i>either or</i>
επίσης	<i>also</i>
επομένως	<i>therefore</i>
έτσι	<i>so</i>
ή	<i>or</i>
και	<i>and</i>

λοιπόν	<i>then</i>
ούτε ούτε	<i>neither/nor</i>
πρώτα απ' όλα	<i>first of all</i>
τότε	<i>then</i>

Time expressions

από	<i>since</i>
από ..μέχρι	<i>from/until/to</i>
αργότερα	<i>later</i>
αύριο	<i>tomorrow</i>
εν τω μεταξύ	<i>in the meantime</i>
επόμενος	<i>next</i>
η βραδιά	<i>evening/night</i>
η εβδομάδα	<i>week</i>
η μέρα	<i>day</i>
η νύχτα	<i>night</i>
κάθε μέρα	<i>every day</i>
κατά τη διάρκεια	<i>during</i>
μεθαύριο	<i>the day after tomorrow</i>
νωρίς	<i>on time, early</i>
πάντα	<i>always</i>
περασμένος	<i>past/last</i>
πέρσι	<i>last year</i>
πότε πότε	<i>from time to time</i>
σήμερα	<i>today</i>
στην αρχή	<i>at the start</i>
στην ώρα (του/της/του)	<i>on time</i>
σύντομα/σε λίγο	<i>soon</i>
τα μεσάνυχτα	<i>midnight</i>
την επόμενη μέρα	<i>the next day</i>
το απόγευμα	<i>afternoon</i>

το βράδι	<i>evening</i>
το δεκαπενθήμερο	<i>a fortnight</i>
το λεπτό	<i>minute</i>
το πρωί	<i>morning</i>
το Σαββατοκύριακο	<i>weekend</i>
τώρα	<i>now</i>
χτες	<i>yesterday</i>

Times

Awareness of times (analogue and digital)

Days of the week

Δευτέρα	<i>Monday</i>
Τρίτη	<i>Tuesday</i>
Τετάρτη	<i>Wednesday</i>
Πέμπτη	<i>Thursday</i>
Παρασκευή	<i>Friday</i>
Σάββατο	<i>Saturday</i>
Κυριακή	<i>Sunday</i>

Months of the year

Ιανουάριος	<i>January</i>
Φεβρουάριος	<i>February</i>
Μάρτιος	<i>March</i>
Απρίλιος	<i>April</i>
Μάιος	<i>May</i>
Ιούνιος	<i>June</i>
Ιούλιος	<i>July</i>
Αύγουστος	<i>August</i>
Σεπτέμβριος	<i>September</i>
Οκτώβριος	<i>October</i>
Νοέμβριος	<i>November</i>
Δεκέμβριος	<i>December</i>

Question words

γιατί	<i>Why?</i>
κάθε πότε	<i>How often?</i>
ποιον	<i>Whom?</i>
ποιος	<i>Who?</i>
πόσο, πόσοι	<i>How much, how many</i>
πότε	<i>When?</i>
πού	<i>Where?</i>
πώς	<i>How?</i>
τι	<i>What?</i>

Other expressions

κατά τη γνώμη μου	<i>in my opinion</i>
ευχαρίστως	<i>with pleasure</i>
βεβαίως/μάλιστα	<i>of course</i>
δε με νοιάζει	<i>don't care!</i>
καλή τύχη	<i>good luck</i>
εξαρτάται	<i>it depends</i>
δε με πειράζει	<i>I don't mind</i>
δεν πειράζει	<i>it doesn't matter</i>
πώς γράφεται αυτό	<i>How do you spell that?</i>
με συγχωρείτε	<i>excuse me/forgive me</i>
έτσι κι έτσι	<i>so so</i>
συγγνώμη	<i>excuse me</i>
είμαι μια χαρά	<i>I'm fine</i>
εντάξει	<i>okay</i>
άλλη μια φορά	<i>once again</i>
τι κρίμα	<i>what a shame</i>
τόσο το καλύτερο	<i>all the better</i>
κάπου	<i>somewhere</i>
πουθενά	<i>nowhere/anywhere</i>

κάτι	<i>something</i>
ορίστε	<i>here you are</i>

Other high-frequency words

το πράγμα	<i>thing</i>
σαν	<i>as, like</i>
ο τρόπος	<i>way</i>
το τέλος	<i>end</i>
η ώρα/ο χρόνος	<i>time</i>
το σχήμα	<i>shape</i>
το είδος	<i>type</i>
η κυρία	<i>Mrs</i>
η δεσποινίς	<i>Miss</i>
ο κύριος	<i>Mr</i>
η μέση	<i>middle</i>
ο αριθμός	<i>number</i>
πώς λέγεται αυτό/πώς το λένε αυτό στα Ελληνικά;	<i>How do you say this in Greek?</i>
όχι	<i>no</i>
ναι	<i>yes</i>
γιατί/επειδή/διότι	<i>because</i>
για παράδειγμα	<i>for example</i>
αν	<i>if</i>
όλος ο κόσμος	<i>everybody</i>

Countries

Η Γερμανία	<i>Germany</i>
Η Αγγλία	<i>England</i>
Η Αυστρία	<i>Austria</i>
Το Βέλγιο	<i>Belgium</i>
Η Δανία	<i>Denmark</i>
Η Σκωτία	<i>Scotland</i>
Η Ισπανία	<i>Spain</i>

Οι Η.Π.Α.	<i>United States</i>
Η Γαλλία	<i>France</i>
Η Μεγάλη Βρετανία	<i>Great Britain</i>
Η Ελλάδα	<i>Greece</i>
Η Ολλανδία	<i>Holland</i>
Η Ιρλανδία	<i>Ireland</i>
Η Ιταλία	<i>Italy</i>
Η Ουαλλία	<i>Wales</i>
Η Κύπρος	<i>Cyprus</i>
Το Ηνωμένο Βασίλειο	<i>United Kingdom</i>
Η Ρωσία	<i>Russia</i>
Η Ελβετία	<i>Switzerland</i>

+ languages spoken there

Continents

Η Αφρική	<i>Africa</i>
Η Ασία	<i>Asia</i>
Η Νότια Αμερική	<i>South America</i>
Η Βόρεια Αμερική	<i>North America</i>
Η Αυστραλία	<i>Australia</i>
Η Ευρώπη	<i>Europe</i>

Nationalities in both genders

Γερμανός	<i>German</i>
Αμερικανός	<i>American</i>
Άγγλος	<i>English</i>
Αυστριακός	<i>Austrian</i>
Βέλγος	<i>Belgian</i>
Βρετανός	<i>British</i>
Δανός	<i>Danish</i>
Σκωτσέζος	<i>Scottish</i>

Ισπανός	<i>Spanish</i>
Γάλλος	<i>French</i>
Ουαλλός	<i>Welsh</i>
Έλληνας	<i>Greek</i>
Ολλανδός	<i>Dutch</i>
Ιρλανδός	<i>Irish</i>
Ιταλός	<i>Italian</i>
Ρώσος	<i>Russian</i>
Ελβετός	<i>Swiss</i>
Κύπριος	<i>Cypriot</i>

Social conventions

αντίο	<i>goodbye</i>
βοήθεια	<i>help</i>
δεν είναι τίποτα	<i>don't mention it</i>
εις το επανιδείν	<i>see you soon</i>
εμπρός	<i>hello (on the telephone)</i>
Ευτυχισμένο το νέο έτος/καλή χρονιά	<i>happy new year</i>
ευχαριστώ	<i>thank you</i>
Καλα/ευτυχισμένα Χριστούγεννα	<i>happy Christmas</i>
καλή επιτυχία/καλή τύχη	<i>good luck</i>
καλημέρα	<i>good morning</i>
καληνύχτα	<i>goodnight</i>
καλησπέρα	<i>good evening</i>
καλό ταξίδι	<i>bon voyage</i>
να ζήσετε	<i>best wishes (for weddings)</i>
να ζήσεις	<i>best wishes (for birthdays)</i>
παρακαλώ	<i>please (request)</i>
περαστικά	<i>get well soon</i>
πολλές ευχές	<i>best wishes</i>
συγχαρητήρια	<i>congratulations</i>

συλλυπητήρια	<i>condolences</i>
τα λέμε αργότερα	<i>see you later</i>
τα λέμε αύριο	<i>see you tomorrow</i>
χαίρετε	<i>greetings</i>
χρόνια πολλά	<i>best wishes (birthdays, name days, festive occasions)</i>

Prepositions

από	<i>from</i>
για	<i>for</i>
για να	<i>in order to</i>
εκτός από	<i>except</i>
κατά	<i>against</i>
λόγω + genitive	<i>because of</i>
με (μαζί με)	<i>with</i>
μετά	<i>after</i>
μέχρι/έως	<i>until</i>
περίπου	<i>about</i>
πριν	<i>before</i>
προς	<i>towards</i>
σε + article	<i>at, to</i>
σύμφωνα με	<i>according to</i>
χωρίς	<i>without</i>

Language used in dialogues and messages

(Some words may feature in other sections.)

βοήθεια	<i>help</i>
μπορώ να σας βοηθήσω;	<i>May I help you?</i>
για να πούμε την αλήθεια	<i>in fact</i>
είμαι σ' επαφή με...	<i>in communication with</i>
επιστρέφω αμέσως	<i>I'll be right back</i>
η τηλεκάρτα	<i>phone card</i>
θα τα ξαναπούμε/τα ξαναλέμε	<i>we'll talk again</i>
λάθος νούμερο	<i>wrong number</i>
μια στιγμή/ένα λεπτό	<i>one moment</i>
ο αυτόματος τηλεφωνητής	<i>voice mail</i>
ο ίδιος	<i>on the line/speaking</i>
ο κωδικός	<i>area code</i>
ο τόνος	<i>tone</i>
παίρνω τον αριθμό/το νούμερο	<i>dial the number</i>
πάρε με/τηλεφωνήστε μου	<i>call me (informal/formal)</i>
περιμένω	<i>wait</i>
προς το παρόν	<i>for the moment</i>
σας ακούω	<i>I'm listening</i>
σας συνδέω	<i>I will put you through</i>
στέλνω γραπτό μήνυμα	<i>send a text message</i>
στην άλλη γραμμή	<i>on the other line</i>
ταχυδρομικός κώδικας	<i>postal code</i>
τηλεφωνικός κατάλογος	<i>telephone book</i>
το ακουστικό	<i>receiver (telephone)</i>
το γραπτό μήνυμα	<i>text</i>
το τηλέφωνο	<i>telephone</i>
το κινητό τηλέφωνο	<i>mobile phone</i>

Language related to common topic areas

Out and about

αθλητικό κέντρο	<i>sports centre</i>
αμόλυβδη	<i>unleaded</i>
αναμονή	<i>waiting period</i>
ανατολικός	<i>east</i>
απαγορεύεται	<i>forbidden to ...</i>
απλό εισιτήριο/να πάω μόνο	<i>single ticket</i>
απογειώνομαι	<i>to take off (plane)</i>
αργία	<i>public holiday</i>
αστική συγκοινωνία	<i>public transport</i>
βρίσκεται	<i>situated</i>
γραφικός	<i>picturesque</i>
γυρίζω	<i>I turn/return</i>
δημόσιος/δημοτικός	<i>public/municipal</i>
διασχίζω	<i>I cross</i>
εισιτήριο με επιστροφή	<i>return ticket</i>
έλεγχος διαβατηρίων	<i>passport control</i>
εμπορικό κέντρο	<i>shopping centre</i>
έξω/στο ύπαιθρο	<i>outside</i>
επιτρέπεται	<i>allowed to ...</i>
η αγορά	<i>market</i>
η αγροικία/η φάρμα	<i>farm</i>
η άδεια/το δίπλωμα οδήγησης	<i>driving licence</i>
η αίθουσα αναμονής	<i>waiting room</i>
η ακτή	<i>coast</i>
η ανακοίνωση	<i>notice</i>
η αναχώρηση	<i>departure</i>
η ανταπόκριση	<i>flight connection</i>
η αποβάθρα	<i>platform</i>

η αργία	<i>feast, holiday</i>
το πανηγύρι	<i>fair, fête</i>
η βαλίτσα/οι αποσκευές	<i>suitcase</i>
η βενζίνη	<i>petrol</i>
η βιβλιοθήκη	<i>library</i>
η βιομηχανία	<i>industry</i>
η βλάβη	<i>breakdown</i>
η βροχή	<i>rain</i>
η γέφυρα	<i>bridge</i>
η γραμμή	<i>line/route</i>
η γωνία	<i>corner</i>
η δύση	<i>west/sunset</i>
η είσοδος	<i>entrance</i>
η εκδρομή	<i>outing</i>
η έκθεση	<i>exhibition</i>
η εκκλησία/ο ναός	<i>church</i>
η έκπτωση	<i>discount</i>
η έξοδος	<i>way out/exit</i>
η εξοχή/η ύπαιθρος	<i>countryside</i>
η εξώπορτα	<i>(front) door</i>
η εποχή	<i>season</i>
το φθινόπωρο	<i>autumn</i>
ο χειμώνας	<i>winter</i>
η άνοιξη	<i>spring</i>
το καλοκαίρι	<i>summer</i>
η ζέστη	<i>heat</i>
η θάλασσα	<i>sea</i>
η παραλία	<i>beach</i>
η θέα	<i>view</i>
η καθυστέρηση	<i>delay</i>
η καντίνα	<i>snack bar</i>

η κάρτα	<i>postcard</i>
η καταιγίδα	<i>storm</i>
η κατασκήνωση	<i>camping</i>
η κίνηση/η κυκλοφορία	<i>traffic</i>
η κωμόπολη	<i>town</i>
η λίμνη	<i>lake</i>
η μάρκα	<i>brand/make</i>
η Μητρόπολη	<i>cathedral</i>
η μηχανή	<i>engine/motor</i>
η νησίδα	<i>roundabout</i>
η ντίσκο	<i>disco</i>
η ομίχλη	<i>fog</i>
η παράκαμψη	<i>diversion, detour</i>
η περιοχή	<i>region</i>
η πισίνα/το κολυμβητήριο	<i>swimming pool</i>
η πλατεία	<i>square</i>
η πρόβλεψη καιρού	<i>weather forecast</i>
η πτήση	<i>flight</i>
η σκάλα	<i>staircase</i>
η στάση λεωφορείου	<i>bus stop</i>
η συναυλία	<i>concert</i>
η συννεφιά	<i>overcast</i>
η ταυτότητα	<i>identity card</i>
η τηλεόραση	<i>television</i>
η τράπεζα	<i>bank</i>
η ψυχαγωγία/η διασκέδαση	<i>entertainment</i>
ήσυχος/ησυχία	<i>quiet</i>
θεωρώ το εισιτήριο	<i>to validate a ticket</i>
ίσια	<i>straight on</i>
ιστορικός	<i>historic</i>
καλή διαμονή	<i>enjoy your stay</i>

καλό ταξίδι	<i>have a good journey</i>
καλώς ήρθατε	<i>welcome</i>
λειτουργώ	<i>to function, to work</i>
λιακάδα	<i>sunny</i>
με τα πόδια	<i>on foot</i>
μόλις	<i>as soon as</i>
μονόδρομος	<i>one way system</i>
νεκρός	<i>dead</i>
ξενώνας νέων	<i>youth hostel</i>
ο αέρας/ο άνεμος	<i>wind</i>
ο αυτοκινητόδρομος	<i>motorway</i>
η εθνική οδός	<i>the national/main motorway</i>
ο βαθμός	<i>degree</i>
ο βορράς	<i>north</i>
ο γύρος/η περιοδεία	<i>tour</i>
ο δρόμος	<i>road</i>
η οδός	<i>street</i>
ο ελεγκτής	<i>ticket inspector</i>
ο επόμενος	<i>following</i>
ο ζωολογικός κήπος	<i>zoo</i>
ο ήλιος	<i>sun</i>
ο καιρός	<i>weather</i>
ο κινηματογράφος/το σινεμά	<i>cinema</i>
ο λόφος	<i>hill</i>
ο νομός	<i>administrative district</i>
ο νότος	<i>south</i>
ο οδηγός	<i>driver</i>
ο όροφος	<i>floor (1st, 2nd etc)</i>
ο ουρανός	<i>sky</i>
ο πεζόδρομος	<i>pedestrianised area</i>
ο πύργος	<i>tower</i>

ο σιδηρόδρομος	<i>railway</i>
ο σιδηροδρομικός σταθμός	<i>railway station</i>
ο σταθμός	<i>station</i>
ο σταθμός του μετρό	<i>underground station</i>
ο τιμοκατάλογος	<i>price list</i>
ο υπόγειος/το μετρό	<i>metro/underground railway</i>
ο φούρνος	<i>baker</i>
ο χρόνος	<i>time/year</i>
οδικός χάρτης	<i>road map</i>
οι αποσκευές/οι βαλίτσες	<i>luggage</i>
οι διακοπές	<i>holiday (summer, winter ...)</i>
πεζός	<i>pedestrian</i>
πληροφορίες	<i>information</i>
πόσιμος	<i>suitable for drinking</i>
προκαταβολικά/από πριν	<i>in advance</i>
στο εξωτερικό	<i>abroad</i>
συγνώμη/με συγχωρείτε	<i>I'm sorry/excuse me</i>
συμπεριλαμβάνεται	<i>included</i>
τα έπιπλα	<i>furniture</i>
το τραπέζι	<i>table</i>
η καρέκλα	<i>chair</i>
η πολυθρόνα	<i>armchair</i>
το κρεβάτι	<i>bed</i>
το γραφείο	<i>desk</i>
η βιβλιοθήκη	<i>bookcase</i>
το ράφι	<i>shelf</i>
τα προάστεια	<i>suburbs</i>
τα φανάρια	<i>traffic lights</i>
το αεροδρόμιο	<i>airport</i>
το αεροπλάνο	<i>plane</i>
το ασανσέρ/ο ανελκυστήρας	<i>lift</i>

το αστυνομικό τμήμα	<i>police station</i>
το αυτοκίνητο	<i>car</i>
το βουνό/το όρος	<i>mountain</i>
ορεινός	<i>mountainous</i>
το γκισέ/εκδοτήρια εισιτηρίων	<i>ticket office</i>
το γραφείο	<i>office</i>
το δημαρχείο	<i>hotel, town hall</i>
το εισιτήριο	<i>ticket</i>
το εμπόριο	<i>business/trade</i>
το εργοστάσιο	<i>factory</i>
το ισόγειο	<i>ground floor</i>
το καλοκαίρι	<i>in summer</i>
το κάστρο	<i>castle</i>
το καφενείο/ζαχαροπλαστείο	<i>café/patisserie</i>
το κλειδί	<i>key</i>
το κλίμα	<i>climate</i>
το κρεοπωλείο/ο χασάπης	<i>butcher</i>
το κρύο	<i>cold</i>
το κτίριο	<i>building</i>
το λεωφορείο	<i>bus</i>
το μέρος	<i>place</i>
η περιοχή	<i>area</i>
η γειτονιά	<i>neighbourhood</i>
το μέτρο	<i>metre</i>
το χιλιόμετρο	<i>kilometre</i>
το μουσείο	<i>museum</i>
το μπαρ	<i>bar</i>
το μποτιλιάρισμα	<i>traffic jam</i>
το νοσοκομείο	<i>hospital</i>
το παλάτι/ανάκτορο	<i>palace</i>
το πάρκο	<i>park</i>

το περίπτερο	<i>newspaper stall</i>
το πλοίο/το καράβι	<i>boat</i>
το ποδήλατο	<i>bicycle</i>
το ποτάμι	<i>river</i>
το πούλμαν	<i>coach</i>
το πρακτορείο	<i>coach station</i>
το πρατήριο βενζίνης	<i>service station</i>
το πρόβλημα	<i>problem</i>
το πρόγραμμα	<i>timetable</i>
το ραντεβού	<i>appointment</i>
το σήμα	<i>sign</i>
το σουπερμάρκετ/η υπεραγορά	<i>hypermarket</i>
το σπίτι	<i>house/home</i>
το διαμέρισμα	<i>apartment</i>
η πολυκατοικία	<i>apartment block</i>
η μονοκατοικία	<i>single/detached house</i>
το δωμάτιο	<i>room</i>
το υπνοδωμάτιο	<i>bedroom</i>
η κουζίνα	<i>kitchen</i>
το σαλόνι/το καθιστικό	<i>sitting room/living room</i>
το μπάνιο	<i>bathroom</i>
η αυλή	<i>yard</i>
το μπαλκόνι	<i>balcony</i>
ο κήπος	<i>garden</i>
το στάδιο	<i>stadium</i>
το σταυροδρόμι/η διασταύρωση	<i>crossroads</i>
το σύννεφο	<i>cloud</i>
το ταξί	<i>taxi</i>
το ταξίδι	<i>journey</i>
η εκδρομή	<i>excursion</i>
το υπόγειο	<i>basement</i>

το φιλμ	<i>film (for a camera)</i>
το φορτηγό	<i>lorry</i>
το φυλλάδιο	<i>brochure/leaflet</i>
το χειμώνα	<i>in winter</i>
το χιόνι	<i>snow</i>
το χωριό	<i>village</i>
το ψυγείο	<i>fridge</i>
τουριστικό γραφείο	<i>tourist information office</i>
τουριστικός	<i>tourist</i>
φύλαξη αποσκευών	<i>left luggage</i>
χύμα	<i>pressure/draught</i>

Customer service and transactions

ο λογαριασμός	<i>bill</i>
η φωτογραφική μηχανή	<i>camera</i>
τα χρήματα/τα λεφτά	<i>money</i>
στη διάθεσή σας	<i>at your service</i>
το καρβέλι	<i>a loaf (of bread)</i>
αθλητικά παπούτσια	<i>trainers</i>
το μπουφάν	<i>casual jacket</i>
το ποτό	<i>drink</i>
το φυλλάδιο	<i>brochure</i>
το συνάλλαγμα	<i>exchange (foreign currency)</i>
γραφείο απωλεσθέντων αντικειμένων	<i>lost property office</i>
το δώρο	<i>present</i>
το καφενείο/το ζαχαροπλαστείο	<i>café/patisserie</i>
το ταμείο	<i>till</i>
η πιστωτική κάρτα	<i>credit card</i>
η κάρτα	<i>postcard</i>
το μανιτάρι	<i>mushroom</i>
η κάλτσα	<i>sock</i>

το παπούτσι	<i>shoe</i>
η ταξιδιωτική επιταγή	<i>(traveller's) cheque</i>
η επιλογή	<i>choice</i>
το λεμόνι	<i>lemon</i>
ο πελάτης	<i>customer</i>
ο κομμωτής/η κομμώτρια	<i>hairdresser</i>
γεμάτος	<i>full</i>
το αστυνομικό τμήμα	<i>police station</i>
το βαμβάκι	<i>cotton</i>
η τιμή συναλλάγματος	<i>exchange rate</i>
τα ψώνια	<i>shopping</i>
η κρέπα	<i>pancake/crepe</i>
το τoστ	<i>toasted sandwich</i>
μαγειρευτά (φαγητά)	<i>cooked</i>
μεταλλικό νερό	<i>mineral water</i>
μεταλλικό νερό με ανθρακικό	<i>fizzy mineral water</i>
το λάθος	<i>mistake</i>
το ευρώ	<i>euro</i>
η αίτηση	<i>form (to fill in)</i>
τηγανιτές πατάτες	<i>chips</i>
πατάτες	<i>potatoes</i>
πατάτες στο φούρνο	<i>roast potatoes</i>
το τυρί	<i>cheese</i>
το φρούτο	<i>fruit</i>
η φράουλα	<i>strawberry</i>
τα σταφύλια	<i>grapes</i>
η χωριάτικη	<i>Greek salad</i>
το σκόρδο	<i>garlic</i>
το κρεμμύδι	<i>onion</i>
η ντομάτα	<i>tomato</i>
το αγγούρι	<i>cucumber</i>

το ροδάκινο	<i>peach</i>
το πεπόνι	<i>melon</i>
το μπισκότο/το κουλουράκι	<i>biscuit/cookie</i>
το μουσείο	<i>museum</i>
η βιβλιοθήκη	<i>library</i>
το δημαρχείο	<i>town hall</i>
το πεζοδρόμιο	<i>pavement</i>
χιονίζει	<i>it snows</i>
φυσάει/έχει αέρα	<i>it's windy</i>
ο καύσωνας	<i>heat wave</i>
η παγωνιά	<i>freezing cold</i>
η τουαλέτα	<i>toilet</i>
το γάντι	<i>glove</i>
το παλτό	<i>overcoat</i>
οι μπότες	<i>boots</i>
το παγωτό	<i>ice cream</i>
το πολυκατάστημα	<i>department store</i>
το εμπορικό κέντρο	<i>shopping mall</i>
η λαϊκή αγορά	<i>outdoor market</i>
το ορεκτικό	<i>starter</i>
το ζαμπόν	<i>ham</i>
η φούστα	<i>skirt</i>
ο χυμός	<i>fruit juice</i>
μάλλινος	<i>wool</i>
το γάλα	<i>milk</i>
το λαχανικό	<i>vegetable</i>
η λίρα Αγγλίας	<i>pound sterling</i>
το μαγιώ	<i>swimsuit/trunks</i>
άρρωστος	<i>ill</i>
ο κατάλογος	<i>menu</i>
τα ρέστα/τα ψιλά	<i>change/small change</i>

γίγαντες	<i>beans ('giant' beans)</i>
το αυγό	<i>egg</i>
η ομελέττα	<i>omelette</i>
το ψωμί	<i>bread</i>
το παντελόνι	<i>trousers</i>
το ζαχαροπλαστείο	<i>cake shop</i>
το αφεντικό	<i>boss</i>
πληρώνω	<i>to pay</i>
το ροδάκινο	<i>peach</i>
το πρωινό	<i>breakfast</i>
τα μπιζέλια/ο αρακάς	<i>peas</i>
η ταυτότητα	<i>identity card</i>
πιάτο ημέρας	<i>dish (of the day)</i>
το μέγεθος	<i>size</i>
το αχλάδι	<i>pear</i>
η πατάτα	<i>potato</i>
το χοιρινό	<i>pork</i>
ο χάρτης	<i>map</i>
το φιλοδώρημα	<i>tip</i>
το πορτοφόλι	<i>wallet/purse</i>
το κοτόπουλο	<i>chicken</i>
η τιμή	<i>price</i>
το πουλόβερ/το μάλλινο	<i>sweater, jumper</i>
το τμήμα	<i>department</i>
η απόδειξη	<i>receipt</i>
η έκπτωση/οι εκπτώσεις	<i>reduction/sales</i>
το γεύμα	<i>meal</i>
το μεσημέρι	<i>noon</i>
το μεσημεριανό	<i>lunch</i>
το φόρεμα	<i>dress</i>
ψητός	<i>roast</i>

η τραπεζαρία	<i>dining room</i>
τα πέδιλα	<i>sandal</i>
το σάντουιτς	<i>sandwich</i>
το λουκάνικο	<i>sausage</i>
ο σερβιτόρος/το γκαρσόν	<i>waiter</i>
η σερβιτόρα	<i>waitress</i>
το γραμματόσημο	<i>stamp</i>
το ταχυδρομείο	<i>post office</i>
το γραμματοκιβώτιο	<i>post box</i>
τσάι	<i>tea</i>
ο καφές	<i>coffee</i>
ελληνικός	<i>Greek coffee</i>
μέτριος	<i>medium</i>
γλυκός	<i>sweet</i>
σκέτος	<i>without sugar</i>
φραπέ	<i>frappe</i>
στιγμιαίος	<i>instant</i>
το γιαούρτι	<i>yoghurt</i>
γιαούρτι με μέλι και καρύδια	<i>yoghurt with honey and walnuts</i>
η ελιά	<i>olive</i>
μεζές/μεζέδες	<i>assortment of starters</i>
ο πωλητής/η πωλήτρια	<i>salesman/woman</i>
το κρασί	<i>wine</i>
λευκό	<i>white wine</i>
κόκκινο	<i>red wine</i>
η πτήση	<i>flight</i>
ο κλέφτης	<i>thief</i>
ο διαρρήκτης	<i>burglar</i>
κλέβω	<i>steal</i>

Personal information

(δίσκος) CD	<i>CD (compact disc)</i>
iPod	<i>iPod</i>
αθλητικά παπούτσια	<i>trainers</i>
αξιγάπητος	<i>likeable</i>
βγάζω βόλτα	<i>to take out for a walk (dog)</i>
γεννήθηκα	<i>I was born</i>
εγωιστής	<i>selfish</i>
ελεύθερος χρόνος	<i>leisure time</i>
επιτραπέζιο/ηλεκτρονικό παιχνίδι	<i>board, electronic game</i>
η βάφτιση	<i>Christening</i>
η γνώση	<i>knowledge</i>
η διάλεξη	<i>lecture</i>
η διασημότητα	<i>celebrity</i>
η διεύθυνση	<i>address</i>
η δουλειά/η εργασία	<i>job</i>
το επάγγελμα	<i>profession</i>
η δραστηριότητα	<i>activity</i>
η θερμοκρασία	<i>temperature</i>
η ιππασία	<i>horse riding</i>
η κηπουρική	<i>gardening</i>
η κιθάρα	<i>guitar</i>
η λαϊκή μουσική	<i>pop (music)</i>
η μέση	<i>back/waist</i>
η μητέρα	<i>mother</i>
η μόδα	<i>fashion</i>
η μουσική	<i>music</i>
η μύτη	<i>nose</i>
η νύφη	<i>bride</i>
ο γαμπρός	<i>bridegroom</i>
η οικογένεια	<i>family</i>

η ομπρέλλα	<i>umbrella</i>
η ορχήστρα	<i>orchestra</i>
η πληροφορική	<i>computing, ICT</i>
η ποδηλασία	<i>cycling</i>
το ποδήλατο	<i>bicycle</i>
η τσάντα	<i>bag</i>
η φόρμα (γυμναστικής)	<i>tracksuit</i>
ημερομηνία γέννησης	<i>date of birth</i>
ίσια	<i>straight (hair)</i>
μεγαλύτερος	<i>older, first born</i>
μοντέρνος/σύγχρονος	<i>modern</i>
ντυμένος	<i>dressed</i>
νυχτερινό κέντρο/ κέντρο νυχτερινής διασκέδασης	<i>nightclub</i>
ο αδελφός	<i>brother</i>
η αδελφή	<i>sister</i>
τ' αδέρφια	<i>siblings</i>
ο αθλητισμός	<i>athletics</i>
ο ανηψιός	<i>nephew</i>
η ανηψιά	<i>niece</i>
ο άντρας/σύζυγος	<i>husband</i>
ο γάμος	<i>marriage/wedding</i>
ο διάδρομος	<i>corridor</i>
ο ξάδελφος/η ξαδέλφη	<i>cousin</i>
τα ξαδέλφια	<i>cousins</i>
ο παίκτης	<i>player</i>
ο παππούς	<i>grandfather</i>
η γιαγιά	<i>grandmother</i>
το εγγόνι (εγγονός/εγγονή)	<i>grandchild</i>
ο πατέρας	<i>father</i>
ο πίνακας	<i>the painting</i>

η ζωγραφική	<i>painting (the activity)</i>
ο πρωταθλητής	<i>champion</i>
ο τουρισμός	<i>tourism</i>
ο φίλος/η φίλη	<i>friend</i>
η παρέα	<i>friends</i>
ο/η χορτοφάγος	<i>vegetarian</i>
οι γονείς	<i>parents</i>
ομάδα	<i>team</i>
ομιλητικός/φλύαρος	<i>talkative</i>
παντρεμένος/η	<i>married</i>
σγουρός	<i>curly</i>
σκι	<i>skiing</i>
τα αυτιά	<i>ears</i>
τα γενέθλια	<i>birthday</i>
τα γυαλιά	<i>glasses</i>
τα γυαλιά ηλίου	<i>sunglasses</i>
τα καλλυντικά	<i>cosmetics</i>
τα κοσμήματα	<i>jewellery</i>
το δαχτυλίδι	<i>ring</i>
τα σκουλαρίκια	<i>earrings</i>
τα μαλλιά	<i>hair</i>
ξανθά	<i>blonde</i>
καστανά	<i>chestnut</i>
μαύρα	<i>black</i>
τα μάτια	<i>eyes</i>
τα προσωπικά στοιχεία	<i>personal details</i>
το ονοματεπώνυμο	<i>full name</i>
η εθνικότητα	<i>nationality</i>
η ηλικία	<i>age</i>
τα ρούχα	<i>clothes</i>
φούστα	<i>skirt</i>

φόρεμα	<i>dress</i>
μπλούζα	<i>top/blouse</i>
κοστούμι	<i>suit</i>
γραβάτα	<i>tie</i>
πουκάμισο	<i>shirt</i>
ταΐζω	<i>to feed (dog)</i>
τηλεοπτικό πρόγραμμα/σειρά	<i>(television) programme</i>
το άθλημα	<i>sport</i>
αθλητικός τύπος	<i>sporty</i>
το αστέρι	<i>star</i>
ο αστέρας	<i>star (celebrity)</i>
το βιολί	<i>violin</i>
το γήπεδο/το στάδιο	<i>sports ground</i>
το γόνατο	<i>knee</i>
το δόντι	<i>tooth</i>
το επιτραπέζιο τέννις	<i>table tennis</i>
το έργο	<i>play</i>
το έτος/ο χρόνος/η χρονιά	<i>year</i>
το θαλάσσιο σκι	<i>water skiing</i>
το καπέλο	<i>hat</i>
το κεφάλι	<i>head</i>
το κινητό	<i>mobile phone</i>
το κολύμπι	<i>swimming</i>
το μοναχοπαίδι	<i>only (child)</i>
η μοναχοκόρη	<i>only girl</i>
ο μοναχογιός	<i>only boy</i>
το μπουφάν	<i>jacket</i>
το παλτό	<i>coat</i>
το όνομα	<i>name</i>
το επώνυμο	<i>surname</i>
το πανεπιστήμιο	<i>university</i>

το περιβάλλον	<i>the environment</i>
το πιάνο	<i>piano</i>
το πόδι	<i>leg/foot</i>
το ποδόσφαιρο	<i>football</i>
η καλαθόσφαιρα	<i>basketball</i>
το στομάχι	<i>stomach</i>
το τέννις	<i>tennis</i>
το τραγούδι	<i>song</i>
το φλάουτο	<i>flute</i>
το χέρι	<i>hand</i>
το ψάρεμα	<i>fishing</i>
τόπος γέννησης	<i>birthplace</i>
χωρισμένος	<i>separated</i>
παντρεμένος	<i>married</i>

Future plans, education and work

ανώτερος	<i>superior/higher</i>
απαντώ	<i>answer, reply</i>
αυτόματος τηλεφωνητής	<i>answer phone</i>
απασχολημένος	<i>busy</i>
εργασιακή πείρα	<i>work experience</i>
ζητείται/ζητούνται	<i>situation wanted</i>
η ανεργία	<i>unemployment</i>
η βιολογία	<i>biology</i>
η γεωγραφία	<i>geography</i>
η γλώσσα	<i>language</i>
η ξένη γλώσσα	<i>foreign language</i>
η γυμναστική	<i>PE</i>
η δημοσκόπηση	<i>opinion poll/survey</i>
η διαφήμιση	<i>advert</i>
η δισκέτα	<i>disc</i>

το ντοσσιέ	<i>folder</i>
η έκθεση	<i>exhibition/composition</i>
η εκπαίδευση	<i>training</i>
η εμπειρία/η πείρα	<i>experience</i>
η εξέταση	<i>examination</i>
το διαγώνισμα	<i>test</i>
η επιστήμη	<i>science</i>
η εργασία/δουλειά	<i>work</i>
η εταιρεία	<i>society/company</i>
η ιστορία	<i>history</i>
η καντίνα/το κυλικείο	<i>canteen</i>
η μόδα	<i>fashion</i>
η οθόνη	<i>screen</i>
η παιδεία	<i>education</i>
η πρόοδος	<i>progress</i>
η συνέντευξη	<i>interview (job)</i>
η σύσκεψη	<i>conference</i>
η τάξη	<i>classroom</i>
η φορά	<i>time</i>
η φυσική	<i>physics</i>
η χημεία	<i>chemistry</i>
κάνω αίτηση για δουλειά	<i>to apply for a job</i>
μαγειρεύω	<i>to cook</i>
ο μάγειρας/μαγείρισσα	<i>the cook</i>
μελετώ/σπουδάζω	<i>to study</i>
μερική απασχόληση	<i>part time</i>
ο αγρότης	<i>farmer</i>
ο αντιπρόσωπος	<i>representative</i>
ο αρχιτέκτονας	<i>architect</i>
ο αστυνομικός/αστυφύλακας	<i>police officer</i>
ο γραμματέας	<i>secretary</i>

ο δάσκαλος	<i>instructor</i>
ο δάσκαλος/η δασκάλα	<i>teacher (primary)</i>
ο δημόσιος υπάλληλος	<i>civil servant</i>
ο διευθυντής	<i>director</i>
ο διευθυντής	<i>manager</i>
ο υπεύθυνος	<i>(the one) in charge</i>
ο δικηγόρος	<i>lawyer</i>
ο εκτυπωτής	<i>printer</i>
ο εργοδότης	<i>employer</i>
ο ηλεκτρολόγος	<i>electrician</i>
ο καθηγητής/η καθηγήτρια	<i>teacher</i>
ο καλλιτέχνης	<i>artist</i>
ο κωδικός	<i>password</i>
ο λογιστής	<i>accountant</i>
ο μαθητής/η μαθήτρια/φοιτητής/η φοιτήτρια	<i>student</i>
ο μηχανικός	<i>engineer</i>
ο μηχανικός	<i>mechanic</i>
ο μισθός	<i>salary</i>
ο νοσοκόμος	<i>nurse</i>
ο πιλότος	<i>pilot</i>
ο προγραμματιστής	<i>programmer</i>
ο πυροσβέστης	<i>fireman</i>
ο συνάδελφος	<i>colleague</i>
ο συμμαθητής/συμφοιτητής	<i>fellow student</i>
ο σχολικός έλεγχος	<i>school report</i>
ο τεχνικός	<i>technician</i>
ο υδραυλικός	<i>plumber</i>
ο υπάλληλος	<i>(bank/office) employee</i>
ο υπολογιστής	<i>computer</i>
ο φάκελλος	<i>file/envelope</i>
ο φούρναρης/αρτοποιός	<i>baker</i>

ο χασάπης	<i>butcher</i>
ο χτίστης/ο οικοδόμος	<i>builder</i>
ο/η αεροσυνοδός	<i>air hostess/air steward</i>
ο/η δημοσιογράφος	<i>journalist</i>
ο/η ηθοποιός	<i>actor, actress</i>
σβήνω	<i>to erase, rub out</i>
τ' Αρχαία	<i>Ancient Greek</i>
τα μαθηματικά	<i>maths</i>
την ώρα	<i>per hour</i>
το αποτέλεσμα	<i>result</i>
το βελάκι	<i>cursor</i>
το γραμματοκιβώτιο	<i>letter box</i>
το διαδίκτυο	<i>internet</i>
η ιστοσελίδα	<i>web page/site</i>
το ελάττωμα	<i>fault</i>
το εξάμηνο/τρίμηνο	<i>semester/trimester</i>
το ηλεκτρονικό μήνυμα	<i>email</i>
το θέμα	<i>theme/topic</i>
το κατάστημα/μαγαζί	<i>shop</i>
το μάθημα	<i>lesson</i>
το μεσημεριανό διάλειμμα	<i>lunch break</i>
το μήνυμα	<i>message</i>
το πρακτορείο ταξιδίων	<i>travel agency</i>
το ποντίκι	<i>mouse</i>
το πρόγραμμα	<i>timetable</i>
το προσόν	<i>qualification</i>
το πτυχίο	<i>degree (university)</i>
το ραντεβού	<i>appointment</i>
η σύσκεψη	<i>meeting</i>
το ράψιμο	<i>sewing</i>
το συνάλλαγμα	<i>exchange</i>

το σχέδιο	<i>plan</i>
το σχολείο	<i>school</i>
ιδιωτικό/δημόσιο	<i>private/state</i>
το νηπιαγωγείο	<i>nursery school</i>
το δημοτικό	<i>primary school</i>
το γυμνάσιο	<i>secondary school</i>
το λύκειο	<i>upper secondary school</i>
το πανεπιστήμιο	<i>university</i>
το πτυχίο	<i>degree</i>
το δίπλωμα	<i>diploma</i>
το ταχυδρομείο	<i>post/post office</i>
το τηλεφώνημα	<i>telephone call</i>
το χαρτί	<i>paper</i>
του χρόνου	<i>next year</i>
τυπώνω	<i>to print</i>