Prerequisites: CULP Basic 1 / CEFR A1.
This is a continuation of the Greek Basic 1 course, suitable for students who have picked up the basics in their previous studies at the introductory level.

Educational Aims
At the Basic 2 level the main aims are:

- To revise and build on the basic grammatical structures and vocabulary
- To further develop students’ understanding of the salient linguistic features of the language
- To establish the learner as a confident language user in a range of predictable everyday situations related to areas of immediate relevance
- To enhance students’ understanding of contemporary Greek culture and life

Learning Outcomes
By the end of the Course students will be able to:

Listening: Understand the highest frequency vocabulary related to areas of most immediate personal relevance and the main point in short, clear, simple messages and announcements

Speaking: Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities and handle very short social exchanges

Reading: Understand texts, articles and personal letters on familiar topics as well as extract predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.

Writing: Write brief, simple notes and letters on familiar or predictable matters, relating to areas of immediate needs
Programme Structure
The Course is delivered in blended-learning mode during the Michaelmas and Lent terms. It offers 30 hours of classroom tuition in groups (up to 16 students) and requires the students to study independently for approximately and additional 40 hours.

Topics
The Course introduces students to the following functions and notions:

- Providing and extracting personal information (e.g. origin, age, family and relationships, characteristics and personality, employment)
- Talking about hobbies, free time activities, interests, and habits.
- Describing housing, with details about different types of accommodation and outgoings
- Describing the local area and other places, weather, and nature
- Stating preferences, likes and dislikes
- Issuing and responding to invitations
- Talking about holidays and travel
- Talking about the past in general and tell stories.
- Plan for the future
- Discovering Greece
- Eating in and out
- Talking about health and fitness: healthy eating and lifestyle, ailments and symptoms
- Going shopping.

Teaching and Learning Methods
The courses are delivered face-to-face. Further support will be given online through Moodle, the virtual learning environment. The focus will be equally divided between the development of receptive (reading and listening) and productive (writing and speaking) skills. Students are required to complete assigned work in their own time outside the classroom so as to enhance exposure to the language and gain valuable practice on material that has been taught in class. This also allows classroom time to be constructively devoted to real-time face-to-face communication and moving forward, furthering thus the language-learning process.

Resources
Students are provided with photocopied paper based material and digital resources produced and/or selected by the teacher and accessible via the Moodle site.

Assessment Methods
Formative assessment is provided through regular feedback before, during and after lessons. Summative assessment consists of 3 homework quizzes (in Moodle, 10% of final mark each), a homework task that consists of a piece of writing 120 words in length (in Moodle, 10%), 2 in-class grammar tests (Moodle-based, 15% each), and Role Play in pairs, duration 4 mins /or individual presentations duration 2 mins followed by 2/3 short questions from teacher (30%).

Student support
The Language Centre has an open-access learning centre (the John Trim Centre) that houses electronic and paper-based language learning and reference materials in more than 180 languages. The Centre also has a dedicated team of Language Learning Advisers whose primary role is to actively support learners.
Management of Education Quality and Standards
The University ensures high quality of teaching and learning in the following ways:

1. Scrutiny of the External Examiners Reports for all teaching programmes
2. Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in nationally-benchmarked surveys
3. Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
4. Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

Further information
For further information please go to the Language Centre web site:
http://www.langcen.cam.ac.uk/

University of Cambridge: Programme Specifications
Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academic year.