

MEGA GREEK

8. Inventions



= discussion point



= written exercise



= game



= hands-on activity

Running time

Language segment: 30-35 minutes

Cultural segment: 20-25 minutes

This lesson looks at how many modern inventions have taken their names from ancient Greek words, starting with an inventions-themed game of Word Roots Challenge. Building on the previous lesson, pupils then extend their language learning by looking at how plurals are formed in Greek. A written exercise then gets them to translate and illustrate sentences containing plural nouns and verbs. The cultural segment looks at the myth of Daedalus and Icarus, with the pupils making an origami Icarus flyer.

Slide 1

Introduction.

[mouse click] Your guide for today...

[mouse click] (picture of Daedalus)



From his tool belt, he seems pretty handy at making things. Is that a pair of wings he's constructing? Maybe he's trying to fly away from somewhere. Do you know who it is?

[mouse click] ...Daedalus, in Greek mythology the greatest designer/inventor/builder. He constructed the Labyrinth that safely held the Minotaur (well, at least until Theseus got involved!). In a bid to escape King Minos, he designed wings for himself and his son, Icarus. We'll explore this myth in the cultural segment.

[mouse click] Daedalus is saying "Chairete!" (*khy-ray-tay*) which means "Hello!" Students can say hello back, but have to say, "Chaire!" (*khy-ray*) because they are greeting one person (singular), whereas Daedalus was greeting all of us (plural).

Slide 2



Word Roots Challenge, with invention-related words. Many inventors in the nineteenth and twentieth centuries drew on Greek and Latin to name their novel creations. Pupils can work individually or in pairs with whiteboards and markers to transliterate and then find English derivative words. All five words featured have been previously encountered.

[mouse click] τηλε - can you transliterate (use your alphabet sheets if you like)?

[mouse click] tele, far away. What English words do you think come from this? [telephone (phone means sound - like in phonics), television, telescope (using skopein, to look at), telepathy, telecommunications]

[mouse click] φως - can you transliterate (use your alphabet sheets if you like)?

[mouse click] phos, light (pronounced foh-z). What English words do you think come from this? [photograph (using graphein, to write), photocopy, photosynthesis (literally 'putting together with light'), photon, photophobia (fear of the light, applicable to vampires!)]

[mouse click] θερμος - can you transliterate (use your alphabet sheets if you like)?

[mouse click] thermos, hot. What English words do you think come from this? [thermometer, thermos flask, thermostat]

[mouse click] ἤλεκτρον - can you transliterate (use your alphabet sheets if you like)?
[mouse click] elektron, amber. What English words do you think come from this? [electricity (amber charges with static electricity when rubbed), electrical, electron, electrify].

[mouse click] κίνημα - can you transliterate (use your alphabet sheets if you like)?
[mouse click] kinema, movement. What English word do you think comes from this? [cinema, or as it's also known, 'the movies', short for moving pictures]

Slide 3

If the class are confident with their verb endings, this slide can be left out.

[mouse click] If I am doing the action, the ending is ω (o)
[mouse click] If you (just one of you) are doing the action, the ending is εις (eis)
[mouse click] If he, she or it is doing the action, the ending is ει (ei)
[mouse click] If we are doing the action, the ending is ομεν (omen)
[mouse click] If you (more than one) are doing the action, the ending is ετε (ete)
[mouse click] If they are doing the action, the ending is ουσι (ousi)

[mouse click] The 'Oh!' face 🤔 appears, leading to...



The 'Oh!' game, a game designed to help the class remember the verb endings. Here are the rules:

- (1) Get the pupils to all stand up behind their chairs.
- (2) Appoint a leader on each table or row (depending on how your classroom is laid out).
- (3) Starting with the teacher, and followed by the leader on the first table, the class recite, "ω," "εις," "ει" etc. in order, each pupil taking an ending. When a table finishes, the leader on the next table picks up, so you'll have something a bit like this:

Teacher: ω!

Table 1 Primus pupil: εις!

Table 1 pupil b: ει!

Table 1 pupil c: ομεν!

Table 1 pupil d: ετε!

Table 2 Primus: ουσι!

Table 2 pupil b: ω!

Table 2 pupil c: εις!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the leader on the first table.

- (4) **HOWEVER!** The rule is that if you're the one who says, "ω!" you're out of the game (the "ω!" becomes a noise of disappointment!). You have to sit down. This continues until you have only two players: then it's a face-off to see who wins!

Slide 4



Using the knowledge about verb endings, we now play the game of Quick-Fire Verbs. The class will see a series of verbs. Working in pairs and using whiteboards and markers, they need to

decode each verb, looking at the beginning of the word to see what is happening and the end of the verb to see who is doing it. Pupils can transliterate into Roman characters if it helps, but by this stage they may be comfortable working with the Greek directly.

This week, there is no endings guide so pupils will have to rely on their memory. In addition, the last two questions will recap previous learning about sentences.

Check the class can identify the verbs being used...



What does **γραφειν** (graphein) mean? [To write]



What does **φιλειν**, (philein) mean? [To love]



What does **μετρειν** (metrein) mean? [To measure]

The following verbs will appear on mouse click. As the pupils write their translations (what's happening, who's doing it) on their whiteboards, give them a countdown, and on zero, get them to hold up their answer, word by word. The verbs are:

[mouse click] μετρω - metro - I measure

[mouse click] φιλομεν - philomen - we love

[mouse click] γραφεις - grapheis - you (singular) write

[mouse click] μετρετε - metrete - y'all/you (plural) measure

[mouse click] φιλουσι - philousi - they love

Two simple sentences (with picture cues) follow)

[mouse click] 'Αθηνα μετρει - Athena metrei - Athena measures

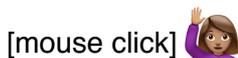
[mouse click] Ζευς φιλει - Zeus philei - Zeus loves

Slide 5

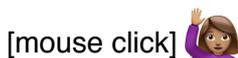
Using click-by-click animations, this slide builds on the last lesson's learning about Greek sentences. In the following slides, we are going to have a look at sentences containing plural nouns and verbs. It may be useful to have individual whiteboards for the writing down of answers. Students can work individually or in pairs.



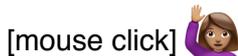
[mouse click] Let's just check that we know what **'ακουειν**, akouein means? [to hear/listen]



[mouse click] Can you remember who this Greek god is? [Hades]

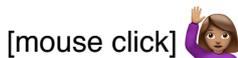


[mouse click] 'Αδεις 'ακουει - can you translate this sentence? [Hades listens]



[mouse click] 'ο θεος 'ακουει. This is kind of saying the same thing. Can you take a guess as to what it means? [The god listens. 'o (ho) means 'the' and θεος (theos) means god, which is where we get the English word 'theology']

[mouse click] Right, let's give Hades some friends. Who's joining him? [Poseidon and Hermes]



[mouse click] Now all the gods are joining in the action - 'Αδεις και Ποσειδων και 'Ερμης 'ακουουσι. What do you think this sentence means? [Hades and Poseidon and Hermes listen. και means 'and'.]

[mouse click]  'οι θεοι 'ακουουσι. This is kind of saying the same thing. Can you take a guess as to what it means? [The gods listen. 'οι (hoi) means 'the' in the plural and θεοι (theoi) means gods (plural). Note how the definite article (the) changes to 'agree' with the noun it goes with.]

Slide 6

The previous slide showed masculine nouns, and this one shows how feminine nouns change their endings in the plural. We're working with the verb akouein again, to keep things simple.

[mouse click]  Can you remember who this Greek goddess is? [Athena]

[mouse click]  'Αθηνα 'ακουει - can you translate this sentence? [Athena listens]

[mouse click]  'η θεα 'ακουει. This is kind of saying the same thing. Can you take a guess as to what it means? [The goddess listens. 'η (he - pronounced 'hay') means 'the' and θεα (thea) means goddess]

[mouse click]  Right, let's give Athena some friends. Who's joining her? [Hera and Artemis]. How is this group different from the previous group (Poseidon, Apollo and Hermes)? [They are female]

[mouse click]  Now all the goddesses are joining in the action - 'Αθηνα και 'Ηρα και 'Αρτεμις 'ακουουσι. What do you think this sentence means? [Athena and Hera and Artemis listen]

[mouse click]  'αι θεαι 'ακουουσι. This is kind of saying the same thing. Can you take a guess as to what it means? [The goddesses listen. 'αι (hai) means 'the' in the plural and θεαι (theai) means goddesses (plural). Note how the definite article (the) changes to 'agree' with the noun it goes with.]

Slide 7

[mouse click x2]  'ο θεος - what does this mean? [the god - singular, masculine*]

[mouse click x2]  'οι θεοι - what does this mean? [the gods - plural, masculine*]

[mouse click x2]  'η θεα- what does this mean? [the goddess - singular, feminine*]

[mouse click x2]  'αι θεαι - what does this mean? [the goddesses - plural, feminine*]

* = use the terms singular/plural and masculine/feminine as appropriate for the stage your pupils are at. For some classes, using the terminologies "one/lots" and "male/female" works better.

Slide 8



This slide is a snapshot of today's written exercise (mg8 plurals.pdf), where pupils translate and illustrate simple Greek sentences containing plural nouns and verbs. Answers appear on mouse click for in-class marking, or can be found in mg8 noun verb answerkey.pdf.

Slide 9

The myth of Icarus. Either read this out loud or ask for volunteers from the class. There are four paragraphs that appear on mouse click, with the story told alongside in emojis.

When we looked at the myth of Persephone, we learned that myths often have a purpose. With the myth of Persephone, the purpose was to give a reason for the changing of the seasons. What do you think the message behind this myth might be? [Listen to instructions! In fact, this myth also metaphorically communicates a very Ancient Greek idea of 'ουδεν αγαν', 'nothing to excess' - the notion that treading the moderate, middle path is the best way to a happy life].

Slides 10-13



These slides guide the class through the steps of making an Icarus Flyer. The instructions are also available as a handout in mg8 icarus flyer.pdf.

Slide 14

The plenary, with Daedalus asking two questions related to this lesson's learning, one language-related and the other cultural.



[mouse click] What modern inventions have **τηλε**, meaning 'far away', in their names?
[telephone, television, telecommunications, telescope, telepathy]

[mouse click] What was the name of my son, and what did I tell him not to do? [Icarus/fly too near the sun or too low near the sea]