

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 11 Greek

Teacher(s): Miss Salinas annie.salinas@greatheartsirving.org

Weekly Plan:

Monday, May 4

Worksheet: People-watching, pt. 1

Tuesday, May 5

Worksheet: People-watching, pt. 2

Wednesday, May 6

Watch the dictation video on Google Classroom

Worksheet: Dictation, pt. 1

Thursday, May 7

Watch the dictation video on Google Classroom

Worksheet: Dictation, pt. 2

Friday, May 8

attend office hours

catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

χαίρετε φίλοι! We're back! You may have noticed that this week, all your classes are back working on packets rather than on daily Google Classroom assignments. The idea with transitioning back to packets is that it'll be simpler for students and parents to not have to figure out which classes want assignments submitted in different ways...like a Starbucks coffee order, the more options there are, the more likely there are to be mistakes. (Don't hate me, Starbucks, I love and miss you.) While it'll make getting feedback to you guys a little slower, I must confess I am extremely relieved to be going back to the packet method - it was taking me hours and hours and hours to digitize, organize, troubleshoot, and post digital assignments for my five classes. (~~yikes~~) And since we're already working 'round the clock anyway...you get the idea. (~~yikes again~~) Plus, now we get videos, which I'm excited about! We'll have two for Greek class this week: one on each Wednesday and Thursday that you'll need to watch in order to complete the assignment.

Monday, May 4

Today, you'll try your hand at writing simple questions and responses in Greek! Complete the worksheet for Monday, "People-watching pt. 1".

Tuesday, May 5

Today we're continuing to create sentences in Greek. Complete Tuesday's worksheet, "People-watching pt. 2".

Wednesday, May 6

Today and tomorrow, we'll be working on dictation: writing down Greek words that you hear. Watch the video on Google Classroom, and follow the instructions on the worksheet for Wednesday.

Thursday, May 7

Dictation, pt. 2: Watch the video on Google Classroom, and follow the instructions on the worksheet for Wednesday.

Friday, May 8

Have questions about the week's work? Want to go over something to make sure you got it? Just simply desperate to converse with someone you're not related to? Come to Greek Office Hours at 10:30am - link available in the stream of our Google Classroom! See you there.

Monday

People-watching (pt. 1)

This week, we're practicing writing short sentences in Greek. The first sentences you'll write practice the middle-voice participles we learned in Chapter 8a. All of them will answer the question, "Who stops _____ing?" For example:

τις παύεται ἐργαζόμενος; Who stops working?
ἡ Μυρρίνη παύεται ἐργαζομένη. Myrrhine stops working.

Notice what I've put in bold: in the question sentence, we didn't know who would be doing the action, so we defaulted to the masculine singular participle ending.

- But when we figured out it was Myrrhine, we had to change it to the _____ gender.
- All of these participles will simply be in the _____ case, because they're predicates to the subject and don't become direct objects or anything complicated.
- However, if Myrrhine had been plural, we would have had to change the verb and the participle to become _____ as well.

Watch, here's another example:

τις παυεται διαλεγομενος; Who stops chatting?
αἱ κοραι και οἱ νεανιαι παυονται διαλεγομενοι. The young men and young women stop chatting.

Notice how in that example, the verb and the participle both became nominative plural because we have a plural subject.

Possible people:

ὁ Δικαιοπολις
ἡ Μυρρίνη
ὁ Φίλιππος
ἡ Μέλιττα
ὁ Ξανθίας
ὁ πάππος
αἱ γυναῖκες
οἱ ἄνδρες
αἱ κόραι
οἱ ἔταιροι

Possible actions:

διαλέγομαι (+dat)
εὖχομαι
θεάομαι
ἡγέομαι (+dat)
ἔπομαι (+dat)
μάχομαι
ἔρχομαι

Now it's your turn. Using the vocab on the previous page, create five sentence pairs of your own. Don't forget to turn the verbs into participles; if you get stuck or want to see a declension chart with the endings all written out, page 134 of your textbook will help. Try to use different verbs in each sentence.

1. Q: _____

A: _____

Translation:

Q: _____

A: _____

2. Q: _____

A: _____

Translation:

Q: _____

A: _____

3. Q: _____

A: _____

Translation:

Q: _____

A: _____

4. Q: _____

A: _____

Translation:

Q: _____

A: _____

5. Q: _____

A: _____

Translation:

Q: _____

A: _____

Tuesday

People-watching (pt. 2)

Today, we'll be writing more sentences in Greek using the participles we learned in Chapter 8.

“Whom do you see? What is s/he doing?” Answer by writing a sentence that uses a participle that describes the direct object.

For example:

τίνα ὄρᾳς; τί ποιεῖ;

ὄρῶ τὸν δοῦλον ἐργαζόμενον.

Whom do you see? What is s/he doing?

I see the slave working.

Notice the verb also changed endings, from 2nd person (“you”) to 1st person (“I”). Notice also that this time, we’ve introduced a new case: the _____ case. Here, the direct object and the participle describing their action will both get these endings.

Here’s a plural example, using the numbers we’ve been working on:

τίνα ὄρᾳς; τί ποιεῖ;

ὄρῶ τετταρας ἑταίρους ἐπανερχομένους.

Whom do you see? What is s/he doing?

I see four companions returning.

Notice the accusative ending on the noun, adjective, and participle.

Possible people:

ὁ Δικαιοπόλις

ἡ Μυρρίνη

ὁ Φίλιππος

ἡ Μέλιττα

ὁ Ξανθίας

ὁ πάππος

αἱ γυναῖκες

οἱ ἄνδρες

αἱ κόραι

οἱ ἑταῖροι

Possible actions:

πορεύομαι

ἀφικνέομαι (εἰς τὴν αὐλήν)

εἰσέρχομαι (εἰς τὸ ἄντρον)

φοβέομαι (τὸν δεσπότην)

πείθομαι (τῷ δεσπότη)

ἡγέομαι (+ dat.)

ἔπομαι (+ dat.)

διαλέγομαι ἀλλήλοις/ἀλλήλαις

θεάομαι (τὰ δράματα)

Using these possible nouns and verbs, write your sentences on the next page! Since all the sentences will answer the same question today, unlike yesterday, you do not have to write questions. **However, I would like you to include cardinal or ordinal numbers in three of your five sentences.**

As yesterday, try to use different people and actions in each sentence. If you need help turning verbs into participles with the correct case endings, page 134 of your textbook will help.

τίνα ὁρᾷς; τί ποιεῖ;

Whom do you see? What is s/he doing?*

1. : _____

Transl.: _____

2. : _____

Transl.: _____

3. : _____

Transl.: _____

4. : _____

Transl.: _____

5. : _____

Transl.: _____

*Don't forget to include cardinal or ordinal numbers in at least 3 of your 5 sentences.

Wednesday

Dictation: nouns and articles pt. 1

On Google Classroom, you will find a video of me reading this passage aloud. Log on and listen to the passage. As you listen, write in the missing words. Then, below, give me the declension (1st, 2nd, or 3rd), gender (masc, fem, or neut) and case (nom, gen, dat, acc, or voc) of each missing word. (HINT: the articles will help you.) You do not have to translate the passage.

προχωροῦσιν οὖν ἀνὰ τὸ _____¹ καὶ, ἐπεὶ εἰς ἄκρον ἀφικνοῦνται, τὰς _____²
ὄρωσι κάτω κειμένας. ὁ δὲ Φίλιππος τὴν _____³ θεώμενος, ἴδού,”φησίν,
“ὡς καλὴ ἐστὶν ἡ _____.⁴ ἄρ’ ὄρατε τὴν Ἀκρόπολιν;” ἡ δὲ Μέλιττα, “ὄρω δὴ.
ἄρ’ ὄρατε καὶ τὸν _____;⁵ ὡς καλὸς ἐστὶ καὶ μέγας.” ὁ δὲ Φίλιππος, “ἀλλὰ,
ὦ πάππα· καταβαίνομεν γὰρ πρὸς τὴν _____.”⁶

1. declension: _____ gender: _____ case: _____

2. declension: _____ gender: _____ case: _____

3. declension: _____ gender: _____ case: _____

4. declension: _____ gender: _____ case: _____

5. declension: _____ gender: _____ case: _____

6. declension: _____ gender: _____ case: _____

Thursday

Dictation: nouns and articles pt. 2

On Google Classroom, you will find a video of me reading this passage aloud. Log on and listen to the passage. As you listen, write in the missing words. Then, below, give me the declension (1st, 2nd, or 3rd), gender (masc, fem, or neut) and case (nom, gen, dat, acc, or voc) of each missing word. (HINT: the articles will help you.) You do not have to translate the passage.

ταχέως οὖν καταβαίνουσι καὶ εἰς τὰς _____¹ ἀφικόμενοι, τὸν ἡμίονον
προσάπτουσι _____² τινὶ καὶ εἰσέρχονται. ἐν δὲ τῷ _____³ πολλοὺς
ἀνθρώπους ὀρώσιν ἐν ταῖς _____⁴ βαδίζοντας· ἄνδρες γάρ, _____,⁵
νεανίαί, παῖδες, _____⁶ τε καὶ ξένοι, σπεύδουσι πρὸς τὴν _____.⁷ ἢ
οὖν Μυρρίνη φοβουμένη ὑπὲρ τῶν _____,⁸ “ἔλθε δεῦρο, ὦ _____,⁹
φησίν, “καὶ λαμβάνου τῆς _____.¹⁰ μὴ λειπέ με ἀλλ’ ἔπου ἅμα ἐμοί.”

1. declension: _____ gender: _____ case: _____

2. declension: _____ gender: _____ case: _____

3. declension: _____ gender: _____ case: _____

4. declension: _____ gender: _____ case: _____

5. declension: _____ gender: _____ case: _____

6. declension: _____ gender: _____ case: _____

7. declension: _____ gender: _____ case: _____

8. declension: _____ gender: _____ case: _____

9. declension: _____ gender: _____ case: _____

10. declension: _____ gender: _____ case: _____