GCSE (9-1) Greek

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Greek (1GK0)

First teaching from September 2017
First certification from June 2019

Issue 3
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Greek Specification

Issue 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
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<tbody>
<tr>
<td><strong>Amendment to the administration of the speaking component (Paper 2):</strong></td>
<td>14</td>
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<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
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<td>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. <strong>The assessment materials in this pack must not be removed from the centre premises</strong>.’</td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Greek?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students’ progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
To support you in delivering this specification, our Getting Started Guide, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.

- We will give you an editable course planner and scheme of work that you can adapt to suit your department.
- Our mapping documents highlight key differences between the new and 2009 qualification.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries.

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

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<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Greek (*Paper code: 1GK0/1F and 1H)</th>
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<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><em>Foundation tier: 35 minutes, including 5 minutes’ reading time; 50 marks</em></td>
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<tr>
<td><em>Higher tier: 45 minutes, including 5 minutes’ reading time; 50 marks</em></td>
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**25% of the total qualification**

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<tr>
<th>Assessment overview</th>
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<tr>
<td>Students are assessed on their understanding of standard spoken Greek by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Greek speakers.</td>
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<tr>
<td>Students must answer all questions in both sections.</td>
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<td>There is no requirement for students to produce written responses in Greek.</td>
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**Foundation tier**

- Section A is set in English. The instructions to students are in English.
- Section B is set in Greek. The instructions to students are in Greek.

**Higher tier**

- Section A is set in Greek. The instructions to students are in Greek.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
### Paper 2: Speaking in Greek (*Paper code: 1GK0/2F and 2H*)

**Internally conducted and externally assessed**

**Foundation tier:** 7–9 minutes plus 12 minutes' preparation time; 70 marks  
**Higher tier:** 10–12 minutes plus 12 minutes' preparation time; 70 marks  
**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in Greek for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
- **Task 3** – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Greek (*Paper code: 1GK0/3F and 3H*)

**Written examination**

**Foundation tier:** 50 minutes; 50 marks.  
**Higher tier:** 1 hour 5 minutes; 50 marks  
**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their understanding of written Greek across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English.
- **Section B** is set in Greek. The instructions to students are in Greek.
- **Section C** includes a translation passage from Greek into English with instructions in English.
### Paper 4: Writing in Greek (*Paper code: 1GK0/4F and 4H*)

**Written examination**

*Foundation tier: 1 hour 15 minutes; 60 marks*

*Higher tier: 1 hour 25 minutes; 60 marks*

**25% of the total qualification**

### Content overview

This paper draws on vocabulary and structures across all the themes and topics.

### Assessment overview

Students are assessed on their ability to communicate effectively through writing in Greek for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Greek. The instructions to students are in Greek. Word counts are specified for each question. Students must answer all questions.

*Foundation tier* – three open-response questions and one translation into Greek.

*Higher tier* – two open-response questions and one translation into Greek.

*See Appendix 6: Codes for a description of this code and all codes related to this qualification*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek allows students to develop their ability to communicate with Greek native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Greek-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Greek grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:
1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Greek is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Greek-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students’ home country and that of the countries and communities where Greek is spoken.**

**Theme 1: Identity and culture**
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

**Theme 3: School**
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Paper 1: Listening and understanding in Greek

Content

Students are assessed on their understanding of standard spoken Greek in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Greek language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Greek-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage 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.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- Foundation tier
  - 35 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Greek. The question type is multiple-response. The instructions to students are in Greek.
- Higher tier
  - 45 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains two questions set in Greek. The question type is multiple-response. The instructions to students are in Greek.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Greek.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document.
Paper 2: Speaking in Greek

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Greek for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Greek.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Greek, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature. The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Greek, General instructions to the teacher section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.
**Task 3 – Conversation**

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place.

This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Greek, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

- The entire assessment must be conducted in Greek.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Greek, General instructions to the teacher, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.

- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.

- Students are presented with instructions in English but must communicate entirely in Greek for the duration of the assessment.

- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.

- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.

- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.

- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.

- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.

- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.

- The use of dictionaries is not permitted during the preparation time or during the assessment.
Foundation tier assessment time and marks
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks
- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
**Preparation time**

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

**Task 1 – Role play**

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

**Teacher cards**

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

**Candidate cards**

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol ;), and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’).

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Greek. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

**At Foundation tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so.

**At Higher tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so and respond to one question set in a past tense.
**Task 2 – Picture-based task**

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

**Teacher cards**

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

**Candidate cards**

At Foundation tier, students are provided with a picture and five bullets in Greek to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Greek to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

**Task 3 – Conversation**

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Greek

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)
For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Limited response to set questions, likely to consist of single-word answers</td>
</tr>
<tr>
<td></td>
<td>Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</td>
</tr>
<tr>
<td></td>
<td>A straightforward opinion may be expressed but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>5–8</td>
<td>Responds briefly to set questions, there is much hesitation and continuous prompting needed</td>
</tr>
<tr>
<td></td>
<td>Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</td>
</tr>
<tr>
<td></td>
<td>Straightforward, brief opinions are given but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</td>
</tr>
<tr>
<td>9–12</td>
<td>Responds to set questions with some development, some hesitation and some prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with occasional, brief justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>13–16</td>
<td>Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and gives justification with some development</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
</tbody>
</table>

Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.
### Picture-based task: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
     - Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | - Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
     - Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

### Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
### Assessment criteria for the Foundation tier – Part 3

**Conversation – Foundation tier (36 marks)**

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | **●** Communicates limited information relevant to the topics and questions  
      **●** Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
      **●** Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
      **●** Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | **●** Communicates brief information relevant to the topics and questions  
      **●** Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
      **●** Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
      **●** Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | **●** Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
      **●** Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
      **●** Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
      **●** Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12| **●** Communicates information relevant to the topics and questions, with some extended sequences of speech  
      **●** Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
      **●** Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
      **●** Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
- Short, undeveloped responses, many incomplete  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
- Short responses, any development depends on teacher prompting  
- Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
- Occasionally able to initiate and develop responses independently but regular prompting needed  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
- Sometimes able to initiate and develop the conversation independently, some prompting needed  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**Additional guidance**

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
### Conversation: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses straightforward, individual words/phrases; limited evidence of language manipulation  
- Limited accuracy, minimal success when referring to past, present and future events  
- Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | - Uses straightforward, repetitive, grammatical structures  
- Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
- Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
- Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
- Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
- Generally accurate grammatical structures, generally successful references to past, present and future events  
- Generally coherent speech although errors occur that sometimes hinder clarity of communication |

### Additional guidance

**Complex grammatical structures** are considered to be:
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)  
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that hinder clarity:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)
For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Greek Sample Assessment Materials (SAMs)* document.

Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
     | - Some effective adaptation of language to describe, narrate and inform in response to the set questions  
     | - Expresses opinions with occasional, brief justification  
     | - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
     | - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
     | - Expresses opinions and gives justification with some development  
     | - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
     | - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
     | - Expresses opinions effectively and gives justification which is mostly developed  
     | - Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
     | - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
     | - Expresses opinions with ease and gives fully-developed justification  
     | - Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
### Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
- Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
- Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | - Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
- Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | - Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
- Responses are coherent, any errors do not hinder the clarity of the communication |

### Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)  
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
• communication and content
• interaction and spontaneity
• linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
- Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
- Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
- Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
- Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
- Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
- Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
- Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
- Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
- Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
- Pronunciation and intonation are consistently accurate and intelligible |
**Additional guidance**

**Uses language creatively:** examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
### Conversation: interaction and spontaneity – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
      - Occasionally able to initiate and develop responses independently but regular prompting needed  
      - Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6  | - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
      - Sometimes able to initiate and develop the conversation independently, some prompting needed  
      - Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9  | - Responds to most questions spontaneously, resulting in mostly natural interaction  
      - Mostly able to initiate and develop the conversation independently  
      - Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12| - Responds spontaneously and with ease to questions, resulting in natural interaction  
      - Consistently able to initiate and develop the conversation independently  
      - Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Additional guidance**

*Respond(s) spontaneously:* gives a relevant, impromptu response based on what they have heard.

*Rephrasing/repair strategies* are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
### Conversation: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      - Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      - Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      - Generally accurate grammatical structures, generally successful references to past, present and future events  
      - Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | - Manipulates a variety of grammatical structures, some variety of complex structures  
      - Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
      - Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
      - Consistently accurate grammatical structures, consistently successful references to past, present and future events  
      - Fully coherent speech; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)  
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Greek

Content

Students are assessed on their understanding of written Greek across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Greek into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Greek into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Greek-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

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. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
Assessment information

- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Greek. The instructions to students are in Greek:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Greek into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs) document.
Paper 4: Writing in Greek

Content

Students are assessed on their ability to communicate effectively through writing in Greek. Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Greek.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Greek.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Greek.
- The instructions to students are all in Greek.
- The use of dictionaries is not permitted.
• **Foundation tier**
  - The assessment time is 1 hour and 15 minutes in length.
  - The paper consists of three open questions and one translation from English into Greek.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Greek*.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Greek*. This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to Greek. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  - The assessment time is 1 hour and 25 minutes in length.
  - The paper consists of two questions and one translation from English into Greek.
  - Students must answer all questions.
  - Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Greek*. This question is common to the Foundation tier.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Greek*.
  - Question 3 is the translation question. Students are required to translate a short paragraph from English into Greek. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Greek

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

**Step 1 Decide on a band**
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

**Step 2 Decide on a mark**
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</table>
| 1–2  | - Some relevant, basic information without development  
      - Uses language to inform, give short descriptions and express opinions with limited success  
      - Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | - Mostly relevant information, minimal extra detail  
      - Uses language to give short descriptions, simple information and opinions with variable success  
      - Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | - Relevant information with occasional extra detail  
      - Uses language to give short descriptions, simple information and opinions with some success  
      - Uses small selection of common, familiar vocabulary and expression with little repetition |
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

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<tbody>
<tr>
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</table>
| 1–2  | Produces simple, short sentences in isolation  
      | Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | Produces simple, short sentences with little linking  
      | Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | Produces simple sentences with some linking  
      | Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the reader from the content of the writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Foundation tier (16 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:
- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Foundation tier**

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<tr>
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<td>No rewardable material</td>
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</table>
| 1–2  | - Limited information given likely to consist of single words and phrases  
- Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
- Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
- Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | - Some brief information given, basic points made without development  
- Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
- Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
- Occasional appropriate use of register and style |
| 5–6  | - Some relevant information given appropriate to the task, basic points made with little development  
- Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
- Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
- Mostly appropriate use of register and style, mostly sustained |
| 7–8  | - Relevant information given appropriate to the task, basic points made with some development  
- Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
- Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
- Appropriate use of register and style sustained |
Additional guidance

*Independently selected vocabulary and expression:* students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

*Register and style definition:* *formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

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<tbody>
<tr>
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</table>
| 1–2  | ● Repetitive use of minimal selection of straightforward grammatical structures  
      ● Produces individual words/set phrases  
      ● Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | ● Use of a restricted range of straightforward grammatical structures, frequent repetition  
      ● Produces simple, short sentences, which are not linked  
      ● Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | ● Uses straightforward grammatical structures, some repetition  
      ● Produces simple, short sentences; minimal linking  
      ● Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | ● Uses straightforward grammatical structures, occasional repetition  
      ● Produces predominantly simple sentences occasionally linked together  
      ● Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

Additional guidance

Straightforward grammatical structures are considered to be:
● repetitive, simple word order  
● short, simple sentences that use a repetitive range of common, high-frequency structures  
● simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
● errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)  
● infrequent errors that do not distract the reader from the content of the writing.

Errors that hinder clarity:
● errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case  
● frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that prevent meaning being conveyed:
● errors that mean the reader cannot understand the message  
● errors that convey the wrong message  
● errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
● mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
### Question 3: communication and content mark grid – Foundation tier

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<tbody>
<tr>
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<td>No rewardable material</td>
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</table>
| 1–3  | ● Communicates brief information relevant to the task with little development  
      ● Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      ● Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      ● Variable use of appropriate register and style |
| 4–6  | ● Communicates information relevant to the task, with development of the occasional key point and idea  
      ● Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
      ● Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      ● Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | ● Communicates information relevant to the task, with development of some key points and ideas  
      ● Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      ● Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      ● Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| ● Communicates information relevant to the task with expansion of key points and ideas  
      ● Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      ● Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      ● Appropriate use of register and style throughout with minimal inconsistency |

**Additional guidance**

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.
Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
**Question 3: linguistic knowledge and accuracy mark grid – Foundation tier**

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<td>No rewardable material</td>
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</table>
| 1–2  | ▪ Uses straightforward grammatical structures, some repetition  
      ▪ Produces brief, simple sentences, limited linking of sentences  
      ▪ Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | ▪ Uses mostly straightforward grammatical structures, occasional repetition  
      ▪ Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
      ▪ Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | ▪ Different examples of straightforward grammatical structures are evident  
      ▪ Produces some extended sentences that are linked with familiar, straightforward conjunctions  
      ▪ Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | ▪ Some variation of grammatical structures, occasional complex structure  
      ▪ Produces frequently extended sentences, well linked together  
      ▪ Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements(as long as they do not affect the case)
- infrequent errors that do not distract the reader from the content of the writing.
Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>● Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | ● The meaning of the sentence is partially communicated  
     ● Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | ● The meaning of the sentence is fully communicated  
     ● Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the reader from the content of the writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
### Question 1: communication and content mark grid – Higher tier

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| 1–3  | - Communicates brief information relevant to the task with little development  
- Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
- Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
- Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
- Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
- Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
- Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
- Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
- Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
- Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
- Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
- Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
- Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

**Creative language use**: examples of creative language use are:
- using language to create an effect  
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
- using language to express thoughts, ideas, feelings and emotions  
- using language to inform and narrate ideas, thoughts and points of view to maintain interest  
- applying a variety of vocabulary and structures to maintain interest  
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.
Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
Question 1: linguistic knowledge and accuracy mark grid – Higher tier

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</table>
| 1–2  | ● Uses straightforward grammatical structures, some repetition  
      ● Produces brief, simple sentences, limited linking of sentences  
      ● Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | ● Uses mostly straightforward grammatical structures, occasional repetition  
      ● Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
      ● Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | ● Different examples of straightforward grammatical structures are evident  
      ● Produces some extended sentences that are linked with familiar, straightforward conjunctions  
      ● Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | ● Some variation of grammatical structures, occasional complex structure  
      ● Produces frequently extended sentences, well linked together  
      ● Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the reader from the content of the writing.
Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case  
- frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.  
**NB**: these are examples only and do not constitute a finite list.
Question 2 – Higher tier (28 marks)

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>- Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Some effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Appropriate use of register and style with the occasional inconsistency</td>
</tr>
<tr>
<td>5–8</td>
<td>- Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Frequently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Appropriate use of register and style with few inconsistencies</td>
</tr>
<tr>
<td>9–12</td>
<td>- Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Mostly effective adaptation of language, to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Predominantly appropriate use of register and style</td>
</tr>
<tr>
<td>13–16</td>
<td>- Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Consistently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of appropriate register and style throughout</td>
</tr>
</tbody>
</table>
Additional guidance

**Creative use of language:** examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual thoughts, ideas and opinions:** this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
      ● Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
      ● Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | ● Some variation of grammatical structures, including some repetitive instances of complex language  
      ● Prolonged sequences of fluent writing, some extended, well-linked sentences  
      ● Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | ● Uses a variety of grammatical structures including some different examples of complex language  
      ● Predominantly fluent response; frequent extended sentences, mostly well linked  
      ● Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| ● Uses a wide variety of grammatical structures, including complex language  
      ● Fluent response throughout with extended, well-linked sentences  
      ● Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the reader from the content of the writing.
Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case  
- frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Higher tier (12 marks)

Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | • The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| • The meaning of the passage is fully communicated  
• Consistently accurate language and structures, any errors do not hinder clarity |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
• errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)  
• infrequent errors that do not distract the reader from the content of the writing.

Errors that hinder clarity:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives  
• frequent errors hinder clarity as they will distract the reader from the content of the writing

Errors that prevent meaning being conveyed:
• errors that mean the reader cannot understand the message  
• errors that convey the wrong message  
• errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
• mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
**Assessment Objectives**

<table>
<thead>
<tr>
<th>Students must:</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO1</strong> Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO2</strong> Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO3</strong> Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO4</strong> Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total** 100%

**Breakdown of Assessment Objectives**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1 %</td>
<td>AO2 %</td>
</tr>
<tr>
<td>Paper 1: Listening and understanding in Greek</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Paper 2: Speaking in Greek</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Greek</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Greek</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Greek. For listening and reading, all student work must follow the instruction provided for the individual question.
**Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

**Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

**Special consideration**

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

**Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
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<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>
This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

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

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in 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

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Greek. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Greek-speaking countries and their cultures.
Appendices

Appendix 1: Candidate speaking examination record form (CS2) 69
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Appendix 5: Transferable skills 135
Appendix 6: Codes 136
Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek</th>
<th>1GK0:</th>
<th>2F/2H*</th>
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<tbody>
<tr>
<td>Centre name:</td>
<td></td>
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<td>Centre number:</td>
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</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
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</tr>
</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Modern Greek grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R) only receptive knowledge is required.

Greek (Foundation tier)

Nouns:
- parasyllabic nouns;
- common imparasyllabic nouns (μαμά, παππούς);
- neuter imparasyllabic nouns in –μα (όνομα);
- all cases, singular and plural.

Articles:
- definite and indefinite;
- all genders and cases singular and plural.

Adjectives:
- agreement;
- adjectives ending in -ος, -η, -ο and -ος, -ο, -α;
- irregular adjectives (πολύς);
- Regular comparative and superlative degrees;
- all cases, singular and plural.

Adverbs:
- formation in -α and –ως (ακριβά, ακριβώς);
- adverbs of place (μακριά, αριστερά);
- adverbs of time and frequency (πάντα, συχνά);
- adverbs of manner (έτσι, μαζί);
- adverbs of quantity (τόσο, περίπου);
- adverbs of certainty and possibility (βεβαίως, ίσως);
- adverbs of negation (μη(ν)).

Quantifiers:
- όλος, πολύς, τόσος, το παν(R), τα πάντα (R), αρκετός, ελάχιστος (R), μερικοί, διάφοροι.

Pronouns:
- personal, subject (εγώ);
- personal object, direct and indirect, strong and weak forms (με, μου, εμένα);
- common definite and indefinite pronouns (ιδίος, κανένας);
- common demonstrative (εκείνος);
- common interrogative (ποιος);
- possessive (μου);
- common relative (που).
Verbs:
- modes of address (εσύ, εσείς);
- impersonal verbs (υπάρχει, πρέπει);
- regular verbs in the indicative of the active voice: first conjugation verbs, paroxytone (γράφω);
- second conjugation verbs, oxytone (αγαπώ, μπορώ);
- high frequency contracted verbs (λέω, τρώω, ακούω);
- high frequency irregular verbs (πίνω, πάρνω);
- high frequency deponent verbs (έρχομαι, γίνομαι);
- tenses of the indicative:
  - present;
  - simple future;
  - aorist;
  - imperfect;
- common conditionals (θα ήθελα);
- present perfect and pluperfect: most common verbs only;
- imperative: common forms, including negative (άνοιξε, μην έρθεις);
- subjunctive: present and aorist
- common medio-passive verbs (πλένομαι, λέγομαι): present, future and aorist tenses
- conditional constructions indicating: factual conditions (αν δεν ξέρω, ρωτάω);
- suppositional conditions (αν πήγαινες, θα περνούσες καλά) (R).

Prepositions:
- monosyllabic prepositions (σε, από, με);
- common two-syllable prepositions (χωρίς, μετά).

Conjunctions:
- common co-ordinating (και, ούτε, αλλά, όμως);
- common subordinating (επειδή, για να, ότι).

Time and Date:
- common time references in the accusative (την Τετάρτη);
- common time references that include numbers (στη μία η ώρα, στις 26 Ιουλίου).
Greek (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns:
- masculine nouns in –έας (ο συγγραφέας) (R);
- feminine nouns in –η with plural in –εις (η κυβέρνηση);
- nouns of common gender (ο/η συγγενής);
- neuter nouns in –ος (το λάθος);
- all cases, singular and plural.

Adjectives:
- common adjectives ending in –ύς, -ιά, -ύ (βαθύς) (R);
- -ων, -ούσα, -ον (ενδιαφέρων, παρών);
- -ης, -α, -ικο (τεμπέλης, πεισματόρης) (R);
- -δς-ιά-ό (γλυκός);
- -ης-ης-ες (ειλικρινής) (R);
- comparatives in –ύτερος (μακρύτερος);
- irregular superlatives (άριστος) (R).

Adverbs:
- comparative and superlative.

Pronouns:
- demonstrative (τέτοιος);
- relative (ο οποίος, οποιοσδήποτε).

Prepositions:
- Common prepositions from Ancient Greek (υπέρ, υπό, συν, διά) (R).

Verbs:
- common oxytone and paroxytone verbs in the passive voice in the following tenses of the indicative:
  - imperfect;
  - future perfect (R);
  - conditional;
- common passive imperatives (ντύσου, πλύσου) (R);
- constructions indicating counterfactual conditions (αν είχες έρθει, θα τον είχες δει) (R).
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

Word lists

Section 1: High-frequency language
Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in bold.

All topics must be studied in the context of both the student’s home country and that of countries and communities where Greek is spoken.

Theme 1: Identity and culture
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel
- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme 3: School
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Theme 4: Future aspirations, study and work
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme 5: International and global dimension
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

going to

there is

to accept

to accompany

to ache

to add

to admire

to advise

to allow

to announce

to answer

to apply

to argue/to scold

to arrive

to ask

to ask for; look for

to avoid

to be

to be able to

to be absent

to be born

to be called

to be careful

to be at fault

to be host to

to be hot/to be cold

to be hungry

to be in a hurry

to be interested in

to be keen to

to be like/resemble

to be located

to be lucky

to be present

to be sleepy

to be sorry

to be thirsty

to become

to begin/to start

to belong

to borrow

to bother

to break

to bring

to brush (teeth)
to build

to build relationships

to buy

θα/πρόκειται να
υπάρχει
dέχομαι, αποδέχομαι
συνοδεύω
πονάω
προσθέτω
θαυμάζω
λατρεύω
συμβουλεύω
επιτρέπω
ανακοινώνω
απαντώ
κάνω αίτηση
μαλώνω
φτάνω
ρωτώ
ζητώ
αποφεύγω
είμαι
μπορώ
απουσιάζω/λείπω
γεννιέμαι
ονομάζομαι
προσέχω/είμαι προσεκτικός
φταίω
φιλοξενώ
ζεσταίνομαι/κρύώνω
πεινάω
βιάζομαι
(με) ενδιαφέρει/ενδιαφέρομαι
eίμαι πρόθυμος να/θέλω πολύ
μοιάζω
βρίσκομαι
ανήκω
διψώ
αγοράζω
αρχίζω/ξεκινώ
ανήκω
dανείζομαι
ενοχλώ/πειράζω
σπάω/χαλάω
ενοχλώ/πειράζω
φθάνω ώρα
νυστάζω
λυπάμαι
διψώ
γίνομαι
διψώ
αγοράζω
Common verbs (cont)

to call/to give someone a call | καλώ/τηλεφωνώ

to cancel | ακυρώνω

to carry | μεταφέρω/κουβαλώ

to catch | πιάνω

to celebrate | γιορτάζω

to change | αλλάζω

to charge | φορτίζω/χρεώνω

to chat | κουβεντιάζω

to check | ελέγχω

to choose | διαλέγω, επιλέγω

to circulate; to go along (in a car) | κυκλοφορώ

to clean | καθαρίζω

to click (ICT) | κάνω κλικ (Πληροφορική)

to climb; get on(to) | σκαρφαλώνω, ανεβαίνω

to close | κλείνω

to collect | κάνω συλλογή/μαζεύω

to comb (hair) | χτενίζω/χτενίζομαι

to combine | συνδυάζω

to come | έρχομαι

to complain | παραπονιέμαι/κάνω παράπονο

to contact; communicate | επικοινωνώ

to continue/carry on | συνεχίζω

to convince | πείθω

to cope/manage/get by | αντιμετωπίζω/διαχειρίζομαι/τα βγάζω πέρα

to copy | αντιγράφω

to cost | κοστίζω

to count, intend; count on (someone) | μετρώ, σκοπεύω, βασίζομαι (σε κάποιον)

to create | δημιουργώ

to cross, go across | διασχίζω, περνώ απέναντι

to cry | κλαίω

to damage/to go wrong/to fail | χαλώ

to dance | χορεύω

to deal (with a problem) | χειρίζομαι/αντιμετωπίζω (ένα πρόβλημα)

to decide | αποφασίζω

to depart/leave | αναχωρώ/φεύγω

to describe | αναφερόμαι

to describe | συζητώ

to discuss | συζητώ

to dismiss | απορρίπτω

to distribute | μοιράζω

to do/to make | κάνω/φτιάχνω

to do the vacuum cleaning | σκούπισμα με την ηλεκτρική σκούπα/βάζω ηλεκτρική (σκούπα)

to doubt | αμφιβάλλω

to download | κατεβάζω

to draw | ζωγραφίζω, σχεδιάζω

to drink | πίνω

to drive | οδηγώ

to earn | κερδίζω

to eat (out) | τρώω (έξω)

to empty | αδειάζω

to end | τελειώνω, λήγω

to enjoy oneself; have fun | ενισχύομαι/μπαίνω μέσα

to enter/go in | δραπετεύω, ξεφεύγω
Common verbs (cont)

to exchange  
ανταλλάσω

to explain  
εξηγώ, επεξηγώ

to fail  
αποτυχάω

to fall  
πέφτω

to fall asleep  
αποκοιμιέμαι

to fear  
φοβάμαι

to feed, nourish  
ταΐζω, θρέφω

to feel  
νιώθω

to fill/fill in  
γεμίζω/συμπληρώνω

to find  
βρίσκω

to finish, end  
tελειώνω, λήγω

to fly  
πετώ

to follow  
ακολουθώ

to forget; to leave something behind  
ξεχνώ, αφήνω κάτι πίσω

to forgive  
συγχωρώ

to get angry  
θυμώνω

to get better  
καλυτερεύω

to get dressed  
ντύνω

to get into (bus, car, train)  
επιβιβάζομαι, μπαίνω σε (λεωφορείο, αυτοκίνητο, τρένο)
to get on well with  
τα πάω καλά

to get out of (bus, car, train)  
αποβιβάζομαι, κατεβαίνω από (λεωφορείο, αυτοκίνητο, τρένο)
to get something  
παίρνω

to get up  
σηκώνω

to get undressed  
ξεντύνω

to give  
δίνω

to give back  
επιστρέφω, δίνω πίσω

to give (a gift)  
προσφέρω (δώρο)
to go  
πηγαίνω

to go down  
πέφτω (μεταφορικά), κατεβαίνω

to go for a walk  
ηγαίνω περίπατο

to go (in a car)  
ηγαίνω (με αυτοκίνητο)
to go out  
βγαίνω έξω

to go shopping  
πάω για ψώνια

to go to bed  
πάω για ύπνο

to go up  
ανεβαίνω

to guide  
οδηγώ/καθοδηγώ

to hand over  
παραδίδω

to harm/damage  
χτυπώ (κάποιον), βλάπτω / βλάπτω, καταστρέφω

to hate  
μισώ

to have  
έχω / διαθέτω

to have a cold  
κρυολογώ/είμαι κρυολογημένος

to have to/must  
πρέπει, είναι υποχρεωτικό

to hear  
ακούω

to help  
βοηθώ

to hold/to keep/to reserve  
κρατώ/ διατηρώ/ κάνω κράτηση

to hope  
ελπίζω

to hurt (oneself)  
τραυματίζομαι, χτυπώ

to imagine  
φαντάζομαι

to improve  
βελτιώνω

to inform  
πληροφορώ, ενημερώνω

to introduce (an item, an idea)  
παρουσιάζω (ένα προϊόν, μια ιδέα)
to introduce (a person)  
συστήνω/γνωρίζω (ένα άτομο)
to invite  
προσκαλώ
Common verbs (cont)

- to iron  σιδερώνω
- to jump  πηδώ
- to justify  δικαιολογώ
- to kiss  φιλώ
- to knit  πλέκω
- to knock, hit  χτυπώ
- to knock over  ρίχνω κάτω (στο έδαφος)
- to know (a fact)  γνωρίζω/ξέρω (κάποιο γεγονός)
- to know (person, place)  γνωρίζω/ξέρω (άτομο, τόπο)
- to last  διαρκώ
- to laugh  γελώ
- to lay the table  στρώνω το τραπέζι
- to learn  μαθαίνω
- to leave; to depart  φεύγω, αναχωρώ
- to leave (somewhere, somebody)  φεύγω (από κάπου), αφήνω, παρατώ (κάποιον)
- to leave behind (an object)  ξεχνώ (ένα αντικείμενο)
- to lend  δανείζω
- to lift  σηκώνω
- to light, turn/switch on  ανάβω, ανοίγω (τηλεόραση, ραδιόφωνο, κ.λπ.)
- to like  μου αρέσει
- to listen  ακούω
- to live (inhabit)  μένω/κατοικώ
- to live  ζω
- to load  φορτώνω
- to look after  φροντίζω
- to look after/mind (child, dog)  φροντίζω / προσέχω, φροντίζω (παιδί, σκύλο)
- to look for  ψάχνω, αναζητώ
- to look like, to resemble  μοιάζω
- to lose  χάνω
- to love  αγαπώ
- to make a mistake  κάνω λάθος
- to make the bed  στρώνω το κρεβάτι
- to manage, to cope  καταφέρνω, αντεπεξέρχομαι, τα καταφέρνω
- to manage (business)  διευθύνω, διοικώ (επιχείρηση)
- to mean to (do)  σκοπεύω να (κάνω κάτι)
- to mean/to signify  σημαίνω / σημαίνω (δείχνω), σηματοδοτώ
- to meet  συναντώ
- to mention/ to report  αναφέρω
- to miss; to be lacking  χάνω, λείπει (δεν υπάρχει)
- to miss (train, bus etc)  χάνω (τρένο, λεωφορείο, κ.λπ.)
- to move (to interest)  κινώ/μετακινώ (κινώ το ενδιαφέρον)
- to move house  μετακομίζω
- to need  χρειάζομαι
- to note  σημειώνω, λαμβάνω υπόψη
- to offer; to give a present  προσφέρω, προσφέρω/δίνω δώρο
- to open  ανοίγω
- to order  παραγγέλω, διατάζω (κάποιον)
- to organise  οργανώνω
- to park  σταθμεύω, παρκάρω
- to pass  περνάω, προσπερνώ (σδήγηση)
- to persuade/convince  πείθω
- to phone  τηλεφωνώ
- to place  τοποθετώ
- to plan  σχεδιάζω
Common verbs (cont)

to plant          φυτεύω

to play           παίζω

to please         ευχαριστώ (προσφέρω ευχαρίστηση)

to prefer         προτιμώ

to present        παρουσιάζω

to prevent        αποτρέπω

to produce        παράγω

to publish        δημοσιεύω

to pull           τραβάω

to push           σπρώχνω, ωθώ

to put            βάζω

to put back       τακτοποιώ

to read           διαβάζω

to realise        καταλαβαίνω/αντιλαμβάνομαι/διαπιστώνω

to receive        λαμβάνω/παίρνω/δέχομαι

to recommend      συστήνω/προτείνω

to refund         επιστρέφω (χρήματα)

to regret, be sorry   μετανιώνω, λυπάμαι

to relax          χαλαρώνω

to remember       θυμίζω

to remind         θυμίζω

to rent/to hire    νοικιάζω

to repair         επισκευάζω/επιδιορθώνω

to repeat         επαναλαμβάνω

to replace        αντικαθιστώ

to reply          απαντώ

to research       ερευνώ

to reserve        κάνω κράτηση, κλείνω

to rest           ξεκουράζομαι

to return; to go back   επιστρέφω, γυρίζω

to revise         κάνω επανάληψη

to ride a horse    ιππεύω

to ring (a bell)   χτυπώ (κουδούνι)

to run            τρέχω

to save/to save (money, energy) σώζω/εξοικονομώ

to say            λέω

to say goodbye    αποχαιρετώ

to see            βλέπω

to seem           φαίνομαι

to sell           πουλάω

to send           στέλνω

to serve          εξυπηρετώ, σερβίρω

to shake (one’s head)/ to move κοιμάω

to share          μοιράζομαι

to shave          ξυρίζω/ξυρίζομαι

to show           δείχνω

to sign           υπογράφω

to sing           τραγουδώ

to sit down       κάθομαι

to skate           κάνω πατίνι

to ski            κάνω σκι

to sleep          κοιμάμαι

to smile          χαμογελώ

to smoke          καπνίζω

to speak          μιλώ
Common verbs (cont)

- to spend (money)
  - ξοδεύω (χρήματα)

- to spend (time)
  - περνώ (χρόνο)

- to squash
  - συνθλίβω, λιώνω, ζουλώ

- to stay/to remain
  - μένω, παραμένω

- to steal
  - κλέβω

- to stick
  - κολλώ

- to stop
  - σταματώ

- to study/to study at university
  - μελετώ, διαβάζω/παιδιστήμιο
  - επιτυχαίνω

- to surf the internet
  - σερφάρω στο διαδίκτυο

- to swim
  - κολυμπώ

- to switch off
  - σβήνω (π.χ. ηλεκτρική συσκευή), απενεργοποιώ

- to take
  - αφήνω (π.χ. ηλεκτρική συσκευή), απενεργοποιώ

- to take advantage of
  - εκμεταλλεύομαι/επωφελούμαι

- to take off (plane)
  - απογειώνομαι (αεροπλάνο)

- to take off (clothes etc)
  - βγάζω (ρούχα, κ.λπ.)

- to take photographs
  - βγάζω φωτογραφίες/φωτογραφίζω

- to teach
  - διδάσκω

- to tell/recount
  - λέω / διηγούμαι, αφηγούμαι

- to thank
  - ευχαριστώ (εκφράζω ευγνωμοσύνη)

- to think (about)
  - σκέφτομαι (για κάτι)

- to think, believe
  - σκέφτομαι, πιστεύω, νομίζω

- to throw
  - ρίχνω, πετώ

- to tidy up
  - τακτοποιώ/συμμαζεύω

- to touch
  - αγγίζω

- to travel
  - ταξιδεύω

- to try
  - δοκιμάζω, προσπαθώ

- to turn
  - γυρίζω

- to turn; to twist
  - στρίβω

- to turn off/extinguish
  - σβήνω

- to type
  - πληκτρολογώ

- to understand
  - καταλαβαίνω, κατανοώ

- to use
  - χρησιμοποιώ

- to visit (person, place)
  - επισκέπτομαι (Άτομο)

- to wait for
  - περιμένω, αναμένω

- to wake up
  - ξυπνώ

- to walk
  - περπατώ

- to want
  - θέλω

- to want, desire
  - θέλω, επιθυμώ

- to warn
  - προειδοποιώ

- to wash
  - πλένω/πλένομαι

- to wear
  - φορώ

- to weigh
  - ζυγίζω

- to win/to earn
  - κερδίζω

- to wish
  - εύχομαι

- to wonder
  - αναρωτιέμαι

- to work
  - δουλεύω, εργάζομαι

- to work (function)/to operate
  - λειτουργώ (μηχάνημα), χειρίζομαι

- to write
  - γράφω
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Greek Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>ενεργός, δραστήριος</td>
</tr>
<tr>
<td>all</td>
<td>όλος</td>
</tr>
<tr>
<td>alone</td>
<td>μόνος</td>
</tr>
<tr>
<td>alike; the same</td>
<td>όμοιος, ιδίος</td>
</tr>
<tr>
<td>ambitious</td>
<td>φιλόδοξος</td>
</tr>
<tr>
<td>angry</td>
<td>θυμωμένος</td>
</tr>
<tr>
<td>anyone/no one</td>
<td>κανένας</td>
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<td>athletic</td>
<td>αθλητικός</td>
</tr>
<tr>
<td>awful</td>
<td>απαίσιος</td>
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<td>bad</td>
<td>κακός</td>
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<tr>
<td>beautiful</td>
<td>όμορφος, ωραίος</td>
</tr>
<tr>
<td>big/large</td>
<td>μεγάλος</td>
</tr>
<tr>
<td>big/tall</td>
<td>ψηλός</td>
</tr>
<tr>
<td>boring</td>
<td>βαρετός</td>
</tr>
<tr>
<td>brave</td>
<td>γενναίος</td>
</tr>
<tr>
<td>brief</td>
<td>σύντομος</td>
</tr>
<tr>
<td>broken</td>
<td>χαλασμένος, σπασμένος</td>
</tr>
<tr>
<td>chestnut brown</td>
<td>καστανός</td>
</tr>
<tr>
<td>clean/clear</td>
<td>καθαρός</td>
</tr>
<tr>
<td>clever</td>
<td>έξυπνος</td>
</tr>
<tr>
<td>close/nearby</td>
<td>κοντινός</td>
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<tr>
<td>closed</td>
<td>κλειστός</td>
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<tr>
<td>comfortable/convenient</td>
<td>άνετος, θαλικός</td>
</tr>
<tr>
<td>cool</td>
<td>δροσερός</td>
</tr>
<tr>
<td>correct</td>
<td>σωστός</td>
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<tr>
<td>dedicated</td>
<td>αφιερωμένος</td>
</tr>
<tr>
<td>delicious</td>
<td>νόστιμος</td>
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<tr>
<td>different</td>
<td>διαφορετικός</td>
</tr>
<tr>
<td>difficult</td>
<td>δύσκολος</td>
</tr>
<tr>
<td>dirty</td>
<td>βρώμικος</td>
</tr>
<tr>
<td>full</td>
<td>γεμάτος</td>
</tr>
<tr>
<td>fun; amusing</td>
<td>διασκεδαστικός</td>
</tr>
<tr>
<td>funny (comical)</td>
<td>αστείος (κωμικός)</td>
</tr>
<tr>
<td>generous</td>
<td>γενναιόδωρος</td>
</tr>
<tr>
<td>good</td>
<td>καλός</td>
</tr>
<tr>
<td>good (well-behaved)</td>
<td>ευγενικός (καλή συμπεριφορά)</td>
</tr>
<tr>
<td>grateful</td>
<td>ευγνώμων</td>
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<tr>
<td>great (fantastic)</td>
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<tr>
<td>great (marvellous)</td>
<td>υπέροχος (θαυμάσιος)</td>
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<tr>
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<td>ευτυχισμένος, χαρούμενος</td>
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<td>σκληρός, δύσκολος</td>
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<td>υγιεινός (τρόφιμα / τρόπος ζωής)/ υγιής</td>
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<td>βαρύς</td>
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<td>high; tall (building)</td>
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<td>hot</td>
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<tr>
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<td>intelligent; clever</td>
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<tr>
<td>Common adjectives (cont)</td>
<td>Greek</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
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<tr>
<td>intense/strong</td>
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<td>new (brand new)</td>
<td>νέος (ολοκαινούργιος)</td>
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<td>next</td>
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<tr>
<td>nice; likeable</td>
<td>ωραίος, καλός, συμπαθής</td>
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<td>θορυβώδης</td>
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<td>normal</td>
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<td>πολυάριθμος</td>
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<td>old (former)</td>
<td>παλαιός (τέως)</td>
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<td>old fashioned</td>
<td>παλιομοδίτικος, ξεπερασμένος</td>
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<td>δικός μου</td>
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<td>pessimistic</td>
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<td>ευχαριστημένος, ικανοποιημένος</td>
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<td>ευχάριστος</td>
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<td>polite/impolite (rude)</td>
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<td>pretty</td>
<td>ωραίος, όμορφος</td>
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<td>quiet</td>
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<td>ready</td>
<td>έτοιμος</td>
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<td>real</td>
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<td>reasonable</td>
<td>λογικός</td>
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<tr>
<td>recent</td>
<td>πρόσφατος</td>
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<tr>
<td>recognised/well known</td>
<td>αναγνωρισμένος / ευρέως γνωστός</td>
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### Common adjectives (cont)

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<td>υπεύθυνος</td>
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<tr>
<td>rich</td>
<td>πλούσιος</td>
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<td>ridiculous</td>
<td>γελοῖος</td>
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<td>ripe</td>
<td>ύριμος</td>
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<tr>
<td>rotten</td>
<td>σάπιος</td>
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<tr>
<td>sad</td>
<td>λυπημένος</td>
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<td>safe</td>
<td>ασφαλής</td>
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<td>ίδιος</td>
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<td>ικανοποιημένος</td>
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<td>selfish</td>
<td>εγωιστής, εγωιστικός</td>
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<tr>
<td>sensational</td>
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<tr>
<td>serious</td>
<td>σοβαρός</td>
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<tr>
<td>short</td>
<td>κοντός</td>
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<tr>
<td>shy</td>
<td>ντροπαλός</td>
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<tr>
<td>silent</td>
<td>σιωπηλός</td>
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<td>silly/stupid</td>
<td>ανόητος/ηλίθιος</td>
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<td>ειλικρινής</td>
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<tr>
<td>situated</td>
<td>που βρίσκεται</td>
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<tr>
<td>slim</td>
<td>λεπτός, αδύνατος</td>
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<tr>
<td>small; short (person)</td>
<td>μικρός, κοντός</td>
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<td>sociable</td>
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<td>someone</td>
<td>κάποιος</td>
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<td>sought after</td>
<td>περιζήτητος</td>
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<td>standing</td>
<td>όρθιος</td>
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<td>αυστηρός</td>
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<td>strong</td>
<td>ισχυρός</td>
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<td>υπέροχος</td>
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<td>tasteless</td>
<td>άνοστος/κακόγουστος</td>
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<tr>
<td>tasty</td>
<td>νόστιμος</td>
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<tr>
<td>thin, narrow</td>
<td>λεπτός, στενός</td>
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<td>τακτοποιημένος</td>
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<td>κουρασμένος</td>
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<td>ugly</td>
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<td>απίστευτος</td>
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<td>unfair</td>
<td>άδικος</td>
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<td>unforgettable</td>
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<td>στεναχωρημένος, δυστυχής</td>
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<td>unhealthy</td>
<td>άρρωστος, ανθυγιεινός</td>
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<td>unpleasant</td>
<td>δυσάρεστος</td>
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<td>upset</td>
<td>στεναχωρημένος</td>
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<td>useful</td>
<td>χρήσιμος</td>
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<td>άχρηστος</td>
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<td>έγκυρος</td>
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<td>valuable</td>
<td>πολύτιμος</td>
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<td>weak</td>
<td>αδύναμος, ασθενής</td>
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<td>υγρός</td>
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<td>worried</td>
<td>ανησυχος</td>
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<td>σοφός, συνετός</td>
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<tr>
<td>young</td>
<td>νεαρός, νέος</td>
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</tbody>
</table>
**Common adverbs**

again
almost
already
around
at the back
badly
behind
between
beyond
cheap(ly)
downstairs
enough
especially
everywhere
far
fairly; quite
fortunately/unfortunately
hardly
here
in front
in front of
in the background; at the back
in the foreground
in the middle (of)
inside
loud(ly)
mainly/importantly
nearby
next to
nowhere
on the corner of
on the left
on the right
opposite
outside
over/above
over there
perhaps
rather/most likely
really
slowly
somewhere
soon
standing
still
straight ahead
straight away
there
together
too
up there
under
upstairs
very
very much
well

πάλι
σχεδόν
ήδη
γύρω, περίπου
ήδη
άσχημα
νίω
πέρα (από)
φτηνά
κάτω
αρκετά
ειδικά
παντού
μακριά
αρκετά
ευτυχώς/δυστυχώς
μόλις
εδώ
μητροστά
μητροστά από
στο βάθος, στο πίσω μέρος
σε πρώτο πλάνο, στο προσκήνιο
στη μέση (του)
μέσα
δυνατά
κυρίως
κοντά
δίπλα από
ποιοτικά
στη γωνία
αριστερά
dεξιά
απέναντι
έξω
πάνω από
εκεί πέρα
ίσως
μάλλον
πραγματικά
αργά
κάπου
σύντομα
όρθια στάση
ακόμη
ισια/ευθεία
αμέσως
εκεί
μαζί
πάρα πολύ, υπερβολικά
εκεί πάνω
κάτω
πάνω
πολύ
πάρα πολύ
καλά
**Prepositions**

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<thead>
<tr>
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<th>Greek</th>
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<tr>
<td>above</td>
<td>πάνω από</td>
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<tr>
<td>after</td>
<td>μετά από</td>
</tr>
<tr>
<td>against</td>
<td>εναντίον, κατά</td>
</tr>
<tr>
<td>among</td>
<td>μεταξύ</td>
</tr>
<tr>
<td>around</td>
<td>γύρω</td>
</tr>
<tr>
<td>at (someone’s house)</td>
<td>στο (π.χ. είναι στο σπίτι)</td>
</tr>
<tr>
<td>at the end of</td>
<td>στο τέλος (του, της)</td>
</tr>
<tr>
<td>at, to</td>
<td>σε, προς</td>
</tr>
<tr>
<td>before</td>
<td>πριν</td>
</tr>
<tr>
<td>behind</td>
<td>πίσω από</td>
</tr>
<tr>
<td>between</td>
<td>μεταξύ, ανάμεσα</td>
</tr>
<tr>
<td>beyond</td>
<td>πέρα από / εκτός</td>
</tr>
<tr>
<td>far from</td>
<td>μακριά από</td>
</tr>
<tr>
<td>from</td>
<td>από</td>
</tr>
<tr>
<td>in (inside)</td>
<td>σε (εντός, μέσα)</td>
</tr>
<tr>
<td>in front of, in the front</td>
<td>μπροστά από, μπροστά</td>
</tr>
<tr>
<td>near (to)</td>
<td>κοντά (σε)</td>
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<td>next to</td>
<td>δίπλα (σε)</td>
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<tr>
<td>on (on top of)</td>
<td>επάνω (επάνω σε κάτι)</td>
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<tr>
<td>opposite</td>
<td>απέναντι</td>
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<tr>
<td>outside</td>
<td>έξω από</td>
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<tr>
<td>through</td>
<td>διά μέσου, μέσω</td>
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<tr>
<td>towards</td>
<td>προς</td>
</tr>
<tr>
<td>under</td>
<td>κάτω από</td>
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**Colours**

<table>
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</thead>
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<tr>
<td>black</td>
<td>μαύρο</td>
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<tr>
<td>blue</td>
<td>μπλε</td>
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<td>brown</td>
<td>καφέ</td>
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<td>chestnut brown</td>
<td>καστανό</td>
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<tr>
<td>colour</td>
<td>χρώμα</td>
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<tr>
<td>dark</td>
<td>σκούρο</td>
</tr>
<tr>
<td>dark (hair, skin)</td>
<td>μελαχρινός</td>
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<tr>
<td>fair (hair, skin)</td>
<td>ανοιχτόχρωμος</td>
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<tr>
<td>green</td>
<td>πράσινο</td>
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<tr>
<td>grey</td>
<td>γκρι</td>
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<td>light</td>
<td>ανοιχτό</td>
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<td>γαλάζιο, γαλανό</td>
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<td>πορτοκαλί</td>
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<td>ροζ</td>
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<td>violet</td>
<td>μοβ, βιολετί</td>
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<td>white</td>
<td>άσπρο, λευκό</td>
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<tr>
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<td>κίτρινο</td>
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**Numbers**

<table>
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<td>2</td>
<td>δύο</td>
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<td>3</td>
<td>τρία</td>
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<td>τέσσερα</td>
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<td>6</td>
<td>έξι</td>
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<td>επτά</td>
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<td>8</td>
<td>οκτώ</td>
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</table>
Numbers (cont)

9  εννέα
10 δέκα
11 έντεκα
12 δώδεκα
13 δεκατρία
14 δεκατέσσερα
15 δεκαπέντε
16 δεκαέξι
17 δεκαεπτά
18 δεκαεπτά
19 δεκαεννιά
20 είκοσι
21 είκοσι ένα
22 είκοσι δύο
23 είκοσι τρία
24 είκοσι τέσσερα
25 είκοσι πέντε
26 είκοσι έξι
27 είκοσι επτά
28 είκοσι οκτώ
29 είκοσι εννιά
30 τριάντα
31 τριάντα ένα
32 etc. τριάντα δύο, κ.λπ.
40 σαράντα
50 πενήντα
60 εξήντα
70 εβδομήντα
80 ογδόντα
90 ενενήντα
100 εκατό
101 εκατόν ένα
102 etc. εκατόν δύο, κ.λπ.
110 εκατόν δέκα, κ.λπ.
120 etc. εκατόν είκοσι, κ.λπ.
200 διακόσια
201 etc. διακόσια ένα, κ.λπ.
300 τριακόσια
400 τετρακόσια
500 πεντακόσια
600 εξακόσια
700 επτακόσια
800 οκτακόσια
900 εννιακόσια
1000 χιλιά
1001 etc. χιλιά ένα, κ.λπ.
1100 etc. χιλιά εκατό, κ.λπ.
2000 δύο χιλιάδες
100000 εκατό χιλιάδες
200000 διακόσιες χιλιάδες
1.000.000 ένα εκατομμύριο
2.000.000 δύο εκατομμύρια
Ordinal numbers

first  πρώτος
second δεύτερος
third  τρίτος
forth  τέταρτος
fifth  πέμπτος
sixth  έκτος
seventh  ἐβδομος
eighth  ὀγδόος
ninth  ἐννεατος
tenth  δέκατος
eleventh  ενδέκατος
twenty first  εικοστός πρώτος

Quantities and measures

a bottle (of)  ένα μπουκάλι, μία φιάλη
a box of  ένα κουτί
about twenty  περίπου είκοσι
about a hundred  περίπου εκατό
a dozen  μια δωδεκάδα
a jar (of)  ένα βάζο
a little of/few  λίγο/λίγα
a litre (of)  ένα λίτρο
a lot (of)  πολλά
a little (of)  λίγο
a kilo (of)  ένα κιλό
a part of  ένα μέρος
(a) quarter of  (ένα) τέταρτο
a third of  ένα τρίτο
double/twice  διπλό/δύο φορές
enough  αρκετά
exactly  ακριβώς
gramme  γραμμάριο
centilitre  εκατοστόλιτρο
centimetre  εκατοστόμετρο/εκατοστό
half of  μισό
kilometre  χιλιόμετρο
less  λιγότερο
maximum  ανώτατο όριο
metre  μέτρο
minimum  ελάχιστο όριο
more  περισσότερο
(some) more  (λίγο) περισσότερο
a packet (of)  ένα πακέτο
a piece (of)  ένα κομμάτι
a slice (of)  μια φέτα
a tin, box (of)  μια κονσέρβα, ένα μεταλλικό κουτί, ένα κουτί
enough  αρκετά
half  μισό
many  πολλά
nothing  τίποτα, καθόλου
only  μόνο
to what extent  σε ποιο βαθμό/κατά πόσο(ν)
quantity  ποσότητα
quite a few  αρκετά
Quantities and measures (cont)

- several: αρκετά
- some: μερικά
- too much; too many: πάρα πολύ, πάρα πολλοί
- weight: το βάρος

Some useful connecting words

- according to: σύμφωνα με
- also: επίσης
- although: παρόλο που
- and: και
- because: επειδή, γιατί
- because of: εξαιτίας
- but: αλλά/μα
- either or: είτε είτε
- even if: ακόμα κι αν
- finally: τελικά
- first of all: πρώτα απ’ όλα
- however: ωστόσο
- if: αν
- in order to: ώστε να, για να
- neither nor: ούτε ούτε
- or: ή
- perhaps: ίσως
- since: εφόσον, αφού, καθώς
- so: οπότε, έτσι
- then: έπειτα
- therefore: συνεπώς, επομένως
- this is why: γι’ αυτό

Time expressions

- after: μετά, έπειτα, στη συνέχεια
- afternoon: το απόγευμα
- ago: πριν
- all the time: συνέχεια
- already: ήδη
- always: πάντα, πάντοτε
- as soon as: αμέσως μόλις
- at the end: στο τέλος
- at the start: στην αρχή
- at the same time: την ίδια στιγμή
- before: πριν
- for a long time: για πολύ καιρό
- day: η ημέρα
- day (a whole day): ημέρα (μια ολόκληρη ημέρα)
- duration/length of time: η διάρκεια
- during/for: κατά τη διάρκεια / για
- early: νωρίς
- evening: το βράδυ
- evening (a whole evening): το βράδυ (ένα ολόκληρο βράδυ)
- every day: κάθε μέρα
- every now and then: πάτε πότε/ που και που
- fortnight: το δεκαπενθήμερο
Time expressions (cont)

from ... until/to
from time to time
how often
how long
just now, in a little while
in the beginning
in the meantime
immediately
late
later
last night (yesterday evening)
last night (during the night)
last year
midday/noon
midnight
morning (the whole morning)
never
next year
night
not yet
now
often
once
on time
quickly
past/last
rarely
recently/lately
since
sometimes
soon
the day after tomorrow
the day before yesterday
the next day; following day
the night before; eve
this year
time
today
tomorrow
twice
until
usually
week
weekend
year
yesterday

Times of day

(at) 1 a.m. (στη) μία π.μ.
1 p.m. μία μ.μ.
(at) nine o’clock in the evening (στις) εννιά η ώρα (βράδυ)
13.00 13.00
at exactly 2 o’clock ακριβώς στις 2 (η ώρα)
Times of day (cont)

at about ....... o’clock
five to three
half past ten
ten past four
ten to four
quarter to six
quarter past seven
hour
midnight
noon
in the afternoon/midday
in the afternoon/after midday
in the evening
in the morning
minute
second

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
(on) Monday
(on) Monday morning
(on) Monday evening
on Mondays
every Monday

month
January
February
March
April
May
June
July
August
September
October
November
December
season
spring
summer
autumn
winter

month
January
February
March
April
May
June
July
August
September
October
November
December
season
spring
summer
autumn
winter

Months and seasons of the year

ο μήνας
ο Ιανουάριος
ο Φεβρουάριος
ο Μάρτιος
ο Απρίλιος
ο Μάιος
ο Ιούνιος
ο Ιούλιος
ο Αύγουστος
ο Σεπτέμβριος
ο Οκτώβριος
ο Νοέμβριος
ο Δεκέμβριος
η εποχή
η άνοιξη
tο καλοκαίρι
tο φθινόπωρο
ο χειμώνας
(το) φθινόπωρο
(την) άνοιξη
(το) καλοκαίρι
(τον) χειμώνα
### Question words

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>how?</td>
<td>πώς;</td>
</tr>
<tr>
<td>how often?</td>
<td>κάθε πότε;</td>
</tr>
<tr>
<td>how much, how many?</td>
<td>πόσο, πόσα; πόσοι;</td>
</tr>
<tr>
<td>what?</td>
<td>τι;</td>
</tr>
<tr>
<td>what? (as subject)</td>
<td>ποιος; (ως υποκείμενο)</td>
</tr>
<tr>
<td>what? (as object)</td>
<td>τι; (ως αντικείμενο)</td>
</tr>
<tr>
<td>what colour?</td>
<td>τι χρώμα;</td>
</tr>
<tr>
<td>what for?</td>
<td>για ποιο λόγο;</td>
</tr>
<tr>
<td>what like?</td>
<td>πώς είναι;</td>
</tr>
<tr>
<td>(at) what time?</td>
<td>τι ώρα;</td>
</tr>
<tr>
<td>what/which?</td>
<td>τη; (ποιος);</td>
</tr>
<tr>
<td>when?</td>
<td>πότε;</td>
</tr>
<tr>
<td>where?</td>
<td>πού;</td>
</tr>
<tr>
<td>which one (s)?</td>
<td>ποιος (από πολλούς), ποιοι;</td>
</tr>
<tr>
<td>who?</td>
<td>ποιος;</td>
</tr>
<tr>
<td>why?</td>
<td>γιατί;</td>
</tr>
</tbody>
</table>

### Other useful expressions

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>all the better</td>
<td>τόσο το καλύτερο</td>
</tr>
<tr>
<td>excuse me</td>
<td>συγγνώμη</td>
</tr>
<tr>
<td>excuse me/forgive me</td>
<td>με συγχωρείς/με συγχωρείτε</td>
</tr>
<tr>
<td>description</td>
<td>η περιγραφή</td>
</tr>
<tr>
<td>for free</td>
<td>δωρεάν</td>
</tr>
<tr>
<td>good luck</td>
<td>καλή τύχη</td>
</tr>
<tr>
<td>here is/are</td>
<td>ορίστε</td>
</tr>
<tr>
<td>how do you say this in Greek?</td>
<td>πώς λέγεται αυτό/πώς το λένε αυτό στα Ελληνικά;</td>
</tr>
<tr>
<td>how do you spell that?</td>
<td>πώς γράφεται αυτό;</td>
</tr>
<tr>
<td>I don't care</td>
<td>δεν με νοιάζει</td>
</tr>
<tr>
<td>I don't know</td>
<td>δεν ξέρω, δεν γνωρίζω</td>
</tr>
<tr>
<td>I don't mind</td>
<td>δεν με πειράζει</td>
</tr>
<tr>
<td>I don't understand</td>
<td>δεν καταλαβαίνω</td>
</tr>
<tr>
<td>I’m fine; it’s OK</td>
<td>είμαι μια χαρά, δεν υπάρχει πρόβλημα, κανένα πρόβλημα</td>
</tr>
<tr>
<td>I’ve had enough</td>
<td>δεν αντέχω άλλο</td>
</tr>
<tr>
<td>I like it</td>
<td>μου αρέσει</td>
</tr>
<tr>
<td>in my opinion</td>
<td>κατά τη γνώμη μου</td>
</tr>
<tr>
<td>it annoys me</td>
<td>με ενοχλεί</td>
</tr>
<tr>
<td>it depends</td>
<td>εξαρτάται</td>
</tr>
<tr>
<td>it doesn’t matter</td>
<td>δεν πειράζει</td>
</tr>
<tr>
<td>it’s all the same to me</td>
<td>το ίδιο μου κάνει</td>
</tr>
<tr>
<td>it makes me laugh</td>
<td>με κάνει να γελάω</td>
</tr>
<tr>
<td>it’s not worth it</td>
<td>δεν αξίζει τον κόπο</td>
</tr>
<tr>
<td>nowhere/anywhere</td>
<td>πουθενά</td>
</tr>
<tr>
<td>personally</td>
<td>προσωπικά</td>
</tr>
<tr>
<td>of course</td>
<td>φυσικά</td>
</tr>
<tr>
<td>okay (in agreement)</td>
<td>εντάξει (σε συμφωνία)</td>
</tr>
<tr>
<td>once again</td>
<td>άλλη μια φορά</td>
</tr>
<tr>
<td>opinion</td>
<td>η γνώμη</td>
</tr>
<tr>
<td>so, so</td>
<td>έτσι και έτσι</td>
</tr>
<tr>
<td>so much the better</td>
<td>τόσο το καλύτερο</td>
</tr>
<tr>
<td>that doesn’t interest/appeal to me</td>
<td>αυτό δεν με ενδιαφέρει / δεν μου είναι ελκυστικό</td>
</tr>
<tr>
<td>that’s enough</td>
<td>αρκετά, φτάνει πια</td>
</tr>
<tr>
<td>there is/are</td>
<td>υπάρχει / υπάρχουν</td>
</tr>
<tr>
<td>there is/are (i.e. over there)</td>
<td>υπάρχει / υπάρχουν (π.χ. εκεί)</td>
</tr>
<tr>
<td>to be about to</td>
<td>είμαι έτοιμος να</td>
</tr>
<tr>
<td>to be in the process of</td>
<td>είμαι σε διαδικασία</td>
</tr>
</tbody>
</table>
Other useful expressions (cont)

too bad, what a shame
düstυχώς, κρίμα
what a shame
tι κρίμα
what does that mean?
tι σημαίνει αυτό;
with pleasure
με ευχαρίστηση/ευχαρίστως
you are not allowed to
dεν επιτρέπεται να, απαγορεύεται
you must (one must)
πρέπει

Other high-frequency words

as, like
καθώς, όπως/σαν
at least
tουλάχιστον
end
tέλος
everybody
καθένας
except
εκτός
figure (number)
tο ψηφίο (ο αριθμός)
for example
για παράδειγμα
middle
η μέση
Miss
η δεσποινίς
Mr (also Sir)
Κος (επίσης ο κύριος)
Mrs (also Madam)
Κα (επίσης η κυρία)
no
όχι
number (e.g. phone number)
o αριθμός (π.χ. αριθμός τηλεφώνου)
shape
το σχήμα
reason
η αιτία/ ο λόγος
someone
κάποιος
something
κάτι
somewhere
κάπου
that
ότι
time (occasion)
η φορά (η περίσταση)
type (kind of)
o τύπος (το είδος)
way (manner)
o τρόπος
with
με
without
χωρίς
yes
ναι

Countries

Austria
η Αυστρία
Belgium
tο Βέλγιο
China
η Κίνα
Cyprus
η Κύπρος
Denmark
η Δανία
England
η Αγγλία
France
η Γαλλία
Germany
η Γερμανία
Great Britain
η Μεγάλη Βρετανία
Greece
η Ελλάδα
Holland
η Ολλανδία
India
η Ινδία
Ireland
η Ιρλανδία
Italy
η Ιταλία
Netherlands
η Ολλανδία
### Countries (cont)

<table>
<thead>
<tr>
<th>Country</th>
<th>Greek Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>η Ρωσία</td>
</tr>
<tr>
<td>Scotland</td>
<td>η Σκωτία</td>
</tr>
<tr>
<td>Spain</td>
<td>η Ισπανία</td>
</tr>
<tr>
<td>Switzerland</td>
<td>η Ελβετία</td>
</tr>
<tr>
<td>Turkey</td>
<td>η Τουρκία</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>το Ηνωμένο Βασίλειο</td>
</tr>
<tr>
<td>United States</td>
<td>οι Ηνωμένες Πολιτείες</td>
</tr>
<tr>
<td>Wales</td>
<td>η Ουαλία</td>
</tr>
</tbody>
</table>

### Continents

<table>
<thead>
<tr>
<th>Continent</th>
<th>Greek Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>η Αφρική</td>
</tr>
<tr>
<td>Asia</td>
<td>η Ασία</td>
</tr>
<tr>
<td>Australia</td>
<td>η Αυστραλία</td>
</tr>
<tr>
<td>Europe</td>
<td>η Ευρώπη</td>
</tr>
<tr>
<td>North America</td>
<td>η Βόρεια Αμερική</td>
</tr>
<tr>
<td>South America</td>
<td>η Νότια Αμερική</td>
</tr>
</tbody>
</table>

### Nationalities

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Greek Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>Αμερικανός</td>
</tr>
<tr>
<td>Austrian</td>
<td>Αυστριακός</td>
</tr>
<tr>
<td>Belgian</td>
<td>Βέλγος</td>
</tr>
<tr>
<td>British</td>
<td>Βρετανός</td>
</tr>
<tr>
<td>Chinese</td>
<td>Κινέζος</td>
</tr>
<tr>
<td>Cypriot</td>
<td>Κύπριος</td>
</tr>
<tr>
<td>Danish</td>
<td>Δανός</td>
</tr>
<tr>
<td>Dutch</td>
<td>Ολλανδός</td>
</tr>
<tr>
<td>English</td>
<td>Άγγλος</td>
</tr>
<tr>
<td>European</td>
<td>Ευρωπαίος</td>
</tr>
<tr>
<td>French</td>
<td>Γάλλος</td>
</tr>
<tr>
<td>German</td>
<td>Γερμανός</td>
</tr>
<tr>
<td>Greek</td>
<td>Έλληνας</td>
</tr>
<tr>
<td>Indian</td>
<td>Ινδός</td>
</tr>
<tr>
<td>Irish</td>
<td>Ιρλανδός</td>
</tr>
<tr>
<td>Italian</td>
<td>Ιταλός</td>
</tr>
<tr>
<td>Russian</td>
<td>Ρώσος</td>
</tr>
<tr>
<td>Scottish</td>
<td>Σκωτσέζος</td>
</tr>
<tr>
<td>Spanish</td>
<td>Ισπανός</td>
</tr>
<tr>
<td>Swiss</td>
<td>Ελβετός</td>
</tr>
<tr>
<td>Turkish</td>
<td>Τούρκος</td>
</tr>
<tr>
<td>Welsh</td>
<td>Ουαλός</td>
</tr>
</tbody>
</table>

### Areas/mountains/seas

<table>
<thead>
<tr>
<th>Area/Mountain/Sea</th>
<th>Greek Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attica</td>
<td>η Αττική</td>
</tr>
<tr>
<td>Athens</td>
<td>η Αθήνα</td>
</tr>
<tr>
<td>Central Greece</td>
<td>η Στερεά Ελλάδα</td>
</tr>
<tr>
<td>Crete</td>
<td>η Κρήτη</td>
</tr>
<tr>
<td>Epirus</td>
<td>η Έπιρος</td>
</tr>
<tr>
<td>Macedonia</td>
<td>η Μακεδονία</td>
</tr>
<tr>
<td>Larnaca</td>
<td>η Λάρνακα</td>
</tr>
<tr>
<td>Limassol</td>
<td>η Λεμεσός</td>
</tr>
<tr>
<td>mount Olympus</td>
<td>το όρος (βουνό) Όλυμπος</td>
</tr>
</tbody>
</table>
## Areas/mountains/seas (cont)

<table>
<thead>
<tr>
<th>Location</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicosia</td>
<td>η Λευκωσία</td>
</tr>
<tr>
<td>Paphos</td>
<td>η Πάφος</td>
</tr>
<tr>
<td>Peloponese</td>
<td>η Πελοπόννησος</td>
</tr>
<tr>
<td>the Aegean islands</td>
<td>τα νησιά του Αιγαίου πελάγους</td>
</tr>
<tr>
<td>the Cyclades</td>
<td>οι Κυκλάδες</td>
</tr>
<tr>
<td>the Ionian islands</td>
<td>τα νησιά του Ιονίου πελάγους</td>
</tr>
<tr>
<td>the Mediterranean sea</td>
<td>η Μεσόγειος θάλασσα</td>
</tr>
<tr>
<td>the port of Piraeus</td>
<td>το λιμάνι του Πειραιά</td>
</tr>
<tr>
<td>Thessaloniki</td>
<td>η Θεσσαλονίκη</td>
</tr>
<tr>
<td>Thessaly</td>
<td>η Θεσσαλία</td>
</tr>
<tr>
<td>Thrace</td>
<td>η Θράκη</td>
</tr>
<tr>
<td>Troodos mountains</td>
<td>το Τρόοδος (οροσειρά)</td>
</tr>
<tr>
<td>north</td>
<td>ο βορράς</td>
</tr>
<tr>
<td>south</td>
<td>ο νότος</td>
</tr>
<tr>
<td>east</td>
<td>η ανατολή</td>
</tr>
<tr>
<td>west</td>
<td>η δύση</td>
</tr>
</tbody>
</table>

## Useful acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>π.χ.</td>
</tr>
<tr>
<td>etc</td>
<td>κ.τ.λ., κ.λπ., κ.α.</td>
</tr>
<tr>
<td>European Union</td>
<td>ΕΕ (Ευρωπαϊκή Ένωση)</td>
</tr>
<tr>
<td>Greek railway company</td>
<td>ΟΣΕ</td>
</tr>
<tr>
<td>Greek telecommunications</td>
<td>ΟΤΕ</td>
</tr>
<tr>
<td>Greek television company</td>
<td>ΕΡΤ</td>
</tr>
<tr>
<td>klm</td>
<td>χλμ</td>
</tr>
<tr>
<td>P.C.</td>
<td>Η/Υ</td>
</tr>
<tr>
<td>St</td>
<td>Αγ.</td>
</tr>
<tr>
<td>value added tax</td>
<td>Φ.Π.Α.</td>
</tr>
</tbody>
</table>

## Social conventions

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>best wishes</td>
<td>πολλές ευχές</td>
</tr>
<tr>
<td>best wishes (birthdays, name days, festive occasions)</td>
<td>χρόνια πολλά</td>
</tr>
<tr>
<td>best wishes (for birthdays)</td>
<td>να ζήσεις, να τα εκατοστίσεις, χρόνια πολλά</td>
</tr>
<tr>
<td>best wishes (for a new born and at a christening)</td>
<td>να σας ζήσει</td>
</tr>
<tr>
<td>best wishes (for weddings)</td>
<td>να ζήσετε</td>
</tr>
<tr>
<td>bon appetit</td>
<td>καλή όρεξη</td>
</tr>
<tr>
<td>condolences</td>
<td>συλλυπητήρια</td>
</tr>
<tr>
<td>congratulations</td>
<td>συγχαρητήρια</td>
</tr>
<tr>
<td>don’t mention it</td>
<td>δεν είναι τίποτα, τίποτα, παρακαλώ (ως απάντηση στο ευχαριστώ)</td>
</tr>
<tr>
<td>get well soon</td>
<td>περαστικά</td>
</tr>
<tr>
<td>good evening</td>
<td>καληπέρα</td>
</tr>
<tr>
<td>goodbye</td>
<td>αντίο</td>
</tr>
<tr>
<td>goodnight</td>
<td>καληνύχτα</td>
</tr>
<tr>
<td>greetings</td>
<td>χαίρετε</td>
</tr>
<tr>
<td>have a good journey</td>
<td>καλό ταξίδι</td>
</tr>
<tr>
<td>have a good day/evening</td>
<td>καλημέρα / καλό βράδυ</td>
</tr>
<tr>
<td>hello (on the telephone)</td>
<td>εμπρός, παρακαλώ (στο τηλέφωνο)</td>
</tr>
<tr>
<td>hello; good morning</td>
<td>γειά σας, καλημέρα</td>
</tr>
</tbody>
</table>
Social conventions (cont)

help!  βοήθεια!
hi  γεια
I beg your pardon? Pardon?  με συγχωρείτε; συγγνώμη;
It's a pleasure  ευχαριστημένος σου
meeting; meeting place  η συνάντηση, το παντεμπού, ο τόπος συνάντησης
meet you at 6 o’clock  θα σε συναντήσω στις 6 η ώρα
no thank you  όχι ευχαριστώ
of course  φυσικά
please (request)  παρακαλώ
see you later  τα λέμε αργότερα
see you soon  τα λέμε σύντομα
see you tomorrow/on Friday  τα λέμε αύριο / την Παρασκευή
(I’m) sorry  λυπάμαι, συγγνώμη
thank you (very much)  ευχαριστώ (πολύ)
welcome  καλωσορίσατε/καλωσήρθατε
you are welcome  παρακαλώ

Language used in dialogues and messages

address  η διεύθυνση
agreed  σύμφωνοι/έγινε/εντάξει
area code  ο κωδικός
be quiet  κάνε/κάντε ησυχία
call me (informal/formal)  πάρε με/τηλεφωνήστε μου
dial the number  καλέστε τον αριθμό
e-mail  e-mail (ηλεκτρονικό μήνυμα)
for the attention of  υπόψη
for the moment  προς το παρόν
further to/following  σε συνέχεια του/της/των
I will put you through  θα σας συνδέσω
in fact  για να πούμε την αλήθεια
I’m listening  ακούω
May I help you?  μπορώ να σας βοηθήσω;
message  το μήνυμα
mobile phone  το κινητό τηλέφωνο
more slowly  πιο αργά, παρακαλώ
one moment  μια στιγμή
on line  παραμείνετε στη γραμμή
on the line/speaking  (είμαι) στη γραμμή / παρακαλώ,
postcode  ο ταχυδρομικός κώδικας
receiver (telephone)  το ακουστικό (τηλέφωνο)
repeat please  επαναλάβετε παρακαλώ
sent by  στάλθηκε από
stay on the line  παραμείνετε στη γραμμή
telephone  το τηλέφωνο
text message  το γραπτό μήνυμα
tone  ο τόνος
voice mail  το φωνητικό μήνυμα
wait  η αναμονή
correct number  το λάθος νούμερο/ο λάθος αριθμός
Section 2 – Topic-specific vocabulary

Identity and culture - daily life, food and drink, including eating out

Foundation tier

appetite η όρεξη
appetiser το ορεκτικό
apple το μήλο
apricot το βερίκοκο
aubergine η μελιτζάνα
based on με βάση/βασισμένος
banana η μπανάνα
barbecue (e.g. in charcoal) η ψησταριά/το ψητό στη σούβλα (στα κάρβουνα)
beans τα φασόλια
beer η μπύρα
beef το βοδινό/μοσχαρίσιο κρέας
bill ο λογαριασμός
birthday cake η τούρτα
biscuit το μπισκότο/το κουλουράκι
boiled βραστό/βρασμένο
bottle το μπουκάλι
bread (e.g. white, brown, country loaf) το ψωμί (π.χ. άσπρο, μαύρο, χωριάτικο)
breakfast το πρωινό
butter το βουτύρο
cabbage τα φασόλια
cake το κέικ
carrot το καρότο
cauliflower το κουνουπίδι
cereals τα δημητριακά
champagne η σαμπάνια
cheese (e.g feta) το τυρί (π.χ. φέτα)
cherry το κεράσι
chicken το κοτόπουλο
chips οι τηγανητές πατάτες
chocolate η σοκολάτα
choice η επιλογή
chop (e.g. pork/lamb) η μπριζόλα (π.χ. χοιρινή / αρνίσια)
closed (on Mondays) κλειστά (τις Δευτέρες)
cocoa το κακάο
coffee ο καφές
cold sliced meat (e.g. salami, ham) τα αλλαντικά (π.χ. σαλάμι, ζαμπόν)
cooked μαγειρεμένος
courgette το κολοκυθάκι
cream η κρέμα
crisps τα πατατάκια
cucumber το αγγούρι
cup το φλιτζάνι
daily life/everyday life η καθημερινότητα/η καθημερινή ζωή
delicious νόστιμος
dessert το επιδόρπιο/το γλυκό/το γλύκισμα
dining room η τραπεζαρία
Foundation tier (cont)

dish of the day  
το πιάτο ημέρας

drink  
το ποτό

egg  
το αυγό

enjoy your meal!  
καλή όρεξη!

euro  
το ευρώ

evening meal, dinner  
το βραδινό γεύμα, δείπνο

fatty foods  
οι παχυντικές τροφές, οι λιπαρές τροφές

fish  
το ψάρι

food  
το φαγητό

food  
η τροφή/ τα τρόφιμα

food shopping  
τα ψώνια (για φαγητό)

fork  
το πιρούνι

fried  
τηγανητός

fruit  
το φρούτο

fruit juice  
ο φρουτοχυμός

glass  
το ποτήρι

grapes  
tα σταφύλια

green beans  
tα φασολάκια

grilled  
Ψητό/ψημένο στο γκρι/στη σχάρα

ham  
tο ζαμπόν

hamburger  
tο χάμπουργκερ

health  
η υγεία

healthy eating  
η υγιεινή διατροφή

honey  
tο μέλι

hot chocolate  
η ζεστή σοκολάτα

ice cream  
tο παγωτό

jar  
tο βάζο

jam  
tη μαρμελάδα

juice  
o χυμός

kebab  
tο σουβλάκι

knife  
tο μαχαίρι

lamb  
tο αρνί

lemon  
tο λεμόνι

lemonade  
η λεμονάδα

lettuce  
to μαρούλι

lunch  
tο μεσημεριανό

main course  
tο κύριο πιάτο

meal  
tο γεύμα

meat  
tο κρέας

meatball  
o κεφτές/ το κεφτεδάκι

melon  
to πεπό

menu  
tο μενού/ο κατάλογος

milk  
tο γάλα

mince  
o κιμάς

mineral water  
tο μεταλλικό νερό

money  
ta χρήματα

mushroom  
tο μανιτάρι

mustard  
tη μουστάρδα

napkin  
tη πετσέτα/ η χαρτοπετσέτα

oil (e.g. olive oil)  
to λάδι (π.χ. ελαιόλαδο)

olive/olive tree  
η ελιά

onion  
tο κρεμμύδι

omelette  
tη ομελέτα

orange  
tο πορτοκάλι

organic (e.g. produce)  
βιολογικό (π.χ. προϊόν)

packet  
tο πακέτο, το δέμα
Foundation tier (cont)

pasta τα ζυμαρικά
pastries τα αρτοσκευάσματα, τα γλυκίσματα
patisserie το ζαχαροπλαστείο
peanut το φιστίκι
peas ο αρακάς
peach το ροδάκινο
pear το αχλάδι
pepper το πιπέρι
pepper (vegetable) η πιπεριά (λαχανικό)
pie (e.g. apple pie, spinach pie, cheese pie) η πίτα (π.χ. μηλόπιτα, σπανακόπιτα, τυρόπιτα)
piece of bread (with butter/ jam often for breakfast) η φέτα ψωμί (με βούτυρο / μαρμελάδα συχνά για πρωινό)
pineapple ο ανανάς
pizza η πίτσα
pizzeria, pizza restaurant η πιτσαρία, εστιατόριο-πιτσαρία
place setting το στρώσιμο τραπεζιού
plate το πιάτο
plum το δαμάσκηνο
portion η μερίδα
potato η πατάτα
product το προϊόν
ready meal/take away έτοιμο γεύμα/ φαγητό σε πακέτο
restaurant το εστιατόριο
rice το ρύζι
roast ψητό (φαγητό)
roll (bread) το ψωμάκι
salt το αλάτι
salty/savoury αλατισμένα/αλμυρά
salad (e.g. greek salad) η σαλάτα (π.χ. χωριάτικη)
sandwich η σάντουιτς
sausage το λουκάνικο
self-service σελφ-σέρβις
service η υπηρεσία/ η εξυπηρέτηση/το σέρβις
slice η φέτα, το κομμάτι
snack αναψυκτικά, μικρό γεύμα
snack bar το παραδείσιο
soft drinks τα αναψυκτικά
shopping τα ψώνια
soup η σούπα
speciality η σπεσιαλιτέ
spoon το κουτάλι
starter το πρώτο πιάτο
steam ο ατμός
strawberry η φράουλα
steak (e.g. beef) η μπριζόλα (π.χ. μοσχαρίσια)
stuffed (e.g. tomatoes, peppers) τα γεμιστά (π.χ. ντομάτες, πιπεριές)
sweet το γλυκό
sweet (tasting) γλυκό (γεύση)
sugar η ζάχαρη
supermarket το σουπερμάρκετ
table το τραπέζι
table cloth το τραπεζομάντιλο
tart η τάρτα
taste η γεύση (π.χ. γλυκό, ξινό, πικρό, αλμυρό)
tasty νόστιμος/γευστικός
**Foundation tier (cont)**

- tea: το τσάι
- tea spoon: το κουταλάκι του γλυκού
- tip (money): το φιλοδώρημα (χρήματα)
- toasted sandwich: το τοστ
- to be hungry: κάνω δίαιτα
- to be thirsty: διψώ
- to boil: βράζω
- to fry: τηγανίζω
- to lay the table: στρώνω το τραπέζι
- to order: παραγγέλνω
- to pay: πληρώνω
- to serve: εξυπηρετώ/σερβίρω
- to taste: δοκιμάζω (φαγητό)
- tomato: η ντομάτα
- tuna: ο τόνος
- vanilla: η βανίλια
- vegetable: το λαχανικό
- vegetables cooked in olive oil: τα λαδερά
- vegetarian: χορτοφάγος
- vegetarian food: το χορτοφαγικό φαγητό
- vinegar: το ξύδι
- waiter/waitress: ο σερβιτόρος/η σερβιτόρα
- walnut: το καρύδι
- water: το νερό
- watermelon: το καρπούζι
- wine: το κρασί
- yoghurt: το γιαούρτι

**Higher tier**

- beer (from the pump): η μπίρα (από βαρέλι)
- boiled egg; hard-boiled egg: το βραστό αυγό, αυγό βραστό σκληρό
- bottled water: το εμφιαλωμένο νερό
- broad (giant) beans: φασόλια γίγαντες
- can: η κονσέρβα
- dried fruit/nuts: οι ξηροί καρποί
- fried egg: το τηγανητό αυγό
- full fat milk: το πλήρες γάλα
- garlic: το σκόρδο
- goat’s cheese: το κατσικίσιο τυρί
- homemade: αποτομέω/αποτομώ
- leeks: τα πράσα
- loaf: το καρπέλι
- low fat: με χαμηλά λιπαρά
- medium (steak): η μπριζόλα, μέτρια ψημένη
- mixed starters: η ποικιλία/ οι μεζέδες
- mussels: τα μύδια
- octopus: το χταπόδι
- organic food: τα βιολογικά τρόφιμα
- pistachio: το φιστίκι Αιγίνης
- radish: το ραπανάκι
- rare (steak): η μισοψημένη μπριζόλα
Higher tier (cont)

raw ωμός
salmon ο σολομός
saucer το πιάτακι
sea food τα θαλασσινά
(semi-)skimmed milk το (ημι-) αποβουτυρωμένο γάλα
spicy πικάντικος, καυτερός
spinach το σπανάκι
squid το καλαμαράκι
steamed στον ατμό
supper το βραδινό/δείπνο
tray ο δίσκος
turkey η γαλοπούλα
veal το μοσχαράκι
well-cooked καλά μαγειρεμένος

Identity and culture - what my friends and family are like

Words relating to dress and style

Foundation tier

belt η ζώνη
boots οι μπότες
bra το σουτιέν
bracelet το βραχιόλι
cap ο σκούφος, το σκουφί
cardigan η ζακέτα
casual jacket το σακάκι, μπουφάν (όχι επίσημο)
changing room το δοκιμαστήρι
clothes τα ρούχα
clothes shop (e.g. menswear/womenswear) το κατάστημα ρούχων (ανδρικών/γυναικείων ενδυμάτων)
coat/overcoat το παλτό/πανωφόρι
company (group of friends) η παρέα
cosmetics τα καλλυντικά
cotton (made of cotton) το βαμβάκι (από βαμβάκι/βαμβακερός)
dress το φόρεμα
dressed in ντυμένος με
dressing gown η ρόμπα
earring το σκουλαρίκι
fashion η μόδα
fashionable της μόδας/ έμπνευσης
fitting room το δοκιμαστήρι
formal επίσημος
fun/joy/cheerfulness το κέφι
glasses τα γυαλιά/γυαλιά ηλίου
glove το γάντι
hairdresser's το κομμωτήριo
handbag η τσάντα
hat το καπέλο
identity η ταυτότητα
importance η σημασία
informal ανεπίσημος, φιλικός
Foundation tier (cont)

- it fits/suits you
- jacket
- jeans
- jeweller’s (shop); jewellery (craft)
- leather/made of leather
- leggings
- linen (made of linen)
- lipstick
- loose (i.e. too big)
- make, brand
- makeup
- medium (size)
- necklace
- nightdress
- old fashioned
- old fashioned (vintage, retro style)
- pants, briefs
- perfume
- photo
- poloshirt
- purse
- pyjamas
- relationship
- ring
- scarf
- shirt
- shoe
- shoe shop
- shorts
- size (general); shoe size
- skirt
- slipper
- small
- smart
- sock
- sports kit
- sports shirt
- spotted
- striped
- suit
- style
- sweater, jumper
- sweatshirt
- swimming costume/trunks
- tattoo
- tee shirt
- tie
- tights
- tracksuit
- trainers
- trousers
- underwear
- umbrella
- wallet
- watch (verb)/ watch (noun)
- wool (woollen)

- σας κάνει / σας πάει
- το σακάκι
- το τζιν
- το κοσμηματοπωλείο, τα κοσμήματα (τέχνη)
- το δέρμα / δερμάτινος
- το κολάν
- τα λινά είδη (λινό),
- το κραγιόν
- φορδύς (π.χ. υπερβολικά μεγάλος)
- η μάρκα
- μεσαίος (μέγεθος)
- το κολιέ
- το νυχτικό, η νυχτικιά
- παλιομοδίτικος, ντεμοντέ
- παλιομοδίτικος (vintage, ρετρό στυλ)
- το κιλοτάκι (γυναικείο), το σλιπ (αντρικό)
- το άρωμα
- οι πιτζάμες
- η σχέση
- το δαχτυλίδι
- το κασκόλ
- το πουκάμισο
- το παπούτσι
- το κατόστημα υποδημάτων
- το σορτς/το κοντό παντελονάκι
- το μέγεθος (γενικά), μέγεθος παπουτσιού
- η φούστα
- η παντόφλα
- μικρός
- καλοντυμένος
- η κάλτσα
- τα αθλητικά ρούχα/η στολή, ο αθλητικός εξοπλισμός,
- η αθλητική φόρμα
- η αθλητική μπλούζα, η φανέλα
- πουά
- ριγέ
- το κοστούμι
- το στολ
- το αθλητικό κοστούμι
- το αθλητικό παπούτσι
- το αθλητικό μπλουζάκι
- το αθλητικό μπλούζα, φούτερ
- το μαγιό
- το στολ
- τη γραβάτα
- το καλότσα, κολάν
- η αθλητική φόρμα
- τα αθλητικά παπούτσια
- το παντελόνι
- τα εσώρουχα
- η ομπρέλα
- το πορτοφόλι
- βλέπω, παρακολουθώ
- το μαλλί (μάλλινος)
**Words relating to dress and style**

**Higher tier**

- cardigan
- catwalk
- dyed/made up
- model
- silk (made of silk)
- straw hat
- tight (for clothes)
- to have one’s hair cut
- to have one’s hair done
- velvet (made of velvet)

**Identity and culture - what my friends and family are like**

**Words on relations, relationships, personal and physical characteristics**

**Foundation tier**

- adolescent
- adult, grown-up
- age
- alone
- aunt
- armchair
- at home
- baby
- bald
- bathroom
- bedroom
- beard
- beautiful
- date of birth
- birthday
- birthplace
- block of flats
- born
- boy
- brother
- brother-in-law/sister-in-law
- brothers and sisters, siblings
- cat
- celebrity
- chair
- character
- character, personality
- charming
- chatty
- child
- clothes
Foundation tier (cont)

- comfortable (house, furniture)  - άνετο (σπίτι, έπιπλα)
- contact details  - τα στοιχεία επικοινωνίας
- cousin  - ο εξάδελφος/κατσαρός
- curly  - σγουρός
- dad  - ο μπαμπάς
- daughter  - η κόρη
- dead  - νεκρός
- divorced  - διαζευγμένος
- dog  - ο σκύλος
- engaged  - αρραβωνιασμένος
- eyes  - τα μάτια
- face  - το πρόσωπο
- family  - η οικογένεια
- famous  - διάσημος
- father  - ο πατέρας
- first name  - το συναίσθημα
- flat; apartment  - το όνομα
- garage  - το διαμέρισμα
- flower  - το λουλούδι
- friend  - ο φίλος
- friend (also boyfriend, girlfriend)  - ο φίλος/ η φίλη [επίσης φίλος, φίλη (ερωτικός σύντροφος)]
- friendly  - φιλικός
- friendship  - η φιλία
- furniture  - τα έπιπλα
- garden  - ο κήπος
- garage  - το γκαράζ
- girl  - η κορίτσι
- glasses  - τα γυαλιά
- goldfish  - το χρυσόψαρο
- grandad/grandfather  - ο παππούς
- grandchild  - το εγγόνι, ο εγγονός
- grandma, granny  - η γιαγιά
- grandmother  - η γιαγιά
- grandparents  - ο παππούς και η γιαγιά
- guy, dude, bloke  - ο τύπος, ο μάγκας
- hair  - τα μαλλιά
- half (half-sister etc)  - μισός (ετεροθαλής αδελφή, κ.λπ.)
- house  - το σπίτι
- husband  - ο σύζυγος (άνδρας)
- ideal  - ιδανικός
- identity(card)  - η ταυτότητα
- in a good/bad mood  - σε καλή / κακή διάθεση
- in love  - ερωτευμένος
- intelligent  - έξυπνος
- interest  - το ενδιαφέρον
- invitation  - η πρόσκληση
- kitchen  - η κουζίνα
- kiss  - το φιλί
- lazy  - τεμπέλης
- life  - η ζωή
- light  - το φως/ το φωτιστικό
- lively  - ζωηρός, ζωντανός (δραστήριος)
- living room, front room  - το καθιστικό
- lounge  - το σαλόνι
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
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<tbody>
<tr>
<td>loveable</td>
<td>αξιαγάπητος</td>
</tr>
<tr>
<td>man</td>
<td>ο άνδρας</td>
</tr>
<tr>
<td>married</td>
<td>παντρεμένος</td>
</tr>
<tr>
<td>mean, nasty</td>
<td>κακός</td>
</tr>
<tr>
<td>member of the family</td>
<td>το μέλος της οικογένειας</td>
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<td>mood</td>
<td>η διάθεση</td>
</tr>
<tr>
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<td>η μητέρα</td>
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<td>το μουστάκι</td>
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<td>mouth</td>
<td>το στόμα</td>
</tr>
<tr>
<td>multicultural</td>
<td>πολυπολιτισμικός</td>
</tr>
<tr>
<td>mum</td>
<td>η μαμά</td>
</tr>
<tr>
<td>naughty</td>
<td>άτακτος, ζωηρός</td>
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<td>neighbour</td>
<td>ο γείτονας</td>
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<tr>
<td>nephew</td>
<td>ο ανιψιός</td>
</tr>
<tr>
<td>nice, kind</td>
<td>καλός/ευγενικός, ευγενικός</td>
</tr>
<tr>
<td>nice, likeable</td>
<td>καλός (ωραίος,) συμπαθής</td>
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<tr>
<td>nickname</td>
<td>το χαϊδευτικό, το παρατσούκλι</td>
</tr>
<tr>
<td>niece</td>
<td>η ανιψιά</td>
</tr>
<tr>
<td>normal</td>
<td>κανονικός, φυσιολογικός</td>
</tr>
<tr>
<td>old</td>
<td>παλιός, μεγάλος (ηλικιωμένος)</td>
</tr>
<tr>
<td>old fashioned</td>
<td>παλιομοδίτικος, ξεπερασμένος</td>
</tr>
<tr>
<td>older</td>
<td>παλιότερος, μεγαλύτερος</td>
</tr>
<tr>
<td>oldest (brother/sister)</td>
<td>ο πιο μεγάλος (αδελφός / αδελφή)</td>
</tr>
<tr>
<td>only child</td>
<td>το μοναχοπαιδί</td>
</tr>
<tr>
<td>only daughter</td>
<td>η μοναχοκόρη</td>
</tr>
<tr>
<td>only son</td>
<td>ο μοναχογιός</td>
</tr>
<tr>
<td>optimistic</td>
<td>αισιόδοξος</td>
</tr>
<tr>
<td>parents</td>
<td>οι γονείς</td>
</tr>
<tr>
<td>party</td>
<td>το πάρτι, η γιορτή</td>
</tr>
<tr>
<td>party</td>
<td>το κόμμα (πολιτικό)</td>
</tr>
<tr>
<td>penfriend</td>
<td>ο φίλος δ' αλληλογραφίας</td>
</tr>
<tr>
<td>people</td>
<td>οι άνθρωποι</td>
</tr>
<tr>
<td>person</td>
<td>το άτομο, το πρόσωπο</td>
</tr>
<tr>
<td>personal details</td>
<td>τα προσωφικά στοιχεία</td>
</tr>
<tr>
<td>pessimistic</td>
<td>απαισιόδοξος</td>
</tr>
<tr>
<td>pet</td>
<td>το κατοικίδιο ζώο</td>
</tr>
<tr>
<td>place of residence</td>
<td>ο τόπος κατοικίας</td>
</tr>
<tr>
<td>present; gift</td>
<td>το δώρο</td>
</tr>
<tr>
<td>profession</td>
<td>το επάγγελμα</td>
</tr>
<tr>
<td>rabbit</td>
<td>το κουνέλι</td>
</tr>
<tr>
<td>reasonable</td>
<td>λογικός, εύλογος</td>
</tr>
<tr>
<td>relationship</td>
<td>η σχέση</td>
</tr>
<tr>
<td>religion</td>
<td>η θρησκεία</td>
</tr>
<tr>
<td>role model</td>
<td>το πρότυπο</td>
</tr>
<tr>
<td>room</td>
<td>το δωμάτιο</td>
</tr>
<tr>
<td>self (myself, yourself etc)</td>
<td>εαυτός (ο εαυτός μου, ο εαυτός σου, κ.λπ.)</td>
</tr>
<tr>
<td>selfish</td>
<td>εγωιστικός, εγωιστής</td>
</tr>
<tr>
<td>sense of humour</td>
<td>η αίσθηση του χιούμορ</td>
</tr>
<tr>
<td>separated</td>
<td>χωρισμένος</td>
</tr>
<tr>
<td>serious</td>
<td>σοβαρός</td>
</tr>
<tr>
<td>single</td>
<td>μόνο ένας, μοναδικός, ελεύθερος (ανύπαντρος)</td>
</tr>
<tr>
<td>sister</td>
<td>η αδελφή</td>
</tr>
<tr>
<td>sofa; settee</td>
<td>ο καναπές</td>
</tr>
<tr>
<td>son</td>
<td>ο γιος</td>
</tr>
<tr>
<td>son-in-law/daughter-in-law</td>
<td>ο γαμπρός (άνδρας της κόρης) / η νύφη (γυναίκα του γιου)</td>
</tr>
<tr>
<td>step (members of family)</td>
<td>θετός, ετεροθαλής (μέλη της οικογένειας)</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

straight (hair) ίσια (μαλλιά)
study (room) το δωμάτιο (μελέτης)/γραφείο
surname το επώνυμο
survey η έρευνα
thin/slim λεπτός / λεπτάτης, αδύνατος
tidy; neat τακτοποιημένο, καθαρός
to annoy μαλώνω, καβγάδιζω
to argue, to quarrel προσέχω μωρό, κάνω μπέιμπι σάτινγκ
to babysit ονομάζεται/λέγεται
to be called είμαι σε καλή / κακή διάθεση
for to be in a good / bad mood ή έρευνα, περιποιούμαι / προσέχω
for to care for, to look after κουμβεντίζω
for to get divorced παιρνω διαζύγιο
for to get on (well) with τα πάω καλά με κάποιον
for to keep fit διατηρούμαι σε φόρμα
for to look (e.g. angry/happy etc) φαινομαι (π.χ. θυμωμένος / χαρούμενος, κ.λπ.)
for to respect σέβομαι
for to separate, to split up χωρίζω / χωρίζω, παίρνω διαζύγιο
for tortoise η χελώνα
for tropical fish τα τροπικά ψάρια
twin δίδυμος
twin brothers τα δίδυμα αδέλφια
ugly άσχημος
uncle ο θείος
unemployed άνεργος
unbearable ανυπόφορος
untidy ακατάστατος
visit η επίσκεψη
well behaved που συμπεριφέρεται καλά (για άτομο)/φρόνιμος
wife, woman η σύζυγος (η γυναίκα)
youth (i.e the time of life) η νεολαία, τα νιάτα

Higher tier

a good deed η καλή πράξη
acquaintance, friend ο γνωστός, ο φίλος
adopted υιοθετημένος
adventurous περιπετειώδης
annoying ενοχλητικός
career η καριέρα
cheeky άντετος (άνετα, βολικά)
comfortable (at ease) αλαζόνας, φαντασμένος
conceited στεναχωρημένος, μελαγχολικός
depressed η διάστυφη
discrimination η διάκριση
faith (religious) η πίστη (θρησκευτική)
fiancé(e) ο αρραβωνιαστικός, η αρραβωνιαστικιά
generous επιπλωμένος
furnished η συμμορία
gang το φύλο, φύλο/γένος (βιολογία), το σεξ
gender, sex γενναιόδωρος
Higher tier (cont)

hall (in house); lobby/waiting room  το χολ (σε σπίτι) / η αίθουσα αναμονής
independent  ανεξάρτητος
jealous  ζηλιάρης
loyal, faithful  πιστός (αφοσιωμένος), πιστός
to, mad, crazy  τρελός
meeting  η συνάντηση/η σύσκεψη
to, old age/third age  τα γηρατεία / η τρίτη ηλικία
to, old people’s home  το γηροκομείο
pensioner, senior citizen  επιτηδευμένος, επιδεικτικός
pretentious  οι ερέας, ο παπάς
priest  ρατσιστής
relationship  η σχέση, ο δεσμός
relative, relation  σχετικός, σχέση (συσχέτιση)
reliable  αξιόπιστος
self-confident  με αυτοπεποίθηση
sensitive  ευαίσθητος
sexist  αξιόπιστος
similar  παρόμοιος
single parent  μονογονέας
dependent, single  ελεύθερος (χωρίς δεσμό), ελεύθερος, μόνος
spoil  κακομαθημένος (καλομαθημένος)
spot/pimple  το σπυράκι
to disadvantage  φέρνω σε μειονεκτική θέση
to experience  βιώνω (εμπειρία)
to, pick on, to harass, to bully  πειράζω, παρενοχλώ, εκφοβίζω
to resemble/look like  μοιάζω/φαίνομαι
to support  υποστηρίζω
to, thank  ευχαριστώ (κάποιον)
to resemble/look like  μοιάζω/φαίνομαι
twins  τα δίδυμα/τα δίδυμα
underage  ο ανήλικος, η ανήλικη
understanding  η κατανόηση
well-balanced  ισορροπημένος

Identity and culture - cultural life

Foundation tier

activity  η δραστηριότητα
actor  ο/η ηθοποιός
adventure film  η περιπέτεια (κινηματογραφική ταινία)
athletics  ο αθλητισμός/ο στίβος
badminton  το μπάντμιντον (αντιπόλεμη)
ball  η μπάλα
band/group  το συγκρότημα (μουσικό)
basketball  το μπάσκετ, η καλαθοσφαίριση
to, book  το βιβλίο
boxing  η πυγμαχία, το μπατμέντον (αντιπόλεμη)
bridal/groom  η νύφη/ο γαμπρός
camera  η φωτογραφική μηχανή
canoeing  το κανό (abıλήμα)
cartoon τα κινούμενα σχέδια

cat η γάτα

CD (compact disc) CD

celebration, party η γιορτή, το πάρτι

changing rooms τα αποδυτήρια/ τα δοκιμαστήρια

chess το σκάκι

Christmas τα Χριστούγεννα

Christmas Eve η παραμονή Χριστουγέννων

clarinet το κλαρινέτο

classical, classic κλασικός

climbing η αναρρίχηση, η ορειβασία

club ο σύλλογος, ο όμιλος /το κλαμπ

collect συλλέγω/μαζεύω

collection η συλλογή

comic (magazine) κωμικός, κόμικ (περιοδικό)

competition ο διαγωνισμός, ο ανταγωνισμός

computer game παιχνίδι για υπολογιστή

concert η συναυλία, το κονσέρτο

crossword puzzle το σταυρόλεξο

culture η κουλτούρα, ο πολιτισμός, η καλλιέργεια

cultural life η πολιτιστική κίνηση

customs τα έθιμα

cycling η ποδήλασια

dance/dancing χορέψω, χορός / χορός

detective/police (story) αστυνομική (ιστορία)

disco η ντίσκο

documentary το ντοκιμαντέρ

drums τα τύμπανα, ντραμς

easter ο χριστουγεννιάτικος χρόνος

Easter η Δευτέρα του Πάσχα

Easter Monday το Μεγάλο Σάββατο/ η Ανάσταση

entertainment η ψυχαγωγία, η διασκέδαση

equipment ο εξοπλισμός

extreme sports τα ακραία αθλήματα

fantasy film η ταινία φαντασίας

fatherland/homeland η πατρίδα

film η ταινία

final ο τελικός

flute το φλάουτο

folk music/songs η παραδοσιακή μουσική/τα δημοτικά τραγούδια

football το ποδόσφαιρο

free time ο ελεύθερος χρόνος

game το παιχνίδι

games console η κονσόλα παιχνιδιών

Good Friday η Μεγάλη Παρασκευή

guitar η κιθάρα

gymnastics η γυμναστική

handball το χάντμπολ

Happy birthday! Χρόνια Πολλά! Χαρούμενα γενέθλια!

Happy New Year! Καλή Χρονιά!/Ευτυχισμένο το Νέο Έτος

hobby; leisure activity το χόμπι, η ψυχαγωγική δραστηριότητα

hockey το χόκεϊ

horror film η ταινία τρόμου

ice skating το πατινάζ

Happy Birthday! Χρόνια Πολλά! Χαρούμενα γενέθλια!
Happy New Year! Καλή Χρονιά!/Ευτυχισμένο το Νέο Έτος
hobby; leisure activity το χόμπι, η ψυχαγωγική δραστηριότητα
hockey το χόκεϊ
horror film η ταινία τρόμου
ice skating το πατινάζ
Foundation tier (cont)

judo το τζούντο
karate το καράτε
keyboard το πληκτρολόγιο
gleisure ελεύθερος χρόνος
Lent (period leading up to Easter) η Σαρακοστή
life η ζωή
magazine το περιοδικό
marriage; wedding ο γάμος, γάμος (η τελετή)
martial arts οι πολεμικές τέχνες
mothers' day η ημέρα της μητέρας
mountaineering η ορειβασία, ο αλπινισμός
MP3 player η συσκευή αναπαραγωγής MP3
music η μουσική
New Year το Νέο Έτος
New Year's Day η Πρωτοχρονιά (ανήμερα)
New Year's Eve η παραμονή Πρωτοχρονίας
news οι ειδήσεις, τα νέα
nightclub το νυχτερινό κέντρο, το κλαμπ
orchestra η ορχήστρα
piano το πιάνο
play (theatre) το έργο (θεατρικό)
player ο παίκτης
pleasure/amusement η ευχαρίστηση /η ψυχαγωγία
pocket money το χαρτζιλίκι
pop music η ποπ μουσική
programme/broadcast η εκπομπή
quiz show το τηλεπαιχνίδι ερωτήσεων
race ο αγώνας
rap η rap (μουσική)
reading η ανάγνωση/το διάβασμα
recorder (instrument) η φλογέρα (όργανο)
referee ο διαιτητής
riding η ιππασία
rock music η ροκ μουσική
roller blading το πατινάζ (με πατίνια)
romantic ρομαντικός
romantic film/love film η ρομαντική ταινία / η αισθητική ταινία
rugby το παράσταση (θέατρο, κ.λπ.), το τηλεοπτικό σόου
sailing η σαπουνόπερα
saxophone το σαξόφωνο
science fiction film η ταινία επιστημονικής φαντασίας
series η σειρά
show (theatre etc); TV show το σκέιτμπορντ
singer το σκι
skiing η αθλητική
ski song η αθλητική
sport το αθλητικό
sports ground το γήπεδο
sporty αθλητικός
spy story η ιστορία κατασκοπίας
stage η σκηνή
stereo system/music centre το στερεοφωνικό σύστημα / κέντρο μουσικής
straight (hair) ισα (μαλλιά)
swimming η κολύμβηση
**Foundation tier (cont)**

- table tennis: το πινγκ-πονγκ/επιτραπέζια αντισφαίριση
- team: η ομάδα
- television: η τηλεόραση
- tennis: το τένις/η αντισφαίριση
- thriller: το θρίλερ
- title: ο τίτλος
- to take out for a walk (dog): βγάζω βόλτα (σκύλο)
- toy: το παιχνίδι
- tradition: η παράδοση
- trumpet: η τρομπέτα
- TV channel: το τηλεοπτικό κανάλι
- violin: το βιολί
- volleyball: το βόλεϊ
- water skiing: το θαλάσσιο σκι
- Western (film etc): το Γουέστερν (ταινία, κ.λπ.)
- windsurfing: η ιστιοσανίδα, γουίντ σέρφινγκ, η κυματοδρομία

**Higher tier**

- board game, electronic game: το επιτραπέζιο παιχνίδι, το ηλεκτρονικό παιχνίδι
- cable TV: η καλωδιακή τηλεόραση
- camcorder/video camera: η κάμερα / βιντεοκάμερα
- championship: το πρωτάθλημα
- detective/mystery/police (film): η ταινία μυστηρίου / αστυνομική ταινία
- director: ο σκηνοθέτης, η σκηνοθέτρια
- Do it yourself; DIY: Κάντο μόνος σου
- drama (TV etc): η δραματική σειρά (τηλεόραση, κ.λπ.)
- dubbed (film): η μεταγλώττισμένη (ταινία)
- earphones: τα ακουστικά
- engagement: o αρραβώνας
- fishing rod: το καλάμι ψαρέματος
- goal: το τέρμα, γκολ
- half-time: το ημίχρονο
- keyboard: το πληκτρολόγιο
- knowledge: η γνώση
- league; division (sports): η κατηγορία (σπορ)/ η Εθνική (π.χ. πρώτη, δεύτερη)
- marriage ceremony; wedding: η γαμήλια τελετή, ο γάμος
- melody/tune: η μελωδία/ το σκοπός
- musical comedy (a musical): μουσική κωμωδία (μιούζικαλ)
- original version: η αρχική έκδοση/ το πρωτότυπο
- remote control: το τηλεχειριστήριο
- rowing: η κωπηλασία
- sailing boat: το ιστιοφόρο
- satelitte TV: η δορυφορική τηλεόραση
- scuba diving: η κατάδυση (αυτόνομη)
- sitcom: κωμική σειρά (τηλεόραση)
- sports equipment: ο αθλητικός εξοπλισμός
- subtitles: οι υπότιτλοι
- tournament: το τουρνουά
- viewer/audience: ο θεατής/ το κοινό
Verbs associated with cultural life

to attend (match etc)  
παρακολουθώ (αγώνα, κ.λπ.)

to be a member of  
eίμαι μέλος

to congratulate  
συγχαίρω

to get married  
παντρεύομαι

to go bowling (tenpin)  
πάλιζω μπόουλινγκ (κορύνες)

to dance  
χορεύω

to do sport  
κάνω σπορ

to do gymnastics  
κάνω γυμναστική

to exercise  
ασκούμαι, γυμνάζομαι

to fish/go fishing  
ψαρεύω / πάω για ψάρεμα

to go for a walk/stroll  
πηγαίνω περίπατο / βόλτα

to go horse riding  
κάνω ιππασία

to hike, ramble  
κάνω πεζοπορία, περίπατο

to roller-skate  
πατινάζ

to sail  
πλέω, ταξιδεύω με πλοίο

to score a goal  
σκοράρω, βάζω γκολ

to shoot  
σουτάρω

to skateboard  
κάνω σκέιτμπορντ

to socialise  
κάνω παρέα (με)

to swim  
κολυμπώ

to take part (in)  
παίρνω μέρος (σε κάτι) / συμμετέχω (σε κάτι)

to train  
εκπαιδεύω

use  
η χρήση

Identity and culture: using social media

Foundation tier

to blog  
το μπλογκ, το ιστολόγιο

to chatroom  
το μπλογκ, το ιστολόγιο

to chat online  
κάνω διαδικτυακό τσατ/ κάνω διαδικτυακή συνομιλία

to communication  
η επικοινωνία

to computer  
ο ηλεκτρονικός υπολογιστής

to connection  
η σύνδεση

to cyber bullying  
ο κυβερνοεκφοβισμός

to digital  
ψηφιακός

to disk  
ο δίσκος/η δισκέττα

to e-mail  
e-mail, το ηλεκτρονικό ταχυδρομείο

to file  
το αρχείο

to homepage  
η αρχική σελίδα

to internet  
το ιντερνετ / το διαδίκτυο

to internet page/webpage  
η σελίδα στο διαδίκτυο/η ιστοσελίδα

to mobile phone shop  
το κατάστημα κινητής τηλεφωνίας

to mouse  
το ποντίκι

to new technology  
η νέα τεχνολογία

to password  
ο κωδικός πρόσβασης

to printer  
ο εκτυπωτής

to reader  
ο αναγνώστης

to risk  
ο κίνδυνος

to screen  
η οθόνη

to security  
η ασφάλεια

to social network/social media  
το κοινωνικό δίκτυο/τα μέσα κοινωνικής δικτύωσης

to software  
το λογισμικό
### Foundation tier (cont)

- to burn: γράφω (π.χ. σε CD)
- to download: κατεβάζω
- to erase, delete: διαγράφω, σβήνω
- to load: φορτώνω
- to save, to store: αποθηκεύω/σβήνω
- to surf (the net): σερφάρω (στο διαδίκτυο)
- to type: πληκτρολογώ
- to upload: ανεβάζω
- videogame: το βιντεοπαιχνίδι
- virus: ο ιός
- web: ο ιστός
- webcam: web κάμερα
- web page: η ιστοσελίδα
- website: ο δικτυακός τόπος, ο ιστότοπος
- wi-fi: η ασύρματη σύνδεση

### Local area, holiday and travel

#### Foundation tier

- abroad: στο εξωτερικό
- accident: το δυστύχημα, το ατύχημα
- accommodation: το κατάλυμα, η διαμονή
- adult: ο ενήλικας
- agricultural: γεωργικός, αγροτικός
- air conditioning/air-con: ο κλιματισμός
- airport: το αεροδρόμιο
- area (in town): η περιοχή (σε πόλη)
- archaeological site: ο αρχαιολογικός χώρος
- arrival: η άφιξη
- art gallery: η γκαλερί τέχνης
- bakery; baker’s shop: το αρτοποιείο, ο φούρνος, το αρτοπωλείο
- balcony: το μπαλκόνι
- bank: η τράπεζα
- bar: το μπαρ
- basement: το υπόγειο
- bath: το λουτρό, το μπάνιο
- bathroom: η τουαλέτα
- beach: η παραλία, η αμμουδιά
- bed: το κρεβάτι
- bed linen: τα κλινοσκεπάσματα
- bicycle/bike: το ποδήλατο
- blanket: η κουβέρτα
- boat: το σκάφος
- book of tickets: το καρνέ εισιτηρίων
- bookshop: το βιβλιοπωλείο
- border: το σύνορο
- bowling alley: η αίθουσα μπόουλινγκ
- brand/make: η επωνυμία/ η μάρκα
- bridge: η γέφυρα
- brochure/leaflet: το φυλλάδιο
- building: το κτήριο
- bus (by bus): το λεωφορείο, (πηγαίνω με λεωφορείο)
- bus/coach station: ο σταθμός λεωφορείων
Foundation tier (cont)

bus stop η στάση λεωφορείου
business/trade οι επιχειρηματικές δραστηριότητες / το εμπόριο
butcher's shop το κρεοπωλείο, ο χασάπης, ο κρεοπώλης
café το καφέ (κατάστημα)
calm/peaceful ήρεμος/ειρηνικός
camp leader ο/η αρχηγός της κατασκήνωσης
campsite το κάμπινγκ/ η κατασκήνωση
to camp κατασκηνώνω

car το αυτοκίνητο
caravan το τροχόσπιτο
car park το πάρκινγκ, ο χώρος στάθμευσης
castle το κάστρο
cathedral ο καθεδρικός ναός
church η εκκλησία, ο ναός
cinema ο κινηματογράφος, το σινεμά
closed κλειστός
closing το κλείσιμο
coach ο προπονητής
cost η κόστος
country (i.e. nation) η χώρα (π.χ. έθνος)
countryside η εξοχή, η ύπαιθρος
crossing (ferry) η διέλευση (με φέρι μποτ)
crossroads το σταυροδρόμι
cycle path ο ποδηλατοδρόμος
degree ο βαθμός, το πτυχίο (π.χ. πανεπιστημιακό)
delay η καθυστέρηση
departure η αναχώρηση
destination το τμήμα (σε κατάστημα)
department store το πολυκατάστημα
driving licence το δίπλωμα οδήγησης
diesel (fuel) το πετρέλαιο (καύσιμο)
direct άμεσος, απευθείας
director/ head teacher ο διευθυντής
direction η φορά, η κατεύθυνση
disco η ντίσκο, η ντισκοτέκ
double room δωμάτιο με διπλό κρεβάτι/ το δίκλινο
driver ο οδηγός
driving licence το δίπλωμα οδήγησης
electrical goods (retailer) τα ηλεκτρικά είδη (κατάστημα λιανικής)
emergency το επείγον περιστατικό, η έκτακτη ανάγκη
enjoy your stay! καλά να περάσετε!
to enjoy your stay! η διασκέδαση/ η ψυχαγωγία
entrance η είσοδος
event η εκδήλωση, το γεγονός
exhibition η έκθεση
exit η έξοδος
expenses τα έξοδα
experiences οι εμπειρίες
factory το εργοστάσιο
fare το εισιτήριο
Foundation tier (cont)

farm  το αγρόκτημα
ferry  το φέρι μποτ
free (available, vacant)  ελεύθερος (διαθέσιμος, κενός)
flight  η πτήση
floor (1st, 2nd)  ο όροφος (1ος, 2ος)
(it is) forbidden to...  απαγορεύεται να/ απαγορεύεται ο/η/το ... 
foreigner  ο ξένος
form  η μορφή
full (hotel etc)  πλήρες (ξενοδοχείο, κ.λπ.)
full board (all meals included)  πλήρης διατροφή (όλα τα γεύματα συμπεριλαμβάνονται)

garage, service station, petrol station

grocery; grocer’s shop  το παντοπωλείο, το μπακάλικο

ground floor  το ισόγειο

guest (in a hotel); guest (at someone’s home); customer

guided tour  η ξενάγηση με ξεναγό
half board (B and B and evening meal)  η ημιδιατροφή (πρωινό και βραδινό γεύμα)
heating  η θέρμανση
hill  ο λόφος
hire of/hiring/renting (e.g. bike; house)

to hire  ενοικιάζω, νοικιάζω
historic

holidays, holiday, holiday (bank) fair

hotel  το ξενοδοχείο

household goods shop (cleaning materials etc)

hypermarket  η υπεραγορά
ice rink

identification; ID

in advance  εκ των προτέρων/ από πριν
included

indoor swimming pool  η κλειστή πισίνα
industry  η βιομηχανία
industrial

information  η πληροφορία
information office  το γραφείο πληροφοριών
inside

instruction

island  το νησί
journey/travel

key  το κλειδί
lake  η λίμνη
left luggage office/locker  το γραφείο αποσκευών / ντουλάπι
leisure centre  το κέντρο αναψυχής
library  η βιβλιοθήκη
lift  ο ανελκυστήρας, ασανσέρ
line/route  η γραμμή/ η διαδρομή
litter/rubbish bin  τα σκουπίδια/ ο κάδος απορριμμάτων
lively  ζωντανός, ζωντανός (δραστήριος)
local  τοπικός/ ντόπιος
local inhabitant  ντόπιος κάτοικος
Foundation tier (cont)

location  η τοποθεσία
lorry  το φορτηγό
lost property office  το γραφείο απολεσθέντων αντικειμένων
luggage  οι αποσκευές
luxurious  πολυτελής
map (of a country, road map)  ο χάρτης (χώρας, οδικός χάρτης)
map (of the town)  ο χάρτης (της πόλης)
market  η αγορά
means of transport  τα μέσα μεταφοράς
monument  το μνημείο
moped  το μοτοποδήλατο
motorbike  η μοτοσικλέτα
motorway  ο αυτοκινητόδρομος
mountain  το βουνό
mosque  το τζαμί
museum  το μουσείο
neighbourhood  η γειτονιά
newspaper stall  το κιόσκι εφημερίδων, το περίπτερο
night club  το νυχτερινό κέντρο, το κλαμπ
occupied/taken  κατειλημμένος / πιασμένος
office  το γραφείο
on foot  με τα πόδια
on the left  στα αριστερά
on the right  στα δεξιά
one way street  ο μονόδρομος
open  ανοιχτός
opening hours  οι Ώρες λειτουργίας
outing; trip  η εκδρομή, η βόλτα (π.χ. με το αυτοκίνητο), ταξίδι
outside  έξω
outside/in the open air  έξω / στο ύπαιθρο
outsskirts  τα προάστια
owner  ο ιδιοκτήτης
to pack  συσκευάζω, πακετάρω
palace  το παλάτι
park  το πάρκο
passenger  ο επιβάτης
passport  το διαβατήριο
passport control  ο έλεγχος διαβατηρίων
pavement  το πεζοδρόμιο
pedestrian  ο πεζός
pedestrian area  η πεζοδρομική ζώνη, ο πεζόδρομος
pedestrian crossing  η διάβαση πεζών
petrol  γραφικός
pillow  το μαξιλάρι
pitch (for tent)  στήνω (σκηνή)
place  η θέση/το μέρος/ο τόπος
places to see/sites  τα αξιοθέατα
playground  η παιδική χαρά
plane  το αερoplάνο
platform  η πλατφόρμα
policeman  ο, η αστυνομικός
police station  το αστυνομικό τμήμα
port  το λιμάνι
postcard  η κάρτα ποστάλ, η κάρτα
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English Word</th>
<th>Greek Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>poster/notice</td>
<td>η αφίσα / η ειδοποίηση</td>
</tr>
<tr>
<td>post office</td>
<td>το ταχυδρομείο</td>
</tr>
<tr>
<td>preference</td>
<td>η προτίμηση</td>
</tr>
<tr>
<td>press</td>
<td>ο Τύπος</td>
</tr>
<tr>
<td>price</td>
<td>η τιμή</td>
</tr>
<tr>
<td>price list</td>
<td>ο τιμοκατάλογος</td>
</tr>
<tr>
<td>priority</td>
<td>η προτεραιότητα</td>
</tr>
<tr>
<td>problem</td>
<td>το πρόβλημα</td>
</tr>
<tr>
<td>province</td>
<td>η επαρχία</td>
</tr>
<tr>
<td>public</td>
<td>δημόσιος / δημοτικός</td>
</tr>
<tr>
<td>public holiday</td>
<td>η άργια</td>
</tr>
<tr>
<td>public transport</td>
<td>η δημόσια συγκοινωνία</td>
</tr>
<tr>
<td>railway</td>
<td>ο αεροπορικός χώρος</td>
</tr>
<tr>
<td>reception</td>
<td>η ρεσεψιονάριο/ το γραφείο υποδοχής</td>
</tr>
<tr>
<td>receptionist</td>
<td>ο, η ρεσεψιονάριος</td>
</tr>
<tr>
<td>reduction</td>
<td>η μείωση</td>
</tr>
<tr>
<td>region</td>
<td>η περιοχή</td>
</tr>
<tr>
<td>rent; rental</td>
<td>το ενοίκιο, η ενοικίαση</td>
</tr>
<tr>
<td>reservation</td>
<td>η κράτηση</td>
</tr>
<tr>
<td>return ticket</td>
<td>το εισιτήριο επιστροφής</td>
</tr>
<tr>
<td>river</td>
<td>το ποτάμι</td>
</tr>
<tr>
<td>road</td>
<td>ο δρόμος</td>
</tr>
<tr>
<td>road map</td>
<td>ο οδικός χάρτης</td>
</tr>
<tr>
<td>road/street</td>
<td>ο δρόμος/η στις</td>
</tr>
<tr>
<td>(bed)room (in a hotel)</td>
<td>το δωμάτιο (σε ξενοδοχείο)</td>
</tr>
<tr>
<td>sales (reduction)</td>
<td>οι εκπτώσεις (η έκπτωση)</td>
</tr>
<tr>
<td>sea</td>
<td>η θάλασσα</td>
</tr>
<tr>
<td>(at the) seaside</td>
<td>(στην) παραλία</td>
</tr>
<tr>
<td>season</td>
<td>η εποχή</td>
</tr>
<tr>
<td>seat</td>
<td>η θέση/το κάθισμα</td>
</tr>
<tr>
<td>sheet</td>
<td>το σεντόνι, το φύλλο</td>
</tr>
<tr>
<td>ship</td>
<td>το πλοίο</td>
</tr>
<tr>
<td>shop</td>
<td>το κατάστημα, το μαγαζί</td>
</tr>
<tr>
<td>shopping centre</td>
<td>το εμπορικό κέντρο</td>
</tr>
<tr>
<td>show</td>
<td>η παράσταση</td>
</tr>
<tr>
<td>shower</td>
<td>το ντους</td>
</tr>
<tr>
<td>shower block (e.g.on campsite)</td>
<td>οι ντουζιέρες (σε κάμπινγκ)</td>
</tr>
<tr>
<td>sign</td>
<td>η πινακίδα</td>
</tr>
<tr>
<td>single ticket</td>
<td>το απλό εισιτήριο</td>
</tr>
<tr>
<td>single room</td>
<td>το μονό δωμάτιο</td>
</tr>
<tr>
<td>situated</td>
<td>που βρίσκονται</td>
</tr>
<tr>
<td>ski resort</td>
<td>το χιονοδρομικό κέντρο</td>
</tr>
<tr>
<td>sleeping bag</td>
<td>ο υπνόσακος, το ανατομικό</td>
</tr>
<tr>
<td>sleeping car (in a train)</td>
<td>το βαγόνι ύπνου (σε τρένο)</td>
</tr>
<tr>
<td>snack bar, buffet (on a train)</td>
<td>το σνακ μπαρ, ο μπουφές (σε τρένο)</td>
</tr>
<tr>
<td>soap</td>
<td>το σαπούνι</td>
</tr>
<tr>
<td>souvenir</td>
<td>το αναπτυσσόμενο</td>
</tr>
<tr>
<td>sports centre</td>
<td>το αθλητικό κέντρο</td>
</tr>
<tr>
<td>space (including chronological period)</td>
<td>ο χώρος, το διάστημα</td>
</tr>
<tr>
<td>spacious</td>
<td>ευρύχωρος</td>
</tr>
<tr>
<td>square (in town)</td>
<td>η πλατεία (σε πόλη)</td>
</tr>
<tr>
<td>stadium</td>
<td>το στάδιο (το γήπεδο)</td>
</tr>
<tr>
<td>star</td>
<td>το αστέρι</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

stairs; staircase
state
station (railway)
statue
stop (bus, tram etc)
suburb; outskirts of town
suitable for drinking
suitcase
summer camp
supplement
supermarket
swimming pool
taxi
television set
tent
tennis court
theatre
ticket; tram, bus or metro ticket
ticket inspector
ticket office
till; cash desk
timetables
toilets
toilet paper
toothbrush
toothpaste
tour
tourist
tourist (adjective)
tourist attraction
tourist information office
tower
town
town centre
town hall
traffic
traffic jam
traffic lights
train
tram
transaction
travel agency
traveller
to ask for help
(to) turn/switch on
(to) turn/switch off
underground railway
underground station
unleaded petrol
view (over)
village
waiting period
waiting room
wash basin

οι σκάλες, η σκάλα
το κράτος
ο σταθμός (σιδηροδρομικός)
το άγαλμα
η στάση (λεωφορείου, τραμ, κ.λπ.)
το προάστιο, τα προάστια της πόλης
πόσιμο
η μετρό
η κατακάλυψη
το συμπλέγμα
το σουπερμάρκετ
η πισίνα, το κολυμβητήριο
το ταξί
η τηλεοπτική συσκευή/η τηλεόραση
η σκηνή
το γίγνετο τένις
το θέατρο
το εισιτήριο, το εισιτήριο τραμ, λεωφορείου ή μετρό
ο ελεγκτής εισιτηρίων
το εκδοτήριο εισιτηρίων
το ταμείο
ο πίνακας δρομολογίων
οι τουαλέτες
ο χαρτί υγείας
η οδοντόβουρτσα
η οδοντόκρεμα
το οργανωμένο ταξίδι, η περιήγηση
το ταξιδιωτικό αξιοθέατο
το γραφείο τουριστικών πληροφοριών
ο πύργος
η πόλη/ η κωμόπολη
το κέντρο της πόλης
το δημαρχείο
η κυκλοφορία, η κίνηση (στους δρόμους)
το μοποτλιάρισμα
οι φωτεινοί σηματοδότες
το τρένο
το τραμ
η συναλλαγή
tο ταξιδιωτικό γραφείο / πρακτορείο, το γραφείο ταξιδίων
ο ταξιδιώτης, η ταξιδιώτισσα
ζητώ βοήθεια
ανάβω/ανοίγω (τηλεόραση, ραδιόφωνο, κ.λπ.)
αβγώ/κλείνω (τηλεόραση, ραδιόφωνο, κ.λπ.)
o υπόγειος σιδηρόδρομος
ο σταθμός μετρό
η αμφιληδόνη βενζίνη
Ο θέα (σε)
ο χωριό
η περίοδος αναμονής
η αίθουσα αναμονής
ο νιπτήρας
**Foundation tier (cont)**

way out/exit  
welcome  
window  
(shop) window  
winter holidays  
youth hostel

**Higher tier**

ATM/ cash point  
air (by)  
arrival  
(to) board (plane, ship)  
to brake  
burglary  
canal  
Customs  
dry cleaner’s; dry cleaning  
emergency exit  
fast train  
fire exit  
fireworks  
fountain  
hall (reception, waiting, etc)  
helicopter  
hospitality  
hypermarket  
ironmonger’s/hardware shop  
launderette  
(level) pedestrian crossing  
no entry  
no parking  
noise  
(to) overtake  
package holiday  
park; green space  
passport  
passport control  
police  
policeman  
registration/booking  
rush over (traffic accident)  
rush hour  
savings bank  
seaside resort  
seat belt  
sound  
speed  
speed limit  
summer  
summer cinema  
summer holiday
### Higher tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>surrounding area, vicinity</td>
<td>ο περιβάλλων χώρος, η γύρω περιοχή</td>
</tr>
<tr>
<td>to put someone up</td>
<td>φιλοξενώ</td>
</tr>
<tr>
<td>to take place</td>
<td>συμβαίνω, γίνομαι</td>
</tr>
<tr>
<td>to stay (for a holiday)</td>
<td>μένω, διαμένω (για διακοπές)</td>
</tr>
<tr>
<td>toll</td>
<td>τα διόδια</td>
</tr>
<tr>
<td>(to) validate a ticket (e.g. train, tram)</td>
<td>επικυρώνω/θεωρώ ένα εισιτήριο (π.χ. σε τρένο, τραμ)</td>
</tr>
<tr>
<td>winter/skiing holiday</td>
<td>οι χειμωνιάτικες (χειμερινές) διακοπές / διακοπές σκι</td>
</tr>
<tr>
<td>vehicle</td>
<td>το όχημα</td>
</tr>
<tr>
<td>zoo</td>
<td>ο ζωολογικός τύπος</td>
</tr>
</tbody>
</table>

### Phrases associated with weather

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad (weather)</td>
<td>κακός/άσχημος καιρός/ η κακοκαιρία</td>
</tr>
<tr>
<td>bright (day)</td>
<td>λαμπερή/φωτεινή μέρα</td>
</tr>
<tr>
<td>climate</td>
<td>το κλίμα</td>
</tr>
<tr>
<td>cloud</td>
<td>το σύννεφο</td>
</tr>
<tr>
<td>cloudy</td>
<td>συννεφιασμένος, νεφελώδης</td>
</tr>
<tr>
<td>cold</td>
<td>κρύος, το κρύο</td>
</tr>
<tr>
<td>degree (temperature)</td>
<td>ο βαθμός (θερμοκρασία)</td>
</tr>
<tr>
<td>dry</td>
<td>στεγνός, ξηρός</td>
</tr>
<tr>
<td>fog</td>
<td>η ομίχλη</td>
</tr>
<tr>
<td>heat</td>
<td>η θερμότητα/ η ζέστη</td>
</tr>
<tr>
<td>highest temperature</td>
<td>η πιο υψηλή θερμοκρασία</td>
</tr>
<tr>
<td>hot</td>
<td>καυτός, ζεστός</td>
</tr>
<tr>
<td>in the east</td>
<td>στην ανατολή, στα ανατολικά</td>
</tr>
<tr>
<td>in the north</td>
<td>στα βόρεια, στο βορρά</td>
</tr>
<tr>
<td>in the south</td>
<td>στα νότια, στο νότο</td>
</tr>
<tr>
<td>in the west</td>
<td>στη δύση, στα δυτικά</td>
</tr>
<tr>
<td>it is freezing</td>
<td>κάνει/έχει παγωνιά</td>
</tr>
<tr>
<td>it is lightning</td>
<td>αστράφτει</td>
</tr>
<tr>
<td>it is raining</td>
<td>βρέχει</td>
</tr>
<tr>
<td>it is snowing</td>
<td>χιονίζει</td>
</tr>
<tr>
<td>it is thundering</td>
<td>βροντάει</td>
</tr>
<tr>
<td>it is windy</td>
<td>φυσάει/έχει αέρα</td>
</tr>
<tr>
<td>lightning</td>
<td>η αστραπή</td>
</tr>
<tr>
<td>lowest temperature</td>
<td>η πιο χαμηλή θερμοκρασία</td>
</tr>
<tr>
<td>nice (weather)</td>
<td>ωραίος (καιρός)</td>
</tr>
<tr>
<td>overcast</td>
<td>συννεφιασμένος, νεφελώδης</td>
</tr>
<tr>
<td>rain</td>
<td>η βροχή</td>
</tr>
<tr>
<td>season</td>
<td>η εποχή</td>
</tr>
<tr>
<td>sky</td>
<td>ο ουρανός</td>
</tr>
<tr>
<td>snow</td>
<td>το χιόνι</td>
</tr>
<tr>
<td>storm</td>
<td>η καταιγίδα</td>
</tr>
<tr>
<td>sun</td>
<td>ο ήλιος</td>
</tr>
<tr>
<td>sunny</td>
<td>ηλιόλουστος</td>
</tr>
<tr>
<td>the sun is shining</td>
<td>ο ήλιος λάμπει</td>
</tr>
<tr>
<td>to freeze</td>
<td>παγώνω, ξεπαγιάζω</td>
</tr>
<tr>
<td>to rain</td>
<td>βρέχει</td>
</tr>
<tr>
<td>to shine</td>
<td>λάμπω</td>
</tr>
<tr>
<td>to snow</td>
<td>χιονίζει</td>
</tr>
<tr>
<td>weather</td>
<td>ο καιρός</td>
</tr>
<tr>
<td>weather report</td>
<td>το δελτίο καιρού</td>
</tr>
<tr>
<td>wind</td>
<td>ο άνεμος/ο αέρας</td>
</tr>
</tbody>
</table>
**Higher tier**

- average temperature: η μέση θερμοκρασία
- changeable: μεταβλητός (καιρός)
- hail: το χαλάζι
- high temperature: υψηλή θερμοκρασία
- low temperature: χαμηλή θερμοκρασία
- rainy: βροχερός
- showers: η μπόρα (βροχή)
- stormy: θυελλώδης
- thunder: η βροντή
- to brighten up: (ο καιρός) ανοίγει
- to hail: ρίχνει χαλάζι
- weather forecast: το δελτίο καιρού

**Asking for directions**

- are you going on foot/in a car?: πας με τα πόδια / με το αυτοκίνητο;
- at the traffic lights: στα φανάρια
- to continue: συνεχίζω
- cross (over): διασχίζω, περνώ απέναντι/το δρόμο
- directions: οι οδηγίες/οι κατευθύνσεις
- to go straight on: πηγαίνω ευθεία
- high street/main street: εμπορικός/κεντρικός δρόμος πόλης
- how do I get to?: πώς θα πάω στο;
- it is 100 metres away: είναι 100 μέτρα μακριά, απέχει 100 μέτρα
- it is next to: είναι δίπλα
- it is opposite: είναι απέναντι
- it is very close/far: είναι πολύ κοντά/μακριά
- side street: το στενό
- take the first road on the left: στρίψτε στον πρώτο δρόμο αριστερά
- turn left: στρίψτε αριστερά
- turn right: στρίψτε δεξιά

**Dealing with problems**

**Foundation tier**

- address: η διεύθυνση
- advertisement: η διαφήμιση
- bill (invoice): ο λογαριασμός (το τιμολόγιο)
- breakdown: η βλάβη
- broken: χαλασμένος, σπασμένος
- colour: το χρώμα
- complaint: το παράπονο, η ενόχληση/η δυσφορία, η καταγγελία
- complaints (department): η υπηρεσία παραπόνων
- correct number: ο σωστός αριθμός
- customer: ο πελάτης
- customer service: η εξυπηρέτηση πελατών
- damage: η ζημιά, η βλάβη
- delivery: η παράδοση (σε παραλήπτη)
- email address: η διεύθυνση e-mail, η διεύθυνση ηλεκτρονικού ταχυδρομείου
- faulty: ελαττωματικός
- form: το έντυπο (αίτησης), η μορφή
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>guarantee</td>
<td>η εγγύηση</td>
</tr>
<tr>
<td>mistake</td>
<td>το λάθος</td>
</tr>
<tr>
<td>mistake/fault</td>
<td>το λάθος/το σφάλμα</td>
</tr>
<tr>
<td>payment method</td>
<td>η μέθοδος πληρωμής</td>
</tr>
<tr>
<td>possibility</td>
<td>η πιθανότητα</td>
</tr>
<tr>
<td>purse</td>
<td>το πορτοφόλι</td>
</tr>
<tr>
<td>quantity</td>
<td>η ποσότητα</td>
</tr>
<tr>
<td>receipt</td>
<td>η απόδειξη, η παραλαβή</td>
</tr>
<tr>
<td>reduction</td>
<td>η μείωση</td>
</tr>
<tr>
<td>repair</td>
<td>η επισκευή / η επιδιόρθωση</td>
</tr>
<tr>
<td>replacement (part)</td>
<td>το ανταλλακτικό</td>
</tr>
<tr>
<td>size</td>
<td>το μέγεθος</td>
</tr>
<tr>
<td>theft; robbery</td>
<td>η κλοπή, η ληστεία</td>
</tr>
<tr>
<td>to complain</td>
<td>παραπονιέμαι</td>
</tr>
<tr>
<td>to deal with problems</td>
<td>αντιμετωπίζω τα προβλήματα</td>
</tr>
<tr>
<td>to deliver</td>
<td>παραδίνω/παραδίδω</td>
</tr>
<tr>
<td>to exchange</td>
<td>ανταλλάσσω</td>
</tr>
<tr>
<td>to guarantee</td>
<td>εγγυώμαι</td>
</tr>
<tr>
<td>to kick up a fuss/make noise</td>
<td>κάνω φασαρία</td>
</tr>
<tr>
<td>to pay</td>
<td>πληρώνω</td>
</tr>
<tr>
<td>to repair</td>
<td>επισκευάζω</td>
</tr>
<tr>
<td>to replace</td>
<td>αντικαθιστώ</td>
</tr>
<tr>
<td>telephone number</td>
<td>ο αριθμός τηλεφώνου</td>
</tr>
<tr>
<td>to work, function</td>
<td>εργάζομαι, λειτουργώ</td>
</tr>
<tr>
<td>turn (my)</td>
<td>η σειρά (μου)</td>
</tr>
<tr>
<td>waiting time</td>
<td>ο χρόνος αναμονής</td>
</tr>
<tr>
<td>wallet</td>
<td>το πορτοφόλι</td>
</tr>
<tr>
<td>wrong number</td>
<td>ο λάθος αριθμός</td>
</tr>
</tbody>
</table>

### Higher tier

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambition/aspiration</td>
<td>ο στόχος/ο φιλοδοξία</td>
</tr>
<tr>
<td>compensation</td>
<td>η αποζημίωση</td>
</tr>
<tr>
<td>instructions for use</td>
<td>οι οδηγίες χρήσης</td>
</tr>
<tr>
<td>insurance</td>
<td>η ασφάλιση/η ασφάλεια</td>
</tr>
<tr>
<td>progress, improvement</td>
<td>η πρόοδος, η βελτίωση</td>
</tr>
<tr>
<td>to bring back; take back</td>
<td>δίνω πίσω, παίρνω πίσω</td>
</tr>
<tr>
<td>to return/give back/change</td>
<td>επιστρέφω / δίνω πίσω/αλλάξω</td>
</tr>
<tr>
<td>to insure</td>
<td>ασφαλίζω</td>
</tr>
</tbody>
</table>

### School

### Foundation tier

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A levels exams (equivalent)</td>
<td>οι Πανελλήνιες εξετάσεις/οι Πανελλαδικές εξετάσεις (εξετάσεις για την εισαγωγή μαθητών στην τριτοβάθμια εκπαίδευση στην Ελλάδα)</td>
</tr>
<tr>
<td>Ancient Greek</td>
<td>τα Αρχαία Ελληνικά</td>
</tr>
<tr>
<td>achievement, performance</td>
<td>το επίτευγμα, η επίδοση, η απόδοση</td>
</tr>
<tr>
<td>answer</td>
<td>η απάντηση</td>
</tr>
<tr>
<td>answer to a problem/of an exercise</td>
<td>η λύση (ενός προβλήματος, μιας άσκησης)</td>
</tr>
<tr>
<td>art</td>
<td>η τέχνη, οι εικαστικές τέχνες, τα καλλιτεχνικά το απουσιολόγιο</td>
</tr>
<tr>
<td>attendance register</td>
<td>ο συγγραφέας</td>
</tr>
<tr>
<td>author/writer</td>
<td>μέτριος/μέτρια</td>
</tr>
<tr>
<td>average</td>
<td>το βραβείο</td>
</tr>
<tr>
<td>award/prize</td>
<td>εκτός σχολείου</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

biology
board (blackboard, whiteboard, interactive etc)
book
break
building
calculator
canteen
careers adviser
caretaker
changing room
chemistry
choir
class test, assessment
classroom
clever
classroom
club
competition
corridor
desk
detention/punishment
dictionary
daily routine
drama
drama group, acting group
drawing
dt (design technology)
education
english
event
examination
exam paper/script
exchange
excellent
exercise book
exercise, practice
experiment
favourite
fellow student (school)
fellow student (university)
felt tip
food technology
foreign languages
fountain pen
french
future plans
gcse equivalent
geography
german
glue
gym
grades
very good
good
satisfactory
adequate
poor, unsatisfactory

η Βιολογία
ο πίνακας (μαυροπίνακας, λευκός πίνακας, διαδραστικός κ.λπ.)
το βιβλίο
tο διάλειμμα
το κτίριο
η αριθμομηχανή, το κομπιουτέρακι
η καντίνα
ο σύμβουλος επαγγελματικού προσανατολισμού
ο επιστάτης
τα αποδυτήρια
η Χημεία
η χορωδία
tο διαγώνισμα, το τεστ, η αξιολόγηση
η αίθουσα διδασκαλίας
έξυπνος
ο όμιλος, ο σύλλογος, η ομάδα
ο διαγωνισμός/ο συναγωνισμός
ο διάδρομος
tο θρανίο/το γραφείο
η τιμωρία
tο λεξικό
η καθημερινότητα
η θεατρολογία/το θέατρο
η θεατρική ομάδα
η ζωγραφική
η Τεχνολογία
η εκπαίδευση
tα Αγγλικά
η εκδήλωση
η εξέταση
tο γραπτό
η ανταλλαγή
άριστος/άριστα
tο τετράδιο ασκήσεων
η άσκηση, η πρακτική, η εξάσκηση, η γυμναστική
το πείραμα
αγαπημένος
ο συμμαθητής, η συμμαθητρία
ο συμφοιτητής, η συμφοιτητρία
ο μαρκαδόρος
η τεχνολογία τροφίμων
οι έξενες γλώσσες
η πένα
tα Γαλλικά
tα μελλοντικά σχέδια/τα σχέδια για το μέλλον
το απολυτήριο Γυμνασίου
η Γεωγραφία
tα Γερμανικά
η κόλλα
tο γυμναστήριο
οι βαθμοί
λίαν καλώς/πολύ καλά
καλώς/καλά
ικανοποιητικά
αρκετά καλά
μη ικανοποιητικά
Foundation tier (cont)

inadequate
cάκιστα

half-term
(Ηνωμένο Βασίλειο)

(school) holidays
(σχολικές) διακοπές

homework
η εργασία για το σπίτι, το διάβασμα (κατ’ οίκον εργασία)

ICT
η Πληροφορική
ta Ελληνικά

Greek

kindergarten, nursery school
το νηπιαγωγείο

knowledge
η γνώση
ta Λατινικά

laboratory
to εργαστήριο
temπέλης

Latin

lazy
tο μάθημα
to απολυτήριο

lesson
to σχολικές διακοπές στη μέση κάθε τριμήνου

leaving certificate
to απολυτήριο

library
η βιβλιοθήκη

line/row
η σειρά
to διάλειμμα για μεσημεριανό
to γυμνάσιο

Lower Secondary school

mark, grade
ο βαθμός
ta Μαθηματικά

medal (gold, silver, bronze)
to μετάλλιο (χρυσό, αργυρό/ασημένιο, χάλκινο)
oi σπουδές στα μέσα μαζικής ενημέρωσης
μεικτός

mixed
η βλακεία

nonsense
η βλακεία

note, slip of paper
to σημείωμα

novel
το μυθιστόρημα

oral
προφορικός

pad of paper
το σημειωματάριο

page
η σελίδα

PE
η Φυσική Αγωγή, η Γυμναστική

PE teacher / sports instructor
o γυμναστής / o προπονητής

Pen, ballpoint pen
to στυλό

to μολύβι

pencil case
η μολυβοθήκη, η κασετίνα

physics
η Φυσική

plan/project
to σχέδιο, το σχεδιάγραμμα/ η εργασία, η μελέτη, το πρότζεκτ

playground (school)
to σχέδιο, το σχεδιάγραμμα/ η εργασία, η μελέτη, το πρότζεκτ

poetry
η σελίδα

present (in school)
παρών (στο σχολείο)
The υπηρεσία, το δημοτικό σχολείο

Primary school
to idιωτικό σχολείο

private school
to δημοτικό σχολείο

progress
η πρόοδος

projector
ο προβολέας

personal and social education (PSE)
η προσωπική και η κοινωνική εκπαίδευση (PSE)

pupil
ο μαθητής, η μαθήτρια

qualification
ο τίτλος (σπουδών), το προσόν

question
η ερώτηση

rehearsal
η πρόβα

religion, Religious Studies
η θρησκεία, τα Θρησκευτικά

representative
ο αντιπρόσωπος

result
η αποτέλεσμα

rubber
η σβήστρα

rule
ο κανόνας
Foundation tier (cont)

ruler
secondary school
school
school activity
school bag
school bell
school book
school bus
school day
school exchange
school group/party
school hall
school keeper; caretaker
school leaving certificate
school newspaper
school office
school play
school report/certificate
school trip (e.g. one day trip, 5 day trip, educational)
school year
sciences (school subject)
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school year
sciences (school subject)

Greek:
ο χάρακας
to scholioi deuterobathmias ekpaideusis, to ymnasio
kai to lykeio
to scholioi/scholikos
eta scholik diastusiotta
eta scholik taanta
to koudouni
to scholiko biblio
to scholik leoforeio
eta scholik hemera
to programma antallaghy mnytwn
eta scholik omada
eta scholik aiathusa (gia ekdeflwseis)
o scholikos filaka, o epistaties
to apoluthtrio lykeio
eta scholik efermerida
to grafeio
eta scholik parastase
o scholikos eleghchos, to evnediikto/to apoluthtrio
eta scholik ekdromh (p.x. hemerhasia ekdromh, penvathmeri ekdromh (eta pentahmeri), ekpaeidistik ekdromh)
eta scholik chronia
oi thetikes episthmes (eta Fysiki, eta Xmeia, eta Biologia)
eta episthme
o, eta episthmwnas
to vafildi
eto keimeino/to grapto
sofaros (eragatikos)
to akademinik examino
eta xwstra
oi duo teloutaies tazeis tou lykeiou sto Hnymevo
Basilio, deuteria kai treht lykeiou sthn Ellada
ta Ispaniaka
to venu
eto athlitiko kentro, to ymnasthrio
eta aiathusa kathginitwn
demios
eto deymo scholio
austrcos
kalos se (kanoio mawthma)
o mawthta, eta mawthtria
o foitihtta, eta foitihtria
to mawthtiko symboilo
eto mawthma/to thema/to antik excitement
eta episthia
episthmenos
oi kalokairinies/toi thirinies diakopes
o anaplenwrtis dasakalo
eta omada
eta technologia
to trurning
o oros
eta dokimi, to test
to biblio/to egxeiridio (p.x. toin Mathematikon)
eta grafbta, eta isopalia (se agwna)
to wroloioi programma (mathematwn)
to answer
παλέω

to attend school
πηγαίνω σχολείο

to calculate
υπολογίζω

to carry on
συνεχίζω

to copy
αντιγράφω

to correct
διορθώνω

to discuss
συζητώ, κάνω συζήτηση

to do my homework
διαβάζω/κάνω τα μαθήματα μου ή τη δουλειά για το σχολείο

to draw
ζωγραφίζω, σχεδιάζω

to explain
εξηγώ

to fail (an exam)
αποτυγχάνω (κόβομαι)

to fill out/fill in/complete
συμπληρώνω

to learn
μαθαίνω

to pass (exam)
περνώ (εξετάσεις)

to pay attention; to be careful
προσέχω, δίνω προσοχή, είμαι προσεκτικός

to read
διαβάζω

to repeat
επαναλαμβάνω

to repeat a year
μένω στην ίδια τάξη

to revise
κάνω επανάληψη

to ring the bell (school)
χτυπώ το κουδούνι

to sing
τραγουδώ

to sit an exam
δίνω εξετάσεις

to study
μελετώ/σπουδάζω

to take the attendance register
παίρνω παρουσίες

to teach
διδάσκω

to translate
μεταφράζω

to understand
καταλαβαίνω

to work hard
εργάζομαι σκληρά

to do my homework
διαβάζω/κάνω τα μαθήματα μου ή τη δουλειά για το σχολείο

to explain
εξηγώ

to fail (an exam)
αποτυγχάνω (κόβομαι)

to fill out/fill in/complete
συμπληρώνω

to learn
μαθαίνω

to pass (exam)
περνώ (εξετάσεις)

to pay attention; to be careful
προσέχω, δίνω προσοχή, είμαι προσεκτικός

to read
διαβάζω

to repeat
επαναλαμβάνω

to repeat a year
μένω στην ίδια τάξη

to revise
κάνω επανάληψη

to ring the bell (school)
χτυπώ το κουδούνι

to sing
τραγουδώ

to sit an exam
δίνω εξετάσεις

to study
μελετώ/σπουδάζω

to take the attendance register
παίρνω παρουσίες

to teach
διδάσκω

to translate
μεταφράζω

to understand
καταλαβαίνω

to work hard
εργάζομαι σκληρά

training (education)

training (sport)

translation

unfair

uniform

university

Upper Secondary school

vocational school; technical college

weak, bad at (subject)

willing

written

work experience

worksheet

yr 7

yr 8

yr 9

yr 10

yr 11

yr 12

yr 13
Higher tier
absent
anxiety
boarding school
business studies
class register
core/compulsory subject
diligent/studious
discipline
do badly; fail
economics
essay
european
expulsion
final exam
forgiving
graduate
headphones
home economics
ink
international
law
meeting, discussion
national
necessary
optional (subject)
parents’ evening
permission
pressure
pronunciation
query
report
school assembly
sociology
studies
supervisor (exams)
to agree
to be cancelled (lessons)
to expell a student
to have a detention
to keep contact with
to improve (one’s knowledge/skills in)
to last (duration)
to move up (to the next form/year)
to pronounce
to skive/to skip/bunk lessons
to spell
to teach
training centre
waste of time
worldwide
(to do a) written punishment, lines

apotín
η αγωνία/ η ανησυχία/ το άγχος
tο οικοτροφείο (σχολείο)
οι επιχειρηματικές σπουδές
tο απουσιολόγιο
βασικό/υποχρεωτικό μάθημα
επιμελής, μελετηρός
η πειθαρχία
απομνημόνω
τα Οικονομικά/οι Οικονομικές Επιστήμες
η έκθεση
ευρωπαϊκός/πανευρωπαϊκός
η αποβολή
οι τελικές εξετάσεις
επεικής
προκαταρκτικός
tα ακουστικά
η Οικιακή Οικονομία
tο μελάνι
dιεθνής
ο νόμος
η συνάντηση, η συζήτηση
εθνικός/πανελλήνιος
απαραίτητος
tο προαιρετικό μάθημα / το μάθημα επιλογής
ενημερωτική συγκέντρωση γονέων
η άδεια
η πίεση
η προφορά
η αποφασίζω, η ερώτηση, το ερώτημα
ο έλεγχος, η αναφορά
η σχολική (πρωινή) συγκέντρωση/η προσευχή
η Κοινωνιολογία
οι σπουδές
ο επιτηρητής, η επιτηρήτρια
συμφονώ
ακυρώνεται (μάθημα)
αποβάλλω έναν μαθητή
μπαίνω τιμωρία/ με βάξουν τιμωρία
κρατώ επαφή/διατηρώ επαφή
βελτιώνω (τις γνώσεις / τις δεξιότητές μου)
κρατώ, διαρκώ
ηγαίνω/περνώ στην επόμενη τάξη / έτος
προφέρω
κάνω κοπάνα
grάφω (ορθογραφία)
διδάσκω
tο εκπαιδευτικό κέντρο
το χάσιμο χρόνου
παγκόσμιος
η γραπτή τιμωρία
Future aspirations, study and work

Foundation tier

actor, actress
accountant
advertisement
air hostess/air steward
answerphone
application
appointment
architect
artist
badly paid
baker
boss
builder
business/shop
businessman, bussineswoman
busy
butcher
candidate
career
cashier
candidates
ceo
character
coffee (tea/lunch) break
colleague
communication
company
computer science
computer scientist
conference
cook/chef
CV
(a) day’s leave
dentist
designer
doctor
dream
driver
educational
electrician
(bank) employee
employer
employment
engineer
enthusiasm
experience
experienced
factory
farmer
fashion
file
fireman
florist(s)
folder
form...
Foundation tier (cont)

full time η πλήρης απασχόληση
future το μέλλον
gardener ο κηπουρός
hours of work οι εργάσιμες ώρες
impression η εντύπωση
interview (job) η συνέντευξη (για εργασία)
interview (TV or magazine) η συνέντευξη (για τηλεόραση ή περιοδικό)
instructor ο δάσκαλος, η δασκάλα
job, post, position η θέση εργασίας
job, profession, occupation η δουλειά, η εργασία, το επάγγελμα, η απασχόληση
job advert η αγγελία θέσεων εργασίας
journalist ο, η δημοσιογράφος
language η γλώσσα
lawyer ο, η δικηγόρος
leaving certificate το απολυτήριο
letter το γράμμα, η επιστολή
letterbox το γραμματοκιβώτιο
lunch break το μεσημεριανό διάλειμμα
manager ο διευθυντής, η διευθύντρια
marketing το μάρκετινγκ
mechanic ο μηχανικός (αυτοκινήτων)
meeting η συνάντηση
message το μήνυμα
mistake το λάθος
mouse το ποντίκι
musician ο, η μουσικός
nurse η νοσοκόμα
opportunity η ευκαιρία
owner ο ιδιοκτήτης, η ιδιοκτήτρια
painter ο, η ποιητής, η ποιήτρια
paper το χαρτί
part time η μερική απασχόληση
pay η πληρωμή
per hour ανά ώρα, την ώρα
pharmacist ο, η φαρμακοποιός
pilot ο, η πιλότος
plan, project το σχέδιο, η εργασία, το πρότζεκτ
planned σχεδιασμένος
plumber ο υδραυλικός
poet ο ποιητής, η ποιήτρια
police officer ο, η αστυνομικός
sales assistant οι πωλητές, η πωλήτρια
shop το κατάστημα
situation wanted ζητείται εργασία
skills οι δεξιότητες
Foundation tier (cont)

society
soldier
strike
student (school)/student (University)
superior
teacher (primary)
teacher (secondary school, university)
technician
telephone directory, telephone book
telephone call
terms of employment
to apply for a job
to appoint
to decide
to do a course
to do casual work
to earn
to fill in a form
to file
to fire
to hang up
to organise
to pay
to practise
to pre pay
to print
to send
to study
to type
training
travel agency
unemployment
university
voluntarily, without pay
volunteer
volunteering
waiter/waitress
web page/web site
well paid
work
work experience
worker

Higher tier

(data) file
aim; goal
applicant
apply at/go to e.g. ask at reception
to apply; enroll
appointment
apprentice
apprenticeship
at (in email address @)
attached (email)

ή κοινωνία
ο στρατιώτης
η απεργία
ο μαθητής, η μαθήτρια/ο φοιτητής, η φοιτήτρια
ο ανώτερος, η ανώτερη
ο δάσκαλος, η δασκάλα
ο καθηγητής, η καθηγήτρια
ο, η τεχνικός
ο τηλεφωνικός κατάλογος
το τηλεφώνημα
οι όροι απασχόλησης
κάνω αίτηση για θέση εργασίας
διορίζω
αναφαίρω
παρακολουθώ ημισύνετοι μαθήματα
dουλεύω περιστασιακά
βγάζω, κερδίζω
συμπληρώνω ένα έντυπο
αρχειοθετώ
απολύω
κλείνω το τηλέφωνο
οργανώνω
eκτυπώω
στέλνω
μελετώ, σπουδάζω
πληρωμένος
εθελοντικά, χωρίς αμοιβή
εθελοντικός, εθελοντική
εθελοντικός
εθελοντικός /σερβιτέρα
εθελοντικός
εθελοντικός
καλοληπρωμένος
εργασία, δουλειά
προωρισμός, εργασιακή εμπειρία, επαγγελματική πείρα
ο εργάτης, η εργάτρια

το αρχείο (δεδομένων)
ο σκοπός, ο στόχος
ο υποψήφιος, η υποψήφια / ο αιτών, η αιτούσα
κάνετε αίτηση στο / πηγάδευε στο, π.χ. ρωτήστε στην τραπέζη
κάνω αίτηση, γράφομαι
το ραντεβού, ο διορισμός
ο μαθητευόμενος, η μαθητευόμενη
η μαθήτεια/η εκπαίδευση
το παπάκι
συνημμένος
Higher tier (cont)

author  o, η συγγραφέας
charity sale (e.g. bake sale) η αγορά για φιλανθρωπικό σκοπό (π.χ. πώληση
contract το συμβόλαιο
data base η βάση δεδομένων
enclosed εσώκλειστος
equality η ισότητα
flexitime το ευέλικτο ωράριο
forward slash η πλάγια μπάρα
further study η επιμόρφωση, η μετεκπαίδευση
hard disk ο σκληρός δίσκος
higher education η τριτοβάθμια εκπαίδευση
impression η εντύπωση
job advert; vacancy η αγγελία εργασίας, η κενή θέση εργασίας
job; position η θέση εργασίας
key (on keyboard) το πλήκτρο (στο πληκτρολόγιο)
law (study of the subject) νομικά, η Νομική
letter of application η επιστολή αίτησης
link ο σύνδεσμος
lorry driver ο φορτηγατζής
medicine (study of the subject) η ιατρική (η μελέτη του αντικειμένου)
memory card η κάρτα μνήμης
opinion poll η δημοσκόπηση
password ο κωδικός πρόσβασης
printer ο εκτυπωτής
promotion prospects οι προοπτικές προαγωγής
qualified αρμόδιος, καταρτισμένος, εξειδικευμένος
school education η σχολική εκπαίδευση
sift work η βάρδια
signature η υπογραφή
situations vacant οι κενές θέσεις εργασίας
study (noun) η μελέτη, η έρευνα
successful επιτυχής
teaching η διδασκαλία
to apply for a job κάνω αίτηση για θέση εργασίας
to cut/to be cut off (phone) κόβεται η γραμμή
to enclose, to attach εσωκλείω, επισυνάπτω
to introduce oneself συστήνομαι
to put someone through συνδέω κάποιον
trade fair η εμπορική έκθεση
underscore υπογραμμίζω
unemployed ο άνεργος, η άνεργη
veterinary ο, η κτηνίατρος
voluntary work η εθελοντική εργασία
volunteer ο εθελοντής, η εθελόντρια
word processing η επεξεργασία κειμένου
work (informal) η εργασία, η δουλειά
### International and global dimension: bringing the world together, environmental issues

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>access</td>
<td>η πρόσβαση</td>
</tr>
<tr>
<td>activity</td>
<td>η δραστηριότητα</td>
</tr>
<tr>
<td>advantages/disadvantages</td>
<td>τα πλεονεκτήματα/τα μειονεκτήματα</td>
</tr>
<tr>
<td>advertising campaign</td>
<td>η διαφημιστική εκστρατεία/η καμπάνια</td>
</tr>
<tr>
<td>admission</td>
<td>η είσοδος/το εσιτήριο εισόδου</td>
</tr>
<tr>
<td>animal</td>
<td>ο αλληλής, η αθλήτρια</td>
</tr>
<tr>
<td>athletics</td>
<td>ο στίβος</td>
</tr>
<tr>
<td>atmosphere</td>
<td>η ατμόσφαιρα</td>
</tr>
<tr>
<td>being green</td>
<td>η πράσινη συνείδηση</td>
</tr>
<tr>
<td>benefit</td>
<td>το όφελος</td>
</tr>
<tr>
<td>campaign (e.g. against smoking, cancer)</td>
<td>η εκστρατεία/η καμπάνια (αντικαπνιστική, αντικαρκινική)</td>
</tr>
<tr>
<td>cancer</td>
<td>ο καρκίνος</td>
</tr>
<tr>
<td>championship</td>
<td>το πρωτάθλημα</td>
</tr>
<tr>
<td>charity</td>
<td>η φιλανθρωπία, η φιλανθρωπική οργάνωση</td>
</tr>
<tr>
<td>coal</td>
<td>ο άνθρακας</td>
</tr>
<tr>
<td>community</td>
<td>η κοινότητα</td>
</tr>
<tr>
<td>concert</td>
<td>η συναυλία</td>
</tr>
<tr>
<td>country</td>
<td>η χώρα</td>
</tr>
<tr>
<td>demonstration</td>
<td>η διαδήλωση</td>
</tr>
<tr>
<td>disaster</td>
<td>η καταστροφή</td>
</tr>
<tr>
<td>doctors without borders</td>
<td>οι γιατροί χωρίς σύνορα</td>
</tr>
<tr>
<td>drinking water</td>
<td>το πόσιμο νερό</td>
</tr>
<tr>
<td>drought</td>
<td>η έξαρση</td>
</tr>
<tr>
<td>earth</td>
<td>η γη</td>
</tr>
<tr>
<td>ecology</td>
<td>η οικολογία</td>
</tr>
<tr>
<td>electricity</td>
<td>ο ηλεκτρισμός</td>
</tr>
<tr>
<td>energy; power</td>
<td>η ενέργεια, ο ηλεκτρισμός</td>
</tr>
<tr>
<td>environment</td>
<td>το περιβάλλον</td>
</tr>
<tr>
<td>environmental</td>
<td>περιβαλλοντικός</td>
</tr>
<tr>
<td>environmental issues</td>
<td>τα περιβαλλοντικά ζητήματα/θέματα, τα θέματα περιβάλλοντος</td>
</tr>
<tr>
<td>European championship</td>
<td>το ευρωπαϊκό πρωτάθλημα</td>
</tr>
<tr>
<td>factory</td>
<td>το εργοστάσιο</td>
</tr>
<tr>
<td>(music) festival</td>
<td>το (μουσικό) φεστιβάλ</td>
</tr>
<tr>
<td>fires (e.g. forest)</td>
<td>η πυρκαγιά, οι φωτιές στα δάση</td>
</tr>
<tr>
<td>flood; flooding</td>
<td>η πλημμύρα</td>
</tr>
<tr>
<td>for/against</td>
<td>υπέρ/κατά</td>
</tr>
<tr>
<td>(rain)forest</td>
<td>το τροπικό δάσος</td>
</tr>
<tr>
<td>free (entry)</td>
<td>η δωρεάν είσοδος</td>
</tr>
<tr>
<td>gas</td>
<td>το αέριο</td>
</tr>
<tr>
<td>global dimension</td>
<td>η παγκόσμια διάσταση</td>
</tr>
<tr>
<td>global; world wide</td>
<td>παγκόσμιος</td>
</tr>
<tr>
<td>good cause</td>
<td>ο καλός σκοπός</td>
</tr>
<tr>
<td>homeless</td>
<td>ο άστεγος, η άστεγη</td>
</tr>
<tr>
<td>hunger</td>
<td>η πείνα, ο λιμός</td>
</tr>
<tr>
<td>hurricane</td>
<td>ο τυφώνας</td>
</tr>
<tr>
<td>information leaflet</td>
<td>το ενημερωτικό φυλλάδιο</td>
</tr>
<tr>
<td>international</td>
<td>διεθνής</td>
</tr>
<tr>
<td>lack (of)</td>
<td>η έλλειψη</td>
</tr>
<tr>
<td>lake</td>
<td>η λίμνη</td>
</tr>
<tr>
<td>match (football)</td>
<td>ο αγώνας (π.χ. ποδοσφαιρικός)</td>
</tr>
<tr>
<td>migrant</td>
<td>ο μετανάστης, η μετανάστρια</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

mountain
tο βουνό, το όρος

music event
η μουσική εκδήλωση

music group/band
tο μουσικό συγκρότημα

natural disaster
η φυσική καταστροφή

natural resources
οι φυσικοί πόροι

nature
η φύση

ocean
ο θάλασσας

oil
tο πετρέλαιο

Olympic games
οι Ολυμπιακοί αγώνες

organisation
ο οργανισμός/η οργάνωση

outcome
tο αποτέλεσμα

people
οι άνθρωποι

planet
ο πλανήτης

pollution
η ρύπανση

poverty
η φτώχεια

protection
η προστασία

protest
η διαμαρτυρία

quality
η ποιότητα

race
ο αγώνας

recycling
η ανακύκλωση

recycling bin
ο κάδος ανακύκλωσης

refugee
ο, η πρόσφυγας

river
ο ποταμός, το ποτάμι

rubbish
tα σκουπίδια

singer
ο τραγουδιστής, η τραγουδίστρια

smoking
το κάπνισμα

society
η κοινωνία

song
το τραγούδι

sport
ο αθλητισμός/ τα σπορ

sport events
οι αθλητικές εκδηλώσεις, οι αθλητικές διοργανώσεις

sports fan
ο, η φίλαθλος

sports ground
το γήπεδο

to breathe
αναπνέω

to clean
καθαρίζω

to die
πεθαίνω

to distribute
μοιράζω

to live
ζω

to pick up (rubbish)
μαζεύω

to pollute
ρυπαίνω

to protect
προστατεύω

to protest
διαμαρτυρομαι

to recycle
ανακυκλώνω

to save (water)
εξοικονομώ (νερό)

to smoke
καπνίζω

to support
υποστηρίζω

tree
το δέντρο

war
ο πόλεμος

world
ο κόσμος /παγκόσμιος

world cup (football)
tο παγκόσμιο κύπελλο (ποδόσφαιρο)
Higher tier

climate (adjective) κλιματικός (επίθετο)
danger ο κίνδυνος
disability η αναπηρία
earthquake ο σεισμός
dergarded species (e.g. bear, sea turtle) το είδος προς εξαφάνιση (p.χ. η αρκούδα, η θαλάσσια χελώνα)
equality η ισότητα
fresh water το φρέσκο νερό
fair trade το δίκαιο εμπόριο
fundraising ο έρανος
global warming το φαινόμενο του θερμοκηπίου
globalisation η παγκοσμιοποίηση
industry η βιομηχανία
inequality η ανισότητα
instant άμεσος
malnourished υποσιτισμένος
ozon layer το στρώμα του όζοντος
racism ο ρατσισμός
rights of man; peoples’ rights τα δικαιώματα του ανθρώπου, τα ανθρώπινα δικαιώματα
salt water το αλατόνερο
security η ασφάλεια
solar power η ηλιακή ενέργεια
species το είδος (φυτού, ζώου)
sports event το αθλητικό γεγονός
spying η κατασκοπεία
starving (που) λιμοκτονεί, πεθαίνει από την πείνα
to (make) compost φτιάχνω κομπόστ, κομποστοποιώ
to benefit ωφελέω, ωφελούμαι, επωφελούμαι
to cause/to provoke προκαλώ
contaminate μολύνω
to contribute συμβάλω/συνεισφέρω
to disappear εξαφανίζομαι
to harm βλάπτω
to lack στερούμαι, δεν έχω, λείπει
to save; to keep safe σωζώ, διατηρώ ασφαλές
to sort/separate (e.g. rubbish) ταξινομώ/ξεχωρίζω (π.χ. σκουπίδια)
to stay in contact διατηρώ επαφή
to survive επιβιώνω
to threaten απειλώ
unfortunate; needy ατυχής, δυστυχής / φτωχός, άπορος
volcano το ηφαίστειο
waste τα απόβλητα εργοστάσιων
wheelchair η αναπηρική καρέκλα
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\(^1\) and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

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\(^1\) Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see Appendix 5.
From Pearson’s Expert Panel for World Class Qualifications
May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)  Professor Lee Sing Kong
Chief Education Advisor, Pearson plc  Director, National Institute of Education, Singapore

Brahm Bekhradnia  Professor Jonathan Osborne
President, Higher Education Policy Institute  Stanford University

Dame Sally Coates  Professor Dr Ursula Renold
Principal, Burlington Danes Academy  Federal Institute of Technology, Switzerland

Professor Robin Coningham  Professor Bob Schwartz
Pro-Vice Chancellor, University of Durham  Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:

Cognitive skills
- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills
- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills
- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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# Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 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 will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/1184/8</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1GK0</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</td>
<td>Paper 1: 1GK0/01&lt;br&gt;Paper 2: 1GK0/02&lt;br&gt;Paper 3: 1GK0/03&lt;br&gt;Paper 4: 1GK0/04</td>
</tr>
</tbody>
</table>

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Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 95642 7
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