

Sample Schemes of Work and Lesson Plans

GCSE Classical Greek

OCR GCSE in Classical Greek: J291/J091

Unit: B402 Classical Greek Language 2 (History)

This Support Material booklet is designed to accompany the OCR GCSE Classical Greek specification for teaching from September 2009.

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Introduction

Background

Following a review of 14–19 education and the Secondary Curriculum Review, the Qualifications and Curriculum Authority (QCA) has revised the subject criteria for GCSEs, for first teaching in September 2009. This applies to all awarding bodies.

The new GCSEs have more up-to-date content and encourage the development of personal learning and thinking skills in your students.

We've taken this opportunity to redevelop all our GCSEs, to ensure they meet your requirements. These changes will give you greater control of assessment activities and make the assessment process more manageable for you and your students. Controlled assessment will be introduced for most subjects.

OCR has produced a summary brochure, which summarises the changes to Classical Greek. This can be found at www.ocr.org.uk, along with the new Specification.

In order to help you plan effectively for the implementation of the new specification we have produced these Schemes of Work and Sample Lesson Plans for Classical Greek. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

OCR involves teachers in the development of new support materials to capture current teaching practices tailored to our new specifications. These support materials are designed to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson Plans provide examples of how to teach this unit. The teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea


This icon is used to highlight exceptionally innovative ideas.



= ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Contracting Verbs in -εω and -αω		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Verbs with epsilon contraction 		<ul style="list-style-type: none"> Rehearse the regular endings of the present tense indicative active. Display these on the board, first next to a verb stem of a regular verb such as λυ- then next to the stem φιλε- The students read aloud the present indicative of φιλεω, in its uncontracted form. Consider the awkwardness of the sound. Show the students what the contracted forms are, one at a time. After a few examples, the students may be able to predict what the endings will be. If the students are very confident, they will be able to continue to predict the contracted forms for other tenses and voices. 		<ul style="list-style-type: none"> Whiteboard or IWB. A PowerPoint presentation, which would allow the teacher to display the contracted forms at a click, would help the teacher to deliver the activity effectively and even with some theatricality. John Taylor, <i>Greek to GCSE</i>, part 2, p.96. 	<ul style="list-style-type: none"> Students familiar with Latin, Spanish or Italian can find it helpful to compare the contracting verbs with the separate conjugations or verb types in these languages. The vowel at the end of the stem determines the type of verb, and it may have an effect on the morphology of the ending. Students who have already fulfilled all the requirements for B401 will have met these verbs. For them, this part of the lesson will therefore be revision. For those students who are meeting epsilon contraction for the first time, it may be advisable to save the alpha contraction for a later lesson and spend further reading time in this lesson to consolidate the epsilon verbs.
The rules for epsilon contraction		<ul style="list-style-type: none"> Pupils deduce and then make a note of the rules for contraction. Pupils should also note the role of the circumflex accent in indicating contraction. 		<ul style="list-style-type: none"> The rules are clearly set out in Taylor, part 2, p.96. 	<ul style="list-style-type: none"> This might be a suitable moment to point out how the uncontracted form is listed in the dictionary, for information. Such deductive work should enhance the students' ability to recognise and analyse the accidence explored in this lesson.


Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Contracting Verbs in -εω and -αω	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Vocabulary building		<ul style="list-style-type: none"> Select a list of verbs with epsilon contraction from the Defined Vocabulary Lists from both B401 and B402. Taylor also has a list. Challenge students to find both English derivatives (e.g. of κρατεω, μισεω) and connections with other Greek words they have already met (e.g. οικεω, ναυμαχεω). 	<ul style="list-style-type: none"> DVL for B401, B402, Taylor, part 2, p.97. 	<ul style="list-style-type: none"> Although questions on the English derivations of words are restricted to B401, students will still find this a useful method for assimilating new vocabulary, and will need to practise the skill for B401.
Verbs with alpha contraction		<ul style="list-style-type: none"> As with φιλεω above, first show the students an alpha stem (e.g. τιμα-) and set of endings. The class reads these uncontracted forms aloud, noting difficulties such as managing three different adjacent vowels. Then show the contracted forms, again inviting the students to predict the answer. 	<ul style="list-style-type: none"> Whiteboard and PowerPoint, as above. 	<ul style="list-style-type: none"> The method follows the pattern for teaching epsilon verbs above. The alpha verbs are not required for B401 and are therefore likely to be entirely new to the students.
The rules for alpha contraction		<ul style="list-style-type: none"> Students deduce the rules for alpha contraction and note them. 	<ul style="list-style-type: none"> Taylor, part 2, p.149. 	
Practice with alpha-contracting verbs		<ul style="list-style-type: none"> Translation of sentences from Greek into English and, as an extension exercise, from English into Greek. This is suitable as a homework activity. 	<ul style="list-style-type: none"> Taylor, part 2, p.151, exercises 10.15 and 10.16. Wilding, <i>Greek for Beginners</i>, exercises 90 and 91. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	πολις; ευρυς; Consolidation of Cases and Repositions			
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note	
Review of third declension noun endings		<ul style="list-style-type: none"> Give pupils a table of a 3rd declension consonant stem noun, such as φυλαξ, and display the same on a whiteboard. Students underline the endings on the board and highlight them in their personal worksheets. 		<ul style="list-style-type: none"> Either a conventional whiteboard or IWB can be used. Individual paper copies of the noun endings for students to write on. 		
πολις		<ul style="list-style-type: none"> In the same way, present students with a table for πολις. Again, invite students to highlight the endings. Practise translating πολις in context using Greek into English sentences. 		<ul style="list-style-type: none"> As above. Taylor, part 2, p.112. Taylor, part 2, p.112, exercise 9.12. 		<ul style="list-style-type: none"> Students will realise that in some instances, the regular third declension endings are added to a stem ending -ε (e.g. in the dative singular). In other instances, the endings are less predictable (e.g. the accusative singular). Students should be aware of the contraction of vowels in the nominative and accusative plural and should be able to connect this to their former work on contracting verbs. There could be some opportunity to introduce discussion of the importance of the πολις in Classical Greek history, which is specifically relevant to the material selected for B402 and which also enhances the students' knowledge and understanding of selected aspects of the Classical world.

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	πολις; ευρυς; Consolidation of Cases and Prepositions	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Revision of prepositions and consolidation of πολις. 	<ul style="list-style-type: none"> Students study the cartoon 'An adventure with a lion', in which various prepositional phrases are illustrated, each using the noun 'λεων'. Students construct their own cartoon drawings to illustrate prepositional phrases involving πολις. (For example, the pictures illustrate the phrases 'in the city', 'to the city', 'from the city', etc.) They could discuss and plan their ideas in the lesson; completion would be a suitable homework activity and the results might make an attractive wall display for student reference and to promote interest in Greek. Variations on this activity include practice with other irregular third declension nouns, such as ναυς and βασιλευς. 		<ul style="list-style-type: none"> 'An adventure with a lion': <i>Teach Yourself Greek</i>, p.216–219. 	<ul style="list-style-type: none"> The cities in the students' own drawings could be modern, but if based on the Classical world, this could be an opportunity to explore Classical architecture, should time allow. Thus the activity could lead students towards developing an awareness of the continuing influence of the Classical world on later times and of the similarities and differences between the Classical world and later times. The students should be encouraged to use the plural of πολις as well as the singular.



Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	πολις; ευρυς; Consolidation of Cases and Prepositions		
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note	
ευρυς	<ul style="list-style-type: none"> Invite students to recall endings of first declension vowel stem such as ναυμαχια or εκκλησια. Write a table of this noun type on the board. Now present students with a table of ευρυς. Invite students to decide which declension this adjective belongs in. 		<ul style="list-style-type: none"> Taylor, part 2, p.93, uses βαρυς as a model adjective of this type. 	<ul style="list-style-type: none"> The students should immediately recognise that the feminine declines as a first declension pattern and that the masculine and neuter are third declension, with some similarities to πολις. They might spontaneously make the comparison with other words which have a separate feminine formation, such as present and aorist active participles. 	
Practice with ευρυς	<ul style="list-style-type: none"> Selecting adjectives of the ευρυς type from the DVL for B402 and nouns from the same list, students form their own adjectival phrases to describe given nouns. The students can each present the examples they have written to the class to translate back. This could be a team activity, with a light-heartedly competitive element. 		<ul style="list-style-type: none"> Defined Vocabulary List. 	<ul style="list-style-type: none"> These adjectives are rich in derivations which students will find helpful to know, such as barometer, oxymoron, tachometer (from βαρυς, οξυς, ταχυς). Ευρυς is interesting too in its use in Greek names, such as Homer's Eurymachus, Eurylochus, Eurycleia. Key skills: WwO. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Comparative and Superlative Adjectives in $-ιων, -ιστος$	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Review of the comparison of adjectives	<ul style="list-style-type: none"> Give students sets of three pictures to illustrate the positive, comparative and superlative forms of the adjective. The students arrange these in order. Students then match labels to pictures to illustrate them, e.g. δεινος, δεινότερος, δεινοτατος . 	<ul style="list-style-type: none"> Teacher-created worksheet or sets of individual pictures, with labels presented on individual slips of paper. 	<ul style="list-style-type: none"> This is a suitable opportunity for pair or group work. Key skills: WwO. A brief reminder of the $-ος -α -ων$ pattern of declension may be needed at this stage. 	
Introduction of adjectives with alternative comparative and superlative form	<ul style="list-style-type: none"> Introduce the $-ιων$ form of comparative with one example in all its cases. Introduce the superlative $-ιστος$; this will require less study, having more familiar endings. 	<ul style="list-style-type: none"> Whiteboard. Taylor has a table of $μειζων$ on p.154 and also on p.284. The teacher could produce two separate lists on paper, one of all the adjectives of the $-τερος, -τατος$ type (drawn from the Defined Vocabulary Lists for B401 and 402), the other using the $-ιων, -ιστος$ type. 	<ul style="list-style-type: none"> Students might be interested to learn of the formation of $μειζων$ from $μεγ-ιων$, and this might help them to remember the meaning. Such investigation helps the students to develop a sensitive and analytical approach to language generally. Some of these adjectives will already be familiar to students in the positive form. Note that the masculine and feminine are identical in this type. Note that the comparative adjective endings of these adjectives use 3rd declension forms, while the superlatives use 2nd declension forms. Some students may note that these resemble, but are not identical to, present active participles. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Comparative and Superlative Adjectives in $\text{-}\iota\omega\nu, \text{-}\iota\sigma\tau\omicron\varsigma$	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
<p>Practice in determining which type of ending each adjective has</p> 	<ul style="list-style-type: none"> Show a pair of pictures which illustrate degrees of comparison, such as deeper, sweeter, smaller. Students select from a list the right Greek word to describe each pair of pictures. Abler students or those working at a faster pace can be given an English sentence partly translated into Greek. It is their task to supply the Greek adjective–noun pair, e.g. ‘of the smaller house’, to complete the sentence. 	<ul style="list-style-type: none"> Pictures selected by the teacher and displayed on a whiteboard. It is probably easier to find examples drawn from the modern rather than the Classical world. Use either the list of adjectives in Taylor, part 2, p.285 or the list supplied by the teacher. Taylor, part 2, p.156, exercise 10.19, nbs. 1, 2, 5 could be used for this activity. 		
Revision of η and the genitive of comparison	<ul style="list-style-type: none"> Using the pairs of pictures in the previous activity, students now construct sentences in Greek to mean ‘x is bigger than y’. 			
Consolidation	<ul style="list-style-type: none"> Students are given statements involving comparative adjectives and some involving superlatives, to decide whether they are true or false. This might be an individual homework activity or a whole-class quiz. 		<ul style="list-style-type: none"> Examples might be drawn from the Classical world, such as statements about Athenian history, which might be relevant to the historical material of questions in B402. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Comparative and Superlative Adjectives in $-\iota\omega\nu$, $-\iota\sigma\tau\omicron\varsigma$	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<ul style="list-style-type: none"> Translate sentences from Greek into English which practise comparison. Sentences can be constructed which introduce the historical framework of B402. For example, students could translate: οι Περσαι πλειονες ησαν των Αθηναιων. 		<ul style="list-style-type: none"> Taylor, part 2, p.270, exercise RS 18. Teacher to construct sentences giving simplified statements connected with the context of Greek history. 	<ul style="list-style-type: none"> If time, further discussion of these sentences could help to establish an understanding of the historical context for B402. The activity may be used to help the students to acquire knowledge and understanding of selected aspects of the Classical world.
Extension	<ul style="list-style-type: none"> Translation of lines from plays and epigrams, all of which involve a comparative adjective, mostly the $-\iota\omega\nu$ type. 		<ul style="list-style-type: none"> <i>Teach Yourself Greek</i>, p.189. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Relative Clauses; Purpose Clauses with the Future Participle		
Topic outline	Suggested teaching and homework activities		Suggested resources		Points to note
Review of the definite article	<ul style="list-style-type: none"> The teacher displays a table of the definite article on the board, waiting for the students to supply each word. Alternatively, the students could each write one or more forms of the definite article until the table is complete. 		<ul style="list-style-type: none"> Whiteboard or interactive whiteboard. 		
Introduce the relative pronouns	<ul style="list-style-type: none"> Study a table of the relative pronoun. It would be useful, if the whiteboard is big enough, to display both the article and the pronoun side by side. Invite the students to compare the two. 		<ul style="list-style-type: none"> Taylor, part 2, p.24. See Taylor, part 2, p.25–26 for an explanation of the different handling of these easily confused forms. 		<ul style="list-style-type: none"> Students should easily observe the similarities between the two, and be advised of the dangers of confusing them. Attention should be drawn to the masculine and feminine nominative plural forms, which are identical (except in accent) to the definite article.
Relative clauses	<ul style="list-style-type: none"> Introduce relative clauses by translating Greek into English sentences. Discuss the translations. Invite the students to pick out the pronoun and account for its case. Some could be translated in class as a group; the rest could be reserved for homework or independent study. 		<ul style="list-style-type: none"> Taylor, part 2, p.27, exercise 7.32. 		<ul style="list-style-type: none"> Students familiar with Latin will probably find relative clauses very easy to handle, as these are often introduced quite early into Latin courses.

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Relative Clauses; Purpose Clauses with the Future Participle		
Topic outline	Suggested teaching and homework activities		Suggested resources		Points to note
	<ul style="list-style-type: none"> Further consolidation (especially for more advanced students) with Greek into English sentences. 		<ul style="list-style-type: none"> Taylor, part 2, p.27, exercise 7.33. 		<ul style="list-style-type: none"> While English into Greek might normally be reserved as an extension activity, even less confident students can find it useful to discuss the English sentence and to decide which part of the relative pronoun should be used to express the English 'who / whom / which'.
Review of participles	<ul style="list-style-type: none"> Briefly show how some relative clauses could equally be expressed by definite article and participle. Recall the formation and meaning of participles, focusing solely on the present and future forms. Complete the activity with particular emphasis on the future form. 		<ul style="list-style-type: none"> Taylor makes this connection in part 2, p.24. The teacher could supply further examples. 		<ul style="list-style-type: none"> This naturally links the second learning objective for this lesson with the first. It may be wise to limit examples to active and middle participles, so that students are not overburdened in this lesson with manipulating the more complex future passive forms.
Purpose clauses with $\omega\varsigma$ and the future participle	<ul style="list-style-type: none"> Show students some examples of sentences involving future participles, some with and some without $\omega\varsigma$. 		<ul style="list-style-type: none"> Taylor has a good selection of these in part 1, p.125, exercise 6.34. However, the teacher may wish to add more examples, to bring into sharper focus the function of $\omega\varsigma$. For example: ο στρατηγος πεισων τους στρατιωτας εταξε τον στρατον. ο στρατηγος ως πεισων τους στρατιωτας εταξε τον στρατον 		

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Relative Clauses; Purpose Clauses with the Future Participle	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Overview of purpose clauses	<ul style="list-style-type: none"> Provide students with notes on a single sheet of two alternative ways of expressing purpose: $\iota\nu\alpha$ + subjunctive and $\omega\varsigma$ + future participle. Practise Greek into English sentences, some of which could be selected for homework. 		<ul style="list-style-type: none"> The teacher could provide this, or (more competent) students could construct their own notes. Taylor, part 2, p.274, exercise RS 28. 	<ul style="list-style-type: none"> Depending on how recently they were studied and how able the group, it is likely that many students will not have a very strong recollection of $\iota\nu\alpha$ + subjunctive. It lies outside the scope of this lesson to revise it thoroughly at this point, but a brief overview in conjunction with $\omega\varsigma$ + future participle is perfectly possible The students are here urged to recognise and analyse syntax, as well as developing an appropriate level of confidence in the Classical Greek language

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Future open conditions; past unfulfilled conditions		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Future open conditions in English		<ul style="list-style-type: none"> Give pupils a few examples of open future conditional sentences in English. Then give them only the protasis and invite the students to complete the sentence by providing the apodosis. The students create their own sentences, still in English, in pairs, one student providing the protasis, the other the apodosis. Ask the students to consider which tense best expresses these conditions – present, future or past. If necessary, prompt them with examples such as ‘if we win tomorrow, we will be glad.’ 		<ul style="list-style-type: none"> First the teacher, and then the class, provides the examples. It may be helpful to steer the class towards examples which can easily be translated into Greek, so that when working with Greek examples later, the class can easily make the connection with what they have learned in this activity. 	<ul style="list-style-type: none"> This gives the students the opportunity to understand the concept of ‘open future conditions’. They should appreciate the bipartite structure of the sentence and can be introduced to the technical terms ‘protasis’ and ‘apodosis’ through this activity. Students already familiar with this type of sentence in Latin might note that whereas Latin uses the future perfect in such examples, Greek, more straightforwardly, uses simply the future indicative. Discussion of these English examples helps students to develop and apply analytical skills at the appropriate level.


Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Future Open Conditions; Past Unfulfilled Conditions		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
The future tense		<ul style="list-style-type: none"> Revise the future tense by inviting students to recall the forms from memory. If necessary, remind them of the present tense and the rule of adding sigma in the active and middle voices. Selecting some examples from the students' (or teacher's) sentences, translate these into Greek together, with the students supplying the verbs. 		<ul style="list-style-type: none"> The examples come from the teacher's and students' own ideas. If these do not translate readily into Greek, it may be necessary to introduce some examples of English sentences which use more familiar vocabulary. 	<ul style="list-style-type: none"> If students have recently revised future participles (lesson plan 4), this may be fresh in their memory. Select in particular vocabulary likely to appear in a historical context, as required for B402, for example: 'If the general will persuades the people, they will seek allies.'
Future open conditions in Greek		<ul style="list-style-type: none"> Translate some examples of future open conditions from Greek into English. 		<ul style="list-style-type: none"> Taylor, part 2, exercise 11.11, nb. 9 Other examples are supplied by the teacher. Some of Taylor's examples which use $\epsilon\alpha\upsilon$ + subjunctive could be rewritten as $\epsilon\iota$ + future indicative, for this purpose. 	<ul style="list-style-type: none"> Note how the future in the protasis is best translated as a present tense in English: the timescale is future but 'if you say this' is better than 'if you will say this'. Only open future conditions using $\epsilon\iota$ with the indicative are required for this paper.

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Future Open Conditions; Past Unfulfilled Conditions		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Unfulfilled past conditions		<ul style="list-style-type: none"> Work as before in English, with the class providing their own examples. There is scope here for more inventiveness as the examples explore potentially unreal situations: e.g. 'if a monster had entered the room, we would have been afraid.' Again, ask the students to name the tense of these examples. They are likely to find this harder than they found the future conditions. 		<ul style="list-style-type: none"> All examples are supplied by the class. 	
Further exploration of unfulfilled past conditions		<ul style="list-style-type: none"> Present the students with some examples of past unfulfilled conditions. Ask them to identify the tense of the verbs. Ask them to observe how Greek expresses 'would have'. Briefly revise the formation of the aorist tense. To avoid this becoming too time-consuming, pupils can be presented with verb tables. 		<ul style="list-style-type: none"> Examples are either written by the teacher, or taken from Taylor (see below). Taylor, part 2, p.295 (reference grammar). The strong aorist is set out on p.296. 	<ul style="list-style-type: none"> It may be wiser to work only with the weak aorist initially, to avoid overload of grammar while introducing new syntax.
Practice with unfulfilled past conditions		<ul style="list-style-type: none"> Practise translating some examples of past unfulfilled conditions, English into Greek. This could be a homework activity. 		<ul style="list-style-type: none"> Taylor, part 2, p.219 exercise 12.6, nbs. 1, 3, 5, 6, 9; p.275, exercise RS 31, nbs. 3, 5, 10. 	

Unit B402: Classical Greek Language 2 (History)

Suggested teaching time	1 hour	Topic	Future open conditions; past unfulfilled conditions		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Games 		<ul style="list-style-type: none"> Activity: students are given a selection of cards on each of which is written a protasis or an apodosis in Greek. Their job is to match the cards. This works well in pairs or in a small group, but can also be done individually. Snap game: working in pairs, students turn up cards like the ones mentioned above. If two adjacent matching cards are turned up (e.g. a protasis and apodosis which can be linked correctly), they win the cards which have been played. 		<ul style="list-style-type: none"> The ideas are to be supplied by the teacher, who could select ideas from the military, historical context. It may be necessary to create several possible correct pairings, otherwise the likelihood of a correct 'snap' is remote. It may be amusing if the possible pairings, while grammatically accurate, make amusing sense. 	<ul style="list-style-type: none"> Examples might be drawn (at least in part) from Greek history, which would be appropriate to the reading material of B402 and would help to foster knowledge and understanding of selected aspects of the Classical world. Key skills: WwO.

Unit B402: Classical Greek Language 2 (History)

πολις; ευρυς; consolidation of cases and prepositions

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modification by the individual teacher.

Lesson length is assumed to be **one hour**.

Learning Objectives for the Lesson

Objective 1	Students to acquire the skills of recognising, analysing and deploying case endings of selected third declension nouns and adjectives.
Objective 2	Students to develop an analytical approach to language, specifically, recognition of declension patterns.
Objective 3	Students to work towards an appropriate level of competence in the Classical Greek language.

Recap of Previous Experience and Prior Knowledge

Some students, but not all, will have completed all requirements for B401, Language 1. It is assumed that students will already be familiar with the endings of the first declension (vowel stems) and with the consonant stems of the third declension. They will be familiar with all or most of the prepositions and adjectives required for B401 and, if following this scheme of work, will recently have revised the rules of vowel contraction.

Content

Time	Content
10 minutes	Study a table of φυλαξ and highlight the endings. Using both a whiteboard and individual worksheets aids independent learning. Repeat the procedure with the new noun πολις. There could be some opportunity to discuss in passing the derivations of both words and in particular the relevance of the city state in Classical Greek history.
10 minutes	Class work in pairs or small groups: practise translating sentences using πολις, such as John Taylor, <i>Greek to GCSE</i> , part 2, p.112, exercise 9.12.
10 minutes	Class activity: read and translate 'An adventure with a lion', <i>Teach Yourself Greek</i> , p.216–219. Observe the meanings of the prepositions and the cases taken by them.

Sample GCSE Lesson Plan

10 minutes	Ask the students to create their own cartoon in a similar pattern, using πολίς. Students plan their approaches by discussing their ideas with each other. They should be encouraged to use both singular and plural forms and to include Greek architecture in their drawings if possible. The cartoons could be created as a homework task.
Time	Content
5 minutes	Briefly recall the endings of the first declension. Focus in particular on nouns with vowel stems, such as οἰκία. Then show the students a table of εὐρυς. Invite students to decide which declension this belongs to. There may be opportunity to discuss the individual feminine forms and to compare with present participles, which also have a first declension feminine.
10 minutes	Each student is given a noun, selected from the Defined Vocabulary List, and asked to create a phrase including that noun with the appropriate part of εὐρυς in agreement. They offer their phrases to the class to translate back into English.

Consolidation

Time	Content
5 minutes	Discuss the list of adjectives which decline like εὐρυς. Consider English derivations from some of these adjectives as an aide-memoire and as a means of building sensitivity to the language. As a plenary discussion, the students could recall the verbs with epsilon contraction and note the same rules of contraction applying to πολίς. Alternatively, this may have been discussed earlier in the lesson.
Homework	Homework: students could complete the cartoons discussed earlier in the lesson.