

## MGKL 101A | Accelerated Beginning Modern Greek I

### Course Description

Elementary Modern Greek for beginners with a background in Ancient Greek or students of Greek descent with some knowledge of the language. The primary aim of this course is to enable students: a) to communicate in the language and handle basic daily life situations; b) to read in the language; c) to acquire daily vocabulary and basic grammatical structures, and d) to write simple letters and brief notes.

This course focuses on developing students' oral language proficiency through different activities and daily life interactions inside and outside the classroom (e.g. role-playing, skits, film clips, internet searches, advertisements, signs, graffiti, games, songs, neighborhood walks, treasure hunt, interactions with locals, group projects, short presentations etc.)

Through different aspects of language practice, as well as etymological, historical, and cultural information that complement language instruction, students become familiar with the various facets of Modern Greek culture and society, so that they can move comfortably and sensitively within the host society and become an integrated part of it.

### Learning Goals

- Know enough Greek to live among Greeks without feeling linguistically isolated
- Read and understand signs, labels, announcements, and easy texts
- Listen, understand, speak, and participate in daily life
- Be able to engage in basic everyday conversations with a Greek, while applying the proper cultural sensitivities relevant to the local society
- Acquire a basic knowledge and understanding of Greek history, current events, and culture
- Move comfortably and sensitively in the host society

### Course outcomes

By the end of the course, students will be able to:

- Introduce and give information about themselves
- Describe their family and friends
- Express likes and dislikes
- Order in a café and a restaurant
- Buy things at a kiosk or other small shops
- Ask for the bill, pay, and get the change
- Buy clothes and other items
- Buy fruits, vegetables, meat, fish, and groceries
- Ask for and understand basic directions
- Make reservations, ask for a hotel room, buy a ticket and ask for information about places to travel
- Describe their daily routine, the weather, and circumstances around time
- Call/Talk with friends and make plans for the evening or holidays
- Handle daily interactions and make simple descriptions in present, past, and future

The above follow the [guidelines of the Common European Framework of References for Languages \(Council of Europe, 2020\)](https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4)

(<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>)

In the MGKL 101, accelerated section, students acquire the A1 and most of the A2 level requirements.

### Teaching approach and expectations

Studying the language while living in the country and starting from scratch with an unfamiliar language is a very different process than what most students have experienced back home. It is an eye-opener, if students remain open-minded and curious as they embark in this journey that we undertake together.

This class provides a protected environment and comfortable classroom atmosphere so students can feel confident and safe to practice in the language and express their opinions and views. The teaching style is interactive which means no

lecturing, more participation, group work, sharing, and practice. The purpose of this course is to use Athens as an extended classroom.

### Textbooks, course materials & other resources

#### Required textbooks

1. Triantafyllidou, L., Kokkinidou, M., Takouda, Ch., Sehidou, I. & Stavrianaki, K. (2021) *Ελληνικά στο Πι και Φι 1 (Ellinika sto Pi kai Fi 1 = Modern Greek in no time)*. Athens: Gutenberg.
2. Triantafyllidou, L. & Anagnostopoloulou, A. (2011). *Λοιπόν, τι λες; (Lipon, ti les? = So what do you say? (Companion book)*. Athens: Nostos.

#### Additional resources and materials

1. Maggana, A. (2021) *Αυτό ακριβώς! (Level A) (Exactly this!)* Athens: Grigori
2. Antoniou, M., Astaras, B. & Detsoudi, Z. (2014). *Τα λέμε...Ελληνικά!* Athens: Grigori.
3. Dimitra, D. & Papahimona, M. (2002). *Greek Now 1+1 (Ελληνικά Τώρα 1+1)* and *Workbook 1 (Τετράδιο Ασκήσεων 1)*. Athens: Nostos.
4. Greek films and documentaries at the library with English subtitles.
5. Cultural information is available on our course Moodle.
6. Check also a [previous neighborhood walk](https://www.youtube.com/watch?v=H8iYn5TDqnM) (https://www.youtube.com/watch?v=H8iYn5TDqnM).

### Course Requirements and Assessment

#### CYA Attendance Policy

CYA regards attendance in class and on-site as essential, so attendance at all scheduled meetings is required. All absences are recorded and have consequences that may affect your grade.

#### Class participation covers:

- Level of participation and ability/willingness to answer questions in class
- Involvement in class and group work & discussions
- Reading, speaking and pronunciation skills

Participation is very important and is graded because it is part of the learning process.

**Homework:** Any material/exercises from your book covered in class orally will be written homework (HW) to be completed until the following session. Students are expected to do/write the exercises indicated in class, as well as some practice tests available in the Moodle.

**Oral Presentations:** Students are asked to do an oral presentation at the mid and at the end of the semester on a topic of their preference which they **ACT** (no reading from written script) in class (skits, sketches, songs). They can work on their own or preferably in small groups.

**Projects:** Projects are proposed during the semester (e.g. neighborhood walks or hunt, travel journal, newspaper, photo/label collection, watching a Greek film etc.). Create your own small newspaper or choose a film with English subtitles from the library, watch it and present it in class. Read about the period and the issues that present and share your opinion and findings with your classmates. You may show parts of the film during your presentation. Students work on their own or preferably in small groups.

#### Grading

**The grade for this course will be based on the following distribution:**

**Tests:** 20% (there will be comprehensive tests after the completion of 2 or 3 chapters in Moodle).

**Homework** (written exercises, practice tests in Moodle & projects): 20%

**Class participation and attendance:** 20%

**Midterm & final oral presentations:** 20%

**Final written exam:** 20%

## **CYA Policies and Regulations**

### **Academic Accommodations**

Students are required to submit an official letter from the office at their school that handles academic accommodations (generally the Office of Disability Services), or to have that office send a letter. Students who have submitted such a letter to CYA should also talk to their professors individually to discuss how these accommodations will work in each specific course.

### **Use of Laptops**

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work.

### **Important dates**

**Projects & midterm oral presentations:** Week 6

**Final Oral Presentations:** Week 12

**Final Exam:** TBA

## CYA MGKL101 Regular Section Weekly Schedule - Level A1-A2 according to CERFL<sup>1</sup>

Thematic Units	Communicative tasks/Speech acts	Grammar	Vocabulary	Role playing, presentations, and projects	Cultural elements Brief discussions
<b>Week 1</b> Greetings Introductions  <i>Intro Unit</i> <i>Unit 1</i>	<ul style="list-style-type: none"> <li>• I greet</li> <li>• I introduce myself</li> <li>• I give information about myself (name and occupation etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Auxiliary verb to be in present</li> <li>• Conjugation A verbs in present tense, affirmative and negative</li> <li>• Definite and indefinite articles in nominative singular case</li> <li>• Nouns: masc., fem., neuter, nominative singular, ending in -ος-ας-ης /-α-η/-ο-ι-μα</li> <li>Numbers (1-100)</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• What's your name?</li> <li>• How are you?</li> <li>• Where are you from?</li> <li>• Verbs (to want, to wait for, to know, to study, to have, to live, to work, to go etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students introduce each other exchanging basic information about themselves</li> <li>• Role-playing:               <ol style="list-style-type: none"> <li>At a party: I introduce myself and get to know other people.</li> <li>At a kiosk</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Body language</li> <li>• Signs</li> <li>• Gestures</li> <li>• Greetings</li> </ul>
<b>Week 2</b> Let's go  <i>Unit 2</i>	<ul style="list-style-type: none"> <li>• I describe myself (name, age, nationality, languages I speak etc.)</li> <li>• I describe my whereabouts</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs conjugations B1 (-άω/-ώ)</li> <li>• Irregular verbs (λέω, πάω, ακούω, τρώω κτλ.)</li> <li>• Nouns: accusative of masc, fem, neuter, singular in -ος-ας-ης /-α-η /-ο-ι-μα</li> <li>• Prepositions (με, σε, για, από) + accusative case</li> <li>• Personal pronouns-direct object (τον, την, το)</li> <li>• Indefinite articles in nominative &amp; accusative case (ένας-μια-ένα)</li> </ul>	<ul style="list-style-type: none"> <li>• Languages &amp; nationalities</li> <li>• Transportation</li> <li>• Cities, countries and whereabouts</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you go? How?</li> <li>• What languages do you speak?</li> <li>• What music do you listen to etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Public transportation in Athens</li> <li>• Validate your ticket!</li> <li>• On the bus, metro, trolley, tram: Students take public transportation on their own and report in class their trips.</li> </ul>
<b>Week 3</b> Family Friends	<ul style="list-style-type: none"> <li>• I describe my family and friends</li> <li>• I ask for basic directions</li> </ul>	<ul style="list-style-type: none"> <li>• Plurals of nouns -ος-ας-ης /-α-η /-ο-ι-μα</li> <li>• Numbers 1,3 &amp; 4</li> <li>• Personal pronouns: Direct object</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Occupations</li> <li>• Basic directions</li> <li>• Objects in class</li> </ul>	<ul style="list-style-type: none"> <li>• Students bring a family photo and present their family in class.</li> <li>• Students ask each other questions about their family</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the family in the Greek society</li> <li>• Family law in Greece</li> <li>• Friends and "parea" in Greece</li> </ul>

<sup>1</sup> CERF: Common European Framework for Languages, [www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Thematic Units	Communicative tasks/Speech acts	Grammar	Vocabulary	Role playing, presentations, and projects	Cultural elements Brief discussions
<i>Unit 3</i>		<ul style="list-style-type: none"> <li>● Possessive pronouns</li> </ul>	<input type="checkbox"/> <b>WRITTEN EXAM</b> <b>Units 1-3</b>	<ul style="list-style-type: none"> <li>● Students ask about basic places in town</li> </ul>	
<b>Weeks 4-5</b> At the café-tavern-restaurant	<ul style="list-style-type: none"> <li>● I order in a café or in a tavern</li> <li>● I ask for the bill, I pay and get the change</li> <li>● I express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>● Verbs conjugation B2 (-ώ)</li> <li>● Verb I like</li> <li>● Singular and plural of adjectives: masc, fem, neuter endings in -ος, -α-η, -ο</li> <li>● Agreement with nouns</li> <li>● Numbers 100-1.000.000.000</li> </ul>	<ul style="list-style-type: none"> <li>● Drinks</li> <li>● Beverages</li> <li>● Food</li> </ul>	<ul style="list-style-type: none"> <li>● Students practice in groups ordering in a café and/or a tavern</li> <li>● Order over the phone pizza or souvlaki</li> <li>● Dinner in a tavern: Students order in Greek</li> </ul>	<ul style="list-style-type: none"> <li>● Tipping in Greece</li> <li>● Who pays the bill?</li> <li>● Sharing food</li> </ul>
<i>Unit 4</i>					
<b>Week 6</b> <i>Unit 5</i>	<ul style="list-style-type: none"> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> </ul>	<input type="checkbox"/> <b>WRITTEN EXAM</b> <b>Units 3-5</b>	<ul style="list-style-type: none"> <li>● Oral practice in groups</li> </ul>	<input type="checkbox"/> <b>MIDTERM ORAL PRESENTATIONS</b>
<b>Week 7</b> Daily routine <i>Unit 6</i>	<ul style="list-style-type: none"> <li>● I describe my daily routine</li> <li>● I speak about myself</li> </ul>	<ul style="list-style-type: none"> <li>● Reflexive/middle voice verbs in -άμαι and -ομαι</li> <li>● Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>● Time</li> <li>● Days of the week</li> <li>● Months &amp; seasons</li> <li>● Weather</li> </ul>	<ul style="list-style-type: none"> <li>● Narrating our life in Athens and in Greece</li> <li>● Check and talk about the weather in class (meteo.gr)</li> </ul>	<ul style="list-style-type: none"> <li>● What do people do every day in Greece? Patterns and daily routines.</li> </ul>
<b>Weeks 8-9</b> At the market At a store <i>Unit 7</i>	<ul style="list-style-type: none"> <li>● I buy fruits and vegetables, meat, fish and groceries</li> <li>● I buy clothes</li> </ul>	<ul style="list-style-type: none"> <li>● Future tense of verbs A &amp; B</li> <li>● Subjunctive of verbs A &amp; B</li> <li>● Interrogative pronouns (πόσος-η-ο)</li> </ul>	<ul style="list-style-type: none"> <li>● Fruits</li> <li>● Vegetables</li> <li>● Meat</li> <li>● Fish</li> <li>● Groceries</li> <li>● Clothes</li> <li>● Colors</li> </ul>	<ul style="list-style-type: none"> <li>● Shopping in groups in class using pictures, labels, brochures from stores, products' packages etc.</li> <li>● Check on webpages of traditional groceries stores</li> <li>● Class trip/ project/assignment to a farmers' market</li> </ul>	<ul style="list-style-type: none"> <li>● How do people shop there?</li> <li>● Who are the vendors?</li> <li>● Shopping in Athens: mall &amp; big stores vs small stores, Ermou street</li> </ul>
<b>Weeks 10-11</b> Holidays & Vacation <i>Unit 8 &amp; part of 9</i>	<ul style="list-style-type: none"> <li>● I describe my holidays</li> <li>● I book and buy tickets, make reservations</li> <li>● I ask for a room</li> <li>● I ask for travel information</li> </ul>	<ul style="list-style-type: none"> <li>● Past tense of verbs A &amp; B</li> <li>● Feminine nouns in -ος</li> <li>(islands)</li> <li>● Description adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Transportation</li> <li>● Reservations</li> <li>● Hotel room facilities</li> </ul>	<ul style="list-style-type: none"> <li>● Role-playing: Students in groups book tickets, make reservations and describe their holidays</li> <li>● Online search in class for hotels in Greek webpages</li> <li>● Describe family and friends</li> </ul>	<ul style="list-style-type: none"> <li>● Transportation in Greece</li> <li>● Holidays &amp; vacations</li> <li>● Traveling in small or in big groups?</li> </ul>

Thematic Units	Communicative tasks/Speech acts	Grammar	Vocabulary	Role playing, presentations, and projects	Cultural elements Brief discussions
	<ul style="list-style-type: none"> <li>I express dissatisfaction about prices &amp; facilities</li> </ul>				
<b>Week 12</b> <i>Unit 10</i>	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary practice</li> <li>Oral Practice</li> </ul>	<input type="checkbox"/> <b>FINAL ORAL PRESENTATIONS</b>	<ul style="list-style-type: none"> <li>What is your favorite place in Athens?</li> </ul>