

MEGA GREEK

9. Home Life



= discussion point



= written exercise



= game



= hands-on activity

Running time

Language segment: 40 minutes

Cultural segment: 20 minutes

This penultimate session looks at some aspects of Greek home life, concentrating on the perennial pupil favourite - food! Opening with familiar language games, the pupils then extend their learning by encountering and manipulating new vocabulary, and make sentences in their language exercise. In the cultural segment is a quiz on the ingredients available to an Ancient Greek cook, followed by a tasting of some of those ingredients.

Slide 1

Introduction.

[mouse click] Your guide for today...

[mouse click] (picture of Hera)



She looks like a formidable goddess! She's wearing a peacock feather and looks like she's on the warpath. Do you know who it is?

[mouse click] ...Hera, the wife of Zeus. Hera had to keep an eye out for her husband as he had a habit of finding himself new girlfriends all the time. Her symbol is the peacock. In the Roman deity system, she is known as Juno.

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

Slide 2



Word Roots Challenge, with things that might be found around the house. 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] τραπέζα - can you transliterate (use your alphabet sheets if you like)?

[mouse click] trapeza, table. What English words do you think come from this? [trapeze, trapezium (kids of table-shaped!)]

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

[mouse click] biblos, book. What English words do you think come from this? [Bible, bibliography (list of books), bibliophile (book-lover)]

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

[mouse click] genos, family. What English words do you think come from this? [gene, genetic, generation]

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

[mouse click] oikia, house. What English words do you think come from this? [economy (literally 'laws of the house', economical)]

[mouse click] ὕδωρ - can you transliterate (use your alphabet sheets if you like)?
[mouse click] hudor/hydor, water. What English word do you think comes from this? [hydrate, hydrant, dehydrate, hydrofoil, hydro-electric, hydrogen, hydraulic]

[mouse click] μύς - can you transliterate (use your alphabet sheets if you like)?
[mouse click] mus, but can you work out what it is? It sounds a lot like the English, and it's an animal you may find in the house (if you're unlucky!) [mouse] [The word 'muscle' also comes from this word, via Latin: 'musculus' in Latin means 'little mouse']

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 εἰς (eis)
[mouse click] If he, she or it is doing the action, the ending is εἶ (ei)
[mouse click] If we are doing the action, the ending is οὐμεν (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 οὔσι (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," "εἰς," "εἶ" 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: εἰς!

Table 1 pupil b: εἶ!

Table 1 pupil c: οὐμεν!

Table 1 pupil d: ετε!

Table 2 Primus: οὔσι!

Table 2 pupil b: ω!

Table 2 pupil c: εἰς!

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 (with a couple of sentences thrown in!). 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 **'ακουειν**, (akouein) mean? [To hear/listen]



What does **σκοπειν**, (skopein) mean? [To watch/look at]

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] 'ακουεις - akoueis - you (sing) hear

[mouse click] σκοπομεν - skopomen - we watch/look at

[mouse click] 'Ηφαιστος 'ακουει - Hephaistos akouei - Hephaistos hears

[mouse click] 'ακουετε - akouete - y'all/you (plural) hear

[mouse click] γραφω - grapho - I write

[mouse click] 'Αθηνα και Νικη γραφουσι - Athena kai Nike graphousi - Athena and Nike write

Slides 5-12

These slides recap last lesson's learning on singular and plural nouns. Students can work individually or in pairs, using whiteboards and markers.



At the bottom of the screen are some Greek words. Give the pupils a minute or so to read through them. The first four should be familiar. The second four are new (although they have seen these words in root words work). On mouse click, a picture will appear. Pupils have to pick (and write on their boards) the word that best describes that picture. The answer will appear on mouse click.

Slide 5: 'ο θεος, the god

Slide 6: 'οι θεοι, the gods

Slide 7: 'η θεα, the goddess

Slide 8: 'αι θεαι, the goddesses

Now for the new words, which follow exactly the same endings patterns as the previous words...

Slide 9: 'ο 'ιππος, the horse

Slide 10: 'οι 'ιπποι, the horses

Slide 11: 'η σφαιρα, the ball

Slide 12: 'αι σφαιραι, the balls

Slides 13-14

These slides are a warm-up to today's written exercise, where the pupils will have a chance at synthesising and translating their own Greek sentences.

Slide 13

So we know what all of these things are at the top of the screen - we've just seen them. [the god, the goddess, the horse, the ball]

[mouse click] 'ακουει



Let's just check we now what akouei means? [he/she/it hears/listens].

Now the students can choose one of the (singular) nouns from the top of the screen to go before the verb to make a sentence. Working individually or in pairs, get them to choose a noun and write it out with the verb 'ακουει to make a sentence.



Can anyone show or read their sentence to the class? Can anyone else translate it?

Slide 14

So we know what all of these things are at the top of the screen - we've just seen them. [the gods, the goddesses, the horses, the balls]



How are these different from the last screen? [they're plurals]

[mouse click] γραφουσι



Let's just check we now what graphousi means? [they write].

Now the students can choose one of the (plural) nouns from the top of the screen to go before the verb to make a sentence. Working individually or in pairs, get them to choose a noun and write it out with the verb γραφουσι to make a sentence.



Can anyone show or read their sentence to the class? Can anyone else translate it?

Slide 15



This slide is a snapshot of today's written exercise (mg9 sentences.pdf), where pupils firstly translate simple Greek sentences containing plural nouns and verbs. In a second part, they choose the correct noun (singular or plural) to match a singular or plural verb, and then translate. Answers appear on mouse click for in-class marking, or can be found in mg9 sentences answerkey.pdf. Answers don't appear, however, for the second part as the pupils can choose their own nouns: just ensure that they match singular nouns to singular verbs (ending in ει) and plural nouns to plural verbs (ending in ουσι). N.B. there is a comprehensive pictorial vocabulary gloss down the left hand side, featuring mostly familiar vocabulary, but also two words encountered in the Word Roots Challenge for pupils who are feeling a little ambitious.

Slide 16



Food in Ancient Greece: A Quiz! Working in table teams, pairs or individually, pupils have to guess whether the following ingredients would have been available to an Ancient Greek household. Get them to hold up a tick or a cross drawn on a whiteboard.

[mouse click] cheese

[mouse click] Yes, although not so much like the cheddar we're used to, but more like goat's cheese or hard sheep's milk cheese.

[mouse click] tomatoes

[mouse click] No, this plant is native to the Americas and was only brought over to Europe in the 15th and 16th centuries when European explorers returned from the continent.

[mouse click] sugar

[mouse click] No, the processes to refine sugar from cane or beet were not invented.

[mouse click] sweetcorn

[mouse click] No, again, this was brought over from the Americas.

[mouse click] hedgehog

[mouse click] Yes. At times of food shortage, or for people who found themselves in poverty, wild animals would be hunted and eaten, including cute hedgehogs.

[mouse click] olives

[mouse click] Yes. Olives and olive oil were a very important source of calories and nutrition. Olive trees are still cultivated all over Greece today. In fact, there are some olive trees on the Greek island of Crete today that are believed to be 2,000-3,000 years old, which means that they could have given their crop to Ancient Greeks!

[mouse click] potatoes

[mouse click] No. This crop is a big staple for modern society, but this is another plant native to the Americas that wasn't discovered until European explorers landed on the continent.

[mouse click] honey

[mouse click] Yes, and this was the main source of sweetness, since sugar was not available.

[mouse click] milk

[mouse click] Yes, and from different animals, e.g. sheep, goats.

[mouse click] pine sap

[mouse click] Yes. The sap of the pine tree was used as a preservative for wine kept in jars (amphorae). The Greeks still make a wine today that contains pine resin: it's called *retsina*.

Slides 17-22



These slides guide the class through their Ancient Greek food tasting. Details for buying the foods are set out in mg9 tasting menu.pdf. As each slide appears on the screen, hand round the food to be tasted (it's quite a good idea to send round the first two items, bread and olive oil together, as the former can be dipped in the latter!).

ἄρτος, artos - bread

Bread would be more like a heavy sourdough than the industrially-produced white sliced loaf we're used to today. Since sourdoughs are made with yeast cultivated from the air (and not the by-product of the brewing process, like modern yeast), these are more authentic.



How does this bread taste different from the ones you might make toast or sandwiches with today?

ἔλαιον, elaion - olive oil

As discussed in the quiz, a very important crop in both Ancient and modern Greece.

ἄρωματα, aromata - herbs

An interesting link between modern and ancient times, as many of the herbs used today were used by the Greeks.

[mouse click] Basil gets its name from **βασιλευς** (basileus) meaning 'king' - it is the King of Herbs!

μέλι, meli - honey

A very important ingredient for a culture without sugar. Via the Romans, we inherit the word 'meli' meaning 'sweet' in words such as 'mellifluous'.

τυρος, turos - cheese

To make cheese, milk is separated into curds and whey. Cottage cheese is an easy way to taste curd cheese. If these curds are salted, pressed and matured, they turn into hard cheese.

συκον, sukon - fig

This a staple fruit that grows well in hot climates, and is useful because they can be dried to last (Ancient cultures had no refrigeration, freezing or canning).

σιδη, sidē - pomegranate

Another fruit that grows well in the Mediterranean climate. It was also seen as a symbol of fertility, and features in the myth of Persephone.



N.B. there is a recipe for pupils to try at home (mg9 recipe.pdf).

Slide 23

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



[mouse click] Would I be happy if I found a **μυς** in my **οικια**? [No! I wouldn't like to find a mouse in my house! But perhaps some pupils may be more sympathetic!]



[mouse click] Can you name a staple food of the Ancient Greeks? [bread, cheese, olives/olive oil, honey, figs, pomegranate]