

Classical Greek Verbs: Practice with Present, Imperfect and Future



Instructions and answers for teachers

These instructions should accompany the OCR resource ‘Classical Greek Verbs: Practice with Present, Imperfect and Future’ activity which supports OCR GCSE (9–1) Classical Greek.

GCSE (9–1) Classical Greek Lesson Element

Classical Greek Verbs: Practice with Present, Imperfect and Future

Activity 1 – Recalling verb tenses

To practise and revise the verb endings for the Present, Imperfect and Future Active of regular verbs. Working in pairs, identify a square by throwing the dice, and then work out the tense and translation of each verb. Write these under the verbs.

	1	2	3	4	5	6
1	παινομεν	φειγετε	παινοουσιν	ελεον	αγετε	θουκι
2	λεγεις	παινομεν	κελευομεν	εκιωλες	εκελειομεν	ετρεχεν
3	ελεγον	διδασκεις	επαινομεν	ακουεις	επαιυτε	ελεγομεν
4	λυσετε	ελεγετε	δικουεις	εθουον	θουετε	φειγετε
5	εβαινον	τρεχω	ετρεχες	ακουετε	εφειγυον	επαιυον
6	βαινοουσιν	εβαλλον	εβαινας	παιουεις	δωκω	επαιυετε

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GCSE (9–1) Classical Greek Lesson Element

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Activity 2 – Verb practice in translation

The focus throughout these exercises should be on looking for the correct form of the verb, and recognising why it is the correct form. Once students have completed the exercises in pairs, they will be asked to review the answers as a class, and should be ready to explain why they have chosen the answer they have selected.

Exercise 1: Complete the following sentences with the appropriate verb, and then translate the sentence.

(a) ο ιππος εις τον ποταμον.

Translation:

(b) οι στρατηγοι τον στρατον.

Translation:

(c) η κορη ουκ προς την οικιαν.

Translation:

(d) ο θεος ουκ την τιμην.

Translation:

February 2015

The Activity:

This task is designed to support teachers to meet the new GCSE requirement to:

EITHER

- recognise, analyse and explain syntax and accidence as prescribed in the specification within the context of a narrative passage or passages of unseen confected or adapted ancient language

OR

- translate short sentences from English into the ancient language

as stated in the Department for Education’s Ancient Languages GCSE subject content.

The new requirement will be assessed by Assessment Objective 1 (AO1): demonstrate knowledge and understanding of the language.

Associated materials:

‘Classical Greek Verbs: Practice with Present, Imperfect and Future’ Lesson Element learner activity sheets.





Introduction to the task

This task is designed for students who have been studying Greek for about a term. It is in preparation for the new Classical Greek GCSE language requirement but does not reflect the final standard of the questions. It is assumed that students have covered the Present, Future and Imperfect of regular verbs, and the focus of the task will require students to use these. It is also assumed that students have learned first and second declension noun endings, including the neuters and that they know some basic prepositions.

Activity 1 – Recalling verb tenses

Attached is a learning grid with a variety of Greek verbs. Working in pairs, students should identify a square by throwing the dice and work out the meaning of the verb in that square. They should be asked to share a few examples at the end of their time working together – eg asking for a particular tense, or just particular squares to get the class discussing tenses.

Conclusion to Activity 1

Students should complete the tables which will enable them to recall all the forms of the Present, Imperfect and Future Active of regular verbs.

Main grammar point in Activity 1

Having completed the tables, the teacher should give students some examples of the three tenses in sentences. The focus in looking at these sentences will be on the formation and use of different tenses. The teacher should question the students about each verbal form: what is the tense, and how did they know?

These might include:

1. ὁ ἄνθρωπος οὐκ ἔβαινε πρὸς τὴν οἰκίαν.
2. οἱ στρατηγοὶ ἄγουσι τὸν στρατὸν πρὸς τὴν μάχην.
3. ὁ δούλος οὐ λυσεὶ τοὺς ἵππους.
4. ἡ παῖς οὐκ ἔφευγεν ἐκ τῆς οἰκίας.

Once the sentences have been translated, students should be asked to manipulate them in the following ways: change the tenses, change the subjects from singular to plural or vice-a-versa, and then change the verbs.





Activity 2 – Verb practice in translation

In pairs, students should work through Exercises 1, 2 and 3. The answers to these should then be discussed with the whole class. The focus in the translation work should be on the verbal forms, and ensuring that students have the correct solution. If appropriate, the teacher should extend the discussion by focussing closely on *why* each solution is correct.

Plenary

Review of the answers to the questions to Activity 2, and a reminder of the endings for each of the tenses.

NOTE: the verbs chosen for this task have mostly been kept 'simple'. The concept could be extended and made more challenging by using less regular verbs – eg those requiring more complex augments, or where the stem ends in a consonant, and the future is consequently more challenging.



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Activity 1 – Recalling verb tenses

To practise and revise the verb endings for the Present, Imperfect and Future Active of regular verbs. Working in pairs, identify a square by throwing the dice, and then work out the tense and translation of each verb. Write these under the verbs.

	1	2	3	4	5	6
1	παυομεν	φευγετε	παυσουσιν	ἐλυνον	ἀγετε	θυσει
2	λεγεις	παυσομεν	κελευσομεν	ἐκωλυες	ἐκελευομεν	ἐτρεχεν
3	ἐλεγον	διδασκεις	ἐπαυομεν	ἀκουεις	ἐπαυετε	ἐλεγομεν
4	λυσετε	ἐλεγετε	διωκεις	ἐθουν	θυσετε	φευγετε
5	ἐβαινον	τρεχω	ἐτρεχες	ἀκουετε	ἐφευγον	ἐπαυον
6	βαινουσιν	ἐβαλλον	ἐβαινες	παυσεις	διωκω	ἐπαυετε

Revision of tenses: Complete the following tables for each tense:

	Present Active		Future Active		Imperfect Active	
	Singular	Plural	Singular	Plural	Singular	Plural
First	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>
Second	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>
Third	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>	<i>παυ</i>

Activity 2 – Verb practice in translation

The focus throughout these exercises should be on looking for the correct form of the verb, and recognising *why* it is the correct form. Once students have completed the exercises in pairs, they will be asked to review the answers as a class, and should be ready to explain why they have chosen the answer they have selected.

Exercise 1: Complete the following sentences with the appropriate verb, and then translate the sentence.

(a) ὁ ἵππος εἰς τὸν ποταμὸν.

ἐπιπτον

ἐπιπτεν

πιπτετε

Translation:

(b) οἱ στρατηγοὶ τὸν στρατὸν.

ἄγουσι

ἄγει

λεγουσιν

Translation:

(c) ἡ κορη οὐκ πρὸς τὴν οἰκίαν.

έτρεχον

έτρεχε

έπιπτετε

Translation:

(d) ὁ θεὸς οὐκ τὴν τιμὴν.

έχει

έχετε

έχομεν

Translation:



Exercise 2: In these sentences there are a number of mistakes. Correct any errors, translate the sentence and be able to explain why they were incorrect.

(a) ὁ ἵππος πιππουσιν εἰς την θαλασσαν.

(b) οἱ νεανιαν οὐ μενουσιν ἐν τη οἰκια.

(c) ἡ θεα ἐμενον ἐν τῷ ἱερῷ.

(d) τον θεον ἔχει της τιμης.

(e) τους ἵππους ἐτρεχον προς του ποταμου.

(f) οἱ ἄνθρωποι οὐκ ἠθελε τρεχει προς την ἀγορας.



Exercise 3: Translate the following sentences into Greek.

- (a) The army goes into the market place.
- (b) You are not stopping the horses.
- (c) The generals were leading the army towards the river.
- (d) The man will stop the battle.
- (e) The gods were not running towards the trees.
- (f) Men did not sacrifice horses to the gods.



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