



# Pearson

## **Pearson Edexcel International Advanced Level in Greek First teaching September 2016**

### **Scheme of work**

#### **Introduction**

This document provides a sample outline scheme of work for IAL Greek. It contains suggestions for resources and activities that teachers can use or adapt to support their teaching in a way that fits their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive. Teachers are encouraged to use a wide range of resources and instructional approaches that suit the needs and specific learning profiles of their students as well as the teaching contact hours at their disposal.

Please use this document alongside other teaching and learning materials for this subject including the specification, sample assessment materials and the Getting Started guide which can be found here: <http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/greek-2016.html>

When planning a Greek Scheme of Work, teachers should bear in mind that those inspecting proficiency in Greek at IAL post-16 level are encouraged to concentrate on the extent to which students:

- Demonstrate their understanding of material written in Greek, drawn from a wide range of everyday, topical, technical, business, literary, social and historical sources, and can respond appropriately to it
- Understand and respond in writing to content used in various contexts, different types of registers and genres
- Transfer meaning from English into Greek effectively, accurately and idiomatically, in translations that show understanding of morphology, register, idiom and nuance

- Show extensive knowledge of Greece and Cyprus, as well as the customs and culture of people in the Greek speaking world.
- Have detailed knowledge and understanding of the themes and topics they have studied and the issues facing contemporary Greek societies
- Have developed mature and well-informed understanding and views on topical or controversial issues, and can present these in a logical, coherent and accurate way in writing
- Write accurately in a variety of styles appropriate to context, using an increasingly wide range of complex, sophisticated and topic-specific language
- Demonstrate a high level of grammatical accuracy

### **Study skills to encourage students to acquire throughout the course**

- to be able to organise time and keep up with assignments;
- to develop strategic competences that allow access to materials containing unknown words, unfamiliar structures and ideas;
- to use a dictionary effectively;
- to carry out research using digital tools but also close reading of text-based materials;
- to learn how to organise knowledge and information using powerpoint, tables and notes;
- to create taxonomies of vocabulary and ideas belonging to this thematic category (either in digital or hard copy index cards)

### **Teaching resource exemplars**

Suggested resources to support teaching and learning in this specification include the following:

- Θέματα εξετάσεων επάρκειας ελληνομάθειας 2010-2014 / επιμέλεια Μαρίνα Κοκκινίδου, Λήδα Τριανταφυλλίδου. - Αθήνα : Κλειδάριθμος, 2015
- Πιστοποίηση επάρκειας της ελληνομάθειας: Δείγματα εξεταστικών θεμάτων : Επίπεδο B2 / Συλλογικό έργο. - Θεσσαλονίκη : Κέντρο Ελληνικής Γλώσσας, 2014
- Ταξίδι στην Ελλάδα Νο.2 Νέα Ελληνικά για ξένους. Επίπεδα B1 & B2. Συλλογικό έργο, Έφη Γκαρέλη, Έφη Καπούλα, Έφη Κοντοκώστα, Μάχη Μοντζόλη, Στέλα Νεστοράτου, Ευαγγελία Πρίτση, Νίκος Ρουμπής, Γεωργία Συκαρά. - Αθήνα : Γρηγόρη, 2015.
- Ευαγγελία Ξ. Παναγοπούλου, Άννα Χατζηπαναγιωτίδη, Ελληνικά για προχωρημένους, Ινστιτούτο Νεοελληνικών Σπουδών. Ίδρυμα Μανόλη Τριανταφυλλίδη, 2001. ISBN 960-231-082-0

- Anne Farmakides, *Modern Greek reader, II: introduction to literature, intermediate to advanced*, New Haven: Yale University Press, 1983
- Helen Dendrinou Kalias *Readings in Modern Greek Literature. For Intermediate and Advanced Students of Modern Greek and Others Interested in Modern Greek Literature but Lacking the Vocabulary to Understand It*, Crestwood, NY: Caratzas, 2001.
- Philippaki-Warburton, Irene, David Holton, Peter Mackridge, *Greek: a Comprehensive Grammar*, London: Routledge, an imprint of Taylor & Francis Books Ltd., 1997.

## Online Resources

The portal for Greek language offers useful links for online resources for the study of language and literature, bibliographies, corpora, and dictionaries:

- <http://www.greek-language.gr/greekLang/index.html>
- Fryktories is an educational site that offers ideas and materials to support the teaching of Greek as a foreign and second language: <http://www.komvos.edu.gr/fryktories/>
- Digital school platforms, interactive textbooks, lesson plans, glossary of terms and learning objects repository: <http://ebooks.edu.gr/modules/ebook/>  
<http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B125/689/4552,20624/>  
[http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko\\_yliko/c\\_gymnasiou/vivlio\\_mathiti\\_c\\_gymn\\_2014.pdf](http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf)
- Online guidance on essay writing [https://4gymzografou.files.wordpress.com/2012/12/ektheseis\\_b.pdf](https://4gymzografou.files.wordpress.com/2012/12/ektheseis_b.pdf)  
<http://www.vlioras.gr/Philologia/Composition/Themata.htm>
- About Cyprus - <http://www.aboutcyprus.org.cy/>
- Free software to create a variety of self-assessment, web-based tasks especially in relation to grammar transformation exercises <http://hotpot.uvic.ca/>

## News Agencies and Newspapers

- ΑΥΓΗ (<http://www.avgi.gr/>)
- ΤΟ ΒΗΜΑ (<http://www.tovima.gr/>)
- ΤΑ ΝΕΑ (<http://www.tanea.gr/>)
- ΚΑΘΗΜΕΡΙΝΗ (<http://www.kathimerini.gr/>)
- Διαδικτυακή εφημερίδα του in.gr (<http://news.in.gr/>)
- Ε.Ρ.Τ. on-line (<http://www.ert.gr/>)
- Greek Media Index (<http://www.pathfinder.gr/>)
- Lifo: News, urban culture (<http://www.lifo.gr/>)
- ΠΟΛΙΤΗΣ (<http://www.politis-news.com/>)
- ΦΙΛΕΛΕΥΘΕΡΟΣ (<http://www.philenews.com/main/default.aspx>)
- ΚΑΘΗΜΕΡΙΝΗ, ΚΥΠΡΟΣ (<http://www.kathimerini.com.cy/>)

## Culture and Media

- [Greek Ministry of Culture](http://www.culture.gr/war/index.jsp) (<http://www.culture.gr/war/index.jsp>)
- [Centre for Neo-Hellenic Studies](http://www.snhell.gr/index.asp) (<http://www.snhell.gr/index.asp>)
- [ELIA: The Hellenic Literary and Historical Archive](http://www.elia.org.gr/default.fds?langid=1) (<http://www.elia.org.gr/default.fds?langid=1>)
- [Centre for the Greek language](http://www.greeklanguage.gr/) (<http://www.greeklanguage.gr/>)
- [Greek Film Centre](http://www.gfc.gr) (<http://www.gfc.gr>)
- Digital Archives, Greek Film Center (<http://www.gfcdigital.gr/>)
- [Greek National Television Archives](http://www.ert-archives.gr/V3/public/index.aspx) (<http://www.ert-archives.gr/V3/public/index.aspx>)
- [Thessaloniki Film Festival](http://www.filmfestival.gr/) (<http://www.filmfestival.gr/>)

## **Greek movies, documentaries and TV online**

- <http://www.greek-movies.com>
- <http://www.livemovies.gr/>
- <https://vimeo.com/ondemand/>

## **Modern Greek Studies**

- [Greek Language Portal](http://www.greek-language.gr/greekLang/index.html) (<http://www.greek-language.gr/greekLang/index.html>)
- [Dialang](http://www.dialang.org/intro.htm) (<http://www.dialang.org/intro.htm>)
- Institute for Language and Speech Processing (ILSP) (<http://www.xanthi.ilsp.gr/>)
- Greek online encyclopaedia: ([LivePedia.gr](http://www.livepedia.gr))
- Greek history online: (<http://www.ime.gr/chronos/15/>)

## **Pearson Subject adviser support**

There is additional support from our subject adviser here:

[TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

There is also a languages community page where you can receive support and share ideas with other language teachers here:


[http://community.edexcel.com/modern\\_languages/](http://community.edexcel.com/modern_languages/)

## Specification information

There is flexibility to cover the IAL Greek specification in two years or over one and a half years so teachers can make adjustments as needed in their case.

- To prepare for assessment, it is advisable to work through each topic area carefully and cover all possible sub topics. Irrespective of the different headings, all topics share common themes and teaching may be sequenced so as to cover the overlap. When for example the topic of Youth Matters is studied for the IAS specification, themes such as life style, education and student life, beliefs and the environment could be addressed, as they constitute aspects of young people’s interests and world of experience. In this respect, teachers may find that in the initial stages of the courses, the first few topics take longer to cover than the last few. Moreover, as these schemes of work indicate, it is possible to organise the progression of lessons in a “scaffolded” manner, whereby each new topic presented builds on and overlaps with content relating to previously taught themes, resulting, in this way, to useful recycling of vocabulary and structures. In cases where the student profile allows for differentiated instruction and a wider and more in depth coverage of material, cross references could be made to thematic overlaps between the IAS and the IA2 content. Where such an overlap is possible, recommendations for cross-curricular activities and teaching across two levels are indicated accordingly.
- It is advisable to allow time for consolidation and review of material. In cases when there may not be adequate teaching periods for this specification, an arsenal of online tasks and resources as well as self- assessment exercises might be necessary to ensure full coverage of content. Since the IA2 is largely targeting research skills, it is advisable to cultivate conditions for independent learning and research, peer reviews and collaborative learning and assignments.
- Familiarisation with the rubrics and the types of questions and responses employed in this specification are necessary for a successful outcome. A review of the new specification and accompanying sample assessment materials is recommended. Teachers may also attempt to adapt previous GCE A level examination papers to suit the new specification, as the content, largely, remains comparable.


## Edexcel Schemes of Work for IAL Greek IAS (Year 1)

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
1-3	<p>Youth Matters:  <b>Music and Fashion</b>            (includes overlap with <b>Peer pressure and role models</b>)</p> <p><b>Learning outcomes</b></p> <p>To start bridging the gap between GCSE and IAS</p> <p>To learn, understand and use the vocabulary of music and fashion</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately</p> <p>To transfer knowledge of structures into effective, persuasive and grammatically correct, longer types of writing</p> <p>To be able to describe and evaluate themes pertaining to this topic</p>	<p>As a rule, all writing activities should be preceded by pre-writing tasks and familiarisation with the themes of each section, either in the form of brainstorming, a brief discussion, guided reading or a set of comprehension activities and short commentaries on a source text of relevance. In this particular case, a common lead-in activity could be a piece of news or image from the domain of Youth matters that invites commentary and discussion.</p>  <p>Brainstorm the topic by asking students to give opinions about music and fashion. Prompts such as pictures of famous models/musicians or quotations from interviews may be used as lead-in devices.</p> <ul style="list-style-type: none"> <li>- What role does fashion/music play in our lives?</li> <li>- Discuss the influence the celebrity culture and the fashion industry on young people (pre-writing discussion).</li> <li>- Who are the role models for today's youth? Politicians? Environmental activists? Rock stars? TV celebrities?</li> </ul>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.music.net.cy/">http://www.music.net.cy/</a></li> <li>- <a href="http://www.lifo.gr/articles/design-style">http://www.lifo.gr/articles/design-style</a></li> <li>- <a href="http://www.lifo.gr/articles/culture_articles">http://www.lifo.gr/articles/culture_articles</a></li> <li>- <a href="http://www.musicpaper.gr/magazines">http://www.musicpaper.gr/magazines</a></li> <li>- <a href="http://www.komvos.edu.gr/fryktories/modules.php?name=Web_Links&amp;l_op=viewlink&amp;cid=35">http://www.komvos.edu.gr/fryktories/modules.php?name=Web_Links&amp;l_op=viewlink&amp;cid=35</a></li> <li>- <a href="http://www.voguehellas.gr/">http://www.voguehellas.gr/</a></li> <li>- <a href="http://www.neolaia.gr/neo/lifestyle/">http://www.neolaia.gr/neo/lifestyle/</a></li> </ul>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Discuss and research aspects of the fashion/music industry.</li> <li>- What is the influence of fashion on our notion of "beauty"?</li> <li>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</li> <li>- Students work collaboratively or individually to offer a final summary of the week's topic in power point, digital story or written presentation</li> <li>- A selection of short passages (an interview with a famous personality, an article about social networking etc.) may serve as useful templates for transformation exercises.</li> <li>- Students translate short passages of relevant content from English into Greek (optional activity that links to IA2, Section A)</li> </ul>	
4-6	<p>Youth Matters: Family, Relationships and Friendships (overlap with <b>peer pressure and role models</b> and inclusion of content that offers a seamless transition to <b>technology and communication</b>)</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of relationships.</p>	<ul style="list-style-type: none"> <li>- Brainstorm the topic by asking students to share views and experiences about relationships, be it family or friends. Prompts such as pictures of famous couples/ family scenes/ extracts from Greek films on IA2 syllabus, may be used as a stimulus.</li> <li>- Write a detailed description of different members of family /friends focusing on physical and character attributes. Evaluate the personality traits you consider most important.</li> <li>- Ideal friends? What are they like?</li> </ul>	<ul style="list-style-type: none"> <li>- Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</li> <li>- A selection of texts and exemplar activities about friendship may be found here:</li> </ul> <p><a href="http://glossaloggymilk.weebly.com/kappaepsiloniotamuepsilonannualalpha-gammaiotaalpha-taeta-phiiotaalambdaiotaalpha-kappaalphiota-taetanu-alphagammaalphapieta.html">http://glossaloggymilk.weebly.com/kappaepsiloniotamuepsilonannualalpha-gammaiotaalpha-taeta-phiiotaalambdaiotaalpha-kappaalphiota-taetanu-alphagammaalphapieta.html</a></p>




Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structures into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic</p>	<ul style="list-style-type: none"> <li>- How has social networking affected friendships and the socialisation of today's youth</li> <li>- Fitting in: Discuss peer pressure in your circle of friends. How does it affect you?</li> <li>- Ask students to draw up a list of guidelines about how to maintain a friendship marked by respect, mutual support and sincerity.</li> <li>- «Δείξε μου το φίλο σου να σου πω ποιος είσαι». What do you think?</li> <li>- Agony Aunts: Write a letter about a problem with a friend or relative and then offer advice about resolving another classmate's problem.</li> <li>- Students are asked to write a written response to some of the questions posed under exemplar activities: The institution of marriage/ family: What does it mean nowadays? How has it changed throughout the years? Ask students to interview grandparents/ parents and identify these changes in oral presentations and in writing.</li> <li>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</li> <li>- Students are asked to describe and comment of famous friendships or relationships.</li> <li>- A selection of short passages (an interview with a famous personality, an article about</li> </ul>	<p><a href="http://www.lifo.gr/mag/features/34">http://www.lifo.gr/mag/features/34</a></p> <p><a href="http://www.tanea.gr/default.asp?pid=2&amp;ct=2&amp;artid=4512114">http://www.tanea.gr/default.asp?pid=2&amp;ct=2&amp;artid=4512114</a></p> <p><a href="http://www.oikogenia.gr">http://www.oikogenia.gr</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>social networking etc.) may serve as useful templates for transformation exercises.</p> <ul style="list-style-type: none"> <li>- Students view and write a response on representations of friendship and family life in extracts from films such as: Politiki Kouzina, Peppermint, September etc.</li> <li>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</li> </ul>	
7-8	<p>Youth Culture and Concerns:</p> <p>Technology and communication (overlap and recycling of vocabulary and sub-topics encountered in previous weeks, lead-in to Lifestyle, health and Fitness by establishing a connection between technology and healthy -or unhealthy- living)</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of technology</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p>	<ul style="list-style-type: none"> <li>- Brainstorm the topic by asking students to give their views on technology and the way it has transformed lives. Attempt a comparison between life with and life without technology (a kind of “before and after”). Prompts such as quotations warning about the perils of technology may be used as a stimulus («Η υπερβολική χρήση ηλεκτρονικών υπολογιστών μπορεί να οδηγήσει σε σοβαρά σωματικά και ψυχολογικά προβλήματα»)</li> </ul>  <ul style="list-style-type: none"> <li>- Discuss and write about the possible future of technology. What next?</li> <li>- Create “pros” and “cons” lists to show the advantages and disadvantages of technology</li> <li>- Television and Digital Media: Describe and evaluate their significance</li> </ul>	<ul style="list-style-type: none"> <li>- Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</li> </ul> <p>A selection of texts and articles about technology in schools, technology and young people:</p> <p><a href="http://www.netschoolbook.gr/epimorfosi/texts.html">http://www.netschoolbook.gr/epimorfosi/texts.html</a> and education</p> <p>How young people communicate: <a href="http://www.komvos.edu.gr/glwssa/odigos/thema_b9/b_9_thema.htm">http://www.komvos.edu.gr/glwssa/odigos/thema_b9/b_9_thema.htm</a></p> <p>Communication and the new technologies: <a href="https://oiko.files.wordpress.com/2008/10/ceb7-ceb5cf80ceb9cebasebfceb9cebdcf89cebdceafceb1-cf84cf89cebd-cebdceadcf89cebd-cebcceadcf83cf89-ceb3cf81ceb1cf80cf84cf8eabd-cebcceb7.pdf">https://oiko.files.wordpress.com/2008/10/ceb7-ceb5cf80ceb9cebasebfceb9cebdcf89cebdceafceb1-cf84cf89cebd-cebdceadcf89cebd-cebcceadcf83cf89-ceb3cf81ceb1cf80cf84cf8eabd-cebcceb7.pdf</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	To be able to describe and evaluate themes and ideas pertaining to this topic.	<ul style="list-style-type: none"> <li>- Does technology present us with any ethical concerns (should there be any limits, regarding research in new technologies)?</li> <li>- Students read and answer questions on a “model” text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</li> <li>- A selection of short passages (an interview with a famous personality, an article about social networking etc.) may serve as useful templates for transformation exercises.</li> <li>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</li> </ul>	Information about internet addiction: <a href="http://internetaddiction18ano.wordpress.com/">http://internetaddiction18ano.wordpress.com/</a>
	Youth Culture and Concerns  Optional Revision and Practice Assessment Week	<p>In class, under simulated examination conditions students carry out a number of tasks which may include: A full mock paper focusing entirely on the Topic of Youth Matters or short 100 word responses to stimuli such as:</p> <p>«Η ομορφιά δεν είναι θέμα μόδας»  «Οι σύγχρονες διασημότητες από τον κόσμο της μόδας και της μουσικής αποτελούν κακό παράδειγμα για τους νέους»  «Η μουσική ενώνει τον κόσμο»</p>	Appropriate exercises reviewing vocabulary and grammar covered in this topic. Relevant activities taken from the SAMs and Past Papers from the old specification.

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>«Ο θεσμός του γάμου έχει χάσει τη σημασία που είχε παλιά»            «Δείξε μου το φίλο σου να σου πω ποιος είσαι»            «Τεχνολογία: Τα υπέρ και τα κατά»            «Το χάσμα των γενεών: Τι το προκαλεί;»</p>	
9-11	<p>Lifestyle: Health and Fitness - Sport and Exercise</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of sport and exercise</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>Link to previous topic by inviting students to comment on how our modern obsession with technology and online communication may have affected our lifestyle and consequently, our health.</p> <p>- Brainstorm the topic by asking students to give their views the importance of fitness and a healthy life style. Prompts such as pictures of famous athletes/ famous quotations or data about health and young people may be used to stimulate discussion</p> <div data-bbox="898 865 1339 1193" data-label="Image"> </div> <p>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking</p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>The importance of exercise for young people:  <a href="http://www.enet.gr/?i=news.el.article&amp;id=291689">http://www.enet.gr/?i=news.el.article&amp;id=291689</a></p> <p>Tracing the history of sport from antiquity onward:  <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C108/378/2517,9725/">http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C108/378/2517,9725/</a></p> <p>Front page sport news:  <a href="http://www.sport-fm.gr/newspapers/">http://www.sport-fm.gr/newspapers/</a></p>


Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</p> <ul style="list-style-type: none"> <li>- Assign writing tasks in response to prompts that may come from this domain/ read and compose article about famous sports personalities. Describe and evaluate aspects of health and fitness that are linked to a consumer industry or obsessions with "perfection".</li> <li>- Students list various sport and fitness activities and mention what they like or do not like about them.</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> <li>- What is a favourite sport and why?</li> <li>- Research/discuss and write on the connection between sport and scandal/violence, especially in relation to substance abuse, hooliganism etc.</li> <li>- Research/discuss and write views on pressure to compete and excel and drug abuse amongst athletes</li> <li>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</li> </ul>	
12-14	Lifestyle: Health and Fitness - Food and Diet and Health Issues	- Brainstorm the topic by asking students to give their views on the concept of lifestyle, healthy eating, their understanding of diet and their views on the links between dieting and the	Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the


Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p><b>Learning outcomes</b></p> <p>To learn and use the vocabulary of food and diet</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>quest for perfection. Prompts such as pictures of famous athletes/ famous quotations or data about health and young people may be used to stimulate discussion.</p>  <ul style="list-style-type: none"> <li>- Vegetarianism – for or against?</li> <li>- Write an email to a friend giving advice as to how they could improve their diet and health</li> <li>- «Είμαστε ό,τι τρώμε»! Do you agree?</li> <li>- Compile grids listing what is good and what is bad for one’s health</li> <li>- Argue for or against ‘size zero’ models. Read and respond to articles on the topic.</li> <li>- Comment on the relationship between ideas of beauty propagated by the fashion industry and the pressures felt by young people to conform.</li> <li>- The ban on smoking in public: What do you think? Write a short response. Find a person who has the opposite view and argue against them.</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> </ul>	<p>theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>On lifestyle:  <a href="http://www.tovima.gr/vimagazino/views/article/?aid=446883">http://www.tovima.gr/vimagazino/views/article/?aid=446883</a></p> <p>How diet has changed from antiquity to today:  <a href="http://www.hellinon.net/ANEOMENA/Diatrofi.htm">http://www.hellinon.net/ANEOMENA/Diatrofi.htm</a></p> <p>When healthy eating becomes an obsession:  <a href="http://www.iefimerida.gr/news/199970/orthorexia-nervosa-h-psyhosi-me-tin-ygieini-kai-kathari-diatrofi">http://www.iefimerida.gr/news/199970/orthorexia-nervosa-h-psyhosi-me-tin-ygieini-kai-kathari-diatrofi</a></p> <p>Information blog about nutrition:  <a href="http://diatrofologia.pblogs.gr/">http://diatrofologia.pblogs.gr/</a></p> <p>Size 0 models:  <a href="http://www.skai.gr/news/world/article/59682/%CE%91%CE%B4%CF%8D%CE%BD%CE%B1%CF%84%CE%B1-%CE%BC%CE%BF%CE%BD%CF%84%CE%AD%CE%BB%CE%B1-%CF%84%CE%AD%CE%BB%CE%BF%CF%82">http://www.skai.gr/news/world/article/59682/%CE%91%CE%B4%CF%8D%CE%BD%CE%B1%CF%84%CE%B1-%CE%BC%CE%BF%CE%BD%CF%84%CE%AD%CE%BB%CE%B1-%CF%84%CE%AD%CE%BB%CE%BF%CF%82</a></p> <p>Information on healthy eating:  <a href="http://users.thess.sch.gr/thomalekos/piramide.htm">http://users.thess.sch.gr/thomalekos/piramide.htm</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Students read and answer questions on a “model” text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</li> <li>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</li> </ul>	
15-16	<p>Lifestyle: Health and Fitness: Urban and Rural Life</p> <p><b>Learning outcomes</b></p> <p>To learn and use the vocabulary of food and diet</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<ul style="list-style-type: none"> <li>- Brainstorm the topic by asking students to give their views on their impression and perceived differences between urban and rural living and keep notes. Prompts such as an animated presentation on YouTube may be used as a prompt and serve as model for the students to create their own presentation in Greek. (<a href="https://www.youtube.com/watch?v=1gQnDO DJ02w">https://www.youtube.com/watch?v=1gQnDO DJ02w</a>)</li> <li>- Link current climate of economic hardship to people returning to their birthplace in rural areas and changing jobs and lifestyle. Link to IA2 documentaries “Days of change” and “little Land” to establish connections; if possible screen a few scenes and follow up with discussion.</li> <li>- Students read and answer questions on a “model” text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</li> </ul>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Interviews of people who live in urban and rural areas:  <a href="http://www.in2life.gr/everyday/modernlife/article/195267/zoh-sthn-eparhia-ta-yper-kai-ta-kata.html">http://www.in2life.gr/everyday/modernlife/article/195267/zoh-sthn-eparhia-ta-yper-kai-ta-kata.html</a></p> <p>On leaving the city behind:  <a href="http://www.doctv.gr/page.aspx?itemID=SPG2118">http://www.doctv.gr/page.aspx?itemID=SPG2118</a></p> <p>The impact of the recession on where people choose to live:  <a href="http://www.lifo.gr/mag/features/3061">http://www.lifo.gr/mag/features/3061</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises</p>	
	<p>Lifestyle: Health and Fitness</p> <p>Optional Revision and Practice Assessment Week</p>	<p>In class , under simulated examination conditions students carry out a number of tasks which may include: A full mock paper focusing entirely on the Topic of Lifestyle, health and fitness or short 100 word responses to stimuli such as:</p> <p>«Το πνεύμα των Ολυμπιακών Αγώνων δεν υπάρχει πια »</p> <p>«Οι σημερινοί αθλητές ενδιαφέρονται μόνοι για τη νίκη και τα χρήματα»</p> <p>«Βια και αθλητισμός»</p> <p>«Το κάπνισμα σκοτώνει»</p> <p>«Ο σημερινός τρόπος ζωής βλάπτει την υγεία»</p>	



Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
17-20	<p>Travel and Environment: Tourism, travel and transport (overlap with <b>energy and pollution</b>)</p> <p><b>Learning outcomes</b></p> <p>To learn and use the vocabulary of Travel and Tourism</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>- Brainstorm the topic by asking students to give their views on the importance and nature of travel and tourism. Ask student to ponder a number of questions and report back to the class: what are the benefits of travel? How has tourism affected a place that they know? Prompts representing different values in relation to tourist destination (e.g. a built-up modern resort versus a monastery) pictures of famous sites, controversial developments or different types of holiday destinations as well as extracts from travelogues may be used to stimulate discussion.</p> 	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>TV advertisement about travel and cultural values:  <a href="https://www.youtube.com/watch?v=T6BciRP_quw">https://www.youtube.com/watch?v=T6BciRP_quw</a>  <a href="https://www.youtube.com/watch?v=Mm0CdWIb0c4">https://www.youtube.com/watch?v=Mm0CdWIb0c4</a>  <a href="https://www.youtube.com/watch?v=9_ss-oq1Tig">https://www.youtube.com/watch?v=9_ss-oq1Tig</a>  <a href="https://www.youtube.com/watch?v=2WXnaQc1NVI">https://www.youtube.com/watch?v=2WXnaQc1NVI</a></p> <p>Tourism in Greece and Cyprus:  <a href="http://www.united-hellas.com/tourism/index-gr.htm">http://www.united-hellas.com/tourism/index-gr.htm</a>  <a href="http://www.visitcyprus.com/wps/portal">http://www.visitcyprus.com/wps/portal</a></p> <p>For data on Greece and Cyprus  <a href="http://www.el.wikipedia.org/wiki/Κατηγορία:Γεωγραφία_της_Ελλάδας">www.el.wikipedia.org/wiki/Κατηγορία:Γεωγραφία της Ελλάδας</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		 <ul style="list-style-type: none"> <li>- Students read and answer questions on a “model” text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> <li>- Students watch travel and tourist advertisements (e.g. about an airline, the Greek Tourist Board) and discuss the cultural values and local characteristics that are highlighted to promote a sense of place.</li> <li>- Engage in continuous writing or short commentaries on a number of prompts such as: <ul style="list-style-type: none"> <li><i>Research and describe your classmates' favourite tourist destinations. Write a report sharing the information</i></li> </ul> </li> </ul>	<p><a href="http://www.cyprusinfo.gr/kyprosplirofories/kyprosgeografia/index.html">http://www.cyprusinfo.gr/kyprosplirofories/kyprosgeografia/index.html</a></p> <p><a href="http://www2.cytanet.com.cy/klimakio/geograpia/taxid.htm">http://www2.cytanet.com.cy/klimakio/geograpia/taxid.htm</a></p> <p><a href="http://www.visitpafos.org.cy/Akamas_peninsula_gr.aspx">http://www.visitpafos.org.cy/Akamas_peninsula_gr.aspx</a></p> <p>Issues related to transport, safety and passenger rights:  <a href="http://europa.eu/youreurope/citizens/travel/passenger-rights/index_el.htm">http://europa.eu/youreurope/citizens/travel/passenger-rights/index_el.htm</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Write a creative piece about an exciting trip to another country</i></p> <p><i>What is a favourite means of transport when travelling? Why?</i></p> <p><i>Research and describe the impact of travel/tourism on the environment</i></p> <p><i>What is your dream destination? Why?</i></p> <p><i>Write an account of the tourist amenities and everything a tourist should know about the place where you live</i></p> <p><i>Write a letter to a travel agent's to complain about being misinformed with regard to a holiday package you bought.</i></p> <p><i>What is eco-tourism?</i></p> <p><i>What forms of alternative tourism are there? What are the advantages?</i></p> <p><i>What is the impact of the various means of transport on the environment?</i></p> <p><i>What do you do to reduce your carbon foot prints?</i></p> <p><i>Can we have "green transport"?</i></p> <p>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</p>	

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
21-22	<p>Travel and the Environment: Natural disasters and weather (overlap and lead-in to climate change and its impact)</p> <p><b>Learning outcomes</b></p> <p>To learn and use the vocabulary of natural disasters and weather</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>- Brainstorm the topic by asking students to discuss “disaster scenarios” in relation to weather. An activity whereby they describe a personal experience of a holiday/trip that was ruined due to a problem with transport or weather may be used to stimulate discussion. A less experiential but more impactful prompt could be in the form of an announcement or image about a natural disaster and its connection to climate change and broader environmental issues.</p> <div data-bbox="890 613 1251 1114" data-label="Image"> </div> <p>- In groups, draw up lists that define “natural disasters”. Report back to class.</p> <p>- Students are asked to read the weather report online and answer specific questions</p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>An interactive map of natural disasters: <a href="http://e-geografia.eduportal.gr/geo-e/qed27_katastrofes/index.html">http://e-geografia.eduportal.gr/geo-e/qed27_katastrofes/index.html</a></p> <p>Forest fires in Cyprus: <a href="http://www.meteo.com.cy/">http://www.meteo.com.cy/</a></p> <p>Natural Disasters and Global Warming: <a href="http://www.protothema.gr/environment/article/287643/erhodai-fusikes-katastrofes-exaitias-tis-auxisis-thermokratias-tou-planiti/">http://www.protothema.gr/environment/article/287643/erhodai-fusikes-katastrofes-exaitias-tis-auxisis-thermokratias-tou-planiti/</a></p> <p>Weather in Greece and Cyprus: <a href="http://weather.in.gr/">http://weather.in.gr/</a> <a href="http://www.meteo.com.cy/">http://www.meteo.com.cy/</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>relating to today's forecast (or a five day forecast etc.)</p> <ul style="list-style-type: none"> <li>- Students assume the role of the weather forecaster and issue or record a weather report.</li> <li>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> <li>- "Weather" and "climate" questions to consider for discussion, commentary or continuous writing:  <i>Has the weather ever enhanced/ruined an activity/experience?</i>  <i>What is your favourite type of weather? Why?</i>  <i>Describe a famous natural disaster</i>  <i>How are natural disasters linked to climate change and pollution of the environment?</i></li> <li>- Students translate short passages of relevant content            (optional activity linking to IA2, Section A)</li> </ul>	

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
23-24	<p>Travel and environment: Climate Change and its impact, energy, pollution and recycling</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary pertaining to this subtopic</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>- Brainstorm the topic by asking students to list what they consider "major threats to the environment". A picture that illustrates an environmental problem or a quotation such as «τον κόσμο τον κληρονομήσαμε απο τα παιδιά μας» may be used to stimulate the discussion</p> <p>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in English</p> <p>- Draw up a list of what you consider to be major threats to the environment; justify your answer; provide examples of such instances that illustrate the impact of pollution and climate change to the environment.</p> <p>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</p> <p>- Samples of prompts that require commentary or responses in essay form:</p> <p>- <i>Think Globally, Act Locally: What ways are there to help?</i></p> <p>- <i>Global warming – what is it and what can we do about it?</i></p> <p>- <i>Research and describe a well-known environmental disaster or problem in Greece or the world.</i></p> <p><i>Write an email to an environmental action group suggesting ways in which you could contribute to their cause.</i></p> <p><i>Write a letter to a newspaper about pollution and offering suggestions.</i></p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Organisations for the protection of the environment:</p> <p><a href="http://www.greenpeace.org/greece/">http://www.greenpeace.org/greece/</a>  <a href="http://www.eea.europa.eu/el">http://www.eea.europa.eu/el</a>  <a href="http://www.moa.gov.cy/moa/environment/environment.nsf/index_gr/index_gr?OpenDocument">http://www.moa.gov.cy/moa/environment/environment.nsf/index_gr/index_gr?OpenDocument</a>  <a href="http://www.arcturos.gr/">http://www.arcturos.gr/</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Is recycling worthwhile? Debate with a classmate who holds the opposite view</i></p> <p><i>Nuclear Power: Pros and Cons</i></p> <p><i>How can we conserve energy? Produce a short video, a ppt presentation, or a flyer.</i></p> <p>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</p>	
	<p>Travel and environment</p> <p>Optional Revision and Practice Assessment Week</p>	<p>In class , under simulated examination conditions students carry out a number of tasks which may include: A full mock paper focusing entirely on the Travel and Environment or short 100 word responses to stimuli such as:</p> <p>«Εθελοντισμός και περιβάλλον»</p> <p>«Το μέλλον του πλανήτη είναι ευθύνη όλων μας»</p> <p>«Η Πυρηνική Ενέργεια: Υπέρ και Κατά»</p> <p>«Πώς συνδέεται η περιβαλλοντική κρίση με τη μορφή της σημερινής ζωής και την κρίση αξιών;»</p> <p>«Πρότεινε τρόπους με τους οποίους μπορούμε να βοηθήσουμε να αντιμετωπιστεί το πρόβλημα της ρύπανσης και των σκουπιδιών»</p>	
25-28	<p>Education and Employment: education systems and types of schooling, pupil and student life (overlap with the environment topic and lead in to the</p>	<p>- Brainstorm the topic by asking students to identify the different tiers of education (Δημοτικό, Γυμνάσιο etc.) and offer comparisons (if they know of any), between the Greek Educational System and the educational</p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to</p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>next sub topic on volunteering and internships).</p> <p><b>Learning outcomes</b></p> <p>To learn and use the vocabulary of this sub topic.</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>system in the UK or elsewhere. On a more personal note, students could be asked to talk about their memories of their first day/worst day/best day at school. A picture of a lesson in a Greek school or an image from student protests in Greece and Cyprus could serve as a discussion prompt about education and school life in Greece and Cyprus.</p>  <p>- Alternatively, a clip from Politiki Kouzina, Peppermint or Hard Goodbyes, which shows the protagonists at school, may be used to stimulate discussion that leads into the topic.</p> <p>- Students read and answer questions on a “model” text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek</p> <p>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</p> <p>- Students are asked to interview parents or grandparents about their school experience.</p>	<p>the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>On private universities:  <a href="http://www.tovima.gr/opinions/article/?aid=607582">http://www.tovima.gr/opinions/article/?aid=607582</a>  <a href="http://www.highereducation.ac.cy/gr/private-universities.html">http://www.highereducation.ac.cy/gr/private-universities.html</a></p> <p>On Student protests:  <a href="http://www.ipaideia.gr/apo-noris-fetos-oi-mathitikes-katalipseis-kai-diadiloseis.htm">http://www.ipaideia.gr/apo-noris-fetos-oi-mathitikes-katalipseis-kai-diadiloseis.htm</a></p> <p>On school life and friendship:  <a href="http://digitalschool.minedu.gov.gr/modules/obook/show.php/DSGL105/229/1692,5422/">http://digitalschool.minedu.gov.gr/modules/obook/show.php/DSGL105/229/1692,5422/</a></p> <p>First Day at School:  <a href="http://www.oneman.gr/keimena/diabasma/article1476412.ece">http://www.oneman.gr/keimena/diabasma/article1476412.ece</a></p> <p>On Service:  <a href="http://www.lrf.gr/programmmedia/14478444_25_2.pdf">http://www.lrf.gr/programmmedia/14478444_25_2.pdf</a></p> <p>Education in Cyprus:  <a href="http://www.moec.gov.cy/">http://www.moec.gov.cy/</a></p> <p>Education in Greece:  <a href="https://www.minedu.gov.gr/">https://www.minedu.gov.gr/</a></p>



Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Samples of prompts that require commentary or responses in essay form:               <ul style="list-style-type: none"> <li>- <i>Compare the education systems in Greece, Cyprus and the UK. Draw up a list showing what, in your view, are the advantages and disadvantages of each.</i></li> <li>- <i>Identify the positive and negative aspects of your school experience so far.</i></li> <li>- <i>Suggest ideas for improving facilities and the quality of teaching and learning in your school.</i> <ul style="list-style-type: none"> <li><i>School uniform – write a statement for or against and then debate with a classmate who has taken the opposite view.</i></li> <li><i>Describe what you see as the ideal school day, giving reasons.</i></li> </ul> </li> <li>- <i>Are community service and Volunteerism an indispensable part of one’s education?</i></li> </ul> </li> <li>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</li> </ul>	
29-32	<p>Education and Employment: Volunteering and Internships, jobs and employment.</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary pertaining to this subtopic</p>	<p>- Brainstorm the topic by asking students to talk about their plans after they leave school. Discuss how, if at all, opportunities for internships and volunteerism enhance their educational experience and prepare them for life after school. Attempt a brief comparison between choosing work over university and draw up lists and useful vocabulary on the board.</p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>On career counselling:</p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p>	<p>- Brainstorm the topic of employment by asking students to mention aspects of the ideal job. Draw up lists and useful vocabulary on the board. Alternatively, attempt a brief survey of the types of jobs or internships students have had so far. Ask students to work in groups and draw up lists of advantages and disadvantages pertaining to their work experience</p> <p>- Students read and answer questions on a "model" text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Greek.</p> <p>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</p> <p>- Samples of prompts that require commentary or responses in essay form:</p> <p><i>Write an account of your plans for when you leave school. How does the current economic climate affect your decision? Is it worth going to university? Give reasons for or against and then take issue with a classmate with an opposing view</i></p> <p><i>Do you believe that university education should be free? What do you think about private universities?</i></p> <p><i>Research and describe the challenges facing students in Greek societies regarding employment; if possible compare with other countries</i></p>	<p><a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C111/72/581,2188/">http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C111/72/581,2188/</a>  <a href="http://repository.edulll.gr/edulll/handle/10795/1359">http://repository.edulll.gr/edulll/handle/10795/1359</a>  <a href="http://www.studyCyprus.eu/">http://www.studyCyprus.eu/</a></p> <p>Unemployment and the youth:  <a href="http://www.protothema.gr/greece/article/522633/htupise-kokkino-i-anageria-stous-neous-stin-ellada-thliveri-protia-me-486-/">http://www.protothema.gr/greece/article/522633/htupise-kokkino-i-anageria-stous-neous-stin-ellada-thliveri-protia-me-486-/</a>  <a href="http://www.kathimerini.gr/798150/article/oikonomia/ellhnikh-oikonomia/anagergoi-paramenoy-170000-neoi-hlikias-apo-17-ews-24-etwn">http://www.kathimerini.gr/798150/article/oikonomia/ellhnikh-oikonomia/anagergoi-paramenoy-170000-neoi-hlikias-apo-17-ews-24-etwn</a></p> <p>What is the ideal job for you?  <a href="http://www.athensmagazine.gr/bestofathens/articles/143833">http://www.athensmagazine.gr/bestofathens/articles/143833</a></p> <p>On life and work:  <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSDIM-F102/416/2801,10588/index3_01.html">http://ebooks.edu.gr/modules/ebook/show.php/DSDIM-F102/416/2801,10588/index3_01.html</a></p>

Y1 Wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Research and describe the problem of unemployment and poverty in an area you know</i></p> <p><i>List various kinds of work/career and jot down the advantages and disadvantages of each.</i></p> <p><i>How does one prepare for the world of work? Write a column offering advice to your classmates about what needs to be done to ensure good results</i></p> <p><i>Write out your CV</i></p> <p>- Students translate short passages of relevant content (optional activity linking to IA2, Section A)</p>	
	<p>Education and Employment</p> <p>Optional Revision and Practice Assessment Week</p>	<p>In class , under simulated examination conditions students carry out a number of tasks which may include: A full mock paper focusing entirely on the topic of Education and Employment or short 100 word responses to stimuli such as:</p> <p>«Δωρεάν παιδεία για όλους»  «Το ιδανικό σχολείο δεν έχει κανόνες»  «Το «σχολείο της ζωής» είναι πιο σημαντικό από το πανεπιστήμιο»  «Το ιδανικό επάγγελμα»  «Η ανεργία σήμερα: αίτια και λύσεις»</p>	
<p>Remaining time to be used for additional exam techniques and tips, revision, practice, working through past papers, and the AS examinations.</p>			

## **Edexcel Schemes of Work for IAL Greek IA2 (Year 2)**

This suggested scheme of work is based on 32 weeks with the remaining time to be used for examination techniques and tips, revision, practice, and the IA2 examinations.

Throughout Term 1 of 2<sup>nd</sup> year, teachers should work with students on the following:

- Revision of structures and vocabulary learned at IAS in context informed by the IA2 topics
- Further development of grammar, syntax and lexis contextualised in content that relates to the prescribed topic areas at an advanced level
- Progress through the prescribed topic areas with a focus on translation and continuous writing
- Ongoing development of the skills of critical analysis and argument
- Practice in writing discursive and creative essays
- Practice in translating from English to the target language
- Beginning to think of selecting the topic/text for reading, research and writing practice for Unit 2, Section C through translation practice on material cognate to the selected research topic
- Continuing to build up a bank of useful phrases and idioms as well as glossary pertaining to writing about the selected topic in an informed and precise manner

Throughout Terms 2 and 3 of 2<sup>nd</sup> year, teachers should work with students on the following:

- Progression through topics and subtopics through exercises in reading, translation and discursive/creative writing
- Further developing and enhancing of transfer of meaning and writing skills, ensuring that the grammatical structures laid down in the A2 grammar lists have been understood, learned and practised
- Practice under exam conditions
- Past papers (where relevant) and further writing practice, improving on previous work
- Introduction to themes related to the selected topic/text from section C, through translation practice or discursive/creative writing
- Class time devoted to familiarisation, close reading and extended critical analysis of the selected topic or text
- Opportunity for practice under exam conditions in critical responses to the topics or texts of Section C of IA2

Throughout the last few weeks of Term 3 of 2<sup>nd</sup> year, teachers should work with students to ensure that they are prepared in all aspects of the specification.

It is suggested that the selected Topics or Text will be taught over 12 weeks at least, to ensure adequate, in depth coverage of the material and provide opportunity for practice and development of the skills of synthesis and analysis.

Provided that the profile of students, the structure of timetable and the class time allow it, it may be appropriate to pre-teach some of the material in SECTION C by highlighting the thematic overlap between the 7 topic areas and the texts and topics from Section C. Teachers and students may choose their preferred topics/text out of the six prescribed and adjust the sequence accordingly. It is also advised that, irrespective of the selection, the content prescribed for the research based essay serves as practice material and prompts for familiarisation with the 7 topic areas and opportunities for transfer of meaning. For example, a review or synopsis of the documentary "Days of Change" could serve as a prompt for short responses (orally or in writing) and commentaries on issues such as unemployment, equality, politics etc. These short responses could then be expanded upon to become longer writing tasks, discursive or imaginary. Similarly, since a considerable number of the bibliography on the culture, films, documentaries or text-based materials from section C may be found in English, it could also serve as material for transfer of meaning from English into Greek.

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
1- 2	<p>Youth matters</p> <p><b>Learning outcomes</b> To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p> <p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>- Since students are already familiar with the topic and subtopics through Unit 1 it is advisable to use contact time for translation tasks and opportunities for approaching the themes in a creative manner. Overlap with the selected topic from section C could facilitate transition to work related to the research-based essay.</p> <p>- If appropriate, utilise texts that are connected to material from Section C, as excerpts for translation and prompts for creative writing e.g. Instructional materials for translation and essay writing could come from sources containing cultural references to family relationships and friendships, peer pressure and role models from primary and secondary sources in relation to: «Τα δελφινάκια του Αμβρακικού», «Δύσκολοι Αποχαιρετισμοί», «Πολιτική Κουζίνα», «Ένα τραγούδι δεν φτάνει», «Peppermint», «Ακαδημία Πλάτωνος», «Μηραζιλέρο», «September” etc. Content on music and fashion could be taken from sources relating to the 60s (History of Greece).</p> <p>- Students translate short passages of relevant content</p> <p>- Students respond in writing to prompts that invite discursive or creative writing: E.g.</p> <p>Πίεση από ομοτίμους: Τα υπέρ και τα κατά</p> <p><i>Μόδα και ταυτότητα</i></p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Some of the texts for translation may need a degree of adapting. Indicative links that lend themselves to the theme and may be used for translation tasks or prompts for responses in continuous writing:</p> <p><b>Translation:</b> Review of “Peppermint” <a href="http://www.rottentomatoes.com/m/peppermint/">http://www.rottentomatoes.com/m/peppermint/</a> Review of “Politiki Kouzina” <a href="http://www.rottentomatoes.com/m/politiki-kouzina-a-touch-of-spice/">http://www.rottentomatoes.com/m/politiki-kouzina-a-touch-of-spice/</a></p> <p>Points of departure for discussion and further writing: Aristotle on friendship <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL102/457/3003,12060/extras/texts/index_10_aristotelis/index_10_aristotelis.html">http://ebooks.edu.gr/modules/ebook/show.php/DSGL102/457/3003,12060/extras/texts/index_10_aristotelis/index_10_aristotelis.html</a></p> <p>Elli Alexiou on family and hardship <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1693,5427/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1693,5427/</a></p> <p>Yiannis Katsouris and Menis Koumandareas on Youth matters: <a href="http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf">http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf</a></p> <p>On family and other relationships: <a href="http://www.schools.ac.cy/eyliko/mesi/Themata/logotechnia/didaktika_senaria/b_gymnasiou/anthropines_sches_eis_parousiasi.pdf">http://www.schools.ac.cy/eyliko/mesi/Themata/logotechnia/didaktika_senaria/b_gymnasiou/anthropines_sches_eis_parousiasi.pdf</a></p>


Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Πώς άλλαξε η δομή της οικογένειας από τη γενιά των παππούδων σου ως τώρα;</i></p> <p><i>Νέοι και τεχνολογική εξάρτηση.</i></p> <p><i>Φαντάσου μια εβδομάδα ψηφιακής αποτοξίνωσης. Πώς πέρασες; Τι συμπεράσματα έβγαλες από αυτήν την εμπειρία;</i></p>	<p>On peer pressure: <a href="http://hmlyste21.blogspot.com/2011/10/blog-post.html">http://hmlyste21.blogspot.com/2011/10/blog-post.html</a></p>
3-4	<p>Lifestyle, Health and Fitness</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p> <p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>- Since the students are already familiar with the topic and subtopics through Unit 1 it is advisable to use contact time for translation tasks and opportunities for approaching the themes in a creative manner. Overlap with the selected topic from section C could facilitate transition to work related to the research-based essay.</p> <p>- If appropriate, utilise texts that are connected to material from Section C, as excerpts for translation and prompts for creative writing. e.g. Instructional materials for translation and prompts for essay writing could come from sources containing themes linked to food («Πολιτική Κουζίνα») rural Life («Δελφινάκια του Αμβρακικού», "Little Land", "Days of change") the importance of sport (N. Χουλιάρα, «Η εσχάτη των ποινών»)</p> <p>- Students translate short passages of relevant content</p> <p>- Students respond in writing to prompts that invite discursive or creative writing: e.g.</p> <p><i>Νους υγιής εν σώματι υγιεί</i></p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Some of the texts for translation may need a degree of adapting. See below samples of links that lend themselves to the theme and may be used for translation tasks or prompts for responses in continuous writing.</p> <p>Translation World Health Day: The healthiest cities: <a href="http://www.cityam.com/213160/world-health-day-2015-these-are-worlds-healthiest-cities-live">http://www.cityam.com/213160/world-health-day-2015-these-are-worlds-healthiest-cities-live</a></p> <p>The Mediterranean Diet: <a href="http://www.nytimes.com/2013/02/27/dining/when-diet-meets-delicious-the-mediterranean-approach.html?_r=0">http://www.nytimes.com/2013/02/27/dining/when-diet-meets-delicious-the-mediterranean-approach.html?_r=0</a></p> <p>The island where people forget to die: <a href="http://www.nytimes.com/2012/10/28/magazine/the-island-where-people-forget-to-die.html">http://www.nytimes.com/2012/10/28/magazine/the-island-where-people-forget-to-die.html</a></p> <p>Short story by N. Chouliaras: <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1691,5417/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1691,5417/</a></p>


Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Είστε υπεύθυνοι για τη συγγραφή ενός προγράμματος για μια πιο υγιεινή διατροφή και τρόπο ζωής. Τι θα συμβουλευάτε;</i></p> <p><i>Ζωή στην πόλη ή στο χωριό; Τι θα προτιμούσες και γιατί;</i></p> <p><i>Εσύ και η οικογένειά σου μετακομίσατε πρόσφατα στην επαρχία, ύστερα από πολλά χρόνια ζωής σε μια μεγαλούπολη. Γράψε σ' ένα φίλο με τις εντυπώσεις σου, ύστερα από ένα μήνα στο χωριό.</i></p> <p><i>Τι είναι το αθλητικό πνεύμα; Ποια είναι η σημασία μιας ομαδικής αθλητικής δραστηριότητας;</i></p> <p><i>Γράψτε μια έκθεση σχετικά με μια ομαδική αθλητική δραστηριότητα στην οποία λάβατε μέρος, αναλύοντας τη σημασία που είχε για σας η συμμετοχή σε μια συλλογική προσπάθεια.</i></p>	
5-6	<p>Travel and environment</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p>	<p>- Since the students are already familiar with the topic and subtopics through Unit 1 it is advisable to use contact time for translation tasks and opportunities for approaching the themes in a creative manner. Overlap with the selected topic from section C could facilitate transition to work related to the research-based essay.</p> <p>- If appropriate, utilise texts that are connected to material from Section C, as excerpts for translation and prompts for creative writing. e.g. Instructional materials for translation and prompts for essay writing could come from</p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Some of the texts for translation may need a degree of adapting. See below samples of links that lend themselves to the theme and may be used for translation tasks or prompts for responses in continuous writing.</p> <p>Short texts for translation into Greek:</p> <p><a href="http://yourmovies.com.au/movie/9426/brazilero-greek-film-festival">http://yourmovies.com.au/movie/9426/brazilero-greek-film-festival</a></p>



Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>sources linked to the film <i>Brazilero</i>, the short stories <i>Ελληνόφωνη Καλημέρα</i> and <i>Nicossienses</i>, which among others, tackle cultural narratives that touch upon travel</p> <ul style="list-style-type: none"> <li>- Students translate short passages of relevant content from English into Greek</li> <li>- Students research and present on an environmental problem from an area in the Greek speaking world.</li> <li>- Students respond in writing to prompts that invite discursive or creative writing: e.g. <i>Φαντάσου πως είσαι ένας από αυτούς που ταξίδεψαν για πρώτη φορά με αεροπλάνο. Γράψε ....</i></li> </ul> <p><i>Πώς επηρέασε ο τουρισμός μια περιοχή που γνωρίζεις καλά; Γράψε τη γνώμη σου αναφέροντας θετικά και αρνητικά στοιχεία</i></p> <p><i>Μια εκδρομή στο ιστορικό παρελθόν. Ποια εποχή θα διάλεγες και γιατί;</i></p> <p><i>Συμμετέχεις σε μια εκστρατεία διαφώτισης των πολιτών για τη μείωση της ρύπανσης και των σκουπιδιών. Γράψε ένα κείμενο επισημαίνοντας το πρόβλημα και προτείνοντας λύσεις</i></p>	<p><a href="http://variety.com/2002/film/reviews/brazilero-1200551968/">http://variety.com/2002/film/reviews/brazilero-1200551968/</a></p> <p><a href="http://www.bbc.com/news/world-europe-33564237">http://www.bbc.com/news/world-europe-33564237</a></p> <p>Authentic materials on the theme of travel:</p> <p><a href="http://museduc.gr/docs/gymnasio/enotita13-taxidia.pdf">http://museduc.gr/docs/gymnasio/enotita13-taxidia.pdf</a></p> <p>Writing guide and authentic sources on tourism and the environment: <a href="http://www.vlioras.gr/Philologia/Composition/Tourismos.htm">http://www.vlioras.gr/Philologia/Composition/Tourismos.htm</a></p> <p><a href="http://www.vlioras.gr/Personal/Interests/Readings/2013_09_22_Vima_Diakopes.htm">http://www.vlioras.gr/Personal/Interests/Readings/2013_09_22_Vima_Diakopes.htm</a></p> <p><a href="http://www.odyssey.com.cy/main/default.aspx?tabID=138&amp;itemID=1404&amp;mid=1013">http://www.odyssey.com.cy/main/default.aspx?tabID=138&amp;itemID=1404&amp;mid=1013</a></p>
7-8	<p>Education and Employment</p> <p><b>Learning outcomes</b> To learn, understand and use vocabulary related to this topic.</p>	<p>- Since the students are already familiar with the topic and subtopics through Unit 1 it is advisable to use contact time for translation tasks and opportunities for approaching the themes in a creative manner. Overlap with the selected topic from section C could facilitate</p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Some of the texts for translation may need a degree of adapting. See below samples of links that lend themselves to the</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p> <p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>transition to work related to the research-based essay.</p> <p>If appropriate, utilise texts that are connected to material from Section C, as excerpts for translation and prompts for creative writing.</p> <p>e.g. Instructional materials for translation and prompts for essay writing on Education, student life, jobs and unemployment could come from sources linked to the films Πολίτικη Κουζίνα, Δύσκολοι Αποχαιρετισμοί, Peppermint, September, Τα δελφινάκια του Αμβρακικού, Little Land, Days of Change, Ακαδημία Πλάτωνος and short stories such as ο Καινούργιος (Κώστα Μόντη), Στο φωτεινό δωμάτιο (Έρσης Σωτηροπούλου).</p> <ul style="list-style-type: none"> <li>- Students translate short passages of relevant content from English into Greek</li> <li>- Students research and present on educational systems, the value of volunteerism, the impact of economic crisis on employment and the future.</li> <li>- Students respond in writing to prompts that invite discursive or creative writing: E.g.</li> </ul> <p><i>Προτάσεις για την καλύτερη λειτουργία του σχολείου μας</i>  <i>Αφηγήσου μια μέρα στο σχολείο από την οπτική γωνία ενός καθηγητή/μιας καθηγήτριας</i></p> <p><i>Ποια είναι τα κριτήρια για την επιλογή σπουδών/επαγγέλματος. Ποιο είναι το</i></p>	<p>theme and may be used for translation tasks or prompts for responses in continuous writing.</p> <p>Short texts for translation into Greek:  <a href="http://www.bbc.com/news/world-europe-33507802">http://www.bbc.com/news/world-europe-33507802</a>  <a href="http://www.theguardian.com/global/2015/jul/26/greece-youth-unemployment-debt-crisis-eurozone">http://www.theguardian.com/global/2015/jul/26/greece-youth-unemployment-debt-crisis-eurozone</a></p> <p><a href="https://academicexchange.wordpress.com/2015/07/24/15-facts-on-the-education-system-of-greece/">https://academicexchange.wordpress.com/2015/07/24/15-facts-on-the-education-system-of-greece/</a></p> <p>Authentic materials and essay writing guidance on education, employment, unemployment and career counseling:  <a href="http://latistor.blogspot.com/2015/01/blog-post_9.html">http://latistor.blogspot.com/2015/01/blog-post_9.html</a>  <a href="http://latistor.blogspot.com/2015/07/blog-post_25.html">http://latistor.blogspot.com/2015/07/blog-post_25.html</a>  <a href="http://www.careergatetest.com/rule">http://www.careergatetest.com/rule</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>ιδανικό επάγγελμα. Γιατί; Πώς θα επιδιώξεις την κατάρτησή του;</i></p> <p><i>Ανεργία και νέοι: συνέπειες και τρόποι αντιμετώπισης</i></p>	
9-12	<p>Technology in the Greek speaking world Subtopics: Scientific advances Technological innovations Impact on life and environment</p> <p><b>Learning outcomes</b> To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>This is a new topic but there is some overlap with previous topics and subtopics: technology and communication, Lifestyle, Fitness and the impact of technology on health, the link between technology and pollution etc.</p> <p>If appropriate, utilise texts that are connected to material from Section C, as excerpts for translation and prompts for creative writing. For example, technology’s impact on life and the environment could be studied through material that examines themes in “Little Land” where society seems rather untouched from modernity ad technology and barter-economy is often the norm.</p>  <p>- Students translate short passages of relevant content from English into Greek - Students research and present on the impact of technology on life and the environment,</p>	<p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Shorts texts for translation into Greek:</p> <p>Teenagers and technology: <a href="http://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking">http://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking</a></p> <p>The impact of technology on our daily lives and work: <a href="http://www.huffingtonpost.com/judi-casey/the-impact-of-technology-_b_1932974.html">http://www.huffingtonpost.com/judi-casey/the-impact-of-technology-_b_1932974.html</a></p> <p>Scientific advances we would not live without: <a href="http://science.howstuffworks.com/innovation/scientific-experiments/5-scientific-breakthroughs-we-couldnt-live-without.htm">http://science.howstuffworks.com/innovation/scientific-experiments/5-scientific-breakthroughs-we-couldnt-live-without.htm</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>technological innovations and what they consider the greatest scientific advances. - Students respond in writing to prompts that invite discursive or creative writing: e.g.</p> <p><i>Ποια είναι τα θετικά και ποια αρνητικά αποτελέσματα της παρουσίας της τεχνολογίας στην καθημερινή σου ζωή;</i></p> <p><i>Ποιες είναι οι κύριες επιπτώσεις της τεχνολογίας επικοινωνιών στη ζωή μας;</i></p> <p><i>Πίσω στο παρελθόν. Φαντάσου μια μέρα χωρίς την ύπαρξη της τεχνολογίας και της επιστήμης.</i></p> <p><i>Γράψε μια φανταστική διήγηση για το Σαββατοκύριακο της οικογένειας που βλέπεις στη φωτογραφία:</i></p>  <p><i>Ποια θεωρείς τα μεγαλύτερα επιστημονικά επιτεύγματα. Δικαιολόγησε την απάντησή σου.</i></p>	<p>For a glossary of terms and overview of the topic:</p> <p><a href="https://schooltec.wordpress.com/technology-vs-environment/">https://schooltec.wordpress.com/technology-vs-environment/</a></p> <p><a href="http://www.fortunegreece.com/photo-gallery/ta-megalitera-epistimonika-ke-technologika-epitevgmata-tou-2015/#2">http://www.fortunegreece.com/photo-gallery/ta-megalitera-epistimonika-ke-technologika-epitevgmata-tou-2015/#2</a></p> <p>Famous Greek scientists: <a href="http://greek-science.pblogs.gr/">http://greek-science.pblogs.gr/</a></p> <p>Life without scientific advances or technology: <a href="http://www.tsemperlidou.gr/i-social/technology/borite-na-fantastite-ti-zoi-sas-choris-afta-ta-16-technologika-epitevgmata">http://www.tsemperlidou.gr/i-social/technology/borite-na-fantastite-ti-zoi-sas-choris-afta-ta-16-technologika-epitevgmata</a></p> <p><a href="http://www.digitallife.gr/20120202_past-present-technology-73611">http://www.digitallife.gr/20120202_past-present-technology-73611</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
13-16	<p>Society in the Greek speaking world Subtopics: Migration, equality, politics, customs</p> <p><b>Learning outcomes</b> To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p> <p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>- This is a new topic but there is some overlap with previous topics and subtopics as the social context frames and impacts many of the themes examined.</p> <p>- If appropriate, utilise texts and digital resources that are connected to material from Section C, as excerpts for translation and prompts for creative writing. For example issues of migration, equality, customs and politics surface in most of the films and documentaries, as well as in the short stories. Politics is a dominant theme in the two History module. Political events and portraits of politicians may serve as stimuli for discussion, further research and writing assignments as well as source texts for translation.</p> <p>- Students translate short passages of relevant content from English into Greek</p> <p>- Students research and present on the life and times of favourite politicians; critical equality issues; the cultural practices and perspectives that are unique to their community; the changing face of their communities on account of migration etc.</p> <p>- Students respond in writing to prompts that invite discursive or creative writing: E.g.</p> <p><i>Πώς επηρεάζουν οι κοινωνικοπολιτικές συνθήκες τη ζωή των ανθρώπων σε μια ταινία/διήγημα/ιστορική περίοδο που μελέτησες;</i></p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. The various digital media listed offer a wealth of material on people and places that are thematically linked to this topic. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Shorts texts for translation into Greek:</p> <p>Migrant crisis in Greece: <a href="http://www.bbc.com/news/world-europe-34585088">http://www.bbc.com/news/world-europe-34585088</a></p> <p><a href="http://www.newyorker.com/news/news-desk/the-migrant-crisis-on-greeces-islands">http://www.newyorker.com/news/news-desk/the-migrant-crisis-on-greeces-islands</a></p> <p><a href="http://www.theguardian.com/world/2013/aug/06/greece-food-crisis-summer-austerity">http://www.theguardian.com/world/2013/aug/06/greece-food-crisis-summer-austerity</a></p> <p><a href="http://www.kathimerini.gr/837041/opinion/epikairothta/politikh/prosfygiko-kai-metanasteytiko-apeilh-h-eykairia">http://www.kathimerini.gr/837041/opinion/epikairothta/politikh/prosfygiko-kai-metanasteytiko-apeilh-h-eykairia</a></p> <p>Traditions and customs: <a href="http://www.greeka.com/greece-culture/traditions/">http://www.greeka.com/greece-culture/traditions/</a></p> <p>For reading , writing and discussion prompts and further research:</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p><i>Περιγράψε μερικά έθιμα της περιοχής σου και ανάλυσε τη σημασία τους.</i></p> <p><i>Γράψτε ένα κείμενο με θέμα τις Πασχαλινές διακοπές στο χωριό.</i></p> <p><i>Ποιες περιπτώσεις κοινωνικού ρατσισμού αλλά και κοινωνικής αλληλεγγύης έχεις παρατηρήσει στο κοινωνικό σου περιβάλλον; Ποιες είναι οι αιτίες και τι λύσεις προτείνεις;</i></p> <p><i>Γυναίκα και ισότητα στη σύγχρονη κοινωνία</i></p>	<p>Berthold Brecht on Migrants: <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1690,5409/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1690,5409/</a></p> <p>Sotiris Dimitriou - Easter: <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1688,5397/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1688,5397/</a></p> <p>Tasos Kaloutsas - Refugees: <a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1688,5397/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1688,5397/</a></p>
17-20	<p>Ethics in the Greek speaking world Subtopics: Beliefs Law and Order Moral issues</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use vocabulary related to this topic.</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p>	<p>- This is a new topic but there is considerable overlap with previous topics and subtopics as beliefs and values are inherent in cultural narratives and practices, products and perspectives linked to youth matters, lifestyle, education and social issues. Beliefs and values are themes particularly relevant in all the literature and films studied for section C, as well as the changes that societies in Greece and Cyprus have undergone throughout history</p> <p>- Students translate short passages of relevant content from English into Greek</p> <p>- Students research and present on critical divisive issues that have emerged in their societies; the transformations of communities and societies on account of changing worldviews and values; the differences between urban values and rural values; the importance of law; differences</p>	<p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. The various digital media listed offer a wealth of material on themes linked to this topic. Indicative links that lend themselves to the themes and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Shorts texts for translation into Greek:</p> <p>On morality in times of crisis: <a href="http://www.ekathimerini.com/200041/opinion/ekathimerini/comment/greek-problems-say-nothing-about-moral-character">http://www.ekathimerini.com/200041/opinion/ekathimerini/comment/greek-problems-say-nothing-about-moral-character</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>To transfer meaning from English into Greek demonstrating command of vocabulary and structures</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p>	<p>between perceptions of morality across ages/cultures etc. - Students respond in writing to prompts that invite discursive or creative writing: E.g.</p> <p><i>Διαβάστε το ποίημα του Κ.Καβάφη «Μέρες του 1896» .Περιγράψτε και αναλύστε τις απόψεις περί ηθικής που εκφράζονται</i></p> <p><i>Γράψτε ένα άρθρο στην εφημερίδα του σχολείου για την κρίση αξιών αναμεσα στους συνομήλικούς σας</i></p> <p><i>Ποια ανθρώπινα ιδανικά εκφράζονται στο ποίημα του Καβάφη «Ιθάκη»; Ποια είναι η δική σας τοποθέτηση απέναντι σ' αυτά;</i></p> <p><i>Πώς διχάζει την κοινωνική γνώμη η συζήτηση γύρω από την ευθανασία;</i></p> <p><i>Γιατί χρειάζονται οι άνθρωποι τους νόμους;</i></p>	<p>Adoption: <a href="http://www.adoption.ca/nia-vardalos">http://www.adoption.ca/nia-vardalos</a></p> <p>Notes, authentic sources and guidance on how to approach an instructional module on Ethics:</p> <p>Values: <a href="http://sde-volou.mag.sch.gr/files/social_values.pdf">http://sde-volou.mag.sch.gr/files/social_values.pdf</a></p> <p>Adoption: <a href="http://www.yiothesia.gr/?page_id=23">http://www.yiothesia.gr/?page_id=23</a> <a href="http://news247.gr/eidiseis/Yiothesia">http://news247.gr/eidiseis/Yiothesia</a></p> <p>Humanitarianism: <a href="http://www.enet.gr/?i=news.el.article&amp;id=453575">http://www.enet.gr/?i=news.el.article&amp;id=453575</a> <a href="http://www.ethnos.gr/koinonia/arthro/o_toixos_tis_kalo_synis_sta_ioannina-64332474/">http://www.ethnos.gr/koinonia/arthro/o_toixos_tis_kalo_synis_sta_ioannina-64332474/</a></p>
21-32	<p>SECTION C TOPICS OR TEXTS</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of the primary texts prescribed in this section.</p> <p>To use and practise the prescribed grammar as it appears in the primary texts</p>	<p>- The selected module from section C may be studied over a 12 week period. The following cover, a by no means exhaustive, range of topics to read, discuss, research and write about.</p>	<p>Students are directed to the primary sources recommended in the specification and various digital texts and online resources in order to research material that informs the content of their chosen topic. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. Links that provide information and analysis on themes and issues contained within the framework of these</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	studied for this topic or as is required for purposes of writing accurate and fluent critical responses to the material.		topics or point to primary and secondary sources of relevance are indicated for each topic.
	<p>Section C</p> <p>History of Greece</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of the primary material pertaining to the History of Greece 1960-1974</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammar as it appears in the primary texts studied for this topic or as is required for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p>	<p>History of Greece</p> <ul style="list-style-type: none"> <li>- Research, describe and comment on the Historical Framework of the period 1960-1967. Pay particular attention to the main political developments and the protagonists of the period</li> <li>- Single out the event and personality that you consider more important in the period that you have studied and explain why</li> <li>- Research, describe and comment on the nature of the Greek Monarchy, its role and influence during the political developments of the period and the relationship between the Monarchy and the political figures and parties of the time</li> <li>- Single out the event and personality that you consider more important in the period that you have studied</li> <li>- Research, describe and comment on the events that led up to the 1967 coup.</li> <li>- Research, describe and comment on the opposition to the regime</li> <li>- Research, describe and comment on the events that led to the fall of the Junta</li> <li>- Comment on the relations between the Greek State and USA during the period</li> <li>- Describe and comment on the influence of USA on developments in the Greek political scene</li> </ul>	<p><b>Selected extracts from:</b></p> <p>Νεότερη και σύγχρονη Ιστορία Γ΄ γυμνασίου  <a href="http://ebooks.edu.gr/new/tautotita.php?course=DSGYM-C105">http://ebooks.edu.gr/new/tautotita.php?course=DSGYM-C105</a></p> <p><b>Foundation of the Hellenic World:</b></p> <p><a href="http://www.ime.gr/chronos/15/">http://www.ime.gr/chronos/15/</a>  <a href="http://www.hellenic-cosmos.gr/">http://www.hellenic-cosmos.gr/</a></p> <p>Clogg, Richard, Συνοπτική ιστορία της Ελλάδας, Αθήνα 2003, ISBN: 9789607778611</p> <p>Βερέμης, Θάνος, Ελλάς, Η σύγχρονη συνέχεια απο το 1821 μέχρι σήμερα, Αθήνα 2006, ISBN: 978-960-03-4246-8</p> <p>Ρένα Μπρισιμή- Μαράκη, «Ενας αιώνας Ελλάδα», Καστανιώτης, 2000  ISBN: 960-03-2804-8</p> <p>Αθανασάτου Γ., Ρήγος Α., Σεφεριάδης Σ., Η δικτατορία 1967-1974. Πολιτικές πρακτικές – Ιδεολογικός λόγος – Αντίσταση, Εκδόσεις Καστανιώτη, Αθήνα 1999</p>



Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Research, describe and comment on aspects of the economy during the period 1960-1974. Focus on policies towards emigration and employment</li> <li>- Research, describe and comment on artistic production and the cultural profile of the period. Focus on a particular representative of the arts that you consider influential with regard to defining the culture scene of the decade</li> <li>- Research and comment on the political and social coordinates of artistic endeavour, be it hi culture or low culture, during the period you have studied</li> <li>- Research, describe and comment on aspects of daily life (entertainment, consumerism, social trends) during the period you have studied</li> </ul> <p>Assessment tasks: Topics 1 and 2</p> <ul style="list-style-type: none"> <li>- Produce time lines of the historical developments of the period</li> <li>- Draw personality portraits of various protagonists of the period and make comparisons focusing on their contribution and influence</li> <li>- Describe and Comment on political developments that were marked by violence and disruption</li> <li>- Describe and Comment on economic policies and their impact on the population during the period you have studied</li> <li>- Describe and comment on what you consider major achievements and their impact on the</li> </ul>	<p>The prescribed films, Πολιτική Κουζίνα, Ένα Τραγούδι δεν φτάνει, Peppermint</p> <p>Χριστίνα Μαυροκέφαλου, Π. Μαυροκέφαλος &amp; Δ. Βαλεριανός (2008). Νεότερη και Σύγχρονη Ιστορία Γ' Γυμνασίου, Ελληνοεκδοτική</p> <p>Greek history online: <a href="http://www.ime.gr/chronos/gr/">http://www.ime.gr/chronos/gr/</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		people of Greece or Cyprus, during the period studied	
21-32	<p>Section C</p> <p>History of Cyprus 1925-1960</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and use the vocabulary of the primary material pertaining to the History of Cyprus 1925-1960</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammar as it appears in the primary texts studied for this topic or as is required for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p>	<p>History of Cyprus 1925-1960</p> <ul style="list-style-type: none"> <li>- Research, describe and comment on the Historical Framework of the period 1925-1960. Pay particular attention to the main political developments and the protagonists of the period</li> <li>- Describe and comment on the events and protests that highlight Cypriot people's opposition to British Rule and the Colonial policies</li> <li>- Describe and comment on a political event and personality of the period studied, that you consider significant and influential</li> <li>- Describe and comment on the position and participation of Cyprus in WWII</li> <li>- Research, describe and comment on the demands for Enosis. Pay particular attention to political developments that transpired as a result of the desire for Enosis; identify and the individuals that drove this movement and comment on their role.</li> <li>- Research, describe and comment on the activities of the EOKA campaigns and their protagonists</li> <li>- Research, describe and comment on the events leading up to the declaration of Independence</li> <li>- Research, describe and comment on the role of the Church during the period you have</li> </ul>	<p><b>Selected extracts from:</b></p> <p>Ιστορία της Κύπρου για το Γυμνάσιο, Εκδόσεις ΥΑΠ, Λευκωσία 1994</p> <p><b>Special Topics 1870-1960</b></p> <p><a href="http://www.schools.ac.cy/eyliko/mesi/themata/istoria/ekpaideftiko_yliko/prostheto_yliko/his1.pdf">http://www.schools.ac.cy/eyliko/mesi/themata/istoria/ekpaideftiko_yliko/prostheto_yliko/his1.pdf</a></p> <p>Ιστορία της Κύπρου, Μεσαιωνική- Νεότερη, Υπουργείο Παιδείας, 1992</p> <p>Παντελίδου, Χατζηκωστή, Σαββίδου, Κατσώνη, Ιστορία της Κύπρου, Μεσαιωνική-Νεότερη, ΥΑΠ, Λευκωσία, 2006</p> <p>Γιώργου Σκαλενάκη, Το νησί της Αφροδίτης (1969)</p> <p><a href="https://www.youtube.com/watch?v=IX2k7-xcb7o">https://www.youtube.com/watch?v=IX2k7-xcb7o</a></p> <p>Ανδρέα Πάντζη, Το Τάμα (2001)</p> <p><a href="https://www.youtube.com/watch?v=IX2k7-xcb7o">https://www.youtube.com/watch?v=IX2k7-xcb7o</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>studied and its relationship with the colonial government; focus on the influence of the Church on political developments or on aspects of life on the island</p> <ul style="list-style-type: none"> <li>- Research, describe and comment on the Educational policies and laws during the period you have studied</li> </ul> <p>Assessment tasks: Topics 1 and 2</p> <ul style="list-style-type: none"> <li>- Produce time lines of the historical developments of the period</li> <li>- Draw personality portraits of various protagonists of the period and make comparisons focusing on their contribution and influence</li> <li>- Describe and Comment on political developments that were marked by violence and disruption</li> <li>- Describe and Comment on economic policies and their impact on the population during the period you have studied</li> <li>- Describe and comment on what you consider major achievements and their impact on the people of Greece or Cyprus, during the period studied</li> </ul>	
21- 32	<p>Section C</p> <p>Conversations about crisis in Greek society</p>	<p>Conversations about Crisis in Greek society</p> <ul style="list-style-type: none"> <li>- Become familiar with the primary sources through close viewing and accompanying viewing activities</li> </ul>	<p><b>Selected extracts from:</b></p> <p>Papadimitriou L., Locating Contemporary Greek film cultures, Past, Present, Future and the Crisis in Filmicon, September 2014 (<a href="http://filmiconjournal.com/journal">http://filmiconjournal.com/journal</a>)</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p><b>Learning outcomes</b></p> <p>To learn, understand and be able to use vocabulary pertaining to the films and documentaries in this module.</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p>	<ul style="list-style-type: none"> <li>- Research, describe and comment on the historical and social coordinates of the films and documentaries</li> <li>- Compare and contrast themes and characters as they appear in these sources. E.g. portrayal of families and values, friendships and trust, identity, pursuit of happiness, rural versus urban, the others, loneliness and alienation, social strife, the impact of the economy on private lives etc.</li> <li>- Describe and comment on the devices that make the films or documentaries effective, thought provoking or entertaining. E.g. plot development, characterisation, pace, humour, photography, music, dialogue, ending etc.</li> <li>- Describe the aspects that you found most enjoyable or impressive in the films that you watched. Comment on the aspects you did not like. Justify your answer</li> <li>- Single out a protagonist from each film or documentary that you have watched and comment on their portrayal, their significance for the plot development, the choices they have to make and their relationship with other characters in the film</li> <li>- How convincing do you find the portrayal of characters and events? What are the features that contribute or take away from a sense of realism?</li> </ul>	<p>Greek film archives <a href="http://www.tainiothiki.gr/v2/">http://www.tainiothiki.gr/v2/</a></p> <p>Filmicon: Greek film journal <a href="http://filmiconjournal.com/journal">http://filmiconjournal.com/journal</a></p> <p>Blogs on New Greek cinema <a href="http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html">http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html</a></p> <p><a href="http://cineguerracivil.blogspot.com/2011/09/1990-2000.html">http://cineguerracivil.blogspot.com/2011/09/1990-2000.html</a></p> <p>Books about Greek cinema <a href="http://filmiconjournal.com/journal/article/pdf/2014/2/16">http://filmiconjournal.com/journal/article/pdf/2014/2/16</a></p> <p><b>Μπραζιλέρο</b></p> <p><a href="http://www.cinemanews.gr/v5/movies.php?n=208">http://www.cinemanews.gr/v5/movies.php?n=208</a> <a href="http://www.mic.gr/cinema.asp?id=8397">http://www.mic.gr/cinema.asp?id=8397</a></p> <p><b>Ο γιος του φύλακα</b></p> <p><a href="http://www.klg.gr/filakas.htm">http://www.klg.gr/filakas.htm</a></p> <p><a href="http://www.cinemanews.gr/v5/movies.php?n=4435">http://www.cinemanews.gr/v5/movies.php?n=4435</a></p> <p><b>Ακαδημία Πλάτωνος</b></p> <p><a href="https://camerastyloonline.wordpress.com/2009/10/28/filippos_tsitos_talks_about_akadimia_platonos/">https://camerastyloonline.wordpress.com/2009/10/28/filippos_tsitos_talks_about_akadimia_platonos/</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>- If you could add or change something in the films you watched, what would that be and why?</p> <p>Assessment and review tasks:</p> <ul style="list-style-type: none"> <li>- Write short plot summaries for each of the movies you have watched</li> <li>- Collaborate with your fellow students to perform peer reviews of each other's film reviews</li> <li>- Compile lists of quotations that best represent the characters or pivotal moments in the plot of the films you have watched</li> <li>- Compare and comment on defining moments in the protagonists' lives in the films you have watched</li> </ul>	<p><a href="http://www.enet.gr/?i=news.el.article&amp;id=87998">http://www.enet.gr/?i=news.el.article&amp;id=87998</a></p> <p><b>September</b></p> <p><a href="http://tvxs.gr/news/sinema/i-penny-panagiotopoyloy-epistrefei-me-%C2%ABseptember%C2%BB">http://tvxs.gr/news/sinema/i-penny-panagiotopoyloy-epistrefei-me-%C2%ABseptember%C2%BB</a></p> <p><a href="http://www.cinephilia.gr/index.php/tainies/hellas/3508-september-penny-panagiotopoulou">http://www.cinephilia.gr/index.php/tainies/hellas/3508-september-penny-panagiotopoulou</a></p> <p><b>Little Land</b></p> <p><a href="http://www.tovima.gr/media/article/?aid=513139">http://www.tovima.gr/media/article/?aid=513139</a></p> <p><a href="http://www.ikariamag.gr/node/8454">http://www.ikariamag.gr/node/8454</a></p> <p><b>Greece: Days of Change</b></p> <p><a href="http://oipolloi.co/docs-we-love-gr-work-in-progress-by-elena-zervopoulou/">http://oipolloi.co/docs-we-love-gr-work-in-progress-by-elena-zervopoulou/</a></p> <p><a href="http://grecedaysofchange.com/en/home/">http://grecedaysofchange.com/en/home/</a></p>
21-32	<p>Section C</p> <p>Childhood and Society in Greek Cinema</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and be able to use vocabulary</p>	<p>Childhood and Society in Greek cinema</p> <ul style="list-style-type: none"> <li>- Become familiar with the primary sources through close viewing and accompanying viewing activities</li> <li>- Research, describe and comment on the historical and social coordinates of the films and documentaries</li> </ul>	<p>Extracts from the films, which may be used as prompts from discussion may be found online at: <a href="http://www.gfcdigital.gr/">http://www.gfcdigital.gr/</a>. The Greek Film Centre also has summaries of all films, which may serve as points of departure for comprehension and previewing or translation exercises.</p> <p>Selection of bibliography, articles and film reviews:</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
	<p>pertaining to the films and documentaries in this module.</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p>	<ul style="list-style-type: none"> <li>- Compare and contrast themes and characters as they appear in these sources. E.g. portrayal of families and values, growing up and coming of age, friendships and trust, identity, pursuit of happiness, rural versus urban, the others, loneliness and alienation, social strife, the impact of the economy on private lives etc.</li> <li>- Describe the aspects that you found most enjoyable or impressive in the films that you watched. Comment on the aspects you did not like</li> <li>- Single out a protagonist from each film you have watched and comment on their portrayal, their significance for the plot development, the choices they have to make and their relationship with other characters in the film</li> <li>- Describe, comment and compare the ways various family units are represented in the films you have studied</li> <li>- Describe and comment on the social conventions and values emerging in the films and their significance or influence on the protagonists</li> <li>- Research, describe and comment on the historical framework of the films you have studied. Comment on the ways history and politics affect the lives and choices of the young protagonists and their families</li> <li>- Describe and comment on the distinguishing features of the social environment around the</li> </ul>	<p>Greek film archives <a href="http://www.tainiothiki.gr/v2/">http://www.tainiothiki.gr/v2/</a></p> <p>Filmicon: Greek film journal <a href="http://filmiconjournal.com/journal">http://filmiconjournal.com/journal</a></p> <p>Blogs on New Greek cinema <a href="http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html">http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html</a> <a href="http://cineguerracivil.blogspot.com/2011/09/1990-2000.html">http://cineguerracivil.blogspot.com/2011/09/1990-2000.html</a></p> <p>Τα δελφινάκια του Αμβρακικού <a href="http://www.pi-schools.gr/books/gymnasio/keimena_a/ekp/67-78.pdf">http://www.pi-schools.gr/books/gymnasio/keimena_a/ekp/67-78.pdf</a></p> <p><a href="http://www.filmfestival.gr/2001/gr/interviews/interview9.html">http://www.filmfestival.gr/2001/gr/interviews/interview9.html</a></p> <p>Peppermint <a href="http://www.eriande.elemedu.upatras.gr/eriande/synedrio3/praltika%2011/geladaki-konst.htm">http://www.eriande.elemedu.upatras.gr/eriande/synedrio3/praltika%2011/geladaki-konst.htm</a> <a href="http://www.cinephilia.gr/greek/kapakas.htm">http://www.cinephilia.gr/greek/kapakas.htm</a></p> <p>Δύσκολοι Αποχαιρετισμοί: ο μπαμπάς μου <a href="http://www.rizospastis.gr/story.do?id=1580040">http://www.rizospastis.gr/story.do?id=1580040</a> <a href="http://www.cinephilia.gr/greek/apoxair.htm">http://www.cinephilia.gr/greek/apoxair.htm</a></p> <p>Πολιτική Κουζίνα</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>young protagonists and their families. Highlight the aspects that you found most important (taboos, conventions, trends, beliefs, values) and how these influenced the characters in the films and their development</p> <ul style="list-style-type: none"> <li>- Compare the various social conventions, values and prevalent beliefs in three films you have watched</li> <li>- Describe and comment on various devices and features that you found impressive in the films you have studied. Explain how, if at all, these contributed to your enjoyment of the film. Examples of such devices and features are: Design and Costume, photography, location, acting skills, music, pace, type of ending etc</li> <li>- How convincing do you find the portrayal of characters and events? What are the features that contribute or take away from a sense of realism?</li> <li>- If you could add or change something in the films you watched, what would that be and why?</li> </ul> <p><b>Assessment and review tasks:</b></p> <ul style="list-style-type: none"> <li>- Practise questions by looking at past papers and familiarising yourselves with the bank of examiners reports on Edexcel website</li> <li>- Write short plot summaries for each of the movies you have watched</li> <li>- Collaborate with your fellow students to perform peer reviews of each other's film reviews</li> </ul>	<p><a href="http://freecinema.gr/movies/a-touch-of-spice/">http://freecinema.gr/movies/a-touch-of-spice/</a>  Δερμεντζόπουλος Χ., Η επινόηση του τόπου: Νοσταλγία και μνήμη στην Πολιτική Κουζίνα. Ορportuna, Πάτρα 201.  ISBN 978-960-553-010-5  <a href="http://www.boulmetis.gr/index_gr.htm">http://www.boulmetis.gr/index_gr.htm</a></p> <p>Ένα Τραγούδι δεν φτάνει  <a href="http://www.kathimerini.gr/172519/article/politismo/s/arxeio-politismoy/ena-tragoydi-de-ftanei">http://www.kathimerini.gr/172519/article/politismo/s/arxeio-politismoy/ena-tragoydi-de-ftanei</a>  <a href="http://www.cinephilia.gr/greek/xronop.htm">http://www.cinephilia.gr/greek/xronop.htm</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Compile lists of quotations that best represent the characters or pivotal moments in the plot of the films you have watched</li> <li>- Compare and comment on defining moments in the protagonists' lives in the films you have watched</li> </ul>	
21-32	<p>Section C</p> <p>Cavafy, poems</p> <p><b>Learning outcomes</b></p> <p>To learn, understand and be able to use vocabulary pertaining to the poems in this module</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p>	<p>C.P. CAVAFY</p> <p>Close reading of 3 or more poems each week. Depending on their grouping, these poems could be discussed in terms of the following assignments and rubrics:</p> <ul style="list-style-type: none"> <li>- Describe the aspects that you enjoyed the most in the 10 poems that you have studied.</li> <li>- Research, describe and comment on the historical and social framework around the characters or the subject matter of the poems. Explain how this affects the protagonists or their choices</li> <li>- How important is knowledge of history, in order to understand the poems? How does Cavafy employ historical themes?</li> <li>- Describe and comment on the notions of instability and changeability in the poems you have studied. How are the protagonists affected by the turns and twists of fate?</li> <li>- Losers or Heroes? How do Cavafy's protagonists deal with the challenges in life? What are the lessons that emerge when they encounter obstacles or come face to face with an unpleasant realisation/development?</li> </ul>	<p>Material may be drawn from the archives of official web site for C.P.Cavafy, which also offers a wealth of useful links that shed light on the poet and his work: <a href="http://www.kavafis.gr/">http://www.kavafis.gr/</a></p> <p>Κ. Καβάφη, Τα ποιήματα Α &amp; Β, (επιμέλεια Γ. Π. Σαββίδη). Αθήνα: Ίκαρος, 1991</p> <p>Μιχάλης Πιερής (επιμέλεια), Εισαγωγή στην ποίηση του Καβάφη, Πανεπιστημιακές εκδόσεις Κρήτης, 2012. ISBN 978-960-7309-66-2</p> <p>Γ. Π. Σαββίδη, Βασικά θέματα της ποίησης του Καβάφη, Τρία δημόσια μαθήματα: Φύση και τέχνη, έρωσ και θάνατος, παρελθόν, παρόν και μέλλον, Ίκαρος, 1993. ISBN 960-7233-40-9, ISBN-13 978-960-7233-40-0</p> <p><b>For a comprehensive bibliography on Cavafy</b></p> <p>Portal for Greek language: <a href="http://www.greek-language.gr/digitalResources/literature/tools/cordance/works.html?cnd_id=9">http://www.greek-language.gr/digitalResources/literature/tools/cordance/works.html?cnd_id=9</a></p> <p>National Book Centre</p> <p><a href="http://www.ekebi.gr/frontoffice/portal.asp?cpag">http://www.ekebi.gr/frontoffice/portal.asp?cpag</a></p>



Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Describe and comment on the portrayal of political leaders or public figures of importance, in the poems you have studied</li> <li>- Describe and comment on the values and world view that emerge in the poems you have studied</li>   <li>- How is love presented in the poems? How does the portrayal of love fit into Cavafy's wider presentation of instability and transience of feelings and values?</li> <li>- What are the morals that emerge in the poems you have studied?</li> <li>- How are religion and religious beliefs portrayed in the poems you have studied? How does this representation fit into Cavafy's worldview?</li> <li>- Describe and comment on Cavafy's portrayal of the idea of beauty</li> <li>- How does the "personal" meet the "political" in the poems you have studied?</li> <li>- Describe and comment on Cavafy's poetic technique (structure, language, imagery, rhythm, rhyme)</li> <li>- Describe and comment on Cavafy's use of irony</li> <li>- Describe and comment on Cavafy's choice of location and place, in the poems you have studied</li> <li>- Describe and comment on the importance of Art and creative imagination in Cavafy's poems</li> </ul> <p style="text-align: center;">Assessment and review tasks:</p>	<p><b>e=NODE&amp;cnode=461&amp;t=193</b></p> <p><b>Digitised poems and audio files</b></p> <p><b><a href="http://www.kavafis.gr/poems/list.asp?cat=1">http://www.kavafis.gr/poems/list.asp?cat=1</a></b></p> <p><b>Essays on Cavafy's poetry</b></p> <p><b><a href="http://latistor.blogspot.com/">http://latistor.blogspot.com/</a></b></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<ul style="list-style-type: none"> <li>- Identify the prevalent values in Cavafy's poetry and find supporting quotations from the poems</li> <li>- Describe and comment on the historical periods Cavafy seems to favour</li> <li>- Identify and comment on the distinguishing features of Cavafy's heroes</li>   <li>- Write short responses to the following prompts in relation to Cavafy's poems: <ul style="list-style-type: none"> <li>❖ Love</li> <li>❖ Art</li> <li>❖ Memory</li> <li>❖ Beauty</li> <li>❖ Irony</li> </ul> </li> </ul>	
21-32	<p>Section C</p> <p>Short Stories from the Greek speaking world</p>	<p>Short Stories from the Greek speaking world</p> <p>Close reading of approximately 2 short stories each week. The stories could be discussed and compared in terms of assignments and rubrics that target specific themes. Since many stories address primary and secondary themes, they could be grouped in different ways.</p> <p>For example, <i>Όμως ο μπαμπάς δεν ερχόταν</i> and <i>Η τελευταία μέρα της κατοχής</i> share similar historical coordinates and young protagonists who grow up under challenging conditions and experience war and social strife.</p> <p><i>Ελληνόφωνη Καλημέρα</i>, <i>Το συρματοπλεγμα του αίσχους</i> and <i>Nicossienses</i> share a nostalgic and emotional look at a sense of place that is steeped in history and evokes a special</p>	<p>Most of the stories may be found in digital form in e-textbooks, accompanied by lesson plans, glossaries and notes.</p> <p><a href="http://ebooks.edu.gr/modules/ebook/">http://ebooks.edu.gr/modules/ebook/</a></p> <p><a href="http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf">http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf</a></p> <p><a href="http://www.schools.ac.cy/eyliko/mesi/Themata/logotechnia/didaktika_senaria/c_gymnasiou/senario_efiveia.pdf">http://www.schools.ac.cy/eyliko/mesi/Themata/logotechnia/didaktika_senaria/c_gymnasiou/senario_efiveia.pdf</a></p> <p>Glossary of Literary terms</p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>personal engagement. Similarly, Dimitriou's adult narrator in the short story <i>Πάσχα τ' Απρίλη</i> also looks back with nostalgia at a happier place and time that marked his childhood and teenage years.</p> <p><i>The microcosms of the barber's shop and a public bus, the settings of the two stories Ο γιος του θυρωρού and Με το λεωφορείο respectively, offer a thematic cross over.</i></p> <p>Despite their perceived differences they contain jarring juxtapositions between the carefree and unscathed outlook of youth and the tired, often desperate gaze of older people who experienced loss, poverty and displacement.</p> <p>Irrespective of the different time frames that their stories belong to and their different circumstances or background the female characters in <i>Η παραδουλεύτρα, Το φυλλάδιο, Στο φωτεινό Δωμάτιο</i> and <i>Ρολογάκι Χειρός</i>, experience comparable feelings of isolation, displacement, poverty and loss.</p> <p>In a similar vein, the young male characters in <i>Η μοτοσικλέτα του Αντρέα, Ο καινούργιος</i> and <i>Η εσχάτη των ποινών</i> imagine themselves successful and dream of the future, as they interact with others and grapple with new experiences and growing pains.</p> <p>Finally: The themes in the stories often overlap with issues tackled in the topics and sub topics that are addressed in sections A and B, so it advisable to scaffold new material on cognate older material, both for review purposes but also in order to establish the common areas</p>	<p><a href="http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B125/689/4552,20624/">http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B125/689/4552,20624/</a></p>

Y2 wk	Content coverage/Learning outcomes/key questions	Exemplar activities	Exemplar resources
		<p>that the different modules in this specification share.</p> <p><b>Review and assessment tasks:</b></p> <ul style="list-style-type: none"> <li>- Write a short synopsis for each short story highlighting the main aspects of the plot and key themes</li> <li>- Collaborate with your fellow students to compare and carry out perform peer reviews of each other's' work</li> <li>- Compile lists of quotations that best represent the characters or pivotal moments in the plot of the stories you have watched</li> <li>- Write critical responses supported by evidence of close knowledge of the stories on prompts drawn from the key themes discussed</li> <li>- Write critical responses supported by textual evidence discussing formal elements of the stories (language, structure, voice, characterisation, story within the story etc.)</li> </ul>	
<p>Remaining time to be used for additional exams techniques and tips, revision, practice and working through past papers, where appropriate.</p>			