

MEGA GREEK

5. Sport



= discussion point



= written exercise



= game



= hands-on activity

Running time

Language segment: 25-30 minutes

Cultural segment: 30-35 minutes

The lesson focuses on increasing the pupils' confidence in translating Greek verbs, with a reminder of the verb endings (met last lesson) followed by a written exercise.

The cultural theme is sport, specifically the Olympic Games. A team game encourages the pupils to sort fact from fiction, and in doing so consider similarities and differences between the ancient and modern Olympics.

Slide 1

Introduction.

[mouse click] Your guide for today...

[mouse click] (picture of Nike)



She's a goddess - she must be supernatural as she has wings on her back and on her golden shoes. She looks very sporty. Her footwear may give you a clue to her name.

[mouse click] Nike (pronounced 'nick-kay', but it's hard to go against the received pronunciation - thanks to the sports brand - of 'nigh-key', so do whatever feels comfortable!). 'Nike' is the Ancient Greek word for 'victory', and Nike is the goddess of victory.



Where have you heard this word before? [The sports brand] Why do you think the company gave itself that name? [To make people buying it think they would be winners when they wore it]

[mouse click] Nike 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 Nike was greeting all of us (plural).

Slide 2



Word Roots Challenge, with sports-related words. Over the last few weeks, the pupils have done exercises to get them thinking of English words that have Ancient Greek roots, so they should now be familiar with this concept. The game of Word Roots Challenge will be used frequently as a lesson starter from this point on in the course. 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] τεχνη - can you transliterate (use your alphabet sheets if you like)?

[mouse click] techne, skill. What English words do you think come from this? [technique, technical]

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

[mouse click] kuklos/kyklos, circle. What English words do you think come from this? [cycle, cycling, bicycle]

[mouse click] φυσικος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] phusikos, natural. What English words do you think come from this? [physical, physique, physics]

[mouse click] σφαιρα - can you transliterate (use your alphabet sheets if you like)?
[mouse click] sphaira, ball. What English words do you think come from this? [sphere, spherical]

[mouse click] ἄθλητης - can you transliterate (use your alphabet sheets if you like)?
[mouse click] athletes ('ath-lay-tays) - no translation given! Can you guess what this word means in English [athlete]

Slide 3

A reminder of what we learned about Ancient Greek verbs last lesson.

The Ancient Greeks did have pronouns, but really didn't use them as much as we do in English. They had a much neater trick to show who was doing the action of the verb. They simply used a 'verb code' at the end of the verb, using different verb endings to show who is doing the action. As the endings come up, get the class to repeat the sound back after you.

[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.

We'll be working with two verbs we've encountered previously, but just to check the class remember them...

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

[mouse click]  What does **σκοπειν**, skopein mean? [To look at]

The following verbs will appear on mouse click. There is an endings reference guide on screen, to help the class (for now!). 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] σκοπεις - skopeis - you (singular) look at

[mouse click] γραφει - graphei - he/she/it writes

[mouse click] γραφουσι - graphousi - they write

[mouse click] σκοπω - skopo - I look at

[mouse click] γραφετε - graphete - y'all/you (plural) write

[mouse click] γραφομεν - graphomen - we write

Slide 5



An overview of today's written exercise (mg5 verbs.pdf). The first part gets the pupils to sort verbs by ending (but not translate). The second part gets them to translate into English (what's happening, who's doing it). A Handy Hints box appears at the bottom left of the sheet to help jog memories about verb meaning. The answers are available in mg5 verbs answerkey.pdf for teacher marking, or for peer marking the answers will appear on mouse click.

Slide 6

The start of the sport-themed cultural segment, the Olympic Games.

Everybody knows what the Olympics are, and some pupils may even know that they were based on the Ancient Greek Olympic Games. This slide is an introduction to a game that tells us more about the Ancient Olympic Games, how they were similar to their modern counterpart, and how they differed.

[mouse click] The games ran from 776 B.C.E. to 393 C.E. - an astonishingly long time.

[mouse click]  How long did the Ancient Olympic Games run for?

[mouse click] 1169 years!

[mouse click x3] Here are three pictures from the ancient games' site at Olympia (in southern mainland Greece). There are still a few ruins today showing the stadium and training grounds among other buildings.

Slide 7



In order to learn some lesser-known facts about the Ancient Olympic games, and to see how they differed from the modern games, the class is going to play a game called Olympic Lying (not yet an official Olympic event, but something that nevertheless requires great skill!)

Preparing for the game [mouse click]

(1) Sort the class into five teams and give each team a name (Greek gods and goddesses work well, e.g Athene, Apollo, Artemis, Zeus, Hera).

(2) Give each team:

- a slip of paper containing a paragraph of information about the Ancient Olympic Games. In each paragraph, there are three things that are untrue.
 - an Olympic Lying sheet for playing the game
- Information paragraphs and record sheets are contained in mg5 olympic lying.pdf.

(3) Each team nominates [mouse click]

- a member (or members) to read the paragraph slowly and clearly (Reader)
- a member to write down the lies they spot on the Olympic Lying sheet (Record Keeper)

Playing the game

There are two ways to win points in this game:

- [mouse click] Spot the three lies concealed in other teams' statements - the Record Keeper writes them down on their team's Olympic Lying sheet. Each lie correctly identified is worth one point. 5 teams = maximum of 4x3 points = 12 points
- [mouse click] 'Smuggle' your own team's lies by the Reader reading them with such authority that everyone will believe them. You may want to choose a reader who is not prone to fits of giggles, or who has a good 'poker face'! Each lie 'smuggled' is worth one point. 3 lies x 1 = 3 points

5. When all five teams have read their paragraphs, get the teams to swap their Olympic Lying sheets for marking.

6. Each team should then reveal which of their statements were lies. Teams award a point for each lie spotted on the Olympic Lying sheet in front of them.

7. When all five sets of lies have been revealed, you (the teacher) will need to collect in and cross-check the sheets for lies smuggled. This can take a few moments. Keeping the class in suspense and delivering the results the next day/lesson can work to increase anticipation!

Slide 8

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



[mouse click] If I tell you “αριθμουσι,” who is counting? [‘they’ are]

[mouse click] To which god were the Ancient Olympic Games dedicated? [Zeus]