

## MGKL 202 | Intermediate Modern Greek II

### Course Description

Modern Greek for those with a solid knowledge of the language or completion of 180 hours of instruction. The primary aim of this course is to enable students to develop further their proficiency in Modern Greek in all four skills (listening, speaking, reading and writing). Students will be able to handle a wide range of situations with complications; describe events in past, present and future; express opinions and debate on matters of their interest; read simple authentic texts; make in-class presentations on a variety of topics and write letters, brief texts and simple reports.

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 and their lives in present, past and future
- Contrast and compare different topics as habits, customs, sports
- Become familiar with major Greek writers and poets
- Talk about art and cultural life
- Talk about working environments
- Describe job preferences and apply for a job
- Describe and talk about different areas of Greece when traveling

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)

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In the MGKL 202 level students acquire part of B2 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., Panteloglou, L. (2019) *Ελληνικά στο Πι και Φι 2 (Ellinika sto Pi kai Fi 2)*. Athens: Gutenberg.
2. Bazaka, M. & Kokkinidou, M. (2011). *Εμβαθύνοντας στα Ελληνικά (Emvathinontas sta Ellinika)*. Athens: Metaihmio.

### Additional resources and materials

1. Maggana, A. (2015) *Αυτό ακριβώς! (Level B) (Exactly this!)* Athens: Grigori
2. Abati, A, Pathiaki, I., Panteloglou, L. & Simopoulos, L. (2022). *Ελληνικά Γ' (Ellinika C) (Level B2)*. Athens: Patakis. (Book and Workbook)
3. Antoniou, M., Astara, B. & Detsoudi, Z. (2014). *Τα λέμε...Ελληνικά!* Athens: Grigori.
4. Dimitra, D. & Papahimona, M. (2002). *Greek Now 2+2 (Ελληνικά Τώρα 2+2) and Workbook +2 (Τετράδιο Ασκήσεων +2)*. Athens: Nostos.
5. Greek films and documentaries at the library with English subtitles.
6. Cultural information is available on our course Moodle.

## 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

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, 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 team, photo/label collection, watching a Greek film etc.). 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 MGKL202 Weekly Schedule. Level B1-B2 according to CERFL<sup>1</sup>

Thematic Units	Communicative tasks/Speech acts	Grammar	Vocabulary	Role playing, presentations, and projects outside class	Cultural elements Brief discussions
<b>Week 1</b> <i>Review</i> Customs Holidays  <i>Pi &amp; Fi 2</i> <i>Unit 7</i> <i>Emvathiontas</i> <i>Chap. 1</i>	<ul style="list-style-type: none"> <li>I describe a trip</li> <li>I talk about a visit and a cultural experience</li> </ul>	<ul style="list-style-type: none"> <li>Simple Future and Subjective of middle passive voice verbs</li> <li>Relative pronouns (ο οποίος, που)</li> <li>● Diminutives</li> <li>● Ordinal Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Traditions</li> <li>Customs</li> <li>Holidays</li> <li>Fasting</li> <li>Foods</li> </ul>	<ul style="list-style-type: none"> <li>Travel to a place and experience a traditional holiday (e.g. carnival in Greece)</li> </ul>	<ul style="list-style-type: none"> <li>Traditions and holidays in Greece</li> <li>Fasting and celebrating</li> <li>Carnival</li> </ul>
<b>Week 2</b> <i>Review</i> Technology  <i>Unit 8</i> <i>Emvathiontas</i> <i>Chap. 3</i>	<ul style="list-style-type: none"> <li>I want to buy a computer</li> <li>I need a new cell phone</li> <li>I ask info about appliances</li> </ul>	<ul style="list-style-type: none"> <li>Simple Past of middle/passive voice verbs</li> <li>Adjectives in -ης-α-ικο</li> <li>Adjectives in -ύς-ιά-ύ</li> <li>Subordinate sentences</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>Tablets</li> <li>Cell Phones</li> <li>Internet connection</li> </ul>	<ul style="list-style-type: none"> <li>Go to a store and ask info about a new equipment</li> </ul>	<ul style="list-style-type: none"> <li>Social media in Greece</li> <li>The role of technology in modern life</li> </ul>
<b>Week 3-4</b> Sports Athletics <i>Pi &amp; Fi 2</i> <i>Unit 9</i> <i>Emvathiontas</i> <i>Chap. 2 &amp; 7</i>	<ul style="list-style-type: none"> <li>I describe my exercise habits</li> <li>I talk about games</li> <li>I express my opinion about sports today</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives and Superlatives</li> <li>Present and past perfect</li> <li>Completed Future</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Sports</li> <li>Games</li> <li>Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Debate about sports today</li> <li>Go to a soccer game in Greece and present your experience</li> </ul>	<ul style="list-style-type: none"> <li>Soccer vs. Football</li> <li>Sports and Olympic Games in present and past</li> </ul>
<b>Weeks 5-6</b> Letters-Arts  <i>Unit 10</i> <i>Emvathiontas</i>	<ul style="list-style-type: none"> <li>I talk about art</li> <li>I talk about literature</li> <li>I describe my favorite authors</li> </ul>	<ul style="list-style-type: none"> <li>Cont. Past /Imperfect, Middle Passive Voice</li> <li>Nouns in -έας</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> <li>Painting &amp; Sculpture</li> <li>Dance</li> <li>Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Go to a play or to an exhibition and present on class your experience and findings</li> </ul>	<ul style="list-style-type: none"> <li>Visit a museum</li> <li>Go to an art exhibition</li> <li>Go to the theatre</li> <li>Read a Greek novel or poem</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)

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<i>Chap. 9</i>	<ul style="list-style-type: none"> <li>I debate about the importance of art in life</li> </ul>		<ul style="list-style-type: none"> <li>Cinema</li> </ul>		
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> </ul>	➤ <b>WRITTEN TEST Units 9 &amp; 10</b>	➤ <b>MIDTERM ORAL PRESENTATIONS</b>	
<b>Weeks 7-9</b> Work <i>Unit 11</i>  <i>Emvathinontas</i> <i>Chap. 10 &amp; 11</i>	<ul style="list-style-type: none"> <li>I talk about a job</li> <li>I describe the job I wish to have</li> <li>I talk about working conditions</li> <li>I go to a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Conditional</li> <li>Conditional Sentences: Types A, B &amp; C</li> <li>Simple imperative: Middle/Passive voice</li> <li>Active vs. Passive Syntax</li> <li>Neuter irregular nouns in -v and -ς</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Professions</li> <li>Working environments</li> <li>Work conditions</li> </ul>	<ul style="list-style-type: none"> <li>Role playing: A job interview</li> <li>Debate about current working conditions</li> <li>Describe an ideal working environment</li> <li>Write your resume (CV)</li> </ul>	<ul style="list-style-type: none"> <li>Job market in Greece: Unemployment rates, new and old professions</li> <li>Salaries, qualifications</li> <li>Work ethics</li> </ul>
<b>Week 10-11</b> Society Environment  <i>Emvathinontas</i> <i>Chap. 4, 13, 15</i>  <i>Pi &amp; Fi 2</i> <i>Unit 12</i>	<ul style="list-style-type: none"> <li>I talk about daily habits and lifestyle</li> <li>I describe traits and characteristics</li> <li>I describe my educational goals</li> <li>I describe my job preferences</li> </ul>	<ul style="list-style-type: none"> <li>Female nouns in -ος</li> <li>Adjective review</li> <li>Review of Simple Past-Middle/Passive</li> <li>Review of Present &amp; Past Perfect</li> <li>Adjectives in -ής-ής-ές</li> </ul>	<ul style="list-style-type: none"> <li>People</li> <li>Life styles</li> <li>Transportation</li> <li>Environment</li> <li>Ideal job</li> </ul>	<ul style="list-style-type: none"> <li>Debate about using or not using a car</li> <li>Find ways to protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>Interview a Greek family</li> <li>Interview a professional or a student</li> <li>Present your favorite place in Athens</li> <li>Present your favorite experience in Greece</li> </ul>
<b>Week 12</b>	<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>Oral practice in class</li> </ul>	➤ <b>FINAL ORAL PRESENTATIONS</b>	