Pearson Edexcel

GCSE (9-1) Greek

Specification

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

First teaching from September 2017

First certification from June 2019

Issue 5

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

Issue 5 changes

Summary of changes made between previous issue and this current issue	**Page number**
Removal of Subject Advisor name: *'Our subject advisor service and online community…'*	3
Update to Foundation tier paper timing: *'Foundation tier: 1 hour 20 minutes…'*	6 and 39
Clarification of question titles appearing in English added: '*The instructions to students are in Greek. The question titles appear in English.'*	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: *'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.'*	39
Reference to 'GCE AS' removed in the following sentence: *This qualification offers a suitable progression route to GCE A level in Greek.*	66

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.

Paper 1: Listening and understanding in Greek (*Paper code: 1GK0/1F and 1H)
Written examination ***Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks*** ***Higher tier: 45 minutes, including 5 minutes' reading time; 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 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: Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Greek (*Paper code: 1GK0/3F and 3H)
Written examination ***Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of written Greek across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in Greek. The instructions to students are in Greek. Section C includes a translation passage from Greek into English with instructions in English.

Paper 4: Writing in Greek (*Paper code: 1GK0/4F and 4H)
Written examination ***Foundation tier: 1 hour 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

- First assessment: May/June 2019.
- 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 Leve1/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.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

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

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

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

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in 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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

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

Additional guidance

Uses language creatively: examples of creative language use are:

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

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

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

- First assessment: May/June 2019.
- 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

- First assessment: May/June 2019.
- 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable material
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	• Meaning fully communicated with occasional errors that do not hinder clarity

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

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

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

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

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that prevent meaning being conveyed:

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

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

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Greek	25	0	0	0	25%
Paper 2: Speaking in Greek	0	25	0	0	25%
Paper 3: Reading and understanding in Greek	0	0	25	0	25%
Paper 4: Writing in Greek	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

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

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

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

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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.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek	**1GK0: 2F/2H* (*Please delete as appropriate)**
Centre name:	Centre number:

Candidate name and number		**Declaration and permissions signature and date***		**Role play**		**Picture-based discussion**		**Conversation (1)**		**(2)**	

Teacher name		**Declaration and permissions signature and date***	

**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:

- parisyllabic nouns;
- common imparisyllabic nouns (*μαμά, παππούς*);
- neuter imparisyllabic 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,-ο;
- irregular adjectives (*πολύς*);
- Regular comparative and superlative degrees;
- all cases, singular and plural.

Adverbs:

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

Quantifiers:

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

Pronouns:

- personal, subject (εγώ);
- personal object, direct and indirect, strong and weak forms (*με, μου, εμένα*);
- common definite and indefinite pronouns (*ίδιος, 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, παίρνω*);
- high frequency deponent verbs (*έρχομαι, γίνομαι*);
- tenses of the indicative:
- present;
- simple future;
- aorist;
- imperfect;
- common conditionals (*θα ήθελα*);
- present perfect and plupeperfect: most common verbs only;
- imperative: common forms, including negative (*άνοιξε, μην έρθει*ς);
- subjunctive: present and aorist
- common medio-passive verbs (*πλένομαι, λέγομαι*): present, future and aorist tenses
- conditional constructions indicating: factual conditions (*αν δεν ξέρω, ρωτάω*);
- suppositional conditions (*αν πήγαινες, θα περνούσες καλά*) (R).

Prepositions:

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

Conjunctions:

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

Time and Date:

- common time references in the accusative (*την Τετάρτη*);
- common time references that include numbers (*στη μία η ώρα, στις 26 Ιουλίου*).

Greek (Higher tier)

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

Nouns:

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

Adjectives:

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

Adverbs:

- comparative and superlative.

Pronouns:

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

Prepositions:

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

Verbs:

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

Appendix 3: Vocabulary list

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

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

Word lists

Section 1: High-frequency language

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

Section 2: Topic-specific language

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

Each topic has been highlighted in **bold.**

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

Theme 1: Identity and culture

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

Theme 2: Local area, holiday and travel

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

Theme 3: School

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

Theme 4: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme 5: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Section 1: High-frequency language

Common verbs

going to	θα/πρόκειται να
there is	υπάρχει
to accept	δέχομαι, αποδέχομαι
to accompany	συνοδεύω
to ache	πονάω
to add	προσθέτω
to admire	θαυμάζω
to adore	λατρεύω
to advise	συμβουλεύω
to allow	επιτρέπω
to announce	ανακοινώνω
to answer	απαντώ
to apply	κάνω αίτηση
to argue/to scold	μαλώνω
to arrive	φτάνω
to ask	ρωτώ
to ask for; look for	ζητώ
to avoid	αποφεύγω
to be	είμαι
to be able to	μπορώ
to be absent	απουσιάζω/λείπω
to be born	γεννιέμαι
to be called	ονομάζομαι
to be careful	προσέχω/είμαι προσεκτικός
to be at fault	φταίω
to be host to	φιλοξενώ
to be hot/to be cold	ζεσταίνομαι/κρυώνω
to be hungry	πεινάω
to be in a hurry	βιάζομαι
to be interested in	(με) ενδιαφέρει/ενδιαφέρομαι
to be keen to	είμαι πρόθυμος να/θέλω πολύ
to be like/resemble	μοιάζω
to be located	βρίσκομαι
to be lucky	είμαι τυχερός
to be present	είμαι παρών
to be sleepy	νυστάζω
to be sorry	λυπάμαι
to be thirsty	διψώ
to become	γίνομαι
to begin/to start	αρχίζω/ξεκινώ
to belong	ανήκω
to borrow	δανείζομαι
to bother	ενοχλώ/πειράζω
to break	σπάω/χαλάω
to bring	φέρνω
to brush (teeth)	βουρτσίζω (τα δόντια μου)
to build	χτίζω/κτίζω
to build relationships	καλλιεργώ σχέσεις
to buy	αγοράζω

Common verbs (cont)

to call/to give someone a call	καλώ/τηλεφωνώ
to cancel	ακυρώνω
to carry	μεταφέρω/κουβαλώ
to catch	πιάνω
to celebrate	γιορτάζω
to change	αλλάζω
to charge	φορτίζω/χρεώνω
to chat	κουβεντιάζω
to check	ελέγχω
to choose	διαλέγω, επιλέγω
to circulate; to go along (in a car)	κυκλοφορώ
to clean	καθαρίζω
to click (ICT)	κάνω κλικ (Πληροφορική)
to climb; get on(to)	σκαρφαλώνω, ανεβαίνω
to close	κλείνω
to collect	κάνω συλλογή/μαζεύω
to comb (hair)	χτενίζω/χτενίζομαι
to combine	συνδυάζω
to come	έρχομαι
to complain	παραπονιέμαι/κάνω παράπονο
to contact; communicate	επικοινωνώ
to continue/carry on	συνεχίζω
to convince	πείθω
to cope/manage/get by	αντιμετωπίζω/διαχειρίζομαι/τα βγάζω πέρα
to copy	αντιγράφω
to cost	κοστίζω
to count, intend; count on (someone)	μετρώ, σκοπεύω, βασίζομαι (σε κάποιον)
to create	δημιουργώ
to cross, go across	διασχίζω, περνώ απέναντι
to cry	κλαίω
to damage/to go wrong/to fail	χαλώ
to dance	χορεύω
to deal (with a problem)	χειρίζομαι/ αντιμετωπίζω (ένα πρόβλημα)
to decide	αποφασίζω
to depart/leave	αναχωρώ/φεύγω
to describe	περιγράφω
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	απολαμβάνω, διασκεδάζω
to enter/go in	εισέρχομαι/μπαίνω μέσα
to escape	δραπετεύω, ξεφεύγω

Common verbs (cont)

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

Common verbs (cont)

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

Common verbs (cont)

to plant	φυτεύω
to play	παίζω
to please	ευχαριστώ (προσφέρω ευχαρίστηση)
to prefer	προτιμώ
to present	παρουσιάζω
to prevent	αποτρέπω
to produce	παράγω
to publish	δημοσιεύω
to pull	τραβάω
to push	σπρώχνω, ωθώ
to put	βάζω
to put back	τακτοποιώ
to read	διαβάζω
to realise	καταλαβαίνω/αντιλαμβάνομαι/διαπιστώνω
to receive	λαμβάνω/παίρνω/δέχομαι
to recommend	συστήνω/προτείνω
to refund	επιστρέφω (χρήματα)
to regret, be sorry	μετανιώνω, λυπάμαι
to relax	χαλαρώνω
to remember	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	χαμογελώ
to smoke	καπνίζω
to speak	μιλώ

Common verbs (cont)

to spend (money)	ξοδεύω (χρήματα)
to spend (time)	περνώ (χρόνο)
to squash	συνθλίβω, λιώνω, ζουλώ
to stay/to remain	μένω, παραμένω
to steal	κλέβω
to stick	κολλώ
to stop	σταματώ
to study/to study at university	μελετώ, διαβάζω/σπουδάζω στο πανεπιστήμιο
to succeed	επιτυγχάνω/πετυχαίνω
to surf the internet	σερφάρω στο διαδίκτυο
to swim	κολυμπώ
to switch off	σβήνω (π.χ. ηλεκτρική συσκευή), απενεργοποιώ
to take	παίρνω
to take advantage of	εκμεταλλεύομαι/επωφελούμαι
to take off (plane)	απογειώνομαι (αεροπλάνο)
to take off (clothes etc)	βγάζω (ρούχα, κ.λπ.)
to take photographs	βγάζω φωτογραφίες/φωτογραφίζω
to teach	διδάσκω
to tell/recount	λέω / διηγούμαι, αφηγούμαι
to tell/to say	λέω (ομιλώ)
to thank	ευχαριστώ (εκφράζω ευγνωμοσύνη)
to think (about)	σκέφτομαι (για κάτι)
to think, believe	σκέφτομαι, πιστεύω, νομίζω
to throw	ρίχνω, πετώ
to tidy up	τακτοποιώ/συμμαζεύω
to touch	αγγίζω
to travel	ταξιδεύω
to try	δοκιμάζω, προσπαθώ
to turn	γυρίζω
to turn; to twist	στρίβω
to turn off/extinguish	σβήνω
to type	πληκτρολογώ
to understand	καταλαβαίνω, κατανοώ
to use	χρησιμοποιώ
to visit (person, place)	επισκέπτομαι (άτομο)
to wait for	περιμένω, αναμένω
to wake up	ξυπνώ
to walk	περπατώ
to want	θέλω
to want, desire	θέλω, επιθυμώ
to warn	προειδοποιώ
to wash	πλένω/πλένομαι
to wear	φορώ
to weigh	ζυγίζω
to win/to earn	κερδίζω
to wish	εύχομαι
to wonder	αναρωτιέμαι
to work	δουλεύω, εργάζομαι
to work (function)/to operate	λειτουργώ (μηχάνημα), χειρίζομαι
to write	γράφω

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	απαίσιος
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/pretty/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 ζεστός
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
light	ελαφρύς
local	ντόπιος
locked	κλειδωμένος
long	μακρύς
lost	χαμένος
low	χαμηλός
magnificent	μεγαλοπρεπής
marvelous	θαυμάσιος
mature	ώριμος
modern	σύγχρονος, μοντέρνος
much/many	πολύς
naughty	άτακτος, ζωηρός
necessary	απαραίτητος
negative	αρνητικός
new (brand new)	νέος (ολοκαινούργιος)
new	νέος, καινούριος
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
popular	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
true	πραγματικός, αληθινός
typical	τυπικός
ugly	άσχημος
unbelievable	απίστευτος
unfair	άδικος
unforgettable	αξέχαστος
unhappy	στεναχωρημένος, δυστυχής
unhealthy	άρρωστος, ανθυγιεινός
unpleasant	δυσάρεστος
upset	στενοχωρημένος
useful	χρήσιμος
useless	άχρηστος
valid	έγκυρος
valuable	πολύτιμος
weak	αδύναμος, ασθενής
wet	υγρός
worried	ανήσυχος
wise	σοφός, συνετός
young	νεαρός, νέος

Common adverbs

again	πάλι
almost	σχεδόν
already	ήδη
around	γύρω, περίπου
at the back	πίσω
badly	άσχημα
behind	πίσω
between	ανάμεσα
beyond	πέρα (από)
cheap(ly)	φτηνά
downstairs	κάτω
enough	αρκετά
especially	ειδικά
everywhere	παντού
far	μακριά
fairly; quite	αρκετά
fortunately/unfortunately	ευτυχώς/δυστυχώς
hardly	μόλις
here	εδώ
in front	μπροστά
in front of	μπροστά από
in the background; at the back	στο βάθος, στο πίσω μέρος
in the foreground	σε πρώτο πλάνο, στο προσκήνιο
in the middle (of)	στη μέση (του)
inside	μέσα
loud(ly)	δυνατά
mainly/importantly	κυρίως
nearby	κοντά
next to	δίπλα από
nowhere	πουθενά
on the corner of	στη γωνία
on the left	αριστερά
on the right	δεξιά
opposite	απέναντι
outside	έξω
over/above	πάνω από
over there	εκεί πέρα
perhaps	ίσως
rather/most likely	μάλλον
really	πραγματικά
slowly	αργά
somewhere	κάπου
soon	σύντομα
standing	όρθια στάση
still	ακόμη
straight ahead	ίσια/ευθεία
straight away	αμέσως
there	εκεί
together	μαζί
too	πάρα πολύ, υπερβολικά
up there	εκεί πάνω
under	κάτω
upstairs	πάνω
very	πολύ
very much	πάρα πολύ
well	καλά

Prepositions

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

Colours

black	μαύρο
blue	μπλε
brown	καφέ
chestnut brown	καστανό
colour	χρώμα
dark	σκούρο
dark (hair, skin)	μελαχρινός
fair (hair, skin)	ανοιχτόχρωμος
green	πράσινο
grey	γκρι
light	ανοιχτό
light blue	γαλάζιο, γαλανό
orange	πορτοκαλί
pink	ροζ
red	κόκκινο
violet	μοβ, βιολετί
white	άσπρο, λευκό
yellow	κίτρινο

Numbers

1	ένα
2	δύο
3	τρία
4	τέσσερα
5	πέντε
6	έξι
7	επτά
8	οκτώ

Numbers (cont)

9	εννέα
10	δέκα
11	έντεκα
12	δώδεκα
13	δεκατρία
14	δεκατέσσερα
15	δεκαπέντε
16	δεκαέξι
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	είικοσι 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	έβδομος
eighth	όγδοος
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	εκατοστόμετρο/εκατοστό
half of	μισό
kilometre	χιλιόμετρο
less	λιγότερο
maximum	ανώτατο όριο
metre	μέτρο
minimum	ελάχιστο όριο
more	περισσότερο
(some) more	(λίγο) περισσότερο
a packet (of)	ένα πακέτο
a piece (of)	ένα κομμάτι
a slice (of)	μια φέτα
a tin, box (of)	μια κονσέρβα, ένα μεταλλικό κουτί, ένα κουτί
enough	αρκετά
half	μισό
many	πολλά
nothing	τίποτα, καθόλου
only	μόνο
to what extent	σε ποιο βαθμό/κατά πόσο(ν)
quantity	ποσότητα
quite a few	αρκετά

Quantities and measures (cont)

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

Some useful connecting words

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

Time expressions

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

Time expressions (cont)

from ... until/to	από ... μέχρι/έως
from time to time	κατά καιρούς
how often	πόσο συχνά
how long	πόσο καιρό
just now, in a little while	μόλις τώρα, σε λίγο
in the beginning	στην αρχή
in the meantime	εν τω μεταξύ
immediately	αμέσως
late	αργά
later	αργότερα
last night (yesterday evening)	χθες το βράδυ
last night (during the night)	χθες το βράδυ (κατά τη διάρκεια της νύχτας)
last year	πέρσι
midday/noon	το μεσημέρι
midnight	μεσάνυχτα
morning (the whole morning)	το πρωί (όλο το πρωί)
never	ποτέ
next year	του χρόνου
night	η νύχτα
not yet	όχι ακόμα
now	τώρα
often	συχνά
once	μια φορά
on time	στην ώρα μου, έγκαιρα
quickly	γρήγορα
past/last	περασμένος
rarely	σπανίως, σπάνια
recently/lately	πρόσφατα/τελευταία
since	από, από τότε (χρονικό)
sometimes	μερικές φορές
soon	σύντομα
the day after tomorrow	μεθαύριο
the day before yesterday	προχθές
the next day; following day	η επόμενη μέρα
the night before; eve	το προηγούμενο βράδυ, η παραμονή
this year	φέτος
time	ο χρόνος, η ώρα, η φορά
today	σήμερα
tomorrow	αύριο
twice	δυο φορές
until	μέχρι
usually	συνήθως
week	η εβδομάδα
weekend	το σαββατοκύριακο
year	ο χρόνος/το έτος/η χρονιά
yesterday	χτες

Times of day

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

Times of day (cont)

at about ……. o'clock	περίπου στις……. ώρα
five to three	τρεις παρά πέντε
half past ten	δέκα και μισή
ten past four	τέσσερις και δέκα
ten to four	τέσσερις παρά δέκα
quarter to six	έξι παρά τέταρτο
quarter past seven	εφτά και τέταρτο
hour	ώρα
midnight	τα μεσάνυχτα
noon	το μεσημέρι
in the afternoon/midday	το μεσημέρι
in the afternoon/after midday	το απόγευμα
in the evening	το βράδυ
in the morning	το πρωί
minute	το λεπτό
second	το δευτερόλεπτο

Days of the week

Monday	η Δευτέρα
Tuesday	η Τρίτη
Wednesday	η Τετάρτη
Thursday	η Πέμπτη
Friday	η Παρασκευή
Saturday	το Σάββατο
Sunday	η Κυριακή
(on) Monday	(τη) Δευτέρα
(on) Monday morning	(τη) Δευτέρα το πρωί
(on) Monday evening	(τη) Δευτέρα το βράδυ
on Mondays	τις Δευτέρες
every Monday	κάθε Δευτέρα

Months and seasons of the year

month	ο μήνας
January	ο Ιανουάριος
February	ο Φεβρουάριος
March	ο Μάρτιος
April	ο Απρίλιος
May	ο Μάιος
June	ο Ιούνιος
July	ο Ιούλιος
August	ο Αύγουστος
September	ο Σεπτέμβριος
October	ο Οκτώβριος
November	ο Νοέμβριος
December	ο Δεκέμβριος
season	η εποχή
spring	η άνοιξη
summer	το καλοκαίρι
autumn	το φθινόπωρο
winter	ο χειμώνας
(in) autumn	(το) φθινόπωρο
(in) spring	(την) άνοιξη
(in) summer	(το) καλοκαίρι
(in) winter	(τον) χειμώνα

Question words

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

Other useful expressions

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

Other useful expressions (cont)

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

Other high-frequency words

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

Countries

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

Countries (cont)

Russia	η Ρωσία
Scotland	η Σκωτία
Spain	η Ισπανία
Switzerland	η Ελβετία
Turkey	η Τουρκία
United Kingdom	το Ηνωμένο Βασίλειο
United States	οι Ηνωμένες Πολιτείες
Wales	η Ουαλία

Continents

Africa	η Αφρική
Asia	η Ασία
Australia	η Αυστραλία
Europe	η Ευρώπη
North America	η Βόρεια Αμερική
South America	η Νότια Αμερική

Nationalities

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

Areas/mountains/seas

Attica	η Αττική
Athens	η Αθήνα
Central Greece	η Στερεά Ελλάδα
Crete	η Κρήτη
Epirus	η Ήπειρος
Macedonia	η Μακεδονία
Larnaca	η Λάρνακα
Limassol	η Λεμεσός
mount Olympus	το όρος (βουνό) Όλυμπος

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
the port of Piraeus	το λιμάνι του Πειραιά
Thessaloniki	η Θεσσαλονίκη
Thessaly	η Θεσσαλία
Thrace	η Θράκη
Troodos mountains	το Τρόοδος (οροσειρά)
north	ο βορράς
south	ο νότος
east	η ανατολή
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
klm	χλμ
P.C.	Η/Υ
St	Άγ.
value added tax	Φ.Π.Α.

Social conventions

best wishes	πολλές ευχές
best wishes (birthdays, name days, festive occasions)	χρόνια πολλά
best wishes (for birthdays)	να ζήσεις, να τα εκατοστίσεις, χρόνια πολλά
best wishes (for a new born and at a christening)	να σας ζήσει
best wishes (for weddings)	να ζήσετε
bon apetit	καλή όρεξη
condolences	συλλυπητήρια
congratulations	συγχαρητήρια
don't mention it	δεν είναι τίποτα, τίποτα, παρακαλώ (ως απάντηση στο ευχαριστώ)
get well soon	περαστικά
good evening	καλησπέρα
goodbye	αντίο
goodnight	καληνύχτα
greetings	χαίρετε
have a good journey	καλό ταξίδι
have a good day/evening	καλημέρα / καλό βράδυ
hello (on the telephone)	εμπρός, παρακαλώ (στο τηλέφωνο)
hello; good morning	γεια σας, καλημέρα

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
see you soon	τα λέμε σύντομα
see you tomorrow/on Friday	τα λέμε αύριο / την Παρασκευή
(I'm) sorry	λυπάμαι, συγγνώμη
thank you (very much)	ευχαριστώ (πολύ)
welcome	καλωσορίσατε/καλωσήρθατε
you are welcome	παρακαλώ

Language used in dialogues and messages

address	η διεύθυνση
agreed	σύμφωνοι/έγινε/εντάξει
area code	ο κωδικός
be quiet	κάνε/κάντε ησυχία
call me (informal/formal)	πάρε με/τηλεφωνήστε μου
dial the number	καλέστε τον αριθμό
email	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
in fact	για να πούμε την αλήθεια
I'm listening	ακούω
May I help you?	μπορώ να σας βοηθήσω;
message	το μήνυμα
mobile phone	το κινητό τηλέφωνο
more slowly	πιο αργά, παρακαλώ
one moment	μια στιγμή
on line	on line (σε σύνδεση)
on the line/speaking	(είμαι) στη γραμμή / παρακαλώ, ορίστε (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 μπισκότο/το κουλουράκι
boiled	βραστό/βρασμένο
bottle	το μπουκάλι
bread (e.g. white, brown, country loaf)	το ψωμί (π.χ. άσπρο, μαύρο, χωριάτικο)
breakfast	το πρωινό
butter	το 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	οι τηγανητές πατάτες
chocolate	η σοκολάτα
choice	η επιλογή
chop (e.g. pork/lamb)	η μπριζόλα (π.χ. χοιρινή / αρνίσια)
closed (on Mondays)	κλειστά (τις Δευτέρες)
cocoa	το κακάο
coffee	ο καφές
cold sliced meat (e.g. salami, ham)	τα αλλαντικά (π.χ. σαλάμι, ζαμπόν)
cooked	μαγειρεμένος
courgette	το κολοκυθάκι
cream	η κρέμα
crisps	τα πατατάκια
cucumber	το αγγούρι
cup	το φλιτζάνι
daily life/everyday life	η καθημερινότητα/η καθημερινή ζωή
delicious	νόστιμος
dessert	το επιδόρπιο/το γλυκό/το γλύκισμα
dining room	η τραπεζαρία

Foundation tier (cont)

dish of the day	το πιάτο ημέρας
drink	το ποτό
egg	το αυγό
enjoy your meal!	καλή όρεξη!
euro	το ευρώ
evening meal, dinner	το βραδινό γεύμα, δείπνο
fatty foods	οι παχυντικές τροφές, οι λιπαρές τροφές
fish	το ψάρι
food	το φαγητό
food	η τροφή/ τα τρόφιμα
food shopping	τα ψώνια (για φαγητό)
fork	το πιρούνι
fried	τηγανητός
fruit	το φρούτο
fruit juice	ο φρουτοχυμός
glass	το ποτήρι
grapes	τα σταφύλια
green beans	τα φασολάκια
grilled	Ψητό/ψημένο στο γκριλ/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
mince	ο κιμάς
mineral water	το μεταλλικό νερό
money	τα χρήματα
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	τα ζυμαρικά
pastries	τα αρτοσκευάσματα, τα γλυκίσματα
patisserie	το ζαχαροπλαστείο
peanut	το φιστίκι
peas	ο αρακάς
peach	το ροδάκινο
pear	το αχλάδι
pepper	το πιπέρι
pepper (vegetable)	η πιπεριά (λαχανικό)
pie (e.g. apple pie, spinach pie, cheese pie)	η πίτα (π.χ. μηλόπιτα, σπανακόπιτα, τυρόπιτα)
piece of bread (with butter/ jam often for breakfast)	η φέτα ψωμί (με βούτυρο / μαρμελάδα συχνά για πρωινό)
pineapple	ο ανανάς
pizza	η πίτσα
pizzeria, pizza restaurant	η πιτσαρία, εστιατόριο-πιτσαρία
place setting	το στρώσιμο τραπεζιού
plate	το πιάτο
plum	το δαμάσκηνο
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)	το ψωμάκι
salt	το αλάτι
salty/savoury	αλατισμένα/αλμυρά
salad (e.g. greek salad)	η σαλάτα (π.χ. χωριάτικη)
sandwich	το 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	το σνακ μπαρ
soft drinks	τα αναψυκτικά
shopping	τα ψώνια
soup	η σούπα
speciality	η σπεσιαλιτέ
spoon	το κουτάλι
starter	το πρώτο πιάτο
steam	ο ατμός
strawberry	η φράουλα
steak (e.g. beef)	η μπριζόλα (π.χ. μοσχαρίσια)
stuffed (e.g. tomatoes, peppers)	τα γεμιστά (π.χ. ντομάτες, πιπεριές)
sweet	το γλυκό
sweet (tasting)	γλυκό (γεύση)
sugar	η ζάχαρη
supermarket	το σουπερμάρκετ
table	το τραπέζι
table cloth	το τραπεζομάντιλο
tart	η τάρτα
taste	η γεύση (π.χ. γλυκό, ξινό, πικρό, αλμυρό)
tasty	νόστιμος/γευστικός

Foundation tier (cont)

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

Higher tier

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

Higher tier (cont)

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

Identity and culture - what my friends and family are like

Words relating to dress and style

Foundation tier

belt	η ζώνη
boots	οι μπότες
bra	το σουτιέν
bracelet	το βραχιόλι
cap	ο σκούφος, το σκουφί
cardigan	η ζακέτα
casual jacket	το σακάκι, μπουφάν (όχι επίσημο)
changing room	το 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	το κομμωτήριο
handbag	η τσάντα
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 κολάν
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 νυχτικό, η νυχτικιά
old fashioned	παλιομοδίτικος, ντεμοντέ
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	το σορτς/το κοντό παντελονάκι
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, η αθλητική φόρμα
sports shirt	η αθλητική μπλούζα, η φανέλα
spotted	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 μπλουζάκι
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

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

Identity and culture - what my friends and family are like

Words on relations, relationships, personal and physical characteristics

Foundation tier

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

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
engaged	αρραβωνιασμένος
eyes	τα μάτια
face	το πρόσωπο
family	η οικογένεια
famous	διάσημος
father	ο πατέρας
feeling	το συναίσθημα
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)

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

Foundation tier (cont)

straight (hair)	ίσια (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	ονομάζεται/λέγεται
to be in a good / bad mood	είμαι σε καλή / κακή διάθεση
to care for, to look after	φροντίζω, περιποιούμαι / φροντίζω, προσέχω
to chat	κουβεντιάζω
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	η χελώνα
tropical fish	τα τροπικά ψάρια
twin	δίδυμος
twin brothers	τα δίδυμα αδέλφια
ugly	άσχημος
uncle	ο θείος
unemployed	άνεργος
unbearable	ανυπόφορος
untidy	ακατάστατος
visit	η επίσκεψη
well behaved	που συμπεριφέρεται καλά (για άτομο)/φρόνιμος
wife, woman	η σύζυγος (η γυναίκα)
youth (i.e the time of life)	η νεολαία, τα νιάτα

Higher tier

a good deed	η καλή πράξη
acquaintance, friend	ο γνωστός, ο φίλος
adopted	υιοθετημένος
adventurous	περιπετειώδης
annoying	ενοχλητικός
argument	η διαφωνία
bossy	αυταρχικός
career	η καριέρα
character trait	το γνώρισμα του χαρακτήρα, το χαρακτηριστικό
cheeky	θρασύς
comfortable (at ease)	άνετος (άνετα, βολικά)
conceited	αλαζόνας, φαντασμένος
depressed	στεναχωρημένος, μελαγχολικός
discrimination	η διάκριση
faith (religious)	η πίστη (θρησκευτική)
fiancé(e)	ο αρραβωνιαστικός, η αρραβωνιαστικιά
furnished	επιπλωμένος
gang	η συμμορία
gender, sex	το φύλο, φύλο/γένος (βιολογία), το σεξ
generous	γενναιόδωρος

Higher tier (cont)

hall (in house); lobby/waiting room	το χολ (σε σπίτι) / η αίθουσα αναμονής
independent	ανεξάρτητος
jealous	ζηλιάρης
loyal, faithful	πιστός (αφοσιωμένος), πιστός
mad, crazy	τρελός
meeting	η συνάντηση/η σύσκεψη
old age/third age	τα γηρατειά / η τρίτη ηλικία
old people's home	το γηροκομείο
pensioner, senior citizen	συνταξιούχος, άτομο τρίτης ηλικίας
pretentious	επιτηδευμένος, επιδεικτικός
priest	ο ιερέας, ο παπάς
racist	ρατσιστής
relationship	η σχέση, ο δεσμός
relative, relation	σχετικός, σχέση (συσχέτιση)
reliable	αξιόπιστος
self- confident	με αυτοπεποίθηση
sensitive	ευαίσθητος
sexist	σεξιστής
similar	παρόμοιος
single parent	μονογονέας
single person; single	ελεύθερος (χωρίς δεσμό), ελεύθερος, μόνος
spoilt	κακομαθημένος (καλομαθημένος)
spot/pimple	το σπυράκι
stubborn	πεισματάρης
to disadvantage	φέρνω σε μειονεκτική θέση
to experience	βιώνω (εμπειρία)
to pick on, to harass, to bully	πειράζω, παρενοχλώ, εκφοβίζω
to ressemble/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/ο στίβος
badminton	το μπάντμιντον (αντιπτέριση)
ball	η μπάλα
band/group	το 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	το κανό (άθλημα)

Foundation tier (cont)

cartoon	τα κινούμενα σχέδια
cat	η γάτα
CD (compact disc)	CD
celebration, party	η γιορτή, το πάρτι
changing rooms	τα αποδυτήρια/ τα δοκιμαστήρια
chess	το σκάκι
Christmas	τα Χριστούγεννα
Christmas Eve	η παραμονή Χριστουγέννων
clarinet	το κλαρινέτο
classical, classic	κλασικός
climbing	η αναρρίχηση, η ορειβασία
club	ο σύλλογος, ο όμιλος /το κλαμπ
collect	συλλέγω/μαζεύω
collection	η συλλογή
comic (magazine)	κωμικός, κόμικ (περιοδικό)
competition	ο διαγωνισμός, ο ανταγωνισμός
computer game	παιχνίδι για υπολογιστή
concert	η συναυλία, το κονσέρτο
crossword puzzle	το σταυρόλεξο
culture	η κουλτούρα, ο πολιτισμός, η καλλιέργεια
cultural life	η πολιτιστική κίνηση
customs	τα έθιμα
cycling	η ποδηλασία
dance/dancing	χορεύω, χορός / χορός
detective/police (story)	αστυνομική (ιστορία)
disco	η ντίσκο
documentary	το ντοκιμαντέρ
drums	τα τύμπανα, ντραμς
Easter	το Πάσχα
Easter Monday	η Δευτέρα του Πάσχα
Easter Saturday	το Μεγάλο Σάββατο/ η Ανάσταση
entertainment	η ψυχαγωγία, η διασκέδαση
equipment	ο εξοπλισμός
extreme sports	τα ακραία αθλήματα
fanatical about	φανατικός/παθιασμένος για (κάτι)
fantasy film	η ταινία φαντασίας
fatherland/homeland	η πατρίδα
film	η ταινία
final	ο τελικός
flute	το φλάουτο
folk music/songs	η παραδοσιακή μουσική/τα δημοτικά τραγούδια
football	το ποδόσφαιρο
free time	ο ελεύθερος χρόνος
game	το παιχνίδι
games console	η κονσόλα παιχνιδιών
Good Friday	η Μεγάλη Παρασκευή
guitar	η κιθάρα
gymnastics	η γυμναστική
handball	το χάντμπολ
Happy birthday!	Χρόνια Πολλά! Χαρούμενα γενέθλια!
Happy New Year!	Καλή Χρονιά!/Ευτυχισμένο το Νέο Έτος
hobby; leisure activity	το χόμπι, η ψυχαγωγική δραστηριότητα
hockey	το χόκεϊ
horror film	η ταινία τρόμου
ice skating	το πατινάζ

Foundation tier (cont)

judo	το τζούντο
karate	το καράτε
keyboard	το πληκτρολόγιο
leisure	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
pocket money	το χαρτζιλίκι
pop music	η ποπ μουσική
programme/broadcast	η εκπομπή
quiz show	το τηλεπαιχνίδι ερωτήσεων
race	ο αγώνας
rap	η ραπ (μουσική)
reading	η ανάγνωση/το διάβασμα
recorder (instrument)	η φλογέρα (όργανο)
referee	ο διαιτητής
riding	η ιππασία
rock music	η ροκ μουσική
roller blading	το πατινάζ (με πατίνια)
romantic	ρομαντικός
romantic film/love film	η ρομαντική ταινία / η 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
skiing	το σκι
soap (opera)	η σαπουνόπερα
song	το τραγούδι
sport	το άθλημα, το αγώνισμα, το σπορ
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 tennis	το πινγκ πονγκ/επιτραπέζια αντισφαίριση
team	η ομάδα
television	η τηλεόραση
tennis	το τένις/η αντισφαίριση
thriller	το θρίλερ
title	ο τίτλος
to take out for a walk (dog)	βγάζω βόλτα (σκύλο)
toy	το παιχνίδι
tradition	η παράδοση
trumpet	η τρομπέτα
TV channel	το τηλεοπτικό κανάλι
violin	το βιολί
volleyball	το βόλεϊ
water skiing	το θαλάσσιο σκι
Western (film etc)	το Γουέστερν (ταινία, κ.λπ.)
windsurfing	η ιστιοσανίδα, γουίντ σέρφινγκ, η κυματοδρομία
X box	X box
youth club	το κέντρο/ο σύλλογος νέων

Higher tier

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

Verbs associated with cultural life

to attend (match etc)	παρακολουθώ (αγώνα, κ.λπ.)
to be a member of	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	τσατ ρουμ /αίθουσα τηλεσυνδιάσκεψης
(to) chat on line	κάνω διαδικτυακό τσατ/ κάνω διαδικτυακή συνομιλία
communication	η επικοινωνία
computer	ο ηλεκτρονικός υπολογιστής
connection	η σύνδεση
cyber bullying	ο κυβερνοεκφοβισμός
digital	ψηφιακός
disk	ο δίσκος/η δισκέττα
e-mail	e-mail, το ηλεκτρονικό ταχυδρομείο
file	το αρχείο
homepage	η αρχική σελίδα
internet	το ίντερνετ / 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)

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

Local area, holiday and travel

Foundation tier

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

Foundation tier (cont)

bus stop	η στάση λεωφορείου
business/trade	οι επιχειρηματικές δραστηριότητες / το εμπόριο
butcher's shop	το κρεοπωλείο, ο χασάπης, ο κρεοπώλης
café	το καφέ (κατάστημα)
calm/peaceful	ήρεμος/ειρηνικός
camp leader	ο/η αρχηγός της κατασκήνωσης
campsite	το κάμπινγκ/ η κατασκήνωση
to camp	κατασκηνώνω
car	το αυτοκίνητο
caravan	το τροχόσπιτο
car park	το πάρκινγκ, ο χώρος στάθμευσης
castle	το κάστρο
cathedral	ο καθεδρικός ναός
church	η εκκλησία, ο ναός
cinema	ο κινηματογράφος, το σινεμά
closed	κλειστός
closing	το κλείσιμο
coach	ο προπονητής
coast	η ακτή
comfortable	άνετος
commercial	εμπορικός
compartment	το διαμέρισμα, το χώρισμα
concert	η συναυλία, το κονσέρτο
connection	η σύνδεση
corner	η γωνία
cost	το κόστος
country (i.e. nation)	η χώρα (π.χ. έθνος)
countryside	η εξοχή, η ύπαιθρος
crossing (ferry)	η διέλευση (με φέρι μποτ)
crossroads	το σταυροδρόμι
cycle path	ο ποδηλατοδρόμος
degree	ο βαθμός, το πτυχίο (π.χ. πανεπιστημιακό)
delay	η καθυστέρηση
department (in a shop)	το τμήμα (σε κατάστημα)
department store	το πολυκατάστημα
departure	η αναχώρηση
destination	ο προορισμός
diesel (fuel)	το πετρέλαιο (καύσιμο)
direct	άμεσος, απευθείας
director/ head teacher	ο διευθυντής
direction	η φορά, η κατεύθυνση
disco	η ντίσκο, η ντισκοτέκ
double room	δωμάτιο με διπλό κρεβάτι/ το δίκλινο
driver	ο οδηγός
driving licence	το δίπλωμα οδήγησης
electrical goods (retailer)	τα ηλεκτρικά είδη (κατάστημα λιανικής)
emergency	το επείγον περιστατικό, η έκτακτη ανάγκη
enjoy your stay!	καλά να περάσετε!
entertainment	η διασκέδαση/ η ψυχαγωγία
entrance	η είσοδος
event	η εκδήλωση, το γεγονός
exhibition	η έκθεση
exit	η έξοδος
expenses	τα έξοδα
experiences	οι εμπειρίες
factory	το εργοστάσιο
fare	το εισιτήριο

Foundation tier (cont)

farm	το αγρόκτημα
ferry	το φέρι μποτ
free (available, vacant)	ελεύθερος (διαθέσιμος, κενός)
flight	η πτήση
floor (1st, 2nd)	ο όροφος (1ος, 2ος)
(it is) forbidden to…	απαγορεύεται να/ απαγορεύεται ο/η/το ...
foreigner	ο ξένος
form	η μορφή
full (hotel etc)	πλήρες (ξενοδοχείο, κ.λπ.)
full board (all meals included)	πλήρης διατροφή (όλα τα γεύματα συμπεριλαμβάνονται)
garage, service station, petrol station	το γκαράζ, το πρατήριο υγρών καυσίμων, το πρατήριο καυσίμων
grocery; grocer's shop	το παντοπωλείο, το μπακάλικο
ground floor	το ισόγειο
guest (in a hotel); guest (at someon'es 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)
to hire	ενοικιάζω, νοικιάζω
historic	ιστορικός
holidays, holiday, holiday (bank) fair	οι διακοπές, η αργία, το πανηγύρι
holiday home/country cottage	το εξοχικό
hospital	το νοσοκομείο
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	συμπεριλαμβανόμενος/ 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

Foundation tier (cont)

location	η τοποθεσία
lorry	το φορτηγό
lost property office	το γραφείο απολεσθέντων αντικειμένων
luggage	οι αποσκευές
luxurious	πολυτελής
map (of a country, road map)	ο χάρτης (χώρας, οδικός χάρτης)
map (of the town)	ο χάρτης (της πόλης)
market	η αγορά
means of transport	τα μέσα μεταφοράς
monument	το μνημείο
moped	το μοτοποδήλατο
motorbike	η μοτοσικλέτα
motorway	ο αυτοκινητόδρομος
mountain	το βουνό
mosque	το τζαμί
museum	το μουσείο
neighbourhood	η γειτονιά
newspaper stall	το κιόσκι εφημερίδων, το περίπτερο
night club	το νυχτερινό κέντρο, το κλαμπ
occupied/taken	κατειλημμένος / πιασμένος
office	το γραφείο
on foot	με τα πόδια
on the left	στα αριστερά
on the right	στα δεξιά
one way street	ο μονόδρομος
open	ανοιχτός
opening hours	οι ώρες λειτουργίας
outing; trip	η εκδρομή, η βόλτα (π.χ. με το αυτοκίνητο), ταξίδι
outside	έξω
outside/in the open air	έξω / στο ύπαιθρο
outskirts	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 καρτ 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/ το γραφείο υποδοχής
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	οι σκάλες, η σκάλα
state	το κράτος
station (railway)	ο σταθμός (σιδηροδρομικός)
statue	το άγαλμα
stop (bus, tram etc)	η στάση (λεωφορείου, τραμ, κ.λπ.)
suburb; outskirts of town	το προάστιο, τα προάστια της πόλης
suitable for drinking	πόσιμο
suitcase	η βαλίτσα
summer camp	η κατασκήνωση
supplement	το συμπλήρωμα
supermarket	το σουπερμάρκετ
swimming pool	η πισίνα, το κολυμβητήριο
taxi	το ταξί
television set	η τηλεοπτική συσκευή/η τηλεόραση
tent	η σκηνή
tennis court	το γήπεδο τένις
theatre	το θέατρο
ticket; tram, bus or metro ticket	το εισιτήριο, το εισιτήριο τραμ, λεωφορείου ή μετρό
ticket inspector	ο ελεγκτής εισιτηρίων
ticket office	το εκδοτήριο εισιτηρίων
till; cash desk	το ταμείο
timetable	ο πίνακας δρομολογίων
toilets	οι τουαλέτες
toilet paper	το χαρτί υγείας
toothbrush	η οδοντόβουρτσα
toothpaste	η οδοντόκρεμα
tour	το οργανωμένο ταξίδι, η περιήγηση
tourist	ο τουρίστας
tourist (adjective)	τουριστικός (επίθετο)
tourist attraction	το τουριστικό αξιοθέατο
tourist information office	το γραφείο τουριστικών πληροφοριών
tower	ο πύργος
town	η πόλη/ η κωμόπολη
town centre	το κέντρο της πόλης
town hall	το δημαρχείο
traffic	η κυκλοφορία, η κίνηση (στους δρόμους)
traffic jam	το μποτιλιάρισμα
traffic lights	οι φωτεινοί σηματοδότες
train	το τρένο
tram	το τραμ
transaction	η συναλλαγή
travel agency	το ταξιδιωτικό γραφείο / πρακτορείο, το γραφείο ταξιδίων
traveller	ο ταξιδιώτης, η ταξιδιώτισσα
to ask for help	ζητώ βοήθεια
(to) turn/switch on	ανάβω/ανοίγω (τηλεόραση, ραδιόφωνο, κ.λπ.)
(to) turn/switch off	σβήνω/κλείνω (τηλεόραση, ραδιόφωνο, κ.λπ.)
underground railway	ο υπόγειος σιδηρόδρομος
underground station	ο σταθμός μετρό
unleaded petrol	η αμόλυβδη βενζίνη
view (over)	η θέα (σε)
village	το χωριό
waiting period	η περίοδος αναμονής
waiting room	η αίθουσα αναμονής
wash basin	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	ATM / το μηχάνημα αυτόματης ανάληψης χρημάτων
air (by)	αεροπορικώς
arrival	η άφιξη
(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 περιβάλλων χώρος, η γύρω περιοχή
to put someone up	φιλοξενώ
to take place	συμβαίνω, 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
cloud	το σύννεφο
cloudy	συννεφιασμένος, νεφελώδης
cold	κρύος, το κρύο
degree (temperature)	ο βαθμός (θερμοκρασία)
dry	στεγνός, ξηρός
fog	η ομίχλη
heat	η θερμότητα/ η ζέστη
highest temperature	η πιο υψηλή θερμοκρασία
hot	καυτός, ζεστός
in the east	στην ανατολή, στα ανατολικά
in the north	στα βόρεια, στον βορρά
in the south	στα νότια, στο νότο
in the west	στη δύση, στα δυτικά
it is freezing	κάνει/έχει παγωνιά
it is lightning	αστράφτει
it is raining	βρέχει
it is snowing	χιονίζει
it is thundering	βροντάει
it is windy	φυσάει/έχει αέρα
lightning	η αστραπή
lowest temperature	η πιο χαμηλή θερμοκρασία
nice (weather)	ωραίος (καιρός)
overcast	συννεφιασμένος, νεφελώδης
rain	η βροχή
season	η εποχή
sky	ο ουρανός
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	η μέση θερμοκρασία
changeable	μεταβλητός (καιρός)
hail	το χαλάζι
high temperature	υψηλή θερμοκρασία
low temperature	χαμηλή θερμοκρασία
rainy	βροχερός
showers	η μπόρα (βροχή)
stormy	θυελλώδης
thunder	η βροντή
to brighten up	(ο καιρός) ανοίγει
to hail	ρίχνει χαλάζι
weather forecast	το δελτίο καιρού

Asking for directions

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

Dealing with problems

Foundation tier

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

Foundation tier (cont)

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

Higher tier

ambition/aspiration	ο στόχος/η φιλοδοξία
compensation	η αποζημίωση
instructions for use	οι οδηγίες χρήσης
insurance	η ασφάλιση/η ασφάλεια
progress, improvement	η πρόοδος, η βελτίωση
to bring back; take back	δίνω πίσω, παίρνω πίσω
to return/give back/change	επιστρέφω / δίνω πίσω/αλλάζω
to insure	ασφαλίζω

School

Foundation tier

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

Foundation tier (cont)

biology	η Βιολογία
board (blackboard, whiteboard, interactive etc)	ο πίνακας (μαυροπίνακας, λευκός πίνακας, διαδραστικός κ.λπ.)
book	το βιβλίο
break	το διάλειμμα
building	το κτίριο
calculator	η αριθμομηχανή, το κομπιουτεράκι
canteen	η καντίνα
careers adviser	ο σύμβουλος επαγγελματικού προσανατολισμού
caretaker	ο επιστάτης
changing room	τα αποδυτήρια
chemistry	η Χημεία
choir	η χορωδία
class test, assessment	το διαγώνισμα, το τεστ, η αξιολόγηση
classroom	η αίθουσα διδασκαλίας
clever	έξυπνος
club	ο όμιλος, ο σύλλογος, η ομάδα
competition	ο διαγωνισμός/ο συναγωνισμός
corridor	ο διάδρομος
desk	το θρανίο/το γραφείο
detention/punishment	η τιμωρία
dictionary	το λεξικό
daily routine	η καθημερινότητα
drama	η Θεατρολογία/το θέατρο
drama group, acting group	η θεατρική ομάδα
drawing	η ζωγραφική
DT (design technology)	η Τεχνολογία
education	η εκπαίδευση
English	τα Αγγλικά
event	η εκδήλωση
examination	η εξέταση
exam paper/script	το γραπτό
exchange	η ανταλλαγή
excellent	άριστος/άριστα
exercise book	το τετράδιο ασκήσεων
exercise, practice	η άσκηση, η πρακτική, η εξάσκηση, η γυμναστική
experiment	το πείραμα
favourite	αγαπημένος
fellow student (school)	ο συμμαθητής, η συμμαθήτρια
fellow student (university)	ο συμφοιτητής, η συμφοιτήτρια
felt tip	ο μαρκαδόρος
food technology	η τεχνολογία τροφίμων
foreign languages	οι ξένες γλώσσες
fountain pen	η πένα
French	τα Γαλλικά
future plans	τα μελλοντικά σχέδια/τα σχέδια για το μέλλον
GCSE equivalent	το απολυτήριο Γυμνασίου
geography	η Γεωγραφία
German	τα Γερμανικά
glue	η κόλλα
gym	το γυμναστήριο
grades	οι βαθμοί
very good	λίαν καλώς/πολύ καλά
good	καλώς/καλά
satisfactory	ικανοποιητικά
adequate	αρκετά καλά
poor, unsatisfactory	μη ικανοποιητικά

Foundation tier (cont)

inadequate	κάκιστα
half-term	οι σχολικές διακοπές στη μέση κάθε τριμήνου (Ηνωμένο Βασίλειο)
(school) holidays	(σχολικές) διακοπές
homework	η εργασία για το σπίτι, το διάβασμα (κατ' οίκον εργασία)
ICT	η Πληροφορική
Greek	τα Ελληνικά
kindergarten, nursery school	το νηπιαγωγείο
knowledge	η γνώση
laboratory	το εργαστήριο
latin	τα Λατινικά
lazy	τεμπέλης
lesson	το μάθημα
leaving certificate	το απολυτήριο
library	η βιβλιοθήκη
line/row	η σειρά
literature	η λογοτεχνία
lunch break	το διάλειμμα για μεσημεριανό
Lower Secondary school	το γυμνάσιο
mark, grade	ο βαθμός
maths	τα Μαθηματικά
medal (gold, silver, bronze)	το μετάλλιο (χρυσό, αργυρό/ασημένιο, χάλκινο)
media studies	οι σπουδές στα μέσα μαζικής ενημέρωσης
mixed	μεικτός
nonsense	η βλακεία
note, slip of paper	το σημείωμα
novel	το μυθιστόρημα
oral	προφορικός
pad of paper	το σημειωματάριο
page	η σελίδα
PE	η Φυσική Αγωγή, η Γυμναστική
PE teacher / sports instructor	ο γυμναστής / ο προπονητής
pen, ballpoint pen	το στυλό
pencil	το μολύβι
pencil case	η μολυβοθήκη, η κασετίνα
physics	η Φυσική
plan/project	το σχέδιο, το σχεδιάγραμμα/ η εργασία, η μελέτη, το πρότζεκτ
playground (school)	η αυλή, το προαύλιο
poetry	η ποίηση
preschool/daycare nursery	ο παιδικός σταθμός, ο βρεφονηπιακός σταθμός
present (in school)	παρών (στο σχολείο)
primary school	το δημοτικό σχολείο
private school	το ιδιωτικό σχολείο
progress	η πρόοδος
projector	ο προβολέας
personal and social education (PSE)	η προσωπική και η κοινωνική εκπαίδευση (PSE)
pupil	ο μαθητής, η μαθήτρια
qualification	ο τίτλος (σπουδών), το προσόν
question	η ερώτηση
rehearsal	η πρόβα
religion, Religious Studies	η θρησκεία, τα Θρησκευτικά
representative	ο αντιπρόσωπος
result	το αποτέλεσμα
rubber	η σβήστρα
rule	ο κανόνας

Foundation tier (cont)

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

Foundation tier (cont)

to answer	απαντώ
to attend school	πηγαίνω σχολείο
to calculate	υπολογίζω
to carry on	συνεχίζω
to copy	αντιγράφω
to correct	διορθώνω
to discuss	συζητώ, κάνω συζήτηση
to do my homework	διαβάζω/κάνω τα μαθήματά μου ή τη δουλειά για το σχολείο
to draw	ζωγραφίζω, σχεδιάζω
to explain	εξηγώ
to fail (an exam)	αποτυγχάνω (κόβομαι)
to fill out/fill in/complete	συμπληρώνω
to learn	μαθαίνω
to pass (exam)	περνώ (εξετάσεις)
to pay attention; to be careful	προσέχω, δίνω προσοχή, είμαι προσεκτικός
to practise	εξασκούμαι/εξασκώ
to read	διαβάζω
to repeat	επαναλαμβάνω
to repeat a year	μένω στην ίδια τάξη
to revise	κάνω επανάληψη
to ring the bell (school)	χτυπώ το κουδούνι
to sing	τραγουδώ
to sit an exam	δίνω εξετάσεις
to study	μελετώ/σπουδάζω
to take the attendance register	παίρνω παρουσίες
to teach	διδάσκω
to translate	μεταφράζω
to understand	καταλαβαίνω
to work hard	εργάζομαι σκληρά
training (education)	η εκπαίδευση, η επιμόρφωση, το επιμορφωτικό σεμινάριο
training (sport)	η προπόνηση
translation	η μετάφραση
unfair	αθέμιτος, άδικος
uniform	η στολή
university	το πανεπιστήμιο
Upper Secondary school	το λύκειο
vocational school; technical college	η επαγγελματική σχολή, το τεχνικό λύκειο
weak, bad at (subject)	αδύναμος, δεν είμαι καλός σε (κάποιο μάθημα)
willing	πρόθυμος
written	γραπτός
work experience	η εργασιακή εμπειρία
worksheet	το φυλλάδιο
yr 7	Α' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 8	Β' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 9	Γ' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 10	Δ' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 11	Ε' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 12	ΣΤ' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)
yr 13	Ζ' τάξη δευτεροβάθμιας εκπαίδευσης (Ηνωμένο Βασίλειο)

Higher tier

absent	απών
anxiety	η αγωνία/ η ανησυχία/ το άγχος
boarding school	το οικοτροφείο (σχολείο)
business studies	οι επιχειρηματικές σπουδές
class register	το απουσιολόγιο
core/compulsory subject	βασικό/υποχρεωτικό μάθημα
diligent/studious	επιμελής, μελετηρός
discipline	η πειθαρχία
do badly; fail	αποτυγχάνω
economics	τα Οικονομικά/οι Οικονομικές Επιστήμες
essay	η έκθεση
european	ευρωπαϊκός/πανευρωπαϊκός
expulsion	η αποβολή
final exam	οι τελικές εξετάσεις
forgiving	επιεικής
gifted	προικισμένος
graduate	απόφοιτος
headphones	τα ακουστικά
home economics	η Οικιακή Οικονομία
ink	το μελάνι
international	διεθνής
law	ο νόμος
meeting, discussion	η συνάντηση, η συζήτηση
national	εθνικός/πανελλήνιος
necessary	απαραίτητος
optional (subject)	το προαιρετικό μάθημα / το μάθημα επιλογής
parents' evening	ενημερωτική συγκέντρωση γονέων
permission	η άδεια
pressure	η πίεση
pronunciation	η προφορά
query	η απορία, η ερώτηση, το ερώτημα
report	ο έλεγχος, η αναφορά
school assembly	η σχολική (πρωινή) συγκέντρωση/η προσευχή
sociology	η Κοινωνιολογία
studies	οι σπουδές
supervisor (exams)	ο επιτηρητής, η επιτηρήτρια
to agree	συμφωνώ
to be cancelled (lessons)	ακυρώνεται (μάθημα)
to expell a student	αποβάλλω έναν μαθητή
to have a detention	μπαίνω τιμωρία/ με βάζουν τιμωρία
to keep contact with	κρατώ επαφή/διατηρώ επαφή
to improve (one's knowledge/skills in)	βελτιώνω (τις γνώσεις / τις δεξιότητές μου)
to last (duration)	κρατώ, διαρκώ
to move up (to the next form/year)	πηγαίνω/περνώ στην επόμενη τάξη / έτος
to pronounce	προφέρω
to skive/to skip/bunk lessons	κάνω κοπάνα
to spell	γράφω (ορθογραφία)
to teach	διδάσκω
training centre	το εκπαιδευτικό κέντρο
waste of time	το χάσιμο χρόνου
worldwide	παγκόσμιος
(to do a) written punishment, lines	η γραπτή τιμωρία

Future aspirations, study and work

Foundation tier

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

Foundation tier (cont)

full time	η πλήρης απασχόληση
future	το μέλλον
gardener	ο κηπουρός
hours of work	οι εργάσιμες ώρες
impression	η εντύπωση
interview (job)	η συνέντευξη (για εργασία)
interview (TV or magazine)	η συνέντευξη (για τηλεόραση ή περιοδικό)
instructor	ο δάσκαλος, η δασκάλα
job, post, position	η θέση εργασίας
job, profession, occupation	η δουλειά, η εργασία, το επάγγελμα, η απασχόληση
job advert	η αγγελία θέσεων εργασίας
journalist	ο, η δημοσιογράφος
language	η γλώσσα
lawyer	ο, η δικηγόρος
leaving certificate	το απολυτήριο
letter	το γράμμα, η επιστολή
letterbox	το γραμματοκιβώτιο
lunch break	το μεσημεριανό διάλειμμα
manager	ο διευθυντής, η διευθύντρια
marketing	το μάρκετινγκ
mechanic	ο μηχανικός (αυτοκινήτων)
meeting	η συνάντηση
message	το μήνυμα
mistake	το λάθος
mouse	το ποντίκι
musician	ο, η μουσικός
nurse	η νοσοκόμα
opportunity	η ευκαιρία
owner	ο ιδιοκτήτης, η ιδιοκτήτρια
painter	ο, η ζωγράφος
paper	το χαρτί
part time	η μερική απασχόληση
pay	η πληρωμή
per hour	ανά ώρα, την ώρα
pharmacist	ο, η φαρμακοποιός
pilot	ο, η πιλότος
plan, project	το σχέδιο, η εργασία, το πρότζεκτ
planned	σχεδιασμένος
plumber	ο υδραυλικός
poet	ο ποιητής, η ποιήτρια
police officer	ο, η αστυνομικός
post/post office	το ταχυδρομείο
postman	ο ταχυδρόμος
presenter	ο παρουσιαστής, η παρουσιάστρια
qualified	με προσόντα, αρμόδιος
rep, sales representative	ο, η αντιπρόσωπος/ ο, η αντιπρόσωπος πωλήσεων
result	το αποτέλεσμα
salary	ο μισθός
sales	οι πωλήσεις
sales assistant	ο πωλητής, η πωλήτρια
screen	η οθόνη
secretary	ο, η γραμματέας
sewing, tailoring	το ράψιμο, η ραπτική
shop	το μαγαζί, το κατάστημα
situation wanted	ζητείται εργασία
skills	οι δεξιότητες

Foundation tier (cont)

society	η κοινωνία
soldier	ο στρατιώτης
strike	η απεργία
student (school)/student (University)	ο μαθητής, η μαθήτρια/ο φοιτητής, η φοιτήτρια
superior	ο ανώτερος, η ανώτερη
teacher (primary)	ο δάσκαλος, η δασκάλα
teacher (secondary school, university)	ο καθηγητής, η καθηγήτρια
technician	ο, η τεχνικός
telephone directory, telephone book	ο τηλεφωνικός κατάλογος
telephone call	το τηλεφώνημα
terms of employment	οι όροι απασχόλησης
to apply for a job	κάνω αίτηση για θέση εργασίας
to appoint	διορίζω
to decide	αποφασίζω
to do a course	παρακολουθώ μαθήματα
to do casual work	δουλεύω περιστασιακά
to earn	βγάζω, κερδίζω
to fill in a form	συμπληρώνω ένα έντυπο
to file	αρχειοθετώ
to fire	απολύω
to hang up	κλείνω το τηλέφωνο
to organise	οργανώνω
to pay	πληρώνω
to practise	εξασκούμαι
to pre pay	προπληρώνω
to print	εκτυπώνω
to send	στέλνω
to study	μελετώ, σπουδάζω
to type	πληκτρολογώ
training	η εκπαίδευση, η επιμόρφωση, η πρακτική
travel agency	το ταξιδιωτικό πρακτορείο, το γραφείο ταξιδίων
unemployment	η ανεργία
university	το πανεπιστήμιο
voluntarily, without pay	εθελοντικά, χωρίς αμοιβή
volunteer	ο εθελοντής, η εθελόντρια
volunteering	ο εθελοντισμός
waiter/waitress	ο σερβιτόρος/η σερβιτόρα
web page/web site	η ιστοσελίδα
well paid	καλοπληρωμένος
work	η εργασία, η δουλειά
work experience	η προϋπηρεσία, η εργασιακή εμπειρία, η επαγγελματική πείρα
worker	ο εργάτης, η εργάτρια

Higher tier

(data) file	το αρχείο (δεδομένων)
aim; goal	ο σκοπός, ο στόχος
applicant	ο υποψήφιος, η υποψήφια/ ο αιτών, η αιτούσα
apply at/go to e.g. ask at reception	κάνετε αίτηση στο / πηγαίνετε στο, π.χ. ρωτήστε στη ρεσεψιόν
to apply; enroll	κάνω αίτηση, γράφομαι
appointment	το ραντεβού, ο διορισμός
apprentice	ο μαθητευόμενος, η μαθητευόμενη
apprenticeship	η μαθητεία/η εκπαίδευση
at (in email address @)	το παπάκι
attached (email)	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
enclosed	εσώκλειστος
equality	η ισότητα
flexitime	το ευέλικτο ωράριο
forward slash	η πλάγια μπάρα
further study	η επιμόρφωση, η μετεκπαίδευση
hard disk	ο σκληρός δίσκος
higher education	η τριτοβάθμια εκπαίδευση
impression	η εντύπωση
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
signature	η υπογραφή
situations 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 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	η πρόσβαση
activity	η δραστηριότητα
advantages/disadvantages	τα πλεονεκτήματα/τα μειονεκτήματα
advertising campaign	η διαφημιστική εκστρατεία/η καμπάνια
admission	η είσοδος /το εισιτήριο εισόδου
animal	το ζώο
athlete	ο αθλητής, η αθλήτρια
athletics	ο στίβος
atmosphere	η ατμόσφαιρα
being green	η πράσινη συνείδηση
benefit	το όφελος
campaign (e.g against smoking, cancer)	η εκστρατεία/η καμπάνια (αντικαπνιστική, αντικαρκινική)
cancer	ο καρκίνος
championship	το πρωτάθλημα
charity	η φιλανθρωπία, η φιλανθρωπική οργάνωση
coal	ο άνθρακας
community	η κοινότητα
concert	η συναυλία
country	η χώρα
demonstration	η διαδήλωση
disaster	η καταστροφή
doctors without borders	οι γιατροί χωρίς σύνορα
drinking water	το πόσιμο νερό
drought	η ξηρασία
earth	η γη
ecology	η οικολογία
electricity	ο ηλεκτρισμός
energy; power	η ενέργεια, ο ηλεκτρισμός
environment	το περιβάλλον
environmental	περιβαλλοντικός
environmental issues	τα περιβαλλοντικά ζητήματα / θέματα, τα θέματα περιβάλλοντος
European championship	το ευρωπαϊκό πρωτάθλημα
factory	το εργοστάσιο
(music) festival	το (μουσικό) φεστιβάλ
fires (e.g. forest)	η πυρκαγιά, οι φωτιές στα δάση
flood; flooding	η πλημμύρα
for/against	υπέρ/κατά
(rain)forest	το τροπικό δάσος
free (entry)	η δωρεάν είσοδος
gas	το αέριο
global dimension	η παγκόσμια διάσταση
global; world wide	παγκόσμιος
good cause	ο καλός σκοπός
homeless	ο άστεγος, η άστεγη
hunger	η πείνα, ο λιμός
hurricane	ο τυφώνας
information leaflet	το ενημερωτικό φυλλάδιο
international	διεθνής
lack (of)	η έλλειψη
lake	η λίμνη
match (football)	ο αγώνας (π.χ. ποδοσφαιρικός)
migrant	ο μετανάστης, η μετανάστρια

Foundation tier (cont)

mountain	το βουνό, το όρος
music event	η μουσική εκδήλωση
music group/band	το μουσικό συγκρότημα
natural disaster	η φυσική καταστροφή
natural resources	οι φυσικοί πόροι
nature	η φύση
ocean	ο ωκεανός
oil	το πετρέλαιο
Olympic games	οι Ολυμπιακοί αγώνες
organisation	ο οργανισμός/η οργάνωση
outcome	το αποτέλεσμα
people	οι άνθρωποι/ο λαός
planet	ο πλανήτης
pollution	η ρύπανση
poverty	η φτώχεια
protection	η προστασία
protest	η διαμαρτυρία
quality	η ποιότητα
race	ο αγώνας
recycling	η ανακύκλωση
recycling bin	ο κάδος ανακύκλωσης
refugee	ο, η πρόσφυγας
river	ο ποταμός, το ποτάμι
rubbish	τα σκουπίδια
singer	ο τραγουδιστής, η τραγουδίστρια
smoking	το κάπνισμα
society	η κοινωνία
song	το τραγούδι
sport	ο αθλητισμός/ τα σπορ
sport events	οι αθλητικές εκδηλώσεις, οι αθλητικές διοργανώσεις
sports fan	ο, η φίλαθλος
sports ground	το γήπεδο
to breathe	αναπνέω
to clean	καθαρίζω
to die	πεθαίνω
to distribute	μοιράζω
to live	ζω
to pick up (rubbish)	μαζεύω
to pollute	ρυπαίνω
to protect	προστατεύω
to protest	διαμαρτύρομαι
to recycle	ανακυκλώνω
to save (water)	εξοικονομώ (νερό)
to smoke	καπνίζω
to support	υποστηρίζω
tree	το δέντρο
war	ο πόλεμος
world	ο κόσμος /παγκόσμιος
world cup (football)	το παγκόσμιο κύπελλο (ποδόσφαιρο)

Higher tier

climate (adjective)	κλιματικός (επίθετο)
danger	ο κίνδυνος
disability	η αναπηρία
earthquake	ο σεισμός
endangered species (e.g. bear, sea turtle)	το είδος προς εξαφάνιση (π.χ.η αρκούδα, η θαλάσσια χελώνα)
equality	η ισότητα
fresh water	το φρέσκο νερό
fair trade	το δίκαιο εμπόριο
fundraising	ο έρανος
global warming	το φαινόμενο του θερμοκηπίου
globalisation	η παγκοσμιοποίηση
industry	η βιομηχανία
inequality	η ανισότητα
instant	άμεσος
malnourished	υποσιτισμένος
ozon layer	το στρώμα του όζοντος
racism	ο ρατσισμός
rights of man; peoples' rights	τα δικαιώματα του ανθρώπου, τα ανθρώπινα δικαιώματα
salt water	το αλατόνερο
security	η ασφάλεια
solar power	η ηλιακή ενέργεια
species	το είδος (φυτού, ζώου)
sports event	το αθλητικό γεγονός
spying	η κατασκοπεία
starving	(που) λιμοκτονεί, πεθαίνει από την πείνα
to (make) compost	φτιάχνω κομπόστ, κομποστοποιώ
to benefit	ωφελώ, ωφελούμαι, επωφελούμαι
to cause/to provoke	προκαλώ
to contaminate	μολύνω
to contribute	συμβάλλω/συνεισφέρω
to disappear	εξαφανίζομαι
to harm	βλάπτω
to lack	στερούμαι, δεν έχω, λείπει
to save; to keep safe	σώζω, διατηρώ ασφαλές
to sort/separate (e.g. rubbish)	ταξινομώ/ξεχωρίζω (π.χ. σκουπίδια)
to stay in contact	διατηρώ επαφή
to survive	επιβιώνω
to threaten	απειλώ
unfortunate; needy	ατυχής, δυστυχής / φτωχός, άπορος
volcano	το ηφαίστειο
waste	τα απόβλητα εργοστασίων
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.'[1]

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:[2]

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.[3]

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.

[1] OECD – Better Skills, Better Jobs, Better Lives (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – Assessing 21st Century Skills: Summary of a Workshop (National Academies Press, 2011)

[3] PISA – The PISA Framework for Assessment of ICT Literacy (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	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.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	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.	The QN for this qualification is: 603/1184/8
Subject codes	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.	GCSE – 1GK0
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

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

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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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