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

Issue 5 changes

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<td>Reference to 'GCE AS' removed in the following sentence: This qualification offers a suitable progression route to GCE A level in Greek.</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 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.

<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Greek (*Paper code: 1GK0/1F and 1H)</th>
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<tr>
<td><strong>Written examination</strong></td>
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<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes' reading time; 50 marks</td>
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<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes' reading time; 50 marks</td>
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**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 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.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Greek.

#### 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:

1. **Task 1** – a role play based on one topic that is allocated by Pearson
2. **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
3. **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 20 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.
- 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

● First assessment: April/May 2019.
● The entire assessment must be conducted in Greek.
● Students complete three tasks.
  o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  o 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 German for the duration of the assessment.

● Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.

● 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>
</tbody>
</table>
| 1–4  | - Limited response to set questions, likely to consist of single-word answers  
      - Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond  
      - A straightforward opinion may be expressed but without justification  
      - Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8  | - Responds briefly to set questions, there is much hesitation and continuous prompting needed  
      - Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond  
      - Straightforward, brief opinions are given but without justification  
      - Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 9–12 | - 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 |
| 13–16| - 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 |

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>
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<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>
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<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>
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<tbody>
<tr>
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</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>
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| 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.

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<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
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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>
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<tbody>
<tr>
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</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>
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<tbody>
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</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>
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<tbody>
<tr>
<td>0</td>
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</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, fulfills 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

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<tbody>
<tr>
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<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>
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</thead>
<tbody>
<tr>
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</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 in Greek. The question titles appear in English.
- The use of dictionaries is not permitted.
- **Foundation tier**
  - The assessment time is 1 hour and 20 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 has two options from which students have to select one. This question 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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</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**

<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  | - 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

<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 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

<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  | • 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**

<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 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

<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  | - 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>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<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.

<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</td>
<td>Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</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 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

<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  | ● 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>
</tbody>
</table>
| 1–4  | - Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
- Some effective adaptation of language to narrate, inform, interest/convince  
- 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  
- Appropriate use of register and style with the occasional inconsistency |
| 5–8  | - Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
- Frequently effective adaptation of language to narrate, inform, interest/convince  
- 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  
- Appropriate use of register and style with few inconsistencies |
| 9–12 | - Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
- Mostly effective adaptation of language, to narrate, inform, interest/convince  
- 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  
- Predominantly appropriate use of register and style |
| 13–16| - Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
- Consistently effective adaptation of language to narrate, inform, interest/convince  
- 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  
- Consistent use of appropriate register and style throughout |
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>
<tr>
<td>1–3</td>
<td>Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</td>
</tr>
<tr>
<td></td>
<td>Occasional sequences of fluent writing, occasionally extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>4–6</td>
<td>Some variation of grammatical structures, including some repetitive instances of complex language</td>
</tr>
<tr>
<td></td>
<td>Prolonged sequences of fluent writing, some extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</td>
</tr>
<tr>
<td>7–9</td>
<td>Uses a variety of grammatical structures including some different examples of complex language</td>
</tr>
<tr>
<td></td>
<td>Predominantly fluent response; frequent extended sentences, mostly well linked</td>
</tr>
<tr>
<td></td>
<td>Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</td>
</tr>
<tr>
<td>10–12</td>
<td>Uses a wide variety of grammatical structures, including complex language</td>
</tr>
<tr>
<td></td>
<td>Fluent response throughout with extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</td>
</tr>
</tbody>
</table>

### 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>
<tr>
<td>1–3</td>
<td>● Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</td>
</tr>
<tr>
<td></td>
<td>● Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>● The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>● Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>● The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>● Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>● The meaning of the passage is fully communicated</td>
</tr>
<tr>
<td></td>
<td>● Consistently accurate language and structures, any errors do not hinder clarity</td>
</tr>
</tbody>
</table>

**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>AO1 Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td>AO2 Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3 Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4 Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

### Total for all Assessment Objectives: 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>Total for GCSE</td>
<td>25%</td>
<td>25%</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.

**Foundation and Higher tier**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</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 equal opportunities exist for all students.

**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 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 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: 2F/2H* (*Please delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
</tr>
</tbody>
</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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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</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, -α, -ς;
- irregular adjectives (πολύς);
- Regular comparative and superlative degrees;
- all cases, singular and plural.

Adverbs:
- formation in -α and –ως (άκριβα, 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 (βεβαιώς, 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 (ιδιος, 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, πάρω);
- high frequency deponent verbs (έρχομαι, γίνομαι);
- tenses of the indicative:
  - present;
  - simple future;
  - aorist;
  - imperfect;
- common conditionals (θα ήθελε);  
- present perfect and pluperfect: most common verbs only;
- imperative: common forms, including negative (άνοιξε, μην έρθει);
- 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 (o συγγραφέας) (R);
- feminine nouns in -η with plural in -εις (η κυβέρνηση);
- nouns of common gender (α/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, πεισματάρης) (R);
  - -ός-ιά-ό (γλυκός);
  - -ής-ής-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
Common verbs (cont)

- to call/to give someone a call: καλώ/τηλεφωνώ
- to cancel: ακυρώ
- 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: αναχωρώ/φεύγω
- to deserve: αξίζω, μου αξίζει, δικαιούμαι
- to disagree: διαφωνώ
- to die: πεθαίνω
- to discuss: συζητώ
- to dismiss: απορρίπτω
- to distribute: μοιράζω
- to do/to make: κάνω/φτιάχνω
- to do the vacuum cleaning: σκουπίζω 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: ελεύθεροι/μπαίνω μέσα
- to enter/go in: εισέρχομαι/μπαίνω μέσα
- to escape: δραπετεύω, ξεφεύγω
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>to exchange</td>
<td>ανταλλάσσω</td>
</tr>
<tr>
<td>to explain</td>
<td>εξηγώ, επεξηγώ</td>
</tr>
<tr>
<td>to fail</td>
<td>αποτυγχάνω</td>
</tr>
<tr>
<td>to fall asleep</td>
<td>πέφτω</td>
</tr>
<tr>
<td>to fear</td>
<td>αφοβάμαι</td>
</tr>
<tr>
<td>to feed, nourish</td>
<td>ταΐζω, θρέφω</td>
</tr>
<tr>
<td>to feel</td>
<td>νιώθω</td>
</tr>
<tr>
<td>to fill/fill in</td>
<td>γεμίζω/συμπληρώνω</td>
</tr>
<tr>
<td>to find</td>
<td>βρίσκω</td>
</tr>
<tr>
<td>to finish, end</td>
<td>τελειώνω, λήγω</td>
</tr>
<tr>
<td>to fly</td>
<td>πετώ</td>
</tr>
<tr>
<td>to follow</td>
<td>ακολουθώ</td>
</tr>
<tr>
<td>to forget; to leave something behind</td>
<td>ξεχνώ</td>
</tr>
<tr>
<td>to forgive</td>
<td>συγχωρώ</td>
</tr>
<tr>
<td>to get angry</td>
<td>θυμώνω</td>
</tr>
<tr>
<td>to get better</td>
<td>καλυτερεύω</td>
</tr>
<tr>
<td>to get dressed</td>
<td>ντύνω</td>
</tr>
<tr>
<td>to get into (bus, car, train)</td>
<td>επιβιβάζομαι, μπαίνω σε (λεωφορείο, αυτοκίνητο, τρένο)</td>
</tr>
<tr>
<td>to get on well with</td>
<td>τα πάω καλά</td>
</tr>
<tr>
<td>to get out of (bus, car, train)</td>
<td>αφήνω κάτι πίσω</td>
</tr>
<tr>
<td>to get something</td>
<td>παίρνω</td>
</tr>
<tr>
<td>to get up</td>
<td>σηκώνω</td>
</tr>
<tr>
<td>to get undressed</td>
<td>εξαντλώ, ξεντύνω</td>
</tr>
<tr>
<td>to give</td>
<td>δίνω</td>
</tr>
<tr>
<td>to give back</td>
<td>επιστρέφω, δίνω πίσω</td>
</tr>
<tr>
<td>to give (a gift)</td>
<td>προσφέρω (δώρο)</td>
</tr>
<tr>
<td>to go</td>
<td>πηγαίνω</td>
</tr>
<tr>
<td>to go down</td>
<td>πέφτω (μεταφορικά), κατεβαίνω</td>
</tr>
<tr>
<td>to go for a walk</td>
<td>πηγαίνω περίπατο</td>
</tr>
<tr>
<td>to go (in a car)</td>
<td>πηγαίνω (με αυτοκίνητο)</td>
</tr>
<tr>
<td>to go out</td>
<td>βγαίνω έξω</td>
</tr>
<tr>
<td>to go shopping</td>
<td>πάω για ψώνια</td>
</tr>
<tr>
<td>to go to bed</td>
<td>πάω για ύπνο</td>
</tr>
<tr>
<td>to go up</td>
<td>ανεβαίνω</td>
</tr>
<tr>
<td>to guide</td>
<td>οδηγώ/καθοδηγώ</td>
</tr>
<tr>
<td>to hand over</td>
<td>παραδίδω</td>
</tr>
<tr>
<td>to harm/damage</td>
<td>χτυπώ (κάποιον), βλάπτω / βλάπτω, καταστρέφω</td>
</tr>
<tr>
<td>to hate</td>
<td>μισώ</td>
</tr>
<tr>
<td>to have</td>
<td>έχω / διαθέτω</td>
</tr>
<tr>
<td>to have a cold</td>
<td>κρυολογώ/είμαι κρυολογημένος</td>
</tr>
<tr>
<td>to have to/must</td>
<td>πρέπει, είναι υποχρεωτικό</td>
</tr>
<tr>
<td>to hear</td>
<td>ακούω</td>
</tr>
<tr>
<td>to help</td>
<td>βοηθώ</td>
</tr>
<tr>
<td>to hold/to keep/to reserve</td>
<td>κρατώ/ διατηρώ/ κάνω κράτηση</td>
</tr>
<tr>
<td>to hope</td>
<td>ελπίζω</td>
</tr>
<tr>
<td>to hurt (oneself)</td>
<td>τραυματίζομαι, χτυπώ</td>
</tr>
<tr>
<td>to imagine</td>
<td>φαντάζομαι</td>
</tr>
<tr>
<td>to improve</td>
<td>βελτιώνω</td>
</tr>
<tr>
<td>to inform</td>
<td>πληροφορώ, ενημερώνω</td>
</tr>
<tr>
<td>to introduce (an item, an idea)</td>
<td>παρουσιάζω (ένα προϊόν, μια ιδέα)</td>
</tr>
<tr>
<td>to introduce (a person)</td>
<td>συστήνω/γνωρίζω (ένα άτομο)</td>
</tr>
<tr>
<td>to invite</td>
<td>προσκαλώ</td>
</tr>
</tbody>
</table>
### Common verbs (cont)

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

to remind
θυμίζω

to rent/to hire
νοικιάζω / νοικιάζω, προσλαμβάνω

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
κουνάω

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
χαμογελάω

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/σπουδάζω στο πανεπιστήμιο
to succeed  επιτυγχάνω/πετυχαίνω
to surf the internet  σερφάρω στο διαδίκτυο
to swim  κολυμπώ
to switch off  αφήνω (π.χ. ηλεκτρική συσκευή), απενεργοποιώ

to take

to take advantage of  εκμεταλλεύομαι/επωφελούμαι

to take off (plane)  βγάζω (ρούχα, κ.λπ.)
to take off (clothes etc)  βγάζω φωτογραφίες/φωτογραφίζω
to take photographs  διάδασκω
to tell/recount  λέω / διηγούμαι, αφηγούμαι
to tell/to say  λέω (ομιλώ)
to thank  ευχαριστώ (εκφράζω ευγνωμοσύνη)
to think (about)  σκέφτομαι, πιστεύω, νομίζω
to throw  ρίχνω, πετ
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  αβόθω

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 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
Common adjectives

active  ενεργός, δραστήριος
all  όλος
alone  μόνος
alike; the same  όμοιος, ίδιος
ambitious  φιλόδοξος
angry  θυμωμένος
anyone/no one  κανένας
athletic  αθλητικός
awful  απάσιος
bad  κακός
beautiful  όμορφος, ωραίος
big/large  μεγάλος
big/tall  ψηλός
boring  βαρετός
brave  γενναίος
brief  σύντομος
broken  χαλασμένος, σπασμένος
chestnut brown  καστανός
clean/clear  καθαρός
clever  έξυπνος
close/nearby  κοντινός
closed  κλειστός
comfortable/convenient  άνετος, βολικός
cool  δροσερός
correct  σωστός
dedicated  αφιερωμένος
delicious  νόστιμος
different  διαφορετικός
difficult  δύσκολος
dirty  βρώμικος
full  γεμάτος
fun; amusing  διασκεδαστικός
funny (comical)  αστείος (κωμικός)
generous  γενναιόδωρος
good  καλός
good (well-behaved)  ευγενικός (καλή συμπεριφορά)
grateful  ευγνώμων
great (fantastic)  υπέροχος (φανταστικός)
great (marvellous)  υπέροχος (θαυμάσιος)
handsome/prettty/charming  όμορφος, ωραίος, χαριτωμένος
happy/cheerful  ευτυχισμένος, χαρούμενος
hard  σκληρός, δύσκολος
hardworking  εργατικός
healthy (food/way of life)/ healthy  υγιεινός (τρόφιμα / τρόπος ζωής)/ υγιής
heavy  βαρύς
high; tall (building)  ψηλός, ψηλό (κτίριο)
honest  τίμιος
hot  καυτός, καυτερός, πολύ ζεστάς
ideal  ιδανικός
important  σημαντικός
in a good mood  ευδιάθετος
in a hurry  βιαστικός
independent  ανεξάρτητος
intelligent; clever  ευφυής, έξυπνος
Common adjectives (cont)

intense/strong          έντονος
interesting           ενδιαφέρων
kind                      ευγενικός, καλόκαρδος
last                        τελευταίος
lazy                             τεμπέλης
teeth                                οδοντός
light                        ελαφρύς
local                        ντόπιος
locked                      κλειδωμένος
long                           μακρύς
tall                           ψηλός
lost                           χαμένος
low                             χαμηλός
magnificent                μεγαλοπρεπής
marvelous                   θαυμάσιος
mature                        ώριμος
modern                      σύγχρονος, μοντέρνος
much/many                  πολύς
naughty                      άτακτος, ζωηρός
negative                     αρνητικός
new (brand new)              νέος (ολοκαινούργιος)
next                            επόμενος
nice; likeable               ωραίος, καλός, συμπαθής
noisy                          θορυβώδης
normal                      κανονικός
numerous                        πολυάριθμος
old                             ηλικιωμένος
old (former)                   παλαιός (τέως)
old fashioned                 παλιομοδίτικος, ξεπερασμένος
only                             μόνος
open                             ανοιχτός
optimistic                     αισιόδοξος
original                      πρωτότυπος
other                             άλλος
own                               δικός μου
patient/impatient             υπομονετικός/ανυπόμονος
peaceful                       ειρηνικός
perfect                        τέλειος
pessimistic                     απαισιόδοξος
pleased                       ευχαριστημένος, ικανοποιημένος
pleasant                        ευχάριστος
polite/impolite (rude)        ευγενικός/αγενής
poor                             φτωχός
down                             δημοφιλής
positive                      θετικός
practical                       πρακτικός
pretty                         ωραίος, όμορφος
professional                   επαγγελματικός
proud                           περήφανος
quiet                             ήσυχος
ready                            έτοιμος
real                             πραγματικός
reasonable                     λογικός
recent                          πρόσφατος
recognised/well known      αναγνωρισμένος / ευρέως γνωστός
Common adjectives (cont)

responsible  υπεύθυνος
rich  πλούσιος
ridiculous  γελοίος
ripe  ώριμος
rotten  σάπιος
sad  λυπημένος
safe  ασφαλής
same  ίδιος
satisfied  ικανοποιημένος
selfish  εγωιστής, εγωιστικός
sensational  εντυπωσιακός
serious  σοβαρός
short  κοντός
shy  ντροπαλός
silent  σιωπηλός
silly/stupid  ανόητος/ηλίθιος
sincere  ειλικρινής
situated  που βρίσκεται
slim  λεπτός, αδύνατος
small; short (person)  μικρός, κοντός
sociable  κοινωνικός
soft  μαλακός
someone  κάποιος
sought after  περιζήτητος
standing  όρθιος
strict  αυστηρός
strong  ισχυρός
superb  υπέροχος
surprised  έκπληκτος
talkative  ομιλητικός
tasteless  άνοστος/κακόγουστος
tasty  νόστιμος
thin, narrow  λεπτός, στενός
tidy  τακτοποιημένος
tired  κουρασμένος
tiring  κουραστικός
traditional  παραδοσιακός
ture  πραγματικός, αληθινός
typical  τυπικός
ugly  όσχημος
unbelievable  απίστευτος
unfair  άδικος
unforgettable  αξέχαστος
unhappy  στεναχωρημένος, δυστυχής
unhealthy  άρρωστος, ανθυγιεινός
unpleasant  δυσάρεστος
upset  στενοχωρημένος
useful  χρήσιμος
useless  αξέχαστος
valid  έγκυρος
valuable  πολύτιμος
weak  αδύναμος, ασθενής
wet  υγρός
worried  ανησυχούσ
wise  σοφός, συνετός
young  νέος
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
πίσω
άσχημα
πίσω
ανάμεσα
πέρα (από)
φτηγά
κάτω
αρκετά
eιδικά
παντού
μακριά
αρκετά
ευτυχώς/δυστυχώς
άρκετα
edώ
μπροστά
μπροστά από
στο βάθος, στο πίσω μέρος
σε πρώτο πλάνο, στο προσκήνιο
στη μέση (του)
μέσα
dυνατά
κυρίως
ekοντά
dίπλα από
κοντά
στη γωνία
αριστερά
deξιά
απέναντι
έξω
πάνω από
ekεί πέρα
ισως
μάλλον
πραγματικά
αργά
κάπου
σύντομα
όρθια στάση
ακόμη
ίσια/ευθεία
αμέσως
εκεί
μαζί
πάρα πολύ, υπερβολικά
εκεί πάνω
κάτω
πάνω
πολύ
πάρα πολύ
καλά
Prepositions

above
after
against
among
around
at (someone’s house)
at the end of
at, to
before
behind
between
beyond
far from
from
in (inside)
in front of; in the front
near (to)
next to
on (on top of)
opposite
outside
through
towards
under

Colours
black
blue
brown
chestnut brown
colour
dark
dark (hair, skin)
fair (hair, skin)
green
grey
light
light blue
orange
pink
red
violet
white
yellow

Numbers
1
2
3
4
5
6
7
8
Numbers (cont)

9  εννέα
10  δέκα
11  έντεκα
12  δώδεκα
13  δεκατρία
14  δεκατέσσερα
15  δεκαπέντε
16  δεκαεξί
17  δεκαεπτά
18  δεκαοκτώ
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  χίλια
1001 etc.  χίλια ένα, κ.λπ.
1100 etc.  χίλια 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  εβδομος
eighth  έγδος
ninth  ένατος
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  εκατοστό/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
quantity  ποσότητα
quite a few  αρκετά
Quantities and measures (cont)

several  αρκετά
some  μερικά
too much; too many  πάρα πολύ, πάρα πολλοί
to 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.
1 p.m.
(at) nine o’clock in the evening
13.00
at exactly 2 o’clock

(στη) μία π.μ.
μία μ.μ.
(στις) εννιά η ώρα (βράδυ)
13.00
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  

Months and seasons of the year

month  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December  
season  

spring  
summer  
avector  
winter  

(in) autumn  
(in) spring  
(in) summer  
(in) winter  

perίπου στις...... ώρα  
τρεις παρά πέντε  
δέκα και μισή  
tέσσερις και δέκα  
tέσσερις παρά δέκα  
έξι παρά τέταρτο  
εφτά και τέταρτο  
ώρα  
tα μεσάνυχτα  
tο μεσημέρι  
tο απόγευμα  
tο βράδυ  
tο πρωί  
tο λεπτό  
tο δευτερόλεπτο  
η Δευτέρα  
η Τρίτη  
η Τετάρτη  
η Πέμπτη  
η Παρασκευή  
tο Σάββατο  
η Κυριακή  
(τη) Δευτέρα  
(τη) Δευτέρα το πρωί  
(τη) Δευτέρα το βράδυ  
tις Δευτέρες  
kάθε Δευτέρα  
ο μήνας  
o Ιανουάριος  
o Φεβρουάριος  
o Μάρτιος  
o Απρίλιος  
o Μάιος  
o Ιούνιος  
o Ιούλιος  
o Αύγουστος  
ο Σεπτέμβριος  
o Οκτώβριος  
o Νοέμβριος  
o Δεκέμβριος  
η εποχή  
η άνοιξη  
tο καλοκαίρι  
tο φθινόπωρο  
o χειμώνας  
(to) φθινόπωρο  
tην άνοιξη  
tο καλοκαίρι  
(to) 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>τι/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 αξιζεί 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)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>too bad, what a shame</td>
<td>δυστυχώς, κρίμα</td>
</tr>
<tr>
<td>what a shame</td>
<td>τι κρίμα</td>
</tr>
<tr>
<td>what does that mean?</td>
<td>τι σημαίνει αυτό;</td>
</tr>
<tr>
<td>with pleasure</td>
<td>με ευχαρίστηση/ευχαριστώς</td>
</tr>
<tr>
<td>you are not allowed to</td>
<td>δεν επιτρέπεται να, απαγορεύεται</td>
</tr>
<tr>
<td>you must (one must)</td>
<td>πρέπει</td>
</tr>
</tbody>
</table>

Other high-frequency words

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

Countries

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>η Αυστρία</td>
</tr>
<tr>
<td>Belgium</td>
<td>το Βέλγιο</td>
</tr>
<tr>
<td>China</td>
<td>η Κίνα</td>
</tr>
<tr>
<td>Cyprus</td>
<td>η Κύπρος</td>
</tr>
<tr>
<td>Denmark</td>
<td>η Δανία</td>
</tr>
<tr>
<td>England</td>
<td>η Αγγλία</td>
</tr>
<tr>
<td>France</td>
<td>η Γαλλία</td>
</tr>
<tr>
<td>Germany</td>
<td>η Γερμανία</td>
</tr>
<tr>
<td>Great Britain</td>
<td>η Μεγάλη Βρετανία</td>
</tr>
<tr>
<td>Greece</td>
<td>η Ελλάδα</td>
</tr>
<tr>
<td>Holland</td>
<td>η Ολλανδία</td>
</tr>
<tr>
<td>India</td>
<td>η Ινδία</td>
</tr>
<tr>
<td>Ireland</td>
<td>η Ιρλανδία</td>
</tr>
<tr>
<td>Italy</td>
<td>η Ιταλία</td>
</tr>
<tr>
<td>Netherlands</td>
<td>η Ολλανδία</td>
</tr>
</tbody>
</table>
### 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 'Ηπειρος</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)

Nicosia, η Λευκωσία
Paphos, η Πάφος
Peloponnese, η Πελοπόννησος
the Aegean islands, τα νησιά του Αιγαίου πελάγους
the Cyclades, οι Κυκλάδες
the Dodecanese, τα Δωδεκάνησα
the Ionian islands, τα νησιά του Ιονίου πελάγους
the Mediterranean sea, η Μεσόγειος θάλασσα
to the port of Piraeus, η Θεσσαλονίκη
to Thessaloniki, η Θεσσαλία
Thessaly, η Θράκη
Troodos mountains, το Τρόοδος (οροσειρά)
three north, ο βορράς
three south, ο νότος
three east, η ανατολή
three west, η δύση

Useful acronyms

e.g., π.χ.
etc, κ.τ.λ., κ.λπ., κ.α.
European Union, ΕΕ (Ευρωπαϊκή Ένωση)
Greek railway company, ΟΣΕ
Greek telecommunications, ΟΤΕ
Greek television company, ΕΡΤ
kilometres, χλμ
P.C., Η/Υ
St, Αγ.
value added tax, Φ.Π.Α.

Social conventions

best wishes, πολλές ευχές
congratulations, χρόνια πολλά
don't mention it, να ζήσεις, να τα εκατοστίσεις, χρόνια πολλά
down, να σας ζήσει
drive, καλή όρεξη
drown, συγχαρητήρια
terrible, συγχαρητήρια
don't mention it, δεν είναι τίποτα, τίποτα, παρακαλώ (ως απάντηση πολλά)
get well soon, περαστικά
hello; good morning, καλημέρα
hello (on the telephone), καλησπέρα
goodbye, καληπέρα
goodnight, αντίο
get well soon, καληπέρα
greetings, καληνύχτα
good evening, καληπέρα
have a good journey, καλημέρα / καλό βράδυ
have a good day/evening, εμπρός, παρακαλώ (στο τηλέφωνο)
the telephone, γεια σας, καλημέρα

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Social conventions (cont)

help!  βοήθεια!
hi  γεια
I beg your pardon? Pardon?  με συγχωρείτε; συγγνώμη;
It’s a pleasure  ευχαρίστησή μου
meeting; meeting place  η συνάντηση, το ραντεβού, 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
ta λέμε αργότερα
ta λέμε σύντομα
ta λέμε αύριο / την Παρασκευή
(I’m) sorry  λυπάμαι, συγγνώμη
to λέμε σύντομα
thank you (very much)  ευχαριστώ (πολύ)
to λέμε σύντομα
to λέμε σύντομα
you are welcome  καλωσορίσατε/καλωσήρθατε
parakalw

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
dial the number  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
I’ll be right back  επιστρέφω αμέσως
ing 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
new  παρακαλώ
one moment  μια στιγμή
on line  (είμαι) στη γραμμή / παρακαλώ,
on line  (είμαι) στη γραμμή / παρακαλώ,
on the line/speaking  αρίστα (στο τηλέφωνο)
please repeat that  μπορείτε να επαναλάβετε
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
wrong 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 μπουκάλι
boiled - βραστό/βρασμένο
bottle - το μπουκάλι
bread (e.g. white, brown, country loaf) - το ψωμί (π.χ. δαφνό, μαύρο, χωριάτικο)
breakfast - το πρωί
butter - το βούτυρο
cabbage - το λάχανο
café - η καφετέρια, το καφέ
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 - τα ηλικιωμένα 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 πατάτισμα
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
to ψάρι
food το φαγητό
food η τροφή/ τα τρόφιμα
food shopping τα ψώνια (για φαγητό)
fork το πιρούνι
fruit το φρούτο
fruit juice ο φρουτοχυμός
glass το ποτήρι
grapes τα σταφύλια
green beans τα φασολάκια
grilled Ψητό/ψημένο στο γκρι/στη σχάρα
ham το ζαμπόν
hamburger το χάμπουργκερ
health η υγεία
healthy eating η υγιεινή διατροφή
honey το μέλι
hot chocolate η ζεστή σοκολάτα
ice cream το παγωτό
jar το βάζο
jam η μαρμελάδα
juice ο χυμός
kebab το σουβλάκι
knife το μαχαίρι
lamb το αρνί
lemon το λεμόνι
lemonade η λεμονάδα
lettuce το μαρούλι
lunch το μεσημεριανό
main course το κύριο πιάτο
meal το γεύμα
meat το κρέας
meatball ο κεφτές/ το κεφτεδάκι
melon το πεπόνι
menu το μενού/ο κατάλογος
milk το γάλα
mushroom ο κιμάς
mince το μεταλλικό νερό
mineral water τα χρήματα
money το μαρούλι
mushroom το μανιτάρι
mustard η μουστάρδα
napkin η πετσέτα/ η χαρτοπετσέτα
oil (e.g. olive oil) το λάδι (π.χ. ελαιόλαδο)
olive/olive tree η ελιά
onion το κρεμμύδι
omelette η ομελέτα
orange το πορτοκάλι
organic (e.g. produce) βιολογικό (π.χ. προϊόν)
packet το πακέτο, το δέμα
Foundation tier (cont)

pasta
ta ζυμαρικά
pastries
ta artosockeuvásmata, ta glykísmata
patissierieto
το ζαχαροπλαστείο
peanut
το φιστικί
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 πίτα
pizzeria, pizza restaurant
η πιτσαρία, εστιατόριο-πιτσαρία
place setting
το στρώσιμο τραπεζιού
plate
το πιάτο
plum
το δαμάσκηνο
pork
το χοιρινό
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)
tο 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
σνακ, μικρό γεύμα
snack bar
tο σνακ μπαρ
soft drinks
tα αναψυκτικά
shopping
τα ψώνια
soup
η σούπα
speciality
η σπεσιαλιτέ
spoon
tο 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)
ta gemiêstâ (π.χ. ντομάτες, πιπεριές)
sweet
το γλυκό
sweet (tasting)
γλυκό (γεύση)
sugar
η ζάχαρη
supermarket
το σουπερμάρκετ
table
το τραπέζι
table cloth
tο τραπεζομάντηλο
tart
η Τάρτα
taste
η γεύση (π.χ. γλυκό, ξινό, πικρό, αλμυρό)
tasty
νόστιμος/γευστικός
Foundation tier (cont)

tea
tea spoon
tip (money)
toasted sandwich
to be hungry
to be on a diet
to be thirsty
to boil
to fry
to lay the table
to order
to pay
to roast
to serve
to taste
tomato
tuna
vanilla
vegetable
vegetables cooked in olive oil
vegetarian
vegetarian food
vinegar
waiter/waitress
walnut
water
watermelon
wine
yoghurt

tο τσάι
tο κουταλάκι του γλυκού
tο φιλοδώρημα (χρήματα)
tο τοστ
πεινάω
cάνω διαίτα
dιψώ
βράζω
τηγανίζω
στρώνω το τραπέζι
παραγγέλνω
πληρώνω
ψήνω
eξυπηρετώ/σερβίρω
dοκιμάζω (φαγητό)
η ντομάτα
ο τόνος
η βανίλια
tο λαχανικό
tα λαδέρα
χορτοφάγος
tο χορτοφαγικό φαγητό
tο ξύδι
ο σερβιτόρος/η σερβιτόρα
tο καρύδι
το νερό
tο καρπούζι
το κρασί
tο γιαούρτι

Higher tier

beer (from the pump)
boiled egg; hard-boiled egg
bottled water
bread (giant) beans
can
dried fruit/nuts
fried egg
full fat milk
garlic
goat’s cheese
homemade
leeks
loaf
low fat
medium (steak)
mixed starters
mussels
octopus
organic food
pistachio
radish
rare (steak)

η μπίρα (από βαρέλι)
tο βραστό αυγό, αυγό βραστό σκληρό
tο εμφιαλωμένο νερό
φασόλια γίγαντες
η κονσέρβα
οι ξηροί καρποί
tο τηγανητό αυγό
tο πλήρες γάλα
το σκόρδο
το κατακίστιο τυρί
απιτικός
tα πράσαα
το καρβέλι
με χαμηλά λιπαρά
η μπριζόλα, μέτρια ψημένη
η ποικιλία/ οι μεζέδες
tα μύδια
tο χταπόδι
tα βιολογικά τρόφιμα
tο φιστικά Αιγίνης
tο ραπανάκι
η μισοψημένη μπριζόλα
Higher tier (cont)

- salmon: ο σολομός
- saucer: το πιατάκι
- sea food: τα ψάρια
- (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 δοκιμαστήριο
- 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/στυλάτος
- fitting room: το δοκιμαστήριο
- formal: επίσημος
- fun/joy/cheerfulness: το κέφι
- glasses: τα γυαλιά/γυαλιά ηλίου
- glove: το γάντι
- hairdresser's: η παρέα
- handbag: το καπέλο
- hat: το καπέλο
- identity: η ταυτότητα
- importance: η σημασία
- informal: ανεπίσημος, φιλικός
Foundation tier (cont)

it fits/suits you  σας κάνει / σας πάει
jacket  το σακάκι
jeans  το τζιν
jeweller’s (shop); jewellery (craft)  το κοσμηματοπωλείο, τα κοσμήματα (τέχνη)
leather/made of leather  το δέρμα / δερμάτινος
leggings  το καλάν
linen (made of linen)  τα λινά είδη (λινό),
lipstick  το κραγιόν
loose (i.e. too big)  φαρδύς (π.χ. υπερβολικά μεγάλος)
make, brand  η μάρκα
makeup  το μακιγιάζ
medium (size)  μεσαίος (μέγεθος)
necklace  το κολιέ
nightdress  το κιλότακι (γυναικείο), το σλιπ (αντρικό)
old fashioned (vintage, retro style)  παλιομοδίτικος (vintage, ρετρό στυλ)
pants, briefs  το κιλοτάκι (γυναικείο), το σλιπ (αντρικό)
perfume  το άρωμα
photo  η φωτογραφία
poloshirt  το μπλουζάκι (πόλο)
purse  το πορτοφόλι
pyjamas  οι πιτζάμες
relationship  η σχέση
ring  το δαχτυλίδι
scarf  το κασκόλ
shirt  το πουκάμισο
shoe  το παπούτσι
shoe shop  το κατάστημα υποδημάτων
shorts  τα σορτς/το κοντό παντελόνακι
size (general); shoe size  το μέγεθος (γενικά), μέγεθος παπουτσιού
skirt  η φούστα
slipper  η παντόφλα
small  μικρός
smart  καλοντυμένος
sock  η κάλτσα
sports kit  τα αθλητικά ρούχα/η στολή, ο αθλητικός εξοπλισμός,
sports shirt  η αθλητική μπλούζα, η φανέλα
spotless  πουά
striped  ριγέ
suit  το κοστούμι
style  το στυλ
sweater, jumper  το πουλόβερ
sweatshirt  η αθλητική μπλούζα, φούτερ
swimming costume/trunks  το μαγιό
tattoo  το τατουάζ
tee shirt  το κοντομάνικο μπλούζακι
tie  η γραβάτα
tights  το καλσόν, κολάν
tracksuit  η αθλητική φόρμα
trainers  τα αθλητικά παπούτσια
trousers  το παντελόνι
underwear  τα εσώρουχα
umbrella  η ομπρέλα
wallet  το πορτοφόλι
watch (verb)/ watch (noun)  βλέπω, παρακολουθώ/ το ρολόι
wool (woollen)  το μαλλί (μάλλινος)
### Words relating to dress and style

**Higher tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>cardigan</td>
<td>η ζακέτα</td>
</tr>
<tr>
<td>catwalk</td>
<td>η πασαρέλα</td>
</tr>
<tr>
<td>dyed/made up</td>
<td>βαμμένος</td>
</tr>
<tr>
<td>model</td>
<td>το μοντέλο</td>
</tr>
<tr>
<td>silk (made of silk)</td>
<td>το μετάξι (μεταξωτός)</td>
</tr>
<tr>
<td>straw hat</td>
<td>το ψάθινο καπέλο</td>
</tr>
<tr>
<td>tight (for clothes)</td>
<td>στενός, -ή, -ό</td>
</tr>
<tr>
<td>to have one’s hair cut</td>
<td>κόβω τα μαλλιά μου</td>
</tr>
<tr>
<td>to have one’s hair done</td>
<td>φτιάχνω τα μαλλιά μου</td>
</tr>
<tr>
<td>to put on makeup</td>
<td>βάζω μέικ απ</td>
</tr>
<tr>
<td>velvet (made of velvet)</td>
<td>το βελούδο (βελούδινος)</td>
</tr>
</tbody>
</table>

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

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

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>adolescent</td>
<td>ο έφηβος, η έφηβη</td>
</tr>
<tr>
<td>adult, grown-up</td>
<td>ενήλικας, μεγάλος</td>
</tr>
<tr>
<td>age</td>
<td>η ηλικία</td>
</tr>
<tr>
<td>alone</td>
<td>μόνος</td>
</tr>
<tr>
<td>aunt</td>
<td>η θεία</td>
</tr>
<tr>
<td>armchair</td>
<td>η πολυθρόνα</td>
</tr>
<tr>
<td>at home</td>
<td>στο σπίτι</td>
</tr>
<tr>
<td>baby</td>
<td>το μωρό</td>
</tr>
<tr>
<td>bald</td>
<td>φαλακρός</td>
</tr>
<tr>
<td>bathroom</td>
<td>το μπάνιο, το λουτρό, η τουαλέτα</td>
</tr>
<tr>
<td>bedroom</td>
<td>το υπνοδωμάτιο, η κρεβατοκάμαρα</td>
</tr>
<tr>
<td>beard</td>
<td>το μούσι, το γένι, η γενειάδα</td>
</tr>
<tr>
<td>beautiful</td>
<td>όμορφος/ ωραίος</td>
</tr>
<tr>
<td>date of birth</td>
<td>η ημερομηνία γέννησης</td>
</tr>
<tr>
<td>birthday</td>
<td>τα γενέθλια</td>
</tr>
<tr>
<td>birthplace</td>
<td>η γενέτειρα/ το μέρος που γεννήθηκα</td>
</tr>
<tr>
<td>block of flats</td>
<td>το πολυκατοικία</td>
</tr>
<tr>
<td>born</td>
<td>γεννημένος</td>
</tr>
<tr>
<td>boy</td>
<td>το αγόρι</td>
</tr>
<tr>
<td>brother</td>
<td>ο αδελφός</td>
</tr>
<tr>
<td>brother-in-law/sister-in-law</td>
<td>ο γαμπρός (σύζυγος αδελφής), ο κουνιάδος (αδελφός συζύγου) /η νύφη (σύζυγος αδελφού), η κουνιάδα (αδελφή συζύγου)</td>
</tr>
<tr>
<td>brothers and sisters, siblings</td>
<td>οι αδελφοί και οι αδελφές, τα αδέλφια</td>
</tr>
<tr>
<td>cat</td>
<td>η γάτα</td>
</tr>
<tr>
<td>celebrity</td>
<td>η διασημότητα</td>
</tr>
<tr>
<td>chair</td>
<td>η καρέκλα</td>
</tr>
<tr>
<td>character</td>
<td>ο χαρακτήρας</td>
</tr>
<tr>
<td>character, personality</td>
<td>ο χαρακτήρας, η προσωπικότητα</td>
</tr>
<tr>
<td>charming</td>
<td>γοητευτικός</td>
</tr>
<tr>
<td>chatty</td>
<td>ομιλητικός</td>
</tr>
<tr>
<td>child</td>
<td>το παιδί</td>
</tr>
<tr>
<td>clothes</td>
<td>τα ρούχα</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

comfortable (house, furniture)  άνετο (σπίτι, έπιπλα)
contact details  τα στοιχεία επικοινωνίας
cousin  ο εξάδελφος
curly  σγουρός/κατσαρός
dad  ο μπαμπάς
daughter  η κόρη
dead  νεκρός
divorced  διαζευγμένος
dog  ο σκύλος
dead  αρραβωνιασμένος
eyes  τα μάτια
family  η οικογένεια
famous  διάσημος
father  ο πατέρας
feeling  το συναισθημα
first name  το όνομα
flat; apartment  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  το 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>
</thead>
<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>
</tr>
<tr>
<td>mood</td>
<td>η διάθεση</td>
</tr>
<tr>
<td>mother</td>
<td>η μητέρα</td>
</tr>
<tr>
<td>moustache</td>
<td>το μουστάκι</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>neighbour</td>
<td>ο γείτονας</td>
</tr>
<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>
</tr>
<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 μοναχοπαίδι</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 δι’ 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 προσωπικά 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>το 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) ισία (μαλλιά)
study (room) το δωμάτιο (μελέτης)/γραφείο
surname το επώνυμο
survey η έρευνα
thin/slim λεπτός / λεπτός, αδύνατος
tidy; neat τακτοποιημένος, καθαρός
to annoy ενοχλώ
to argue, to quarrel μαλώνω, καβγαδίζω
to babysit προσέχω μωρό, κάνω μπέιμπι σίτινγκ
to be called κουμβεντίζω
to be in a good / bad mood είμαι σε καλή / κακή διάθεση
to be called φροντίζω, περιποιούμαι / φροντίζω, προσέχω
to chat κουμβεντίζω

to get divorced παίρνω διαζύγιο
to get on (well) with τα πάω καλά με κάποιον
to keep fit διατηρούμαι σε φόρμα
to look (e.g. angry/happy etc) φαίνομαι (π.χ. θυμωμένος / χαρούμενος, κ.λπ.)
to respect σέβομαι
to separate, to split up χωρίζω / χωρίζω, παίρνω διαζύγιο
tortoise τα τροπικά ψάρια
tropical fish τα τροπικά ψάρια
twin τη χελώνα
twin brothers δίδυμος
to be called δίδυμα αδέλφια
to be called ό,τε να πάω καλά με κάποιον
to be called ό,τε να πάω καλά με κάποιον
to be called ό,τε να πάω καλά με κάποιον
to be called ό,τε να πάω καλά με κάποιον

Higher tier

a good deed η καλή πράξη
acquaintance, friend ο γνωστός, ο φίλος
adopted υιοθετημένος
adventurous περιπετειώδης
annoying ενοχλητικός
depression η διαφωνία
argument ενοχλητικός
bossy αυταρχικός
discipline η ταύτιση
character trait η καριέρα
cheeky η καριέρα
discipline η καριέρα
comfortable (at ease) το γνώρισμα του χαρακτήρα, το χαρακτηριστικό
conceited άντετος (άνετη, βολική)
depressed αλαζόνας, φαντασμένος
discrimination στεναχωρημένος, μελαγχολικός
faith (religious) η διάκριση
fiancé(e) η πίστη (Βρηκεσκευτική)
furnished ο αρραβωνιαστικός, η αρραβωνιαστικά
gang η συμμορία
gender, sex το φύλο, φύλο/γένος (βιολογία), το σεξ
generous γενναιόδωρος
Higher tier (cont)
hall (in house); lobby/waiting room
tο χολ (σε σπίτι) / η αίθουσα αναμονής
independent
ανεξάρτητος
jealous
ζηλιάρης
loyal, faithful
πιστός (αφοσιωμένος), πιστός
to appreciate / η τρίτη ηλικία
meeting
τα γηρατεία / η τρίτη ηλικία
old age/third age
τα γηρατειά / η τρίτη ηλικία
old people’s home
tο γηροκομείο
pretentious
επιτηδευμένος, επιδεικτικός
priest
ο ιερέας, ο παπάς
racer
ανεξάρτητος
race
επιτηδευμένος, επιδεικτικός
relationship
η σχέση, ο δεσμός
relative, relation
σχέτικος, σχέση (συσχέτιση)
reliable
αξιόπιστος
sexist
σεξιστής
similar
παρόμοιος
self-confident
με αυτοπεποίθηση
stern
ευαίσθητος
spoil
κακομαθημένος (καλομαθημένος)
stubborn
πεισματάρης
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)
twins
οι δίδυμοι/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/στίβος
badminton
tο μπάσκετ, η καλαθοσφαίριση
ball
ο μπάλα
band/group
tο συγκρότημα (μουσικό)
basketball
το μπάσκετ, η καλαθοσφαίριση
book
το βιβλίο
boxing
η πυγμαχία, το μποξ
bride/groom
η νύφη/ο γαμπρός
camera
η φωτογραφική μηχανή
canoeing
tο κανό (άθλημα)
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>Term</th>
<th>Greek Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>cartoon</td>
<td>τα κινούμενα σχέδια</td>
</tr>
<tr>
<td>cat</td>
<td>η γάτα</td>
</tr>
<tr>
<td>CD (compact disc)</td>
<td>CD</td>
</tr>
<tr>
<td>celebration, party</td>
<td>η γιορτή, το πάρτι</td>
</tr>
<tr>
<td>changing rooms</td>
<td>τα αποδυτήρια/ τα δοκιμαστήρια</td>
</tr>
<tr>
<td>chess</td>
<td>το σκάκι</td>
</tr>
<tr>
<td>Christmas</td>
<td>τα Χριστούγεννα</td>
</tr>
<tr>
<td>Christmas Eve</td>
<td>η παραμονή Χριστουγέννων</td>
</tr>
<tr>
<td>clarinet</td>
<td>το κλαρινέτο</td>
</tr>
<tr>
<td>classical, classic</td>
<td>κλασικός</td>
</tr>
<tr>
<td>climbing</td>
<td>η αναρρίχηση, η ορειβασία</td>
</tr>
<tr>
<td>club</td>
<td>ο σύλλογος, ο όμιλος /το κλαμπ</td>
</tr>
<tr>
<td>collect</td>
<td>συλλέγω/μαζεύω</td>
</tr>
<tr>
<td>collection</td>
<td>η συλλογή</td>
</tr>
<tr>
<td>comic (magazine)</td>
<td>κωμικός, κόμικ (περιοδικό)</td>
</tr>
<tr>
<td>competition</td>
<td>ο διαγωνισμός, ο ανταγωνισμός</td>
</tr>
<tr>
<td>computer game</td>
<td>παιχνίδι για υπολογιστή</td>
</tr>
<tr>
<td>concert</td>
<td>η συναυλία, το κονσέρτο</td>
</tr>
<tr>
<td>crossword puzzle</td>
<td>το σταυρόλεξο</td>
</tr>
<tr>
<td>culture</td>
<td>η κοιλτούρα, ο πολιτισμός, η καλλιέργεια</td>
</tr>
<tr>
<td>cultural life</td>
<td>η πολιτιστική κίνηση</td>
</tr>
<tr>
<td>customs</td>
<td>τα έβιμα</td>
</tr>
<tr>
<td>cycling</td>
<td>η ποδηλασία</td>
</tr>
<tr>
<td>dance/dancing</td>
<td>χορεύω, χορός / χορός</td>
</tr>
<tr>
<td>detective/police (story)</td>
<td>αστυνομική (ιστορία)</td>
</tr>
<tr>
<td>disco</td>
<td>η ντίσκο</td>
</tr>
<tr>
<td>documentary</td>
<td>το ντοκιμαντέρ</td>
</tr>
<tr>
<td>drums</td>
<td>τα τύμπανα, ντραμς</td>
</tr>
<tr>
<td>Easter</td>
<td>το Πάσχα</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>η Δευτέρα του Πάσχα</td>
</tr>
<tr>
<td>Easter Saturday</td>
<td>το Μεγάλο Σάββατο/ η Ανάσταση</td>
</tr>
<tr>
<td>entertainment</td>
<td>η ψυχαγωγία, η διασκέδαση</td>
</tr>
<tr>
<td>equipment</td>
<td>ο εξοπλισμός</td>
</tr>
<tr>
<td>extreme sports</td>
<td>τα ακραία αθλήματα</td>
</tr>
<tr>
<td>fanatical about</td>
<td>φανατικός/παθιασιώδες για (κάτι)</td>
</tr>
<tr>
<td>fantasy film</td>
<td>η ταινία φαντασίας</td>
</tr>
<tr>
<td>fatherland/homeland</td>
<td>η πατρίδα</td>
</tr>
<tr>
<td>film</td>
<td>η ταινία</td>
</tr>
<tr>
<td>final</td>
<td>ο τελικός</td>
</tr>
<tr>
<td>flute</td>
<td>το φλάουτο</td>
</tr>
<tr>
<td>folk music/songs</td>
<td>η παραδοσιακή μουσική/τα δημοτικά τραγούδια</td>
</tr>
<tr>
<td>football</td>
<td>το ποδόσφαιρο</td>
</tr>
<tr>
<td>free time</td>
<td>ο ελεύθερος χρόνος</td>
</tr>
<tr>
<td>game</td>
<td>το παιχνίδι</td>
</tr>
<tr>
<td>games console</td>
<td>η κονσόλα παιχνιδιών</td>
</tr>
<tr>
<td>Good Friday</td>
<td>η Μεγάλη Παρασκευή</td>
</tr>
<tr>
<td>guitar</td>
<td>η κιθάρα</td>
</tr>
<tr>
<td>gymnastics</td>
<td>η γυμναστική</td>
</tr>
<tr>
<td>handball</td>
<td>το χόντυπο</td>
</tr>
<tr>
<td>Happy birthday!</td>
<td>Χρόνια Πολλά! Χαρούμενα γενέθλια!</td>
</tr>
<tr>
<td>Happy New Year!</td>
<td>Καλή Χρονιά!/Ευτυχισμένο το Νέο Έτος</td>
</tr>
<tr>
<td>hobby; leisure activity</td>
<td>το χόμπι, η ψυχαγωγική δραστηριότητα</td>
</tr>
<tr>
<td>hockey</td>
<td>το χόκεϊ</td>
</tr>
<tr>
<td>horror film</td>
<td>η ταινία τρόμου</td>
</tr>
<tr>
<td>ice skating</td>
<td>το πατινάζ</td>
</tr>
</tbody>
</table>
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 Πρωτοχρονιάς
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
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 οινομαντικός
romantic film/love film η ρομαντική ταινία / η αισθηματική ταινία
rugby το ράγκμπι
sailing η ιστιοπλοΐα
saxophone το σαξόφωνο
science fiction film η ταινία επιστημονικής φαντασίας
series η σειρά
show (theatre etc); TV show η παράσταση (θέατρο, κ.λπ.), το τηλεοπτικό σόου
singer ο τραγουδιστής
skate boarding το σκέιτμπορντ
ski το σκι
song η σαπουνόπερα
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) ίσια (μαλλιά)
swimming η κολύμβηση
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>table tennis</td>
<td>το πινγκ πονγκ/επιτραπέζια αντισφαίριση</td>
</tr>
<tr>
<td>team</td>
<td>η ομάδα</td>
</tr>
<tr>
<td>television</td>
<td>η τηλεόραση</td>
</tr>
<tr>
<td>tennis</td>
<td>το τένις/η αντισφαίριση</td>
</tr>
<tr>
<td>thriller</td>
<td>το θρίλερ</td>
</tr>
<tr>
<td>title</td>
<td>ο τίτλος</td>
</tr>
<tr>
<td>to take out for a walk (dog)</td>
<td>βγάζω βόλτα (σκύλο)</td>
</tr>
<tr>
<td>toy</td>
<td>το παιχνίδι</td>
</tr>
<tr>
<td>tradition</td>
<td>η παράδοση</td>
</tr>
<tr>
<td>trumpet</td>
<td>η τρομπέτα</td>
</tr>
<tr>
<td>TV channel</td>
<td>το τηλεοπτικό κανάλι</td>
</tr>
<tr>
<td>violin</td>
<td>το βιολί</td>
</tr>
<tr>
<td>volleyball</td>
<td>το βόλεϊ</td>
</tr>
<tr>
<td>water skiing</td>
<td>το θαλάσσιο σκι</td>
</tr>
<tr>
<td>Western (film etc)</td>
<td>το Γουέστερν (ταινία, κ.λπ.)</td>
</tr>
<tr>
<td>windsurfing</td>
<td>η ιστιοσανίδα, γουίντ σέρφινγκ, η κυματοδρομία</td>
</tr>
<tr>
<td>X box</td>
<td>X box</td>
</tr>
<tr>
<td>youth club</td>
<td>το κέντρο/ο σύλλογος νέων</td>
</tr>
</tbody>
</table>

### Higher tier

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

- to attend (match etc) παρακολουθώ (αγώνα, κ.λπ.)
- to be a member of είμαι μέλος
- to congratulate συγχαίρω
- to get married παντρεύομαι
- to go bowling (tenpin) παίζω 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 κάνω 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

blog το μπλογκ, το ιστολόγιο
chatroom το μπλογκ, το ιστολόγιο /αίθουσα τηλεσυνδιάσκεψης
(to) chat on line κάνω διαδικτυακό τσάτ / κάνω διαδικτυακή συνομιλία
communication η επικοινωνία
computer ο ελεκτρονικός υπολογιστής
connection η σύνδεση
cyber bullying ο κυβερνοεκφοβισμός
digital ψηφιακός
disk ο δίσκος / η δισκέττα
e-mail το ηλεκτρονικό ταχυδρομείο
file το αρχείο
homepage η αρχική σελίδα
internet το ιντερνετ / το διαδίκτυο
internet page/webpage η σελίδα στο διαδίκτυο / η ιστοσελίδα
mobile phone shop το κατάστημα κινητής τηλεφωνίας
mouse το ποντίκι
new technology η νέα τεχνολογία
password ο κωδικός πρόσβασης
printer ο εκτυπωτής
reader ο αναγνώστης
risk ο κίνδυνος
screen η οθόνη
security η ασφάλεια
social network/social media το κοινωνικό δίκτυο / τα μέσα κοινωνικής δικτύωσης
software το λογισμικό
Foundation tier (cont)

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

Local area, holiday and travel

Foundation tier

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

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus stop</td>
<td>η στάση λεωφορείου</td>
</tr>
<tr>
<td>business/trade</td>
<td>οι επιχειρηματικές δραστηριότητες / το εμπόριο</td>
</tr>
<tr>
<td>butcher's shop</td>
<td>το κρεοπωλείο, ο χασάνης, ο κρεοπώλης</td>
</tr>
<tr>
<td>café</td>
<td>το καφέ (κατάστημα)</td>
</tr>
<tr>
<td>calm/peaceful</td>
<td>ήρεμος/ειρηνικός</td>
</tr>
<tr>
<td>camp leader</td>
<td>ο/η αρχηγός της κατασκήνωσης</td>
</tr>
<tr>
<td>campsite</td>
<td>το κάμπινγκ/ η κατασκήνωση</td>
</tr>
<tr>
<td>to camp</td>
<td>κατασκηνώνω</td>
</tr>
<tr>
<td>car</td>
<td>το αυτοκίνητο</td>
</tr>
<tr>
<td>caravan</td>
<td>το τροχόσπιτο</td>
</tr>
<tr>
<td>car park</td>
<td>το πάρκινγκ, ο χώρος στάθμευσης</td>
</tr>
<tr>
<td>castle</td>
<td>το κάστρο</td>
</tr>
<tr>
<td>cathedral</td>
<td>ο καθεδρικός ναός</td>
</tr>
<tr>
<td>church</td>
<td>η εκκλησία, ο ναός</td>
</tr>
<tr>
<td>cinema</td>
<td>ο κινηματογράφος, το σινεμά</td>
</tr>
<tr>
<td>closed</td>
<td>κλειστός</td>
</tr>
<tr>
<td>closing</td>
<td>το κλείσιμο</td>
</tr>
<tr>
<td>coach</td>
<td>ο προπονητής</td>
</tr>
<tr>
<td>coast</td>
<td>η ακτή</td>
</tr>
<tr>
<td>comfortable</td>
<td>άνετος</td>
</tr>
<tr>
<td>commercial</td>
<td>εμπορικός</td>
</tr>
<tr>
<td>compartment</td>
<td>το διαμέρισμα, το χώρισμα</td>
</tr>
<tr>
<td>concert</td>
<td>η συναυλία, το κονσέρτο</td>
</tr>
<tr>
<td>connection</td>
<td>η σύνδεση</td>
</tr>
<tr>
<td>corner</td>
<td>η γωνία</td>
</tr>
<tr>
<td>cost</td>
<td>το κόστος</td>
</tr>
<tr>
<td>country (i.e. nation)</td>
<td>η χώρα (π.χ. έθνος)</td>
</tr>
<tr>
<td>countryside</td>
<td>η εξοχή, η ύπαιθρος</td>
</tr>
<tr>
<td>crossing (ferry)</td>
<td>η διέλευση (με φέρι μποτ)</td>
</tr>
<tr>
<td>crossroads</td>
<td>το σταυροδρόμι</td>
</tr>
<tr>
<td>cycle path</td>
<td>ο ποδηλατοδρόμος</td>
</tr>
<tr>
<td>degree</td>
<td>ο βαθμός, το πτυχίο (π.χ. πανεπιστημιακό)</td>
</tr>
<tr>
<td>delay</td>
<td>η καθυστέρηση</td>
</tr>
<tr>
<td>department (in a shop)</td>
<td>το τμήμα (σε κατάστημα)</td>
</tr>
<tr>
<td>department store</td>
<td>το πολυκατάστημα</td>
</tr>
<tr>
<td>departure</td>
<td>η αναχώρηση</td>
</tr>
<tr>
<td>destination</td>
<td>ο προορισμός</td>
</tr>
<tr>
<td>diesel (fuel)</td>
<td>το πετρέλαιο (καύσιμο)</td>
</tr>
<tr>
<td>direct</td>
<td>άμεσος, απευθείας</td>
</tr>
<tr>
<td>director/ head teacher</td>
<td>ο διευθυντής</td>
</tr>
<tr>
<td>direction</td>
<td>η φορά, η κατεύθυνση</td>
</tr>
<tr>
<td>disco</td>
<td>η ντίσκο, η ντισκοτέκ</td>
</tr>
<tr>
<td>double room</td>
<td>δωμάτιο με διπλό κρεβάτι/ το δίκλινο</td>
</tr>
<tr>
<td>driver</td>
<td>ο οδηγός</td>
</tr>
<tr>
<td>driving licence</td>
<td>το δίπλωμα οδήγησης</td>
</tr>
<tr>
<td>electrical goods (retailer)</td>
<td>τα ηλεκτρικά είδη (κατάστημα λιανικής)</td>
</tr>
<tr>
<td>emergency</td>
<td>το επείγον περιστατικό, η έκτακτη ανάγκη</td>
</tr>
<tr>
<td>enjoy your stay!</td>
<td>καλά να περάσετε!</td>
</tr>
<tr>
<td>entertainment</td>
<td>η διασκέδαση/ τη ψυχαγωγία</td>
</tr>
<tr>
<td>entrance</td>
<td>η είσοδος</td>
</tr>
<tr>
<td>event</td>
<td>η εκδήλωση, το γεγονός</td>
</tr>
<tr>
<td>exhibition</td>
<td>η έκθεση</td>
</tr>
<tr>
<td>exit</td>
<td>η έξοδος</td>
</tr>
<tr>
<td>expenses</td>
<td>τα έξοδα</td>
</tr>
<tr>
<td>experiences</td>
<td>οι εμπειρίες</td>
</tr>
<tr>
<td>factory</td>
<td>το εργοστάσιο</td>
</tr>
<tr>
<td>fare</td>
<td>το εισιτήριο</td>
</tr>
</tbody>
</table>
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
fundamental (hotel etc)  πλήρες (ξενοδοχείο, κ.λπ.)
full board (all meals included)  πλήρης διατροφή (όλα τα γεύματα συμπεριλαμβάνονται)
garage, service station, petrol station  το γκαράζ, το πρατήριο υγρών καυσίμων, το πρατήριο καυσίμων
grocery; grocer's shop  το παντοπωλείο, το μπακάλι
ground floor  το ισόγειο
guest (in a hotel); guest (at someone's home); customer  ο πελάτης (σε ξενοδοχείο), φιλοξενούμενος, ο πελάτης
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)  η ενοικίαση / ενοικίαση / ενοικίαση (π.χ. ποδήλατο, σπίτι)
hotel  το ξενοδοχείο
household goods shop (cleaning materials etc)  το κατάστημα ειδών οικιακής χρήσης (υλικά καθαρισμού, κ.λπ.)
hypermarket  η υπεραγορά
ice rink  το παγοδρόμιο
identification; ID  η ταυτότητα
in advance  εκ των προτέρων/ από πριν
included  συμπεριλαμβάνομενος/ είναι μέσα (συμπεριλαμβάνεται)
indoor swimming pool  η κλειστή πισίνα
industry  η βιομηχανία
industrial  βιομηχανικός
information  η πληροφορία
information office  το γραφείο πληροφοριών
inside  μέσα, το εσωτερικό
instruction  η οδηγία
island  το νησί
journey/travel  το ταξίδι
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  ζωηρός, ζωντανός (δραστήριος)
local  τοπικός/ ντόπιος
local inhabitant  ντόπιος κάτοικος
location  η τοποθεσία
lorry  το φορτηγό
lost property office  το απορρευτήριο πετρελαίου και υδρονέφωσης
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 / στο υπόγειο
outside/in the open air  έξω / στο υπάρχον
outsurfs  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 περιοχή πεζών, ο πεζόδρομος
pedestrian crossing  η διάβαση πεζών
petrol  η βενζίνη
picturesque  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 αεροπλάνο
platform  η πλατφόρμα
policeman  ο, η αστυνομικός
police station  το αστυνομικό τμήμα
port  το λιμάνι
postcard  η κάρτα ποστάλ, η κάρτα
**Foundation tier (cont)**

- **poster/notice**  
  - η αφίσα / η ειδοποίηση
- **post office**  
  - το ταχυδρομείο
- **preference**  
  - η προτίμηση
- **press**  
  - ο Τύπος
- **price**  
  - η τιμή
- **price list**  
  - ο τιμοκατάλογος
- **priority**  
  - η προτεραιότητα
- **problem**  
  - το πρόβλημα
- **province**  
  - η επαρχία
- **public**  
  - δημόσιος / δημοτικός
- **public holiday**  
  - η αργία
- **public transport**  
  - η δημόσια συγκοινωνία
- **railway**  
  - ο σιδηρόδρομος
- **reception**  
  - η ρεσεψιόν
- **receptionist**  
  - ο, η ρεσεψιονίστ
- **reduction**  
  - η μείωση
- **region**  
  - η περιοχή
- **rent; rental**  
  - το ενοίκιο, η ενοικίαση
- **reservation**  
  - η κράτηση
- **return ticket**  
  - το εισιτήριο επιστροφής
- **river**  
  - το ποτάμι
- **road**  
  - ο δρόμος
- **road map**  
  - ο οδικός χάρτης
- **road/street**  
  - ο δρόμος/η οδός
- **(bed)room (in a hotel)**  
  - το δωμάτιο (σε ξενοδοχείο)
- **sales (reduction)**  
  - οι εκπτώσεις (η έκπτωση)
- **sea**  
  - η θάλασσα
- **(at the) seaside**  
  - (στην) παραλία
- **season**  
  - η εποχή
- **seat**  
  - η θέση/το κάθισμα
- **sheet**  
  - το σεντόνι, το φύλλο
- **ship**  
  - το πλοίο
- **shop**  
  - το κατάστημα, το μαγαζί
- **shopping centre**  
  - το εμπορικό κέντρο
- **show**  
  - η παράσταση
- **shower**  
  - το ντους
- **shower block (e.g.on campsite)**  
  - οι ντουζιέρες (σε κάμπινγκ)
- **sign**  
  - η πινακίδα/το σήμα
- **single ticket**  
  - το απλό εισιτήριο
- **single room**  
  - το μονό δωμάτιο
- **situated**  
  - που βρίσκεται
- **ski resort**  
  - το χιονοδρομικό κέντρο
- **sleeping bag**  
  - ο υπνόσακος, το σλίπιν μπαγκ
- **sleeping car (in a train)**  
  - το βαγόνι ύπνου (σε τρένο)
- **snack bar, buffet (on a train)**  
  - το σνακ μπαρ, ο μπουφές (σε τρένο)
- **soap**  
  - το σαπούνι
- **souvenir**  
  - το αναμνηστικό
- **sports centre**  
  - το αθλητικό κέντρο
- **space (including chronological period)**  
  - ο χώρος, το διάστημα
- **spacious**  
  - ευρύχωρος
- **square (in town)**  
  - η πλατεία (σε πόλη)
- **stadium**  
  - το στάδιο (το γήπεδο)
- **star**  
  - το αστέρι
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
timetable
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
tavel 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
οι σταθμός (σιδηροδρομικός)
η στάση (λεωφορείου, τραμ, κ.λπ.)
το προάσπιο, τα προάσπια της πόλης
πόσιμο
ή βαλίτσα
η κατασκήνωση
το συμπλήρωμα
το σουπερμάρκετ
η πισίνα, το κολυμβητήριο
το ταξί
η τηλεοπτική συσκευή/η τηλεόραση
ή σκηνή
το γήπεδο τένις
το θέατρο
το εισιτήριο, το εισιτήριο τραμ, λεωφορείου ή μετρό
ο ελεγκτής εισιτηρίων
το εκδοτήριο εισιτηρίων
το ταμείο
οί πίνακας δρομολογιών
οι τουαλέτες
ο χαρτί υγείας
η οδοντόκρεμα
το οργανωμένο ταξίδι, η περιήγηση
ο τουριστικός
ο τουριστικό αξιοθέατο
το γραφείο τουριστικών πληροφοριών
ο πύργος
η πόλη/ η κωμόπολη
το κέντρο της πόλης
το δημαρχείο
η κυκλοφορία, η κίνηση (στους δρόμους)
το μποτιλιάρισμα
ιοι φωτεινοί σηματοδότες
το τρένο
το τραμ
ή συναλλαγή
το ταξιδιωτικό γραφείο / πρακτορείο, το γραφείο ταξιδιών
ο ταξιδιώτης, η ταξιδιώτισσα
ζητώ βοήθεια
ανάβω/ανοίγω (τηλεόραση, ραδιόφωνο, κ.λπ.)
αβγών/κλείνω (τηλεόραση, ραδιόφωνο, κ.λπ.)
ο υπόγειος σιδηρόδρομος
ο σταθμός μετρό
η αμόλυβδη βενζίνη
η θέα (σε)
η περίοδος αναμονής
η αίθουσα αναμονής
ο νιπτήρας
### Foundation tier (cont)

- way out/exit: η έξοδος
- welcome: καλωσήρθατε/καλωσορίσατε
- window: το παράθυρο
- (shop) window: η βιτρίνα (καταστήματος)
- winter holidays: οι χειμερινές διακοπές
- youth hostel: ο ξενώνας (νέων)

### Higher tier

- ATM/ cash point: ΑΤΜ / το μηχάνημα αυτόματης ανάληψης χρημάτων
- air (by): αεροπορικώς
- arrival: η αφίξη
- (to) board (plane, ship): επιβιβάζομαι (σε αεροπλάνο, πλοίο)
- (to) brake: φρενάρω
- brakes: τα φρένα
- burglary: η διάρρηξη
- canal: το κανάλι
- Customs: το τελωνείο
- dry cleaner's; dry cleaning: το καθαριστήριο, το στεγνό καθάρισμα
- emergency exit: η έξοδος κινδύνου
- fast train: η ταχεία αμαξοστοιχία
- fire exit: η έξοδος κινδύνου
- fireworks: τα πυροτεχνήματα
- fountain: το συντριβάνι
- hall (reception, waiting, etc): η αίθουσα (υποδοχής, αναμονής κ.τ.λ.)
- helicopter: το ελικόπτερο
- hospitality: η φιλοξενία
- hypermarket: η υπεραγορά
- ironmonger's/hardware shop: το κατάστημα σιδηρικών
- launderette: το πλυντήριο (κοινής χρήσης)
- (level) pedestrian crossing: η διάβαση πεζών
- no entry: απαγορεύεται η είσοδος
- no parking: απαγορεύεται η στάθμευση
- noise: ο θόρυβος
- (to) overtake: προσπερνώ (οδήγηση)
- package holiday: το πακέτο διακοπών
- park; green space: το πάρκο, το πράσινο
- passport: το διαβατήριο
- passport control: ο έλεγχος διαβατηρίων
- police: η αστυνομία
- policeman: ο αστυνομικός
- registration/booking: η εγγραφή / η κράτηση
- run over (traffic accident): πατώ, χτυπώ (τροχαίο ατύχημα)
- rush hour: η ώρα αιχμής
- savings bank: το ταμιευτήριο
- seaside resort: το παραθαλάσσιο θέρετρο
- seat belt: η ζώνη ασφαλείας
- sound: ο ήχος
- speed: η ταχύτητα
- speed limit: το όριο ταχύτητας
- summer: το καλοκαίρι
- summer cinema: το θερινό σινεμά
- summer holiday: οι θερινές/καλοκαιρινές διακοπές
**Higher tier (cont)**

- surrounding area, vicinity: ο περιβάλλον χώρος, η γύρω περιοχή
- to put someone up: φιλοξενώ
- to take place: συμβάινω, γίνομαι
- to stay (for a holiday): μένω, διαμένω (για διακοπές)
- toll: τα διόδια
- (to) validate a ticket (e.g. train, tram): επικυρώνω/θεωρώ ένα εισιτήριο (π.χ. σε τρένο, τραμ)
- winter/skiing holiday: οι χειμωνιάτικες (χειμερινές) διακοπές / διακοπές σκι
- vehicle: το όχημα
- zoo: ο ζωολογικός τύπος

**Phrases associated with weather**

**Foundation tier**

- bad (weather): κακός/άσχημος καιρός/ η κακοκαιρία
- bright (day): λαμπερή/φωτεινή μέρα
- climate: το κλίμα
- cloudy: συννεφιασμένος, νεφελώδης
- cold: κρύος, το κρύο
- degree (temperature): ο βαθμός (θερμοκρασία)
- dry: στεγνός, ξηρός
- heat: η θερμότητα/ η ζέστη
- highest temperature: η πιο υψηλή θερμοκρασία
- in the east: στην ανατολή, στα ανατολικά
- in the north: στα βόρεια, στο βόρρα
- in the south: στα νότια, στο νότο
- in the west: στη δύση, στα δυτικά
- it is freezing: κάνει/έχει παγωνιά
- it is raining: βρέχει
- it is snowing: χιονίζει
- it is thundering: βροντάει
- it is windy: φυσάει/έχει αέρα
- lightning: η αστράφτει
- lowest temperature: η πιο χαμηλή θερμοκρασία
- nice (weather): όμοιος (καιρός)
- overcast: συννεφιασμένος, νεφελώδης
- rain: το χιόνι
- season: η θερμοκρασία
- sky: ο ήλιος
- snow: το χιόνι
- storm: η καταιγίδα
- sun: ο ήλιος
- sunny: ηλιόλουστος
- the sun is shining: ο ήλιος λάμπει
- to freeze: παγώνω, ξεπαγιάζω
- to rain: βρέχει
- to shine: λάμπω
- to snow: χιονίζει
- weather: ο καιρός
- weather report: το δελτίο καιρού
- wind: ο άνεμος/ο αέρας
**Higher tier**

average temperature  
changeable  
hail  
high temperature  
low temperature  
rainy  
showers  
stormy  
thunder  
to brighten up  
to hail  
weather forecast

η μέση θερμοκρασία  
μεταβλητός (καιρός)  
το χαλάζι  
υψηλή θερμοκρασία  
χαμηλή θερμοκρασία  
βροχερός  
η μπόρα (βροχή)  
θυελλώδης  
(ο καιρός) ανοίγει  
ρίχνει χαλάζι  
το δελτίο καιρού

**Asking for directions**

are you going on foot/in a car?  
at the traffic lights  
to continue  
cross (over)  
directions  
to go straight on  
high street/main street  
how do I get to?  
it is 100 metres away  
it is next to  
it is opposite  
it is very close/far  
side street  
take the first road on the left  
turn left  
turn right

πας με τα πόδια / με το αυτοκίνητο;  
στα φανάρια  
συνεχίζω  
διασχίζω, περνώ απέναντι/το δρόμο  
οι οδηγίες/οι κατευθύνσεις  
πηγαίνω ευθεία  
εμπορικός/κεντρικός δρόμος πόλης  
πώς θα πάω στο;  
είναι 100 μέτρα μακριά, απέχει 100 μέτρα  
είναι δίπλα  
είναι απέναντι  
είναι πολύ κοντά/μακριά  
το στενό  
στρίψτε στον πρώτο δρόμο αριστερά  
στρίψτε αριστερά  
στρίψτε δεξιά

**Dealing with problems**

**Foundation tier**

address  
advertisement  
bill (invoice)  
breakdown  
broken  
colour  
complaint  
complaints (department)  
correct number  
customer  
customer service  
damage  
delivery  
email address  
faulty  
form

η διεύθυνση  
η διαφήμιση  
ο λογαριασμός (το τιμολόγιο)  
η βλάβη  
χαλασμένος, σπασμένος  
το χρώμα  
το παράπονο, η ενόχληση/ η δυσφορία, η καταγγελία  
η υπηρεσία παραπόνων  
ο σωστός αριθμός  
ο πελάτης  
η εξυπηρέτηση πελατών  
η ζημιά, η βλάβη  
η παράδοση (σε παραλήπτη)  
η διεύθυνση e-mail, η διεύθυνση ηλεκτρονικού  
ταχυδρομείου  
ελαττωματικός  
το έντυπο (αίτησης), η μορφή
**Foundation tier (cont)**

- guarantee
- mistake
- mistake/fault
- payment method
- possibility
- purse
- quantity
- receipt
- reduction
- repair
- replacement (part)
- size
- theft; robbery
- to complain
- to deal with problems
- to deliver
- to exchange
- to guarantee
- to kick up a fuss/make noise
- to pay
- to repair
- to replace
- telephone number
- to work, function
- turn (my)
- waiting time
- wallet
- wrong number

**Higher tier**

- ambition/aspiration
- compensation
- instructions for use
- insurance
- progress, improvement
- to bring back; take back
- to return/give back/change
- to insure

**School**

**Foundation tier**

- A levels exams (equivalent)
- Ancient Greek
- achievement, performance
- answer
- answer to a problem/of an exercise
- art
- attendance register
- author/writer
- average
- award/prize
- beyond the classroom

- η εγγύηση
- το λάθος
- το λάθος/το σφάλμα
- η μέθοδος πληρωμής
- η πιθανότητα
- το πορτοφόλι
- η ποσότητα
- η απόδειξη, η παραλαβή
- η μείωση
- το ανταλλακτικό
- το μέγεθος
- η κλοπή, η ληστεία
- παραπονιέμαι
- αντιμετωπίζω τα προβλήματα
- παραδίνω/παραδίδω
- ανταλλάσσω
- εγγυώμαι
- κάνω φασαρία
- πληρώνω
- επισκευάζω
- αντικαθιστώ
- ο αριθμός τηλεφώνου
- εργάζομαι, λειτουργώ
- η σειρά (μου)
- ο χρόνος αναμονής
- το πορτοφόλι
- ο λάθος αριθμός

- ο στόχος/η φιλοδοξία
- η αποζημίωση
- οι οδηγίες χρήσης
- η ασφάλιση/η ασφάλεια
- η πρόοδος, η βελτίωση
- δίνω πίσω, παίρνω πίσω
- επιστρέφω / δίνω πίσω/αλλάξω

- οι Πανελλήνιες εξετάσεις/οι Πανελλαδικές εξετάσεις
- τα Αρχαία Ελληνικά
- το επίτευγμα, η επίδοση, η απόδοση
- η απάντηση
- η λύση (ενός προβλήματος, μιας άσκησης)
- η τέχνη, οι εικαστικές τέχνες, τα καλλιτεχνικά
- το απουσιολόγιο
- ο συγγραφέας
- μέτριος/μέτρια
- το βραβείο
- εκτός σχολείου
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
class test, assessment
dictionary
daily routine
drama
drama group, acting group
drawing
dt (design technology)
education
english
event
examination
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
Foundation tier (cont)

inadequate
half-term
(school) holidays
homework
ICT
Greek
kindergarten, nursery school
knowledge
laboratory
latin
lazy
lesson
leaving certificate
library
line/row
literature
lunch break
Lower Secondary school
mark, grade
maths
medal (gold, silver, bronze)
media studies
mixed
nonsense
note, slip of paper
novel
oral
pad of paper
page
PE
PE teacher / sports instructor
pen, ballpoint pen
pencil
pencil case
physics
plan/project
playground (school)
poetry
preschool/daycare nursery
present (in school)
primary school
private school
progress
projector
personal and social education (PSE)
pupil
qualification
question
rehearsal
religion, Religious Studies
representative
result
rubber
rule

κάκιστα
οι σχολικές διακοπές στη μέση κάθε τριμήνου
(Ηνωμένο Βασίλειο)
(σχολικές) διακοπές
η εργασία για το σπίτι, το διάβασμα (κατ’ οίκον
εργασία)
η Πληροφορική
tα Ελληνικά
tο νηπιαγωγείο
η γνώση
tο εργαστήριο
tα Λατινικά
tεμπέλης
tο μάθημα
tο απολυτήριο
η βιβλιοθήκη
η σειρά
η Λογοτεχνία
tο διάλειμμα για μεσημεριανό
tο γυμνάσιο
ο βαθμός
tα Μαθηματικά
tο μετάλλιο (χρυσό, αργυρό/ασημένιο, χάλκινο)
oi σπουδές στα μέσα μαζικής ενημέρωσης
μεικτός
η βλακεία
tο σημείωμα
tο μυθιστόρημα
προφορικός
tο σημειωματάριο
η σελίδα
η Φυσική Αγωγή, η Γυμναστική
ο γυμναστής / ο προπονητής
tο στυλό
tο μολύβι
η μουσικήτα, η κασετίνα
η Φυσική
η σχέδιο, το σχεδιάγραμμα/ η εργασία, η μελέτη, το
πρότζεκτ
η αυλή, το προαύλιο
η ποίηση
ο παιδικός σταθμός, ο βρεφονηπιακός σταθμός
παρών (στο σχολείο)
tο δημοτικό σχολείο
tο ιδιωτικό σχολείο
η πρόοδος
ο προβολέας
η προσωπική και η κοινωνική εκπαίδευση (PSE)
o μαθήτης, η μαθήτρια
ο τίτλος (σπουδών), το προσό
η ερώτηση
η πρόβα
η θρησκεία, τα Θρησκευτικά
ο αντιπρόσωπος
tο αποτέλεσμα
η αβδήτρα
ο κανόνας
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English Term</th>
<th>Greek Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruler</td>
<td>ο χάρακας</td>
</tr>
<tr>
<td>secondary school</td>
<td>το σχολείο δευτεροβάθμιας εκπαίδευσης, το γυμνάσιο και το λύκειο</td>
</tr>
<tr>
<td>school</td>
<td>το σχολείο/σχολικός</td>
</tr>
<tr>
<td>school activity</td>
<td>η σχολική δραστηριότητα</td>
</tr>
<tr>
<td>school bag</td>
<td>η σχολική τσάντα</td>
</tr>
<tr>
<td>school bell</td>
<td>το κουδούνι</td>
</tr>
<tr>
<td>school book</td>
<td>το σχολικό βιβλίο</td>
</tr>
<tr>
<td>school bus</td>
<td>το σχολικό λεωφορείο</td>
</tr>
<tr>
<td>school day</td>
<td>η σχολική ημέρα</td>
</tr>
<tr>
<td>school exchange</td>
<td>το πρόγραμμα ανταλλαγής μαθητών</td>
</tr>
<tr>
<td>school group/party</td>
<td>η σχολική ομάδα</td>
</tr>
<tr>
<td>school hall</td>
<td>η σχολική αίθουσα (για εκδηλώσεις)</td>
</tr>
<tr>
<td>school leaving certificate</td>
<td>ο σχολικός φύλακας, ο επιστάτης</td>
</tr>
<tr>
<td>school newspaper</td>
<td>το απολυτήριο λυκείου</td>
</tr>
<tr>
<td>school office</td>
<td>η σχολική εφημερίδα</td>
</tr>
<tr>
<td>school play</td>
<td>το γραφείο</td>
</tr>
<tr>
<td>school report/certificate</td>
<td>η σχολική παράσταση</td>
</tr>
<tr>
<td>school trip (e.g. one day trip, 5 day trip, educational)</td>
<td>ο σχολικός έλεγχο, το ενδεικτικό/το απολυτήριο σχεδίου ή πενθήμερη εκδρομή (η πενταήμερη, εκπαιδευτική εκδρομή)</td>
</tr>
<tr>
<td>school year</td>
<td>η σχολική χρονιά</td>
</tr>
<tr>
<td>sciences (school subject)</td>
<td>οι θετικές επιστήμες (η Φυσική, η Χημεία, η Βιολογία)</td>
</tr>
<tr>
<td>science</td>
<td>η επιστήμη</td>
</tr>
<tr>
<td>scientist</td>
<td>ο, η επιστήμονα</td>
</tr>
<tr>
<td>scissors</td>
<td>το ψαλίδι</td>
</tr>
<tr>
<td>script</td>
<td>το κείμενο/το γραπτό</td>
</tr>
<tr>
<td>serious (hardworking)</td>
<td>σοβαρός (εργατικός)</td>
</tr>
<tr>
<td>semester</td>
<td>το ακαδημαϊκό εξάμηνο</td>
</tr>
<tr>
<td>sharpener</td>
<td>η έξυπνα</td>
</tr>
<tr>
<td>sixth form</td>
<td>οι δύο τελευταίες τάξεις του λυκείου στο Ηνωμένο Βασίλειο, δευτέρα και τρίτη λυκείου στην Ελλάδα τα Ισπανικά</td>
</tr>
<tr>
<td>Spanish</td>
<td>το γήπεδο</td>
</tr>
<tr>
<td>sports field</td>
<td>το αθλητικό κέντρο, το γυμναστήριο</td>
</tr>
<tr>
<td>sports hall, gym</td>
<td>η αίθουσα καθηγητών</td>
</tr>
<tr>
<td>staff room</td>
<td>δημόσιο</td>
</tr>
<tr>
<td>state</td>
<td>το δημόσιο σχολείο</td>
</tr>
<tr>
<td>state school</td>
<td>αυστηρός</td>
</tr>
<tr>
<td>strict</td>
<td>καλός σε (κάποιο μάθημα)</td>
</tr>
<tr>
<td>strong, good at (subject)</td>
<td>ο μαθητής, η μαθήτρια</td>
</tr>
<tr>
<td>student (school)</td>
<td>ο φοιτητής, η φοιτήτρια</td>
</tr>
<tr>
<td>student (university)</td>
<td>το μαθητικό συμβούλιο</td>
</tr>
<tr>
<td>student council</td>
<td>το μάθημα/το θέμα/το αντικείμενο</td>
</tr>
<tr>
<td>subject</td>
<td>η επιτυχία</td>
</tr>
<tr>
<td>success</td>
<td>επιτυχημένος</td>
</tr>
<tr>
<td>successful</td>
<td>οι καλοκαιρινές/οι θερινές διακοπές</td>
</tr>
<tr>
<td>summer holidays</td>
<td>ο αναπληρωτής δάσκαλος</td>
</tr>
<tr>
<td>supply teacher; cover teacher</td>
<td>η ομάδα</td>
</tr>
<tr>
<td>team</td>
<td>η τεχνολογία</td>
</tr>
<tr>
<td>technology</td>
<td>το τρίμηνο</td>
</tr>
<tr>
<td>term (part of the school year)</td>
<td>ο όρος</td>
</tr>
<tr>
<td>term (terminology)</td>
<td>η δοκιμή, το τεστ</td>
</tr>
<tr>
<td>test</td>
<td>το βιβλίο/το εγχειρίδιο (π.χ. των Μαθηματικών)</td>
</tr>
<tr>
<td>textbook (e.g. Maths book)</td>
<td>η γραβάτα, η ισοπαλία (σε αγώνα)</td>
</tr>
<tr>
<td>tie</td>
<td>το ωρολόγιο πρόγραμμα (μαθημάτων)</td>
</tr>
</tbody>
</table>
to answer
to attend school
to calculate
to carry on
to copy
to correct
to discuss

to do my homework
to draw
to explain
to fail (an exam)
to fill out/fill in/complete
to learn
to pass (exam)
to pay attention; to be careful
to practise
to read
to repeat
to repeat a year
to revise
to ring the bell (school)
to sing
to sit an exam
to study
to take the attendance register
to teach
to translate
to understand
to work hard

training (education)
training (sport)
translation
unfair
uniform
university
Upper Secondary school
vocational school; technical college
weak, bad at (subject)
willing
written
work experience
worksheet

απαντώ
πηγαίνω σχολείο
υπολογίζω
συνεχίζω
αντιγράφω
dιορθώνω
συζητώ, κάνω συζήτηση
διαβάζω/κάνω τα μαθήματα μου ή τη δουλειά για το σχολείο
ζωγραφίζω, σχεδιάζω
εξηγώ
αποτυγχάνω (κόβομαι)
συμπληρώνω
μαθαίνω
περνώ (εξετάσεις)
προσέχω, δίνω προσοχή, είμαι προσεκτικός
εξασκούμαι/εξασκώ
παίρνω παρουσίες
μελετώ/σπουδάζω
διδάσκω
εργάζομαι σκληρά
τραγουδώ
δίνω εξετάσεις
πάντωσα
εργασιακή εμπειρία
η εκπαίδευση, η επιμόρφωση, το επιμορφωτικό σεμινάριο
η προπόνηση
αθέμιτος, άδικος
πρόθυμος
tο πανεπιστήμιο
το λύκειο
η επαγγελματική σχολή, το τεχνικό λύκειο
καλός σε (κάποιο μάθημα)

A’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
B’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
Γ’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
Δ’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
Ε’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
ΣΤ’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
Ζ’ τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
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

απών
η αγωνία/ η ανησυχία/ το άγχος
to oikotrofeio (σχολείο)
oi epixeirhmatikes spoudes
to apousioligio
basikó/upoxreugikó máthma
epimeleí, melëptëorí
η neîðarxia
apostuyghánw
ta Oikonomikí/Oi Oikonomikíes Epistímites
η ékthesí
eurwpaikós/paneurwpaikós
η apoðoli
oi telekís eixeástaseí
epexikí
proikísménos
apóforítis
ta akoustiták
Oikiasê Oikonomìa
to meláni
dieðhí
o nómos
η suvántisí, η suxítheí
etnikós/paenellíngios
aparáíttitís
to proaírettikó máthima / to máthima epiologyís
evmerwrtikí sygkëntrwsh yngewn
η ðídeia
η péísa
η príforá
η apoðia, η éróptisí, η érótima
o éléghchos, η anaforá
η scholikí (Þrówni) sygkëntrwsh/η proseúxh
η Koinwninionlogía
oi spoudës
o epíthpètìcs, η epíthpèrtiá
sympoxwó
akurwntisai (máthima)
apobállw énavn máthítí
mpaínw timwria/ me vàzoun timwria
kratw epafí/diastrw epafí
betaíanw (this gnavseis / tis deziòtíteis mu)
kratw, diarckw
pegnainw/penrw sthn epómeni táxh / ëtos
propréw
kánw kópana
gráfw (orðhgráfwia)
didásakw
to ekpædeutikó këntro
to õasímio xromón
pagnósìmos
η yraptí timwria
## Future aspirations, study and work

### Foundation tier

<table>
<thead>
<tr>
<th>Term</th>
<th>Greek Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor, actress</td>
<td>ο, η ηθοποιός</td>
</tr>
<tr>
<td>accountant</td>
<td>ο λογιστής, η λογίστρια</td>
</tr>
<tr>
<td>advertisement</td>
<td>η διαφήμιση, η αγγελία</td>
</tr>
<tr>
<td>air hostess/air steward</td>
<td>ο, η αεροσυνοδός</td>
</tr>
<tr>
<td>answerphone</td>
<td>ο αυτόματος τηλεφωνητής</td>
</tr>
<tr>
<td>application</td>
<td>η αίτηση</td>
</tr>
<tr>
<td>appointment</td>
<td>το ραντεβού</td>
</tr>
<tr>
<td>architect</td>
<td>ο αρχιτέκτονας</td>
</tr>
<tr>
<td>artist</td>
<td>ο, η καλλιτέχνης</td>
</tr>
<tr>
<td>badly paid</td>
<td>κακοπληρωμένος</td>
</tr>
<tr>
<td>baker</td>
<td>ο αρτοποιός, ο φούρναρης</td>
</tr>
<tr>
<td>boss</td>
<td>το αερντικό, ο προϊστάμενος</td>
</tr>
<tr>
<td>builder</td>
<td>ο οικοδόμος, ο χτίστης</td>
</tr>
<tr>
<td>business/shop</td>
<td>η επιχείρηση/το κατάστημα</td>
</tr>
<tr>
<td>businessman, bussineswoman</td>
<td>ο, η επιχειρηματίας</td>
</tr>
<tr>
<td>busy</td>
<td>απασχολημένος</td>
</tr>
<tr>
<td>butcher</td>
<td>ο κρεοπώλης, ο χασάπης</td>
</tr>
<tr>
<td>candidate</td>
<td>ο υποψήφιος, η υποψήφια</td>
</tr>
<tr>
<td>career</td>
<td>η καριέρα, η σταδιοδρομία</td>
</tr>
<tr>
<td>cashier</td>
<td>ο ταμίας</td>
</tr>
<tr>
<td>charity</td>
<td>η φιλανθρωπία, η φιλανθρωπική οργάνωση</td>
</tr>
<tr>
<td>civil servant</td>
<td>ο, η δημόσιος υπάλληλος</td>
</tr>
<tr>
<td>coffee (tea/lunch) break</td>
<td>το διάλειμμα για καφέ (τσάι/μεσημεριανό)</td>
</tr>
<tr>
<td>colleague</td>
<td>ο, η συνάδελφος</td>
</tr>
<tr>
<td>communication</td>
<td>η επικοινωνία</td>
</tr>
<tr>
<td>company</td>
<td>η εταιρεία</td>
</tr>
<tr>
<td>computer science</td>
<td>η Πληροφορική</td>
</tr>
<tr>
<td>computer scientist</td>
<td>ο επιστήμονας πληροφορικής</td>
</tr>
<tr>
<td>conference</td>
<td>το συνέδριο, η σύσκεψη, η διάσκεψη</td>
</tr>
<tr>
<td>cook/chef</td>
<td>ο μάγειρας, η μαγείρισσα/ ο, η σεφ</td>
</tr>
<tr>
<td>CV</td>
<td>το βιογραφικό ημείσμα</td>
</tr>
<tr>
<td>(a) day’s leave</td>
<td>η ημερήσια άδεια/ μια μέρα άδεια</td>
</tr>
<tr>
<td>dentist</td>
<td>ο, η οδοντιάτρος</td>
</tr>
<tr>
<td>designer</td>
<td>ο σχεδιαστής/η σχεδιάστρια</td>
</tr>
<tr>
<td>doctor</td>
<td>ο, η γιατρός</td>
</tr>
<tr>
<td>dream</td>
<td>το όνειρο</td>
</tr>
<tr>
<td>driver</td>
<td>ο, η οδηγός</td>
</tr>
<tr>
<td>educational</td>
<td>ο, η εκπαιδευτικός</td>
</tr>
<tr>
<td>electrician</td>
<td>ο ηλεκτρολόγος</td>
</tr>
<tr>
<td>(bank) employee</td>
<td>ο, η υπάλληλος (τράπεζας)</td>
</tr>
<tr>
<td>employer</td>
<td>ο εργοδότης, η εργοδότρια</td>
</tr>
<tr>
<td>employment</td>
<td>η εργασία</td>
</tr>
<tr>
<td>engineer</td>
<td>ο, η μηχανικός</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>ο ενθουσιασμός</td>
</tr>
<tr>
<td>experience</td>
<td>η εμπειρία/η πείρα</td>
</tr>
<tr>
<td>experienced</td>
<td>έμπειρος</td>
</tr>
<tr>
<td>factory</td>
<td>το εργοστάσιο</td>
</tr>
<tr>
<td>farmer</td>
<td>ο γεωργός</td>
</tr>
<tr>
<td>fashion</td>
<td>η μόδα</td>
</tr>
<tr>
<td>file</td>
<td>ο φάκελος, το αρχείο</td>
</tr>
<tr>
<td>fireman</td>
<td>ο πυροσβέστης</td>
</tr>
<tr>
<td>florist(s)</td>
<td>ο, η ανθοπωλής ( το ανθοπωλείο)</td>
</tr>
<tr>
<td>folder</td>
<td>ο φάκελος, το ντοσιέ</td>
</tr>
<tr>
<td>form</td>
<td>το έντυπο/η αίτηση</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

full time
future
gardener
hours of work
impression
interview (job)
interview (TV or magazine)
instructor
job, post, position
job, profession, occupation
job advert
journalist
language
lawyer
leaving certificate
letter
letterbox
lunch break
manager
marketing
mechanic
meeting
message
mistake
mouse
musician
nurse
opportunity
owner
painter
paper
part time
pay
per hour
pharmacist
pilot
plan, project
planned
plumber
poet
police officer
post/post office
postman
presenter
qualified
rep, sales representative
result
salary
sales
sales assistant
screen
secretary
sewing, tailoring
shop
situation wanted
skills

η πλήρης απασχόληση
to the future
ο κηπουρός
οι εργάσιμες ώρες
η εντύπωση
η συνέντευξη (για εργασία)
η συνέντευξη (για τηλεόραση ή περιοδικό)
o δάσκαλος, η δασκάλα
η θέση εργασίας
η δουλειά, η εργασία, το επάγγελμα, η απασχόληση
η αγγελία θέσεων εργασίας
ο, η δημοσιογράφος
η γλώσσα
ο, η δικηγόρος
to the apoluthério
το γράμμα, η επιστολή
to the grama, epistolē
το γραμματικοβιβθό
to the meseimeriando diáleimma
ο διευθυντής, η διευθύντρια
to the mārketinng
ο μηχανικός (auctokinētwn)
to the sündntēση
το μήνυμα
το λάθος
το ποντίκι
ο, η μουσικός
η νοσοκόμα
η ευκαιρία
ο ιδιοκτήτης, η ιδιοκτήτρια
ο, η ζωγράφος
to the charth
η μερική απασχόληση
η πληρωμή
to ana, tēn òra
ο, η φαρμακοποιός
ο, η πιλότος
to the schēdio, η εργασία, το πρότζεκτ
σχεδιασμένος
ο υδραυλικός
ο ποιητής, η ποιήτρια
ο, η αστυνομικός
to the tachydromio
ο ταχυδρόμος
ο παρουσιαστής, η παρουσιάστρια
με προσόντα, αρμόδιος
ο, η αντιπρόσωπος/ ο, η αντιπρόσωπος πωλήσεων
to the apotēlēσma
ο μισθός
οι πωλήσεις
ο πωλητής, η πωλήτρια
η οθόνη
ο, η γραμματέα
to to rāψiμa, raptikē
το μαγαζί, το κατάστημα
ζητείται εργασία
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)

η 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
tο τηλεφώνημα
οι όροι απασχόλησης
κάνω αίτηση για θέση εργασίας
dιορίζω
αποφασίζω
παρακολουθώ μαθήματα
dουλεύω περιστασιακά
βγάζω, κερδίζω
συμπληρώνω ένα έντυπο
αρχειοθετώ
απολύω
κλείνω το τηλέφωνο
οργανώνω
πληρώνω
exασκούμαι
προπληρώνω
ekτυπώνω
στέλνω
μελετώ, σπουδάζω
πληρωμός
η εκπαίδευση, η επιμόρφωση, η πρακτική
to ταξιδιωτικό πρακτορείο, το γραφείο ταξιδιών
η ανεργία
tο πανεπιστήμιο
εθελοντικά, χωρίς αμοιβή
ο εθελοντής, η εθελόντρια
ο εθελοντισμός
ο αερβιτόρος/η αερβιτόρα
η ιστοσελίδα
καλοπληρωμένος
η εργασία, η δουλειά
η προύπηρεσια, η εργασιακή εμπειρία, η
επαγγελματική πείρα
ο εργάτης, η εργάτρια

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

author ο, η συγγραφέας
charity sale (e.g. bake sale) η αγορά για φιλανθρωπικό σκοπό (π.χ. πώληση αρτοσκευασμάτων)
contract το συμβόλαιο
data base η βάση δεδομένων
equality εσώκλειστος
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
in aid of υπέρ, προς όφελος
internship η πρακτική (εξάσκηση)
job advert; vacancy η αγγελία εργασίας, η κενή θέση εργασίας
job; position η θέση εργασίας
job centre το κέντρο/γραφείο εύρεσης εργασίας
key (on keyboard) το πλήκτρο (στο πληκτρολόγιο)
keyboard το 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
profession, job, occupation το επάγγελμα (που χρειάζεται εξειδίκευση, π.χ. γιατρός), δουλειά/εργασία, η απασχόληση
programmer ο προγραμματιστής, η προγραμματίστρια
promotion prospects οι προοπτικές προαγωγής
qualified αρμόδιος, καταρτισμένος, εξειδικευμένος
school education η σχολική εκπαίδευση
sift work η βάρδια
situationς vacant οι κενές θέσεις εργασίας
study (noun) η μελέτη, η έρευνα
success η επιτυχία
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, η άνεργος, η άνεργη
vet 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

access
activity
advantages/disadvantages
advertising campaign
admission
animal
athlete
athletics
atmosphere
being green
benefit
campaign (e.g. against smoking, cancer)
cancer
championship
charity
coal
community
concert
country
demonstration
disaster
doctors without borders
drinking water
drought
earth
ecology
electricity
energy; power
environment
environmental
environmental issues
European championship
factory
(music) festival
fires (e.g. forest)
flood; flooding
for/against
(rain)forest
free (entry)
gas
global dimension
global; world wide
good cause
homeless
hunger
hurricane
information leaflet
international
lack (of)
lake
match (football)
migrant
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain</td>
<td>το βουνό, το όρος</td>
</tr>
<tr>
<td>music event</td>
<td>η μουσική εκδήλωση</td>
</tr>
<tr>
<td>music group/band</td>
<td>το μουσικό συγκρότημα</td>
</tr>
<tr>
<td>natural disaster</td>
<td>η φυσική καταστροφή</td>
</tr>
<tr>
<td>natural resources</td>
<td>οι φυσικοί πόροι</td>
</tr>
<tr>
<td>nature</td>
<td>η φύση</td>
</tr>
<tr>
<td>ocean</td>
<td>ο οкеανός</td>
</tr>
<tr>
<td>oil</td>
<td>το πετρέλαιο</td>
</tr>
<tr>
<td>Olympic games</td>
<td>οι Ολυμπιακοί αγώνες</td>
</tr>
<tr>
<td>organisation</td>
<td>ο οργανισμός/η οργάνωση</td>
</tr>
<tr>
<td>outcome</td>
<td>το αποτέλεσμα</td>
</tr>
<tr>
<td>people</td>
<td>οι άνθρωποι/ο λαός</td>
</tr>
<tr>
<td>planet</td>
<td>ο πλανήτης</td>
</tr>
<tr>
<td>pollution</td>
<td>η ρύπανση</td>
</tr>
<tr>
<td>poverty</td>
<td>η φτώχεια</td>
</tr>
<tr>
<td>protection</td>
<td>η προστασία</td>
</tr>
<tr>
<td>protest</td>
<td>η διαμαρτυρία</td>
</tr>
<tr>
<td>quality</td>
<td>η ποιότητα</td>
</tr>
<tr>
<td>race</td>
<td>ο αγώνας</td>
</tr>
<tr>
<td>recycling</td>
<td>η ανακύκλωση</td>
</tr>
<tr>
<td>recycling bin</td>
<td>ο κάδος ανακύκλωσης</td>
</tr>
<tr>
<td>refugee</td>
<td>ο, η πρόσφυγας</td>
</tr>
<tr>
<td>river</td>
<td>τα σκουπιδιά</td>
</tr>
<tr>
<td>rubber</td>
<td>ο ποταμός, το ποτάμι</td>
</tr>
<tr>
<td>singer</td>
<td>το τραγούδι</td>
</tr>
<tr>
<td>smoking</td>
<td>η καπνίσματος, η καπνίστρια</td>
</tr>
<tr>
<td>society</td>
<td>η κοινωνία</td>
</tr>
<tr>
<td>song</td>
<td>το τραγούδι</td>
</tr>
<tr>
<td>sport</td>
<td>το αθλητισμό/ τα αθλητικές διοργανώσεις</td>
</tr>
<tr>
<td>sport events</td>
<td>οι αθλητικές εκδηλώσεις, οι αθλητικές διοργανώσεις</td>
</tr>
<tr>
<td>sports fan</td>
<td>ο, η φίλαθλος</td>
</tr>
<tr>
<td>sports ground</td>
<td>το γήπεδο</td>
</tr>
<tr>
<td>to breathe</td>
<td>αναπνέω</td>
</tr>
<tr>
<td>to clean</td>
<td>καθαρίζω</td>
</tr>
<tr>
<td>to die</td>
<td>πεθάνω</td>
</tr>
<tr>
<td>to distribute</td>
<td>μοιράζω</td>
</tr>
<tr>
<td>to live</td>
<td>ζω</td>
</tr>
<tr>
<td>to pick up (rubbish)</td>
<td>μαζεύω</td>
</tr>
<tr>
<td>to pollute</td>
<td>ρυπαίνω</td>
</tr>
<tr>
<td>to protect</td>
<td>προστατεύω</td>
</tr>
<tr>
<td>to protest</td>
<td>διαμαρτύρομαι</td>
</tr>
<tr>
<td>to recycle</td>
<td>ανακυκλώνω</td>
</tr>
<tr>
<td>to save (water)</td>
<td>εξοικονομώ (νερό)</td>
</tr>
<tr>
<td>to smoke</td>
<td>καπνίζω</td>
</tr>
<tr>
<td>to support</td>
<td>υποστηρίζω</td>
</tr>
<tr>
<td>tree</td>
<td>το δέντρο</td>
</tr>
<tr>
<td>war</td>
<td>ο πόλεμος</td>
</tr>
<tr>
<td>world</td>
<td>το κόσμος /παγκόσμιο</td>
</tr>
<tr>
<td>world cup (football)</td>
<td>το παγκόσμιο κύπελλο (ποδόσφαιρο)</td>
</tr>
</tbody>
</table>
Higher tier
climate (adjective) κλιματικός (επίθετο)
danger ο κίνδυνος
disability η αναπηρία
earthquake ο σεισμός
derisk of survival; peoples’ rights τα δικαιώματα του ανθρώπου, τα ανθρώπινα δικαιώματα
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
race 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
value to benefit ωφελώ, ωφελούμαι, επωφελούμαι
value to cause/to provoke προκαλώ
value to contribute συμβάλλω/συνεισφέρω
value to disappear εξαφανίζομαι
value to harm μολύνω
value to lack στερούμαι, δεν έχω, λείπει
value to save; to keep safe σώζω, διατηρώ ασφάλεις
value to sort/separate (e.g. rubbish) ταξινομώ/ξεχωρίζω (π.χ. σκουπίδια)
value to stay in contact διατηρώ επαφή
value to survive επιβιώνω
value to threaten απειλώ
value unfortunate; needy ατυχής, δυστυχής / φτωχός, άπορος
value volcano το ηφαίστειο
value waste τα απόβλητα εργοστασίων
value 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.

[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)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
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.

## 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>
</tbody>
</table>
| Paper codes                         | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1GK0/01  
Paper 2: 1GK0/02  
Paper 3: 1GK0/03  
Paper 4: 1GK0/04 |

About Pearson

We are the world’s leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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