CAT SL

Computer-assisted teaching of Sign Language using Computer Vision and Machine Learning (CAT-SL)
Ref. Project: 2020-1-EL01-KA203-079232

Intellectual Output 3: Sign Language Learning Curricula

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Document history

Date	Name	Affiliation	Position/Project Role	Action/ Short Description
31/10/2023	D. Kosmopoulos	UPATRAS	Technical Manager/WP leader	Review of document template
25/10/2023	N. Escudeiro	IPP	Content supervisor for IPP	Uploaded content in Portuguese
17/9/2023	K. Antzakas	UPATRAS	Content supervisor for UPATRAS	Reviewed Validated. Modifications.
06/06/2023	B. Elsendoorn	KENTALIS	Content supervisor for KENTALIS	Initial version.

Table of contents

Executive Summary

The Computer-Assisted Teaching of Sign Language (CAT-SL) project has culminated in the development of a comprehensive and accessible sign language learning curricula, designed for three languages: Greek (including Cypriot dialect), Portuguese, and Dutch. This curriculum serves a broad audience and is structured to accommodate learners at different proficiency levels, from novices to experts. The curriculum design is based on the Common European Framework of Reference (CEFR) / Pro-Sign, providing a structured learning experience with clear learning outcomes.

This curriculum has been designed for two distinct learner groups: adults or higher education students in fields like education and psychology, and primary or secondary education pupils, both deaf/hard-of-hearing and hearing. The CAT-SL course includes a variety of interactive exercises, video tutorials, and assessments with a flexible course design that can adapt to diverse educational needs. It can also be integrated into university curricula, compliant with the ECTS system, and adaptable to different age groups and learning environments. The educational material is structured in 36 units, which can be adapted to formulate thirteen lectures.

The CAT-SL platform will not only benefit hearing individuals wanting to study sign languages but can also be used as educational material for primary education in the case of deaf/hard-of-hearing pupils. It provides a new, more meaningful and effective sign language learning experience and empowers both hearing individuals as well as those with hearing impairments to communicate more effectively, promoting inclusion and breaking down communication barriers.

Future steps for the CAT-SL project include its integration into university courses, public release for contributions, and maintenance for five years from the end of the project.

List of abbreviations, acronyms and definitions

Abbreviation / Acronym	Definition
AI	Artificial Intelligence
API	Application Programming Interface
CERF	European Framework of Reference for Languages
CSL	Cypriot Sign Language
DSL	Dutch Sign Language
ECTS	European Credit Transfer and Accumulation System
ELP	European Language Portfolio
EU	European Union
GSL	Greek Sign Language
JSON	JavaScript Object Notation
LGP	Portuguese Sign Language
MT	Machine Translation
NLP	Natural Language Processing
PHP	Hypertext Preprocessor
SL	Sign Language
UI	User Interface
WebRTC	Web Real-Time Communication

List of figures

List of tables

1. Introduction

Sign languages are core parts of the Deaf communities among the world as well as essential means for the communication of deaf and hard of hearing people. Sign languages are considered as minority languages due to the relatively small number of people that have sign language as their first language compared the number of people that have a spoken language as their first language. Like other minority languages sign languages and their users have linguistic rights such as access to education, communication, cultural expression, etc. An important aspect of these linguistic rights related to education is access to sign language learning curricula and material. Sign languages as minority languages and as languages with no written form must overcome additional obstacles when it comes to sign language teaching. In addition, there is a great need for people who can act as interpreter for deaf people who want to communicate with other persons who cannot understand sign language, or for parents and other relatives who want to be able to communicate with their deaf child as others would do with their hearing child.

Sign language teaching is more complicated and difficult than spoken language teaching due to many factors.

First, there is a difference in modality and visual complexity. Contrary to spoken languages using the auditory-vocal channel (upper respiratory system, lungs, vocal cords, mouth cavity) sign languages use visual-spatial channel which involves the use of hands/gestures, facial expressions, and head and body movements. Although modality does not affect linguistic analysis, sign language learners find it difficult to study a language in different modality. Teaching visual elements, such as hand movement, intricate head movements and facial expressions, especially to beginners turns out to be really challenging.

Sing languages as minority languages have a small user population. As a result, there is a lack of sign language teachers which means that availability for people who want to learn sign language is restricted. Furthermore, a minor user population means lack of practice partners. Unlike spoken languages, finding practice partners to improve signing skills is difficult. Another factor of difficulty is that sign language teaching resources are limited. Textbooks, videos and online material are limited and finding comprehensive and up-to-date sign language teaching resources is really problematic. Therefore, it is challenging to provide a variety of learning experiences for sign language learners.

As a result of all the above sign languages become less accessible compared to spoken languages and less visible to the greater community and society in general. To confront these difficulties, we need to develop creativity and adaptability in order to provide meaningful and effective learning experience for sign language learners.

Sign languages are less accessible and visible due to several challenges, including modality differences, limited teaching resources, and a smaller user base. These difficulties necessitate creative and adaptable solutions for a meaningful learning experience.

Despite some limitations, such as poor video support on some platforms, technology can help overcome these challenges. It offers interactive exercises, real-time feedback, and structured curricula adaptable to individual needs, as demonstrated by the CAT-SL project.

This report presents the Sign Language Learning Curricula, developed for the CAT-SL project. The goal of this project has been to create an accessible and comprehensive learning platform for sign language, aiming to bridge the communication gap between hearing and deaf or

hard-of-hearing individuals. This was achieved by leveraging the benefits of technology, to provide interactive exercises, real-time feedback and a structured curriculum, adaptable to different learners' needs.

The learning curricula have been designed for three different languages: Greek (including the Cypriot dialect), Portuguese and Dutch, making it accessible to a broad audience. The project has been structured to accommodate both adult learners, including higher education students in fields such as education, special education, speech therapy, psychology, etc., and pupils of primary or secondary education.

This report is structured into four main sections. After this introduction, the methodology used to design and implement the CAT-SL course is detailed in section 2. This includes a description of the target audience, the requirements for the course and the target proficiency levels. Section 3 provides an in-depth description of the CAT-SL Sign Language Learning Curricula, its structure, content and application. The final section concludes the report by summarising the work done and its impact, as well as outlining future steps for further development and application of the CAT-SL platform.

2. Methodology

This section outlines the methodology used to design and implement the CAT-SL course. The course aims to serve a diverse audience, from novices to experts, and offers a customizable learning experience. It is structured around units that provide an interactive experience, combining vocabulary presentations, practical exercises, and assessments. The course is flexible enough to be integrated into university curricula, compliant with the ECTS system, and can adapt to different age groups and learning environments. Learning outcomes are well-defined, spanning from basic vocabulary to nuanced understanding of sign language modality and grammar.

2.1.   Requirements

The CAT-SL course aims to advance sign language visibility and inclusion across different spoken language communities, targeting Greek (including the Cypriot dialect), Portuguese, and Dutch. The course caters to two distinct learner groups: adults or higher education students in fields like education and psychology, and primary or secondary education pupils, both deaf/hard-of-hearing and hearing. Therefore, the technical requirements include a multimedia platform capable of hosting a variety of interactive exercises, video tutorials, and assessments. We are also actively working on implementing accessibility features like subtitles and screen reader compatibility to promote inclusivity.

In alignment with CEFR and the Pro-Sign project (see next Section), the course has academic rigor and structure, making hardware prerequisites like internet-capable devices and cameras essential for interactive exercises and evaluations. The course also needs to generate reports aligning with CEFR proficiency levels, particularly level A1, facilitating its integration into formal educational settings and the ECTS system.

Educational materials differ between the adult/student and pupil courses. While both require core vocabulary and basic grammatical structures, the pupil courses are simplified and more playful, necessitating adult supervision. On the other hand, adult/student courses demand richer and more theoretical content, including aspects of Deaf culture and community (course outline referenced from "IO1 Analysis of SL Teaching Methods and Challenges for an Automated Teaching System" source). Therefore, requirements also include a flexible course design that can adapt to these diverse educational needs.

2.2.   Target Levels

The CAT-SL course is designed to accommodate learners at different stages of proficiency and is initially rolling out material to meet the A1 level criteria as defined by the CEFR and particularized by the Pro-Sign project. ProSign establishes European standards for sign languages for professional purposes in line with the Common European Framework of Reference for Languages (CEFR) and provides an overview of assessment descriptors and approaches. It acts as a point of reference for teachers, teacher trainers and curriculum developers of sign languages in tertiary educational environments. ProSign provides descriptors for reception, interaction and production from A1 all the way up to C2 level. This foundational level aims to cultivate basic communicative abilities in sign language, covering simple and concrete interactions. Target skills include understanding and producing straightforward vocabulary, rudimentary sentence structures, and gaining a preliminary grasp

of sign language grammar and phonological features.

Given the course's dual design to serve both adults and younger learners, the target proficiency levels are somewhat adapted to the learners' age and educational context. For adult learners and higher education students, the A1 level encompasses a more comprehensive curriculum that dives into theoretical aspects of sign language, its grammar, and an introduction to Deaf culture. For pupils in primary or secondary education, the A1 level material is presented in a more digestible and interactive manner, focusing on vocabulary and basic communicative skills.

The course is structured to scale and introduce more advanced levels in the future, in line with the CEFR's higher proficiency scales (A2 to C2). This allows for the continuous development of skills, ranging from understanding and producing more complex language structures to engaging in advanced conversational contexts.

2.3. Use of the CAT-SL Course

The CAT-SL course is designed to be a comprehensive and adaptable learning platform for sign language. It serves a broad audience, from beginners to advanced learners, and is structured to meet the specific needs of each proficiency level.

The course is also versatile in its application. It can be used as part of a university curriculum and is compatible with the ECTS system. Additionally, the course is structured to be useful for both adult learners and primary school pupils. For younger learners, the course is designed to be simpler and is supervised by an adult, such as a teacher. For adults and higher education students, the course can be part of a more structured live-teaching course that would include more theoretical material, covering topics like sign language grammar and Deaf culture.

By the end of the course the students will able to:

1. understand the different modality between sign and spoken language.

2. recognize basic sign language phonological features.

3. break down and recognize the phonological parts of a sign.

4. acquire a basic sign language vocabulary on various thematic areas related to everyday life such as friends and family, work, profession, colour, numbers, etc.

5. develop receptive and expressive language skills in sign language.

6. understand the importance of head movements and facial expressions for sign language.

7. develop basic communication skills in sign language.

8. understand and produce simple negation.

9. understand and produce simple interrogatives.

10. describe and discuss basic grammatical aspects of sign language.

11. identify how sign language modality affects its structure.

12. identify grammatical phenomena/structures of spoken and sign language.

13. produce clear and unambiguous handshapes.

14.   use fingerspelling and spell names.

15.   produce direct commands (e.g., "give me a book).

16.   describe clothes (pattern, colour).

17.   describe physical shape (height, width, length).

18.   understand direct commands.

19.   understand descriptions of clothes (pattern, colour).

20.   understand information on quantities, size, shape.

3. Description of the CAT-SL Sign Language Learning Curricula

The development of CAT-SL Sign Language Curricula is an important step forward to offer an enriched learning experience and as a result to support, protect and improve sign language visibility within the hearing/spoken community, having a significant impact on accessibility and inclusion.

Sign language learning curricula have been developed to cover three different languages: Greek (including the Cypriot dialect), Portuguese and Dutch. The courses can be used by learners focusing on different aspects: one for adults or higher education students (education, special education, speech therapy, psychology, etc), and one for pupils of primary or secondary education (deaf/hard of hearing or hearing).

Learning curricula structure has been based on the framework of Common European Framework of Reference (CEFR) as it is adopted by the project of Signed Languages for professional purposes (Pro-Sign).

CEFR is a standardised framework used to describe language proficiency levels in various languages across Europe. CEFR provides a common way to measure language abilities, enabling learners, educators and employers to understand and communicate language proficiency levels more effectively. Language proficiency is divided into six main levels, labelled from A1 to C2 (each level is further subdivided into two sublevels). These levels describe a person's ability to use a language in terms of reading, writing, speaking and listening skills. Based on CEFR framework the PRO-Sign project specifies proficiency levels for sign languages.

As already mentioned, the CAT-SL learning curricula course structure and course outline have been based on the CEFR framework as it is particularised by the PRO-Sign project. The current project provides users with A1 sign language proficiency level.

The course has been designed for use as part of a university curriculum and will be part of the ECTS system. It includes 36 units and 13 lectures that cover topics ranging from foundational elements to more complex aspects of sign language. Lecturea 6 and 13 are rehearsal lectures based on the material already presented.

Lecture 1: Sign alphabet, handshapes, basic communication vocabulary, family vocabulary.

Lecture 2: Number vocabulary, time/hour vocabulary, colour vocabulary.

Lecture 3: Calendar/days vocabulary, time-seasons-months vocabulary, time-time line vocabulary.

Lecture 4: Clothes vocabulary, food and drinks 1 vocabulary, personal pronouns vocabulary.

Lecture 5: Feelings vocabulary, home vocabulary, possessive pronouns vocabulary.

Lecture 6: Rehearsal unit.

Lecture 7: Directions vocabulary, time-24hours vocabulary, interrogative pronouns vocabulary.

Lecture 8: Traffic vocabulary, professions/career 1 vocabulary, negation vocabulary.

Lecture 9: Weather season vocabulary, Time review vocabulary,

Lecture 10: Food and drinks 2 vocabulary, professions/career 2 vocabulary, verbs vocabulary

Lecture 11: Animals vocabulary, geography-landscape vocabulary.

Lecture 12: School/study vocabulary.

Lecture 13: Rehearsal unit.

Lecture	Topics Covered
1	Sign alphabet, handshapes, basic communication vocabulary, family vocabulary.
2	Number vocabulary, time/hour vocabulary, colour vocabulary.
3	Calendar/days vocabulary, time-seasons-months vocabulary, time-time line vocabulary.
4	Clothes vocabulary, food and drinks 1 vocabulary, personal pronouns vocabulary.
5	Feelings vocabulary, home vocabulary, possessive pronouns vocabulary.
6	Rehearsal unit.
7	Directions vocabulary, time-24hours vocabulary, interrogative pronouns vocabulary.
8	Traffic vocabulary, professions/career 1 vocabulary, negation vocabulary.
9	Weather season vocabulary, Time review vocabulary.
10	Food and drinks 2 vocabulary, professions/career 2 vocabulary, verbs vocabulary.
11	Animals vocabulary, geography-landscape vocabulary.
12	School/study vocabulary.
13	Rehearsal unit.

Table 1 The implemented learning units and the related topics covered.

The courses are available here: https://cat-sl.hmu.gr

The user can use the following credentials:

Username: review

Password: review123

1ο μάθημα

Ενότητα 1 - Αλφάβητο ☑

Quiz - αριθμοί ☑

Quiz - ημέρες ☑

Quiz - οικογένεια ☑

Ενότητα 2 - Χειρομορφές ☑

Ενότητα 3 - Βασικό λεξιλόγιο ☑

Ενότητα 4 - Οικογένεια ☑

Figure 1 First course in the Greek SL

Ενότητα 1 - Αλφάβητο

→

1. Ελληνικό Δακτυλικό Αλφάβητο

Ελληνικό Δακτυλικό Αλφάβητο

Το ελληνικό δακτυλικό αλφάβητο.

Επαναλάβετε τις χειρομορφές όπως τις βλέπετε στα παρακάτω υποκεφάλαια.

Κάνετε εξάσκηση πολλές φορές στις χειρομορφές.

→
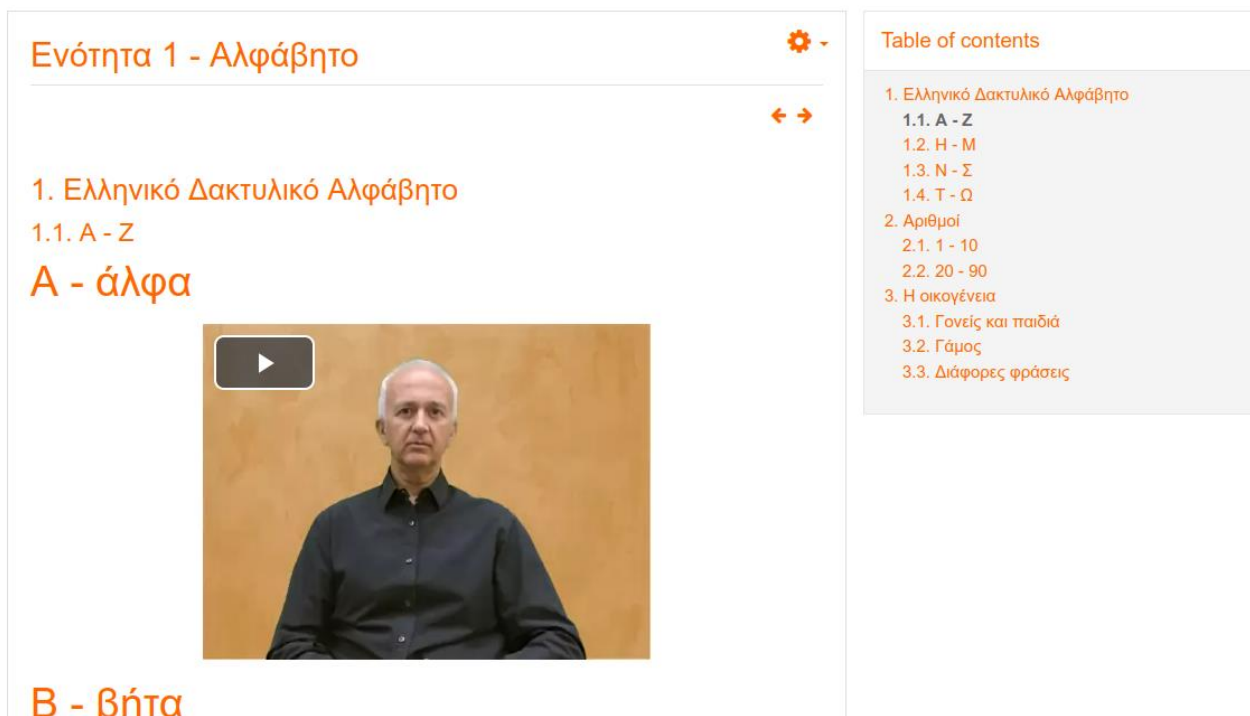
Table of contents

1. Ελληνικό Δακτυλικό Αλφάβητο
   1.1. Α - Ζ
   1.2. Η - Μ
   1.3. Ν - Σ
   1.4. Τ - Ω
2. Αριθμοί
   2.1. 1 - 10
   2.2. 20 - 90
3. Η οικογένεια
   3.1. Γονείς και παιδιά
   3.2. Γάμος
   3.3. Διάφορες φράσεις

Figure 2 Unit 1 of the first lecture: The Alphabet

Ενότητα 1 - Αλφάβητο ⚙ ▾

← →

1. Ελληνικό Δακτυλικό Αλφάβητο
1.1. A - Z
Α - άλφα

Β - βήτα

Figure 3 Video for the first letter of the Greek alphabet.

The material used in the courses is provided at the end of this document in the Appendix.

3.1.   Quizzes

Integral to the CAT-SL curricula are quizzes that have been crafted to reinforce learning and ensure comprehension of the material. These quizzes serve multiple purposes:

1. Knowledge Assessment: They test the student's understanding and recall of the vocabulary, phrases, and structures taught in each unit.

2. Skill Application: Students are prompted to apply their knowledge as they are asked to demonstrate a specific sign.

3. Immediate Feedback: The platform provides real-time feedback, allowing students to understand their mistakes right away. This instant feedback mechanism ensures that misconceptions don't persist and offers guidance on how to correct them.

4. Progress Tracking: Quizzes serve as a benchmark for students to gauge their progress throughout the course. Their scores can provide insight into areas of strength and those that might need further revision.

5. Engagement: Interactive quizzes can boost student engagement, making the learning process more dynamic and less monotonous.
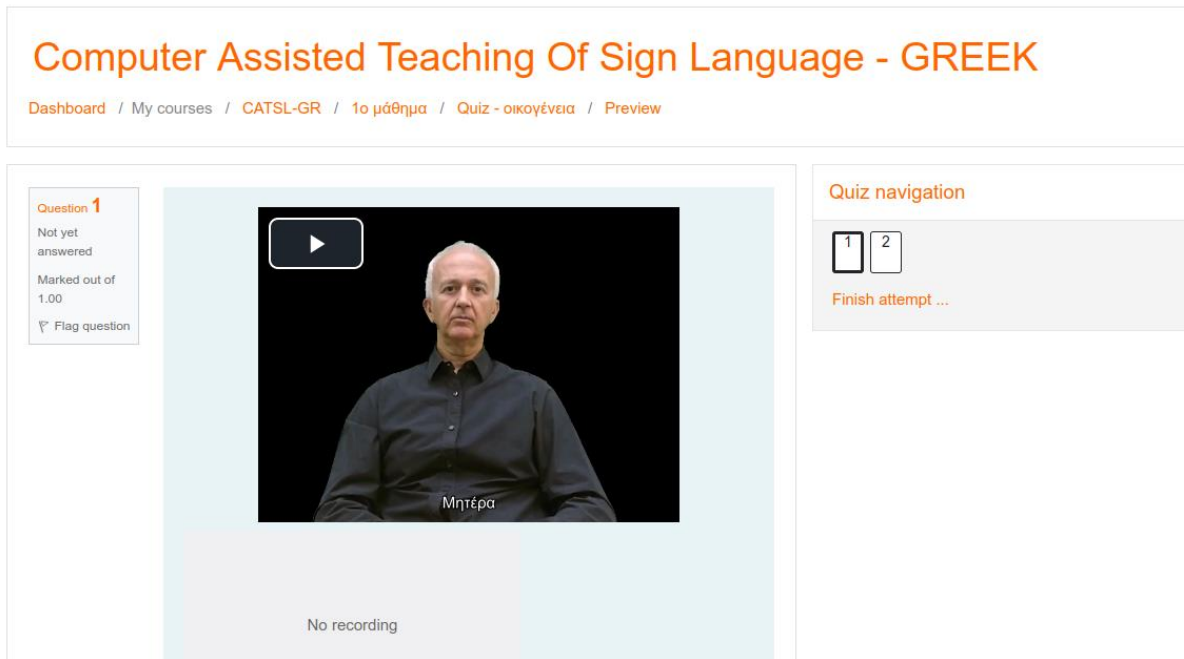
Figure 4 A snapshot of the first part of the quiz asking the student to sign the sign for the word 'mother' in the Greek curriculum.
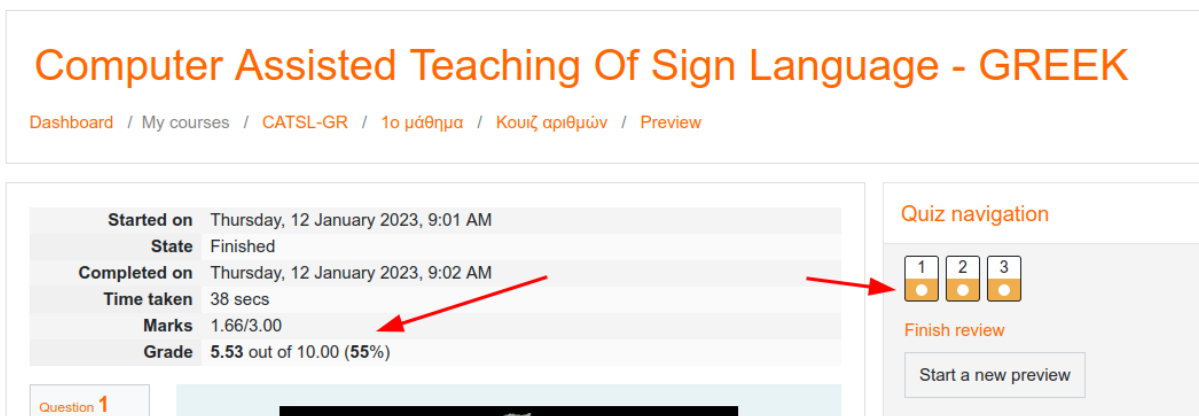
Figure 5 Example grading of the quiz.

Figure 6 Total score of a quiz attempt on the platform.
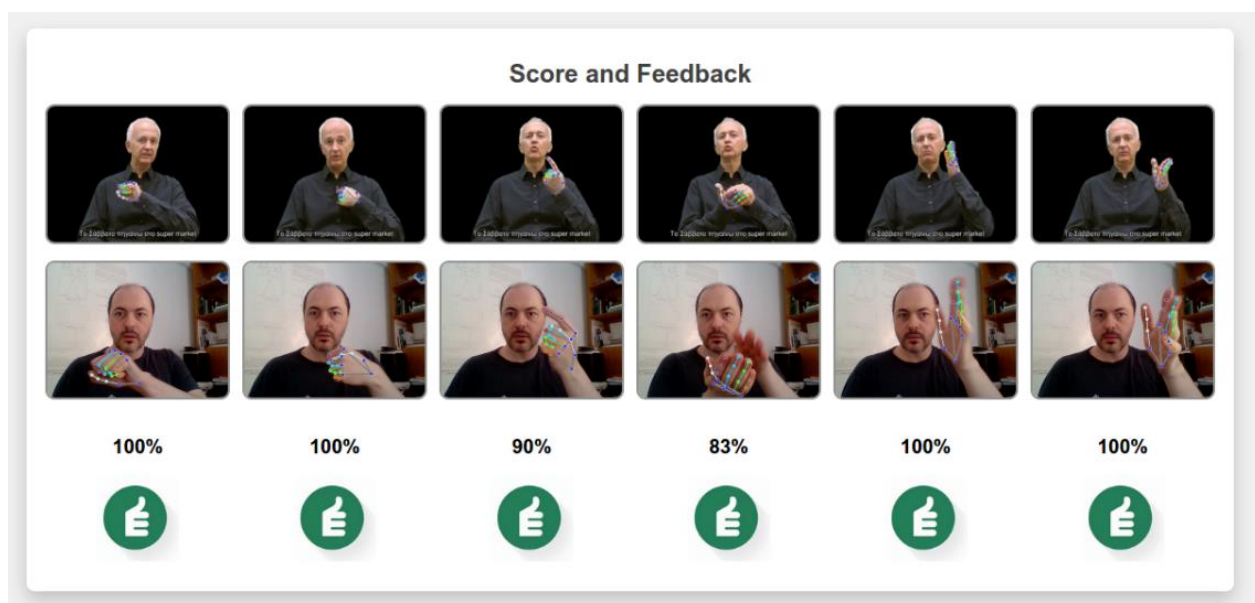
Figure 7 Feedback for the most important keyframes of a signed phrase.

4. Conclusions

Sign Language learning curricula have been structured according to European Council standards for language proficiency levels. Our commitment is to make sign language learning as much as possible accessible like any other spoken language.

Using technological benefits, learners can access comprehensive sign language lessons that are tailored to their needs, with real-time feedback and interactive exercises, through our digital platform, overcoming difficulties like lack of sign language teachers, lack of interaction and practice partners, lack of resources, etc.

The CAT-SL platform does not work only for the benefit of hearing persons who want to learn sign language. It can also be used as education material for primary education in the case of deaf/hard of hearing pupils. Due to inclusion and the lack of sign language material CAT-SL platform can provide a significant communication tool for an inclusive school or classroom that has a deaf/hard-of-hearing pupil for his/her hearing peers, the teachers and maybe for a deaf/hard-of-hearing pupil who may not know sign language.

In general, we can claim that the CAT-SL platform provides a new, more meaningful and effective sign language learning experience and empowers both hearing individuals as well as those with hearing impairments to communicate more effectively, promoting inclusion and breaking down communication barriers.

4.1.   Future Steps:

1. Implementation in Higher Education: We are planning to integrate the CAT-SL course in the curriculum at the University of Patras, into the "Deaf Education" course, a 7th-semester elective of the Department of Education and Social Work Sciences, School of Humanities and Social Studies. The course already features a sign language workshop and is valued at 5 ECTS,

with the sign language section accounting for 2 ECTS. This will provide a practical test bed for the course and allow us to gather valuable feedback for further refinement and improvement.

2. Public Release: We are preparing to release the CAT-SL platform to the public. By doing so, we aim to reach a wider audience and encourage contributions from users and other stakeholders to continuously improve the platform.

3. Maintenance: We commit to maintaining the platform for five years from the end of the project. During this period, we will monitor usage, collect feedback, and continuously update the content and features of the platform to meet users' needs.

4. Expansion: We aim to expand the platform to include more advanced levels in line with the CEFR's higher proficiency scales (A2 to C2). This will allow for the continuous development of skills, ranging from understanding and producing more complex language structures to engaging in advanced conversational contexts.

5. Collaboration: We will seek collaborations with educational institutions, organizations working with the deaf and hard of hearing communities, and technology partners to enhance the platform's features, expand its reach, and make sign language learning more accessible to all.

5. APPENDIX

5.1.   Lecture content

Note that lectures 6 and 13 are revision lectures so there is no new vocabulary for them. Highlighted in italics is the content for the children's courses.

5.2.   Lecture 1

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-1

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-1

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-1
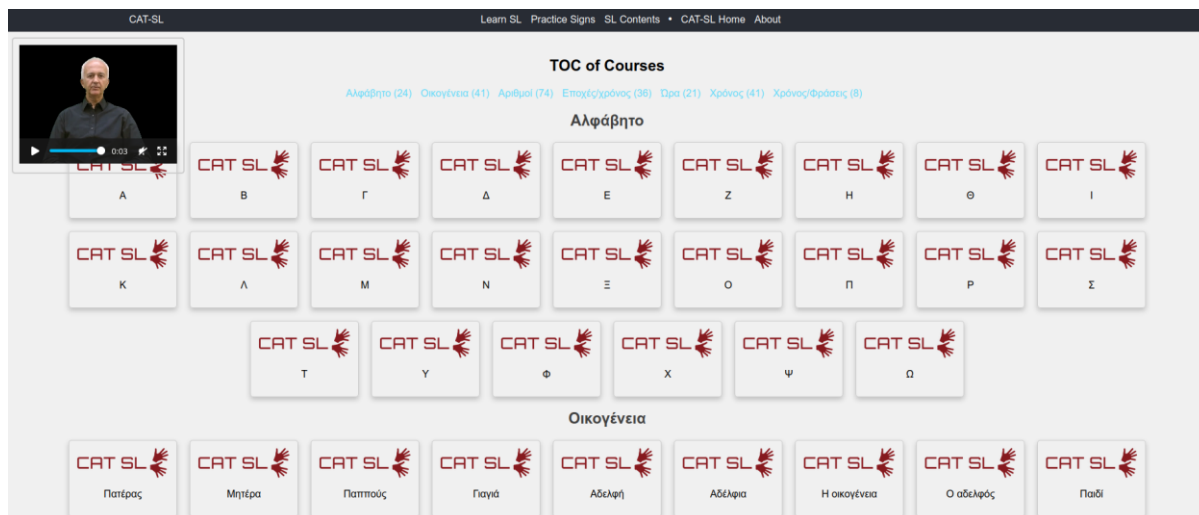
EN	GR	PT	NL
Unit 1.1 - Alphabet			
A - Z	A - Ω	A-Z	A-Z
Unit 1.2 - Handshapes			
Unit 1.3 - Days			
Monday	Δευτέρα	Segunda-feira	Maandag
Tuesday	Τρίτη	Terça-feira	Dinsdag
Wednesday	Τετάρτη	Quarta-feira	Woensdag
Thursday	Πέμπτη	Quinta-feira	Donderdag

EN	GR	PT	NL
Friday	Παρασκευή	Sexta-feira	Vrijdag
Saturday	Σάββατο	Sábado	Zaterdag
Sunday	Κυριακή	Domingo	Zondag
Unit 1.4 - Family			
Father	Πατέρας	Pai	Vader
Mother	Μητέρα	Mãe	Moeder
Grandfather	Παππούς	Avô	Grootvader
Grandmother	Γιαγιά	Avó	Grootmoeder
Sister	Αδελφή	Irmã	Zus
Brothers	Αδερφια	Irmãos	Broers
The family	Η οικογένεια	A família	De familie
The brother	Ο αδελφός	O irmão	De broer
Child	Παιδί		Kind
Girl	Κορίτσι	Menina	Meisje
Boy	Αγόρι	Menino	Jongen
Baby	Μωρό	Bebé	Baby
Single child	*Μοναχοπαίδι*	*Filho único*	*Enig kind*
Grandchild	*Εγγόνι*	*Neto*	*Kleinkind*
Husband, Wife	*Ο σύζυγος η σύζυγος*	*Marido, Mulher*	*Man vrouw*
I am single, unmarried	*Είμαι ελεύθερη ανύπαντρη*	*Sou solteiro, não casado*	*Ik ben alleenstaand, ongehuwd*
I am married	*Είμαι παντρεμένος*	*Sou casado(a)*	*ik ben getrouwd*
I am separated	*Είμαι χωρισμένος*	*Estou separado*	*Ik ben gescheiden*
I am divorced	*Είμαι διαζευγμένος*	*Sou divorciado*	*Ik ben gescheiden*

EN	GR	PT	NL
The bride	*Η νύφη*	*A noiva*	*De bruid*
The groom	*Ο γαμπρός*	*O noivo*	*De bruidegom*
The nephew	*Ο ανιψιός*	*O sobrinho*	*Het neefje*
The marriage	*Ο γάμος*	*O casamento*	*Het huwelijk*
The father-in-law/mother-in-law	*Ο πεθερός/πεθερά*	*O sogro/madrasta*	*De schoonvader/schoonmoeder*
The cousin	Ο ξάδελφος	O primo	De neef
The uncle/aunt	Ο θείος/θεία	O tio/tia	De oom/tante
The godfather/godmother	Ο νονός/νονά	O padrinho/madrinha	De peetvader/meter
The best man/woman	Ο κουμπάρος/η κουμπάρα	O padrinho/madrinha	De beste man/vrouw
The relatives	Οι συγγενείς	Os familiares	De familieleden
The divorce	*Το διαζύγιο*	*O divórcio*	*De scheiding*
Separate	*Χωρισμένος/οι*	*Separados*	*Verschillend*
Twin children	*Δίδυμα παιδιά*	*Os filhos gémeos*	*Tweeling kinderen*

Table 2 Lecture 1 content

5.3.   Lecture 2

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-2

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-2

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-2

EN	GR	PT	NL
Unit 2.1 - Time/clock			
Exactly / O'clock	*Ακριβώς*	*Exatamente / O'clock*	*Precies / uur*
To	*Παρά*	*Para*	*Naar*
Past	*Και*	*Passado*	*Verleden*

EN	GR	PT	NL
And a half	*Και μισή*	*E um meio*	*En een half*
Quarter past	*Και τέταρτο*	*Um quarto depois*	*Kwart over*
For a quarter	*Παρά τέταρτο*	*Para um quarto*	*Voor een kwart*
What time is it now?	*Τι ώρα είναι τώρα;*	*Que horas são agora?*	*Hoe laat is het nu?*
What time does the lesson end?	*Τι ώρα τελειώνει το μάθημα;*	*A que horas termina a aula?*	*Hoe laat eindigt de les?*
What hours do you work?	*Τι ωράριο δουλεύεις;*	*A que horas trabalhas?*	*Op welke uren werk je?*
what time do you go to school	*Τι ώρα πας σχολείο;*	*a que horas vais para a escola*	*Hoe laat ga je naar school*
Classes will start every day at 8:30.	*Τα μαθήματα θα αρχίζουν καθημερινά στις 8:30.*	*As aulas começam todos os dias às 8:30.*	*De lessen beginnen elke dag om 8.30 uur.*
The train leaves at 16:45.	*Το τρένο αναχωρεί στις 16:45.*	*O comboio parte às 16:45.*	*De trein vertrekt om 16.45 uur.*
Our appointment was at 11:00 but I arrived 10 minutes early.	*Το ραντεβού μας ήταν στις 11:00 αλλά έφθασα 10 λεπτά νωρίτερα.*	*O nosso encontro era às 11:00, mas eu cheguei 10 minutos mais cedo.*	*Onze afspraak was om 11.00 uur, maar ik kwam 10 minuten te vroeg aan.*
Yesterday at one o'clock I went to the university.	*Χθες στη μία πήγα στο πανεπιστήμιο.*	*Ontem, à uma hora, fui para a universidade.*	*Gisteren om één uur ging ik naar de universiteit.*
Can I leave a little earlier? At half past eight?	*Μπορώ να φύγω λίγο πιο νωρίς; Στις οκτώμισι;*	*Posso sair um pouco mais cedo? Às oito e meia?*	*Kan ik iets eerder vertrekken? Om half negen?*
I'll wait for you until a quarter past one. Then I'll leave.	*Θα σε περιμένω μέχρι παρά τέταρτο. Μετά θα φύγω.*	*Espero por si até à uma e quinze. Depois vou-me embora.*	*Ik wacht op je tot kwart over één. Dan ga ik weg.*
My mother usually wakes up between 6:15 and 6:30.	*Η μητέρα μου ξυπνάει συνήθως 6:15 με 6:30.*	*A minha mãe acorda normalmente entre as 6:15 e as 6:30.*	*Mijn moeder wordt meestal tussen 6.15 en 6.30 uur wakker.*
My brother always sleeps at midnight.	*Ο αδελφός μου κοιμάται πάντα τα*	*O meu irmão dorme sempre à meia-noite.*	*Mijn broer slaapt altijd om*

EN	GR	PT	NL
	μεσάνυχτα.		*middernacht.*
The subway comes in 3 minutes.	*Το μετρό έρχεται σε 3 λεπτά.*	*O metro chega em 3 minutos.*	*De metro komt in 3 minuten.*
I walk half an hour from here to my house.	*Από εδώ μέχρι το σπίτι μου περπατάω μισή ώρα.*	*Eu ando meia hora daqui até minha casa.*	*Vanaf hier loop ik een half uur naar mijn huis.*
The lesson lasts 45 minutes.	*Το μάθημα διαρκεί 45 λεπτά.*	*A aula dura 45 minutos.*	*De les duurt 45 minuten.*
What hours do you work?	*Τι ωράριο δουλεύεις;*	*A que horas trabalhas?*	*Op welke uren werk je?*
Unit 2.2 - Numbers			
1 - 20		1 - 20	
30, 40, 50, 60, 70, 80, 90		30, 40, 50, 60, 70, 80, 90	
100, 200, 300, 400, 500, 600, 700, 800, 900		100, 200, 300, 400, 500, 600, 700, 800, 900	
1000		1000	
2000		2000	
6000		6000	
100,000		*100,000*	
600,000		*600,000*	
1,000,000		*1,000,000*	
1,000,000,000		*1,000,000,000*	
22		22	
33		33	
44		44	
55		55	
66		66	
77		77	

EN	GR	PT	NL
88		88	
99		99	
Zero		Zero	
Half		Meio	
Number		Número	
Unit 2.3 - Colors			
Red	Κόκκινο	Vermelho	Rood
Blue	Μπλε	Azul	Blauw
Yellow	Κίτρινο	Amarelo	Geel
Green	Πράσινο	Verde	Groente
Black	Μαύρο	Preto	Zwart
White	Άσπρο	Branco	Wit
Brown	Καφέ	Castanho	Bruin
Pink	Ροζ	Cor-de-rosa	Roze
Orange	Πορτοκαλί	Laranja	Oranje
Purple	Μωβ	Púrpura	Paars

Table 3 Lecture 2 content

5.4.   Lecture 3

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-3

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-3

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-3

EN	GR	PT	NL
Unit 3.1 - Year/seasons/months (8)			
Autumn	Φθινόπωρο	outono	Herfst
Spring	Ανοιξη	primavera	Lente

EN	GR	PT	NL
Winter	Χειμώνας	inverno	Winter
Summer	Καλοκαίρι	verão	Zomer
January	Ιανουάριος	janeiro	Januari
February	Φεβρουάριος	fevereiro	Februari
March	Μάρτιος	março	Maart
April	Απρίλιος	abril	april
May	Ενδέχεται	maio	Kunnen
June	Ιούνιος	junho	juni
July	Ιούλιος	julho	juli
August	Αύγουστος	agosto	augustus
October	Οκτώβριος	outubro	oktober
September	Σεπτέμβριος	setembro	september
November	Νοέμβριος	novembro	November
December	Δεκέμβριος	dezembro	December
What month are we in now?	Τι μήνα έχουμε τώρα;	Em que mês estamos agora?	In welke maand zitten we nu?
What season do we have in April?	Τι εποχή έχουμε τον Απρίλιο;	Que estação do ano temos em abril?	Welk seizoen hebben we in april?
Which is the month of your birth;	Ποιο μήνα γεννήθηκες;	Que é o mês do teu nascimento;	Wat is de maand van uw geboorte;
How many seasons does time have?	Πόσες εποχές έχει ο χρόνος;	Quantas estações tem o tempo?	Hoeveel seizoenen heeft de tijd?
What day is before sunday?	Ποια ημέρα είναι πριν την Κυριακή;	Que dia antecede o domingo?	Welke dag ligt vóór zondag?
How many months does summer have?	*Πόσους μήνες έχει το καλοκαίρι;*	*Quantos meses tem o verão?*	*Hoeveel maanden heeft de zomer?*
What season is before spring?	*Ποια εποχή είναι πριν την άνοιξη;*	*Que estação do ano antecede a primavera?*	*Welk seizoen ligt vóór de lente?*

EN	GR	PT	NL
Which month do you like?	*Ποιος μήνας σου αρέσει;*	*De que mês gostas?*	*Welke maand vind jij leuk?*
What days start with P?	*Ποιες ημέρες αρχίζουν από Π;*	*Que dias começam com P?*	*Welke dagen beginnen met P?*
What seasons does time have?	*Ποιες εποχές έχει ο χρόνος;*	*Que estações tem o tempo?*	*Welke seizoenen heeft de tijd?*
What months does winter have?	*Ποιους μήνες έχει ο χειμώνας;*	*Que meses tem o inverno?*	*Welke maanden heeft de winter?*
What month is after August?	*Ποιος μήνας είναι μετά τον Αύγουστο;*	*Que mês é a seguir a agosto?*	*Welke maand valt na augustus?*
How many days are there in January?	*Πόσες ημέρες έχει ο Ιανουάριος;*	*Quantos dias há em janeiro?*	*Hoeveel dagen zijn er in januari?*
How many months does time have?	Ο χρόνος πόσους μήνες έχει;	Quantos meses tem o tempo?	Hoeveel maanden heeft de tijd?
Which day's meaning resembles the letter M? (in digital alphabet)	*Ποιάς ημέρας το νόημα μοιάζει με το γράμμα M; (στο δακτυλικό αλφάβητο)*	*Qual é o significado do dia que se assemelha à letra M? (no alfabeto digital)*	*Welke dagbetekenis lijkt op de letter M? (in digitaal alfabet)*
Which month has 28 or 29 days?	*Ποιος μήνας έχει 28 ή 29 ημέρες;*	*Que mês tem 28 ou 29 dias?*	*Welke maand heeft 28 of 29 dagen?*
How many days are there in the week?	Πόσες ημέρες έχει η εβδομάδα;	Quantos dias tem uma semana?	Hoeveel dagen zijn er in de week?
How many days are there in a year?	*Ένας χρόνος πόσες ημέρες έχει;*	*Quantos dias tem um ano?*	*Hoeveel dagen zijn er in een jaar?*
What year is it now?	*Ποιο έτος έχουμε τώρα;*	*Em que ano estamos agora?*	*Welk jaar is het nu?*
Unit 3.2 - Calendar/days			
Monday	Δευτέρα	Segunda-feira	Maandag
Tuesday	Τρίτη	Terça-feira	Dinsdag
Wednesday	Τετάρτη	quarta	Woensdag
Thursday	Πέμπτη	Quinta-feira	Donderdag
Friday	Παρασκευή	Sexta-feira	Vrijdag

EN	GR	PT	NL
Saturday	Σάββατο	Sábado	Zaterdag
Sunday	Κυριακή	Domingo	Zondag
This group has a lesson every Mon-day-Wednes-day, Tuesday-Thursday.	*Αυτή η ομάδα έχει μάθημα κάθε Δευτέρα-Τετάρτη, Τρίτη -Πέμπτη.*	*Este grupo tem aulas todas as segundas e quartas-feiras e todas as terças e quintas-feiras.*	*Deze groep heeft elke maandag-woensdag, dinsdag-donderdag les.*
On Saturday I go to the super market.	*Το Σάββατο πάω στο super market.*	*Ao sábado vou ao supermercado.*	*Zaterdag ga ik naar de supermarkt.*
On Sundays we eat at home.	Τις Κυριακές τρώμε στο σπίτι.	Aos domingos comemos em casa.	Op zondag eten wij thuis.
On Sundays we eat out in a tavern.	Τις Κυριακές τρώμε έξω σε μια ταβέρνα.	Aos domingos comemos fora, numa taberna.	Op zondag eten we uit in een taverne.
The week has 7 days.	Η εβδομάδα έχει 7 ημέρες.	A semana tem 7 dias.	De week heeft 7 dagen.
I work Monday, Wednesday, Friday and Saturday.	*Δουλεύω Δευτέρα, Τετάρτη, Παρασκευή και Σάββατο.*	*Trabalho à segunda, quarta, sexta e sábado.*	*Ik werk maandag, woensdag, vrijdag en zaterdag.*
On the weekends I go on a trip.	*Τα Σαββατοκύριακα πηγαίνω εκδρομή.*	*Aos fins-de-semana faço uma viagem.*	*In de weekenden ga ik op reis.*
Unit 3.3 - Time			
Past	Παρελθόν	Passado	Verleden
Present	Παρόν	Presente	Cadeau
Future	Μέλλον	Futuro	Toekomst
Monday-Sunday	Δευτέρα Κυριακή	Segunda-feira-Domingo	Maandag Zondag
Morning, noon, afternoon, evening, midnight, dawn.	*Πρωί, μεσημέρι, από-γευμα, βράδυ, μεσάνυ-χτα, ξημερώματα.*	*Manhã, meio-dia, tarde, noite, meia-noite, madrugada.*	*Ochtend, middag, middag, avond, middernacht, zonsopgang.*
Today	Σήμερα	Hoje	Vandaag
Yesterday	Εχθές	Ontem	Gisteren
The day before yesterday	Προχθές	Anteontem	Eergisteren

EN	GR	PT	NL
Last week	*Την προηγούμενη εβδομάδα*	*Semana passada*	*Vorige week*
Two, three, … days ago	*Πριν από δύο, τρεις, … μέρες*	*Dois, três, … dias atrás*	*Twee, drie, … dagen geleden*
Two, three, … weeks ago	*Πριν από δύο, τρεις, … εβδομάδες*	*Há duas, três, … semanas*	*Twee, drie, … weken geleden*
Two, three … months ago	*Πριν από δύο, τρεις … μήνες*	*Dois, três, … meses atrás*	*Twee, drie… maanden geleden*
Tomorrow	Αύριο	Amanhã	Morgen
The day after tomorrow	Μεθαύριο	Depois de amanhã	Overmorgen
in the week (this week)	*την εβδομάδα (αυτή την εβδομάδα)*	*na semana (esta semana)*	*in de week (deze week)*
In two, three days	*Σε δύο, τρεις μέρες*	*Daqui a dois, três dias*	*Over twee, drie dagen*
In two, three… weeks	*Σε δύο, τρεις… εβδομάδες*	*em duas, três… semanas*	*Over twee, drie… weken*
In two, three .. months	*Σε δύο, τρεις .. μήνες*	*Em dois, três … meses*	*Over twee, drie… maanden*
Last year	Πέρυσι	No ano passado	Afgelopen jaar
Two, three, … years ago	*Πριν από δύο, τρία, . χρόνια*	*Dois, três, … anos atrás*	*Twee, drie, … jaar geleden*
Next year	*Του χρόνου*	*Ano seguinte*	*Volgend jaar*

Table 4 Lecture 3 content

5.5.   Lecture 4

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-4

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-4

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-4

EN	GR	PT	NL
Unit 4.1 - Clothes			

EN	GR	PT	NL
To dress	*Ντύνω*	*Para vestir*	*Aankleden*
Blouse	Μπλούζα	Blusa	Blouse
Trousers	Παντελόνι	Calças	Broek
Coat	Παλτό	Casaco	Jas
To put on a coat	*Φορώ παλτό*	*Para vestir um casaco*	*Jas aantrekken*
Dress	*Φόρεμα*	*Vestir*	*Jurk*
Shorts	*Σορτς*	*Calções*	*Korte broek*
Decently	*Ευπρεπώς*	*Decentemente*	*Netjes*
New	*Καινούργιο – νέο*	*Novo*	*Nieuw*
Skirt	Φούστα	Saia	Rok
Raincoat	Αδιάβροχο	Capa de chuva	Regenjas
Shoes	Παπούτσια	Calçado	Schoenen
Socks	Κάλτσες	Meias	Sokken
Sweater	*Πουλόβερ*	*Camisola*	*Trui*
t-shirt	*Κοντομάνικη μπλούζα*	*T-shirt*	*T-shirt*
To undress	Γδύνω	Para despir	Uitkleden
Pocket	Τσέπη	Bolso	Zak (broekzak)
Put on shoes	Φορώ παπούτσι	Calçar sapatos	Doe schoenen aan
Hang up clothes	*Κρεμάω ρούχα*	*Pendurar a roupa*	*Hang kleding op*
Unit 4.2 - Sign communication/sign phrases			
I want to eat an apple	Θέλω να φάω ένα μήλο.	Quero comer uma maçã	Ik wil een appel eten
I eat a slice of bread and butter in breakfast	*Το πρωί τρώω μια φέτα ψωμί με βούτυρο.*	*Eu como uma fatia de pão e manteiga ao pequeno-almoço*	*Ik eet een sneetje brood en boter bij het ontbijt*
I drink milk in breakfast	Το πρωί πίνω γάλα.	Eu bebo leite ao pequeno-almoço	Ik drink melk bij het ontbijt

EN	GR	PT	NL
I drink coffee in breakfast	Το πρωί πίνω καφέ.	*Eu bebo café ao pequeno-almoço*	*Ik drink koffie bij het ontbijt*
I drink coffee in the evening	Το απόγευμα πίνω καφέ.	*Bebo café à noite*	*Ik drink koffie in de avond*
I drink tea in the evening	Το απόγευμα πίνω τσάι	Eu bebo chá à noite	Ik drink 's avonds thee
The trousers are blue	Το παντελόνι είναι μπλε	As calças são azuis	De broek is blauw
The Coat is red	Το παλτό είναι κόκκινο	O casaco é vermelho	De jas is rood
The socks are green	Οι κάλτσες είναι πράσινες	As meias são verdes	De sokken zijn groen
The shoes are brown	Τα παπούτσια είναι καφέ	Os sapatos são castanhos	De schoenen zijn bruin
He wears red socks	Αυτός φορά κόκκινες κάλτσες	*Ele usa meias vermelhas*	*Hij draagt rode sokken*
You have a green shirt	Εσύ έχεις ένα πράσινο κοντομάνικο	*Tu tens uma camisa verde*	*Je hebt een groen shirt*
They eat chocolate	Αυτοί τρώνε σοκολάτα	Eles comem chocolate	Ze eten chocolade
I like vegetables	Μου αρέσουν τα λαχανικά.	Eu gosto de legumes	ik hou van groenten
Do you like vegetables	Σου αρέσουν τα λαχανικά;	Tu gostas de legumes	Hou je van groenten
They drink tea	Αυτοί πίνουν τσάι	*Eles bebem chá*	*Ze drinken thee*
Unit 4.3 - Food/drinks 1			
Apple	Μήλο	Maçã	Appel
Banana	Μπανάνα	Banana	Banaan
Cup	Φλυτζάνι	*Chávena*	*Beker*
Rusk	Παξιμάδι	Tostas	Beschuit
Butter	Βούτυρο	Manteiga	Boter

EN	GR	PT	NL
Slice of bread	Φέτα ψωμί	Fatia de pão	Boterham
Bread	Ψωμί	Pão	Brood
Chocolate	Σοκολάτα	Chocolate	Chocolade
dinner	*Δείπνο*	*Jantar*	*Diner*
Drinks	Ποτά / αναψυκτικά	Bebidas	Drinken
Fruit	Φρούτα	Fruta	Fruit
Vegetable	Λαχανικά	Vegetais	Groente
Chocolate sprinklers	Σοκολάτα τρούφα	*Chocolate com granulado*	*Hagelslag*
Ham	Ζαμπόν	Fiambre	Ham
Jam	Μαρμελάδα	Compota	Jam
Cheese	Τυρί	Queijo	Kaas
Lovely, yummy	Υπέροχο, πεντανόστιμο	Adorável, delicioso	Lekker
Spoon	Κουτάλι	Colher	Lepel
Milk	Γάλα	Leite	Melk
Knife	Μαχαίρι	Faca	Mes
Breakfast	Πρωινό γεύμα	Pequeno-almoço	Ontbijt
Peanutbutter	*Φυστικοβούτυρο*	*Manteiga de amendoim*	*Pindakaas*
Napkin	Χαρτοπετσέτα	Guardanapo	Servet
To spread	*Αλείφω*	*Para barrar*	*Smeren*
Candy	Καραμέλα	Doces	Snoep
Lay the table	*Στρώνω το τραπέζι*	*Pôr a mesa*	*Tafeldekken*
Tea	Τσάι	Chá	Thee
Fork	Πιρούνι	Garfo	Vork
Sausage	Λουκάνικο	Salsicha	Worst

EN	GR	PT	NL
Eat	Τρώω	Comer	Eten
Drink	Πίνω	Beber	Drinken
Unit 4.4 - Personal pronouns			
Me	Εγώ	Eu	Mij
You	Εσύ	Tu	Jij
He/she/it	Αυτός/ή/ο	Ele/ela	Hij zij het
We	Εμείς	Nós	Wij
You	Εσείς	vós	Jij
They	Αυτοί	Eles	Zij

Table 5 Lecture 4 content

5.6.   Lecture 5

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-5

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-5

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-5

EN	GR	PT	NL
Unit 5.1 - Sign communication/sign phrases			
This is my house	Αυτό είναι το σπίτι μου	Esta é a minha casa	Dit is mijn huis
Where is your house?	Πού είναι το σπίτι σου;	Onde fica a tua casa?	Waar is jouw huis?
This is my bedroom	Αυτό είναι το υπνοδωμάτιό μου	Este é o meu quarto	Dit is mijn slaapkamer
Where is your bedroom?	Πού είναι το υπνοδωμάτιό σου;	Onde fica o teu quarto?	Waar is jouw slaapkamer?
My bedroom is colored blue	Το υπνοδωμάτιο μου είναι μπλε	O meu quarto é azul	Mijn slaapkamer is blauw gekleurd
My living room is	Το καθιστικό μου είναι	A minha sala de estar	Mijn woonkamer is grijs

EN	GR	PT	NL
colored gray	γκρι	é cinzenta	gekleurd
I like my house	Το σπίτι μου μου αρέσει.	Gosto da minha casa	ik hou van mijn huis
Do you like your house?	Σου αρέσει το σπίτι σου;	Gostas da tua casa?	Vind je je huis leuk?
They don't like my house	*Το σπίτι μου δεν τους αρέσει.*	*Eles não gostam da minha casa*	*Ze houden niet van mijn huis*
My house has a garden	Το σπίτι μου έχει κήπο.	A minha casa tem um jardim	Mijn huis heeft een tuin
My house doesn't have a garden	Το σπίτι μου δεν έχει κήπο.	A minha casa não tem jardim	Mijn huis heeft geen tuin
He is naughty	*Αυτός είναι άτακτος*	*Ele é maroto*	*Hij is stout*
They are happy	Αυτοί είναι ευτυχισμένοι	Eles são felizes	Zij zijn blij
I am proud	Εγώ είμαι υπερήφανος	Eu estou orgulhoso	Ik ben trots
You are angry	Εσύ θυμώνεις	Tu estás zangado	Jij bent boos
They are afraid	Αυτοί φοβούνται	Eles têm medo	Ze zijn bang
Eating is not allowed in the living room	*Δεν επιτρέπεται να τρώμε στο σαλόνι*	*Não é permitido comer na sala de estar*	*In de woonkamer is het niet toegestaan om te eten*
Unit 5.2 - Home			
Bath	Λουτρό – κάνω μπάνιο	Casa de banho	Bad
Bathroom	Τουαλέτα - μπάνιο	Casa de banho	Badkamer
Bed	Κρεβάτι	Cama	Bed
Bell	Κουδούνι	Campainha	Bel (deurbel)
Downstairs	*Στον κάτω όροφο – κάτω*	*No andar de baixo*	*Beneden*
Upstairs	*Στον πάνω όροφο – πάνω*	*No andar de cima*	*Boven*

EN	GR	PT	NL
Door	Πόρτα	Porta	Deur
Shower	Ντους	Duche	Douche
Corridor	*Διάδρομος*	*Corredor*	*Gang*
House	Σπίτι	Casa de banho	Huis
Room	Δωμάτιο	Quarto	Kamer
Window	Παράθυρο	Janela	Raam
Bedroom	Υπνοδωμάτιο	Quarto de dormir	Slaapkamer
Chair	Καρέκλα	Cadeira	Stoel
Table	Τραπέζι	Mesa	Tafel
Stairs	Σκάλες	Escada	Trap
Garden	Κήπος	Jardim	Tuin
Washing machine	Πλυντήριο	Máquina de lavar roupa	Wasmachine
Livingroom	Σαλόνι	Sala de estar	woonkamer
Kitchen	Κουζίνα	Cozinha	Keuken
Go in the house/in the house	*Μπαίνω στο σπίτι/μέσα στο σπίτι*	*Entrar na casa/na casa*	*Ga het huis/in huis binnen*
Out of the house	*Έξω από το σπίτι*	*Fora de casa*	*Uit het huis*
Unit 5.3 - Feelings			
Afraid	Φοβάμαι	Com medo	Bang
Joyful	Χαίρομαι	Alegre	Blij
Angry	Θυμώνω	Zangado	Boos
Happy	Είμαι ευτυχισμένος	Feliz	Gelukkig
Homy	*Σπιτικό?*	*Caseiro*	*Gezellig*
Friendly	Φιλικός	Amigável	Lief
Not allowed	Δεν επιτρέπεται	Não permitido	Mag niet

EN	GR	PT	NL
Silly	*Ανόητος*	*Tolo*	*Mal*
Tired	Κουρασμένος	Cansado	Moe
Quarrel	*Φιλονικία - τσακωμός*	*Briga*	*Ruzie*
Naughty	Άτακτος	Travesso	Stout
Satisfied	*Ικανοποιημένος*	*Satisfeito*	*Tevreden*
Proud	Υπερήφανος	Orgulhoso	Trots
Shy	Ντροπαλός	Tímido	Verlegen
Feel	Αισθάνομαι	Sentir	Gevoel
Like	Αρέσει	Gosto	Leuk vinden
Don't like	Δεν αρέσει	Não gosto	Houd niet van
Unit 5.4 - Possesive prononous			
My/mine	Δικό μου	Meu/minha	Mijn mijn
Your/yours	Δικό σου	O teu/tua	Jouw/jouw
His	Δικό του/της	Dele	Zijn
Her/hers		Ela/ela	Haar/haar
Our/ours	Δικό μας	Nosso/nosso	Onze/onze
Your/yours	Δικό σας	Vosso/sua	Jouw/jouw
Thei/theirs	Δικό τους	Eles/elas	Zij/hun

Table 6 Lecture 5 content

5.7.   Lecture 7

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-7

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-7

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-7

EN	GR	PT	NL
Unit 7.1 - Sign communication/sign phrases			

EN	GR	PT	NL
I wake up at 8:00 in the morning	Ξυπνώ στις 8:00 το πρωί	Acordo às 8:00 da manhã	Ik word 's ochtends om 8.00 uur wakker
I sleep at 10:00 in the night	Κοιμάμαι στις 10:00 το βράδυ	Durmo às 10:00 da noite	Ik slaap 's nachts om 10.00 uur
I sleep after midnight	*Κοιμάμαι μετά τα μεσάνυχτα*	*Durmo depois da meia-noite*	*Ik slaap na middernacht*
What time do you sleep?	Τι ώρα κοιμάσαι;	A que horas dorme?	Wanneer ga je slapen?
What time do you wake up?	Τι ώρα ξυπνάς;	A que horas acorda?	Hoe laat word je wakker?
I live in the north side of the town	*Μένω στη βόρεια πλευρά της πόλης*	*Vivo na zona norte da cidade*	*Ik woon aan de noordkant van de stad*
Where do you live?	Που μένεις;	Onde é que vive?	Waar woon je?
My job is far away from my home	*Η δουλειά μυ είναι μακριά από το σπίτι μου*	*O meu trabalho fica longe da minha casa*	*Mijn werk is ver weg van mijn huis*
I drive to the south to my job	*Οδηγώ προς το νότο για τη δουλειά μου*	*Vou de carro para o sul até ao meu trabalho*	*Ik rijd naar het zuiden naar mijn werk*
I work until midnight	*Εργάζομαι μέχρι τα μεσάνυχτα*	*Trabalho até à meia-noite*	*Ik werk tot middernacht*
I go to work by bicycle	Πάω στη δουλειά με ποδήλατο	Vou para o trabalho de bicicleta	Ik ga met de fiets naar mijn werk
My friend's house is diagonally across the street	*Το σπίτι του φίλου μου είναι διαγώνια απέναντι στο δρόμο*	*A casa do meu amigo é do outro lado da rua, na diagonal*	*Het huis van mijn vriend ligt schuin aan de overkant*
My friend's house is next to mine	Το σπίτι του φίλου μου είναι δίπλα στο δικό μου	A casa do meu amigo é ao lado da minha	Het huis van mijn vriend ligt naast het mijne
Unit 7.2 - Directions			
Left	Αριστερά	Esquerda	Links
Right	Δεξιά	direita	Rechts

EN	GR	PT	NL
Above	Πάνω	Em cima	Boven
Below	Κάτω	Em baixo	Onderstaand
In the middle	Στη μέση	No meio	Middenin
In front	Μπροστά	Na frente	Vooraan
Back	Πίσω	Para trás	Rug
Horizontally	*Οριζόντια*	*Horizontalmente*	*Horizontaal*
Vertically	*Κάθετα*	*Na vertical*	*Verticaal*
North	*Βόρεια*	*Norte*	*noorden*
Southernly	*Νότια*	*Sul*	*Zuidelijk*
Eastern	*Ανατολικά*	*Leste*	*Oostelijk*
West	*Δυτικά*	*Oeste*	*Westen*
Diagonally	*Διαγώνια*	*Diagonalmente*	*Diagonaal*
Slope	Πλάγια	Inclinação	Helling
Inside	Μέσα	Interior	Binnen
Outside	Έξω	Exterior	Buiten
Across	*Απέναντι*	*Transversal*	*Over*
Between	*Ανάμεσα*	*Entre*	*Tussen*
High up	*Ψηλά*	*Alto para cima*	*Hoog*
Low	*Χαμηλά*	*Baixo*	*Laag*
Straight	Ευθεία	Em linha reta	Direct
Away	Μακριά	Longe	Weg
Next	Δίπλα	Próximo	Volgende
Close to	Κοντά	Perto de	Dichtbij
Drive	Οδηγώ	Conduzir	Drijfveer
Bicycle	Κάνω ποδήλατο/ποδήλατο	Bicicleta	Fiets

EN	GR	PT	NL
Live	Κατοικώ/μένω	Viver	Live
Work	*Εργάζομαι*	*Trabalhar*	*Werk*
Job	*Δουλειά*	*Trabalho*	*Functie*
Road/street	Δρόμος	Estrada/rua	Weg/straat
Unit 7.3 - Time 24 hours			
Day	Ημέρα	Dia	Dag
Morning	Πρωί	Manhã	Ochtend
Noon	Μεσημέρι	Meio-dia	Middag
Afternoon	Απόγευμα	Tarde	Middag
Night	Βράδυ	Noite	Nacht
Midnight	Μεσάνυχτα	Meia-noite	Middernacht
Nighttime	Νύχτα	Noite	Nacht
Moon	Φεγγάρι	Lua	Maan
Stars	Αστέρια	Estrelas	Sterren
Sunrise	Ανατολή	Nascer do sol	zonsopkomst
Sunset	Ηλιοβασίλεμα/δύση	Pôr do sol	Zonsondergang
Down	*Χάραμα*	*Para baixo*	*Omlaag*
Sun	Ήλιος	Sol	Zon
Full moon	Πανσέληνος	Lua cheia	Volle maan
Dask/evening	*Σούρουπο*	*Tarde/noite*	*Dag/avond*
Wake up	Ξυπνάω	Acordar	Wakker worden
Sleep	Κοιμάμαι	Dormir	Slaap
Have a break	Κάνω διάλειμμα	Fazer uma pausa	Neem een pauze
Work	*Δουλεύω*	*Trabalhar*	*Werk*

EN	GR	PT	NL
Unit 7.4 - Interrogative pronouns			
Who/whom	Ποιος/α/ο	Quem/quem	Wie van wie
whose	Ποιανού	de quem	van wie
which	Ποιο/τι	que	welke
what	Τι	o quê	Wat
How much (amount)	Πόσος/η/ο (ποσότητα)	Quanto (montante)	Hoeveel (bedrag)
How many	Πόσος/η/ο (ποσότητα αριθμητική)	Quantos	Hoeveel
How long (time-duration)	Πόσος/η/ο (χρόνος-διάρκεια)	Quanto tempo (tempo-duração)	Hoe lang (tijdsduur)

Table 7 Lecture 7 content

5.8.   Lecture 8

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-8

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-8

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-8

EN	GR	PT	NL
Unit 8.1 - Traffic			
Car	Αυτοκίνητα	Automóvel	Auto
Moped/bike	*Μοτοποδήλατο/δίτροχη μηχανή*	*Ciclomotor/bicicleta*	*Brommer*
Bus	*Λεωφορείο*	*Autocarro*	*Bus*
Busdriver	*Οδηγός λεωφορείου*	*Condutor de autocarro*	*Buschauffeur*
Bicycle	*Ποδήλατο*	*Bicicleta*	*Fiets*
To bike	*Κάνω ποδήλατο*	*Para bicicleta*	*Fietsen*
Stop	Σταματώ	Parar	Halte

EN	GR	PT	NL
To come	Έρχομαι	Para vir	Komen
Motor	*Μηχανή – Κινητήρας*	*Automóvel*	*Motor*
To drive a car	Οδηγώ αυτοκίνητο	Conduzir um carro	Rijden auto
To get in	Μπαίνω μέσα	Entrar	Stappen – in
Tram	Τραμ	Elétrico	Tram
Train	Τρένο	Comboio	Trein
To alight	*Αποβιβάζομαι*	*Desembarcar*	*Uitstappen*
Traffic	*Κίνηση στους δρόμους*	*Trânsito*	*Verkeer*
Careful	Προσεκτικός	Cuidado	Voorzichtig
Lorry	Φορτηγό	Camião	Vrachtwagen
Unit 8.2 - Profession/career 1			
Teacher	Δάσκαλος/α	Professor	Docent
Professor	*Καθηγητής/τρια*	*Professor*	*Professor*
Teacher of the deaf	Δάσκαλος/α κωφών	Professor de surdos	Leraar van doven
Teacher of the deaf	*Καθηγητής/τρια κωφών*	*Professor de surdos*	*Leraar van doven*
Pupil	Μαθητής	Aluno	Leerling
College student	*Φοιτητής*	*Estudante universitário*	*Student*
Employee	*Υπάλληλος*	*Empregado*	*Medewerker*
Psychologist	Ψυχολόγος	Psicólogo	Psycholoog
Social worker	Κοινωνικός/η λειτουργός	Assistente social	Sociaal werker
Speech therapist	Λογοθεραπευτής/τρια	Terapeuta da fala	Spraaktherapeut
Director	Διευθυντής	Diretor	Regisseur
Language teacher	*Φιλόλογος*	*Professor de línguas*	*Taal leraar*
Math teacher	Μαθηματικός	Professor de	Wiskunde leraar

EN	GR	PT	NL
		matemática	
Physics teacher	Φυσικός	Professor de física	Natuurkunde leraar
Chemistry teacher	*Χημικός*	*Professor de química*	*Scheikundeleraar*
Trainer	Γυμναστής	Formador	Trainer
Musician	Μουσικός	Músico	Musicus
Painter	Ζωγράφος	Pintor	Schilder
Sculptor	*Γλύπτης*	*Escultor*	*Beeldhouwer*
Pensioner	*Συνταξιούχος*	*Pensionista*	*Gepensioneerde*
Actor	*Ηθοποιός*	*Ator*	*Acteur*
Dancer	*Χορευτής*	*Dançarino*	*Danser*
Work	*Εργάζομαι*	*Trabalhar*	*Werk*
Study	Σπουδάζω	Estudar	Studie
Unit 3 - Sign communication/sign phrases			
My father is math teacher	Ο πατέρας μου είναι δάσκαλος μαθηματικών	O meu pai é professor de matemática	Mijn vader is wiskundeleraar
My brother is pupil	Ο αδελφός μου είναι μαθητής	O meu irmão é aluno	Mijn broer is leerling
My cousin is college student	*Ο/η ξάδελφος/η μου είναι φοιτητής/τρια*	*O meu primo é estudante universitário*	*Mijn neef is student*
My mother is psychologist	Η μητέρα μου είναι ψυχολόγος	A minha mãe é psicóloga	Mijn moeder is psycholoog
I study speech therapist	Σπουδάζω λογοθεραπευτής/τρια	Eu estudo terapia da fala	Ik studeer logopedist
I go to work by tram	*Πηγαίνω στη δουλειά με το τραμ*	*Vou para o trabalho de elétrico*	*Ik ga met de tram naar mijn werk*
My father drives a lorry	Ο πατέρας μου οδηγεί φορτηγό	O meu pai conduz um camião	Mijn vader bestuurt een vrachtwagen
My brother don't	Ο αδελφός μου δεν ξέρει	O meu irmão não sabe	Mijn broer kan niet

EN	GR	PT	NL
know how to drive	να οδηγεί	conduzir	autorijden
My father don't know how to bike	Ο πατέρας μου δεν ξέρει να οδηγεί ποδήλατο	O meu pai não sabe andar de bicicleta	Mijn vader kan niet fietsen
I drive carefully	*Οδηγώ προσεκτικά*	*Eu conduzo com cuidado*	*Ik rij voorzichtig*
The language teacher uses the train to go home	*Ο/η φιλόλογος πηγαίνει σπίτι με το τρένο*	*O professor de línguas usa o comboio para ir para casa*	*De taaldocent gebruikt de trein om naar huis te gaan*
I don't believe he is a social worker	*Δεν πιστεύω ότι είναι κοινωνκός/η λειτουργός*	*Não acredito que ele seja assistente social*	*Ik geloof niet dat hij een maatschappelijk werker is*
I don't understand what chemistry teacher says	*Δεν καταλαβαίνω τι λέει ο χημικός*	*Não percebo o que o professor de química diz*	*Ik begrijp niet wat de scheikundeleraar zegt*
I don't want to study social worker	*Δεν θέλω να σπουδάσω κοινωνικός/η λειτουργός*	*Não quero estudar assistente social*	*Ik wil geen maatschappelijk werker studeren*
I don't know who is the teacher of the deaf	Δεν ξέρω ποιος είναι ο/η δάσκαλος/α κωφών	Não sei quem é o professor dos surdos	Ik weet niet wie de leraar van doven is
Unit 8.4 - Negation			
No	Όχι	Não	Nee
Not	Δεν/μην	Não	Niet
Nothing	Τίποτα	Nada	Niets
	Τίποτε-F		
Never	Ποτέ	Nunca	Nooit
Have/exist	Έχω/υπάρχει	Tem/existe	Hebben/bestaan
Good	Καλό	Bom	Goed

EN	GR	PT	NL
Know	Ξέρω	Conhecer	Weten
Understand	Καταλαβαίνω	Compreender	Begrijpen
Want	Θέλω	Quero	Wil
Like	Αρέσει	Gostar	Leuk vinden
Can	Μπορώ	Pode	Kan
Believe	Πιστεύω	Acreditar	Geloven
Agree	Συμφωνώ	Concordar	Mee eens zijn
Have/exist not	Δεν έχω/δεν υπάρχει	Não ter/existir	Hebben/bestaan niet
Good not	Δεν είναι καλό	Não é bom	Goed niet
Know not	Δεν ξέρω	Não sei	Weet niet
Understand not	Δεν καταλαβαίνω	Não compreendo	Niet begrijpen
Want not	Δεν θέλω	Não quero	Wil niet
Like not	Δεν αρέσει	Não gosto	Graag niet
Can not	Δεν μπορώ	Não posso	Kan niet
Believe not	Δεν πιστεύω	Não acredito	Geloof het niet
Agree not	Δεν συμφωνώ	Não concordo	Mee eens, niet

Table 8 Lecture 8 content

5.9.   Lecture 9

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-9

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-9

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-9

EN	GR	PT	NL
Unit 9.1 - Time review			
Already	Ήδη	Já	Al

Always	Πάντα	Sempre	Altijd
evening	Απόγευμα	noite	Avond
Almost	*Σχεδόν*	*Quase*	*Bijna*
Day	Ημέρα	Dia	Dag
Then	Τότε	Depois	Dan
This month	*Αυτό το μήνα*	*Este mês*	*Deze maand*
To grow dark	*Να σκοτεινιάσει*	*Para ficar escuro*	*Donker worden*
Day before yesterday	Προχθές	Anteontem de manhã	Eergisteren
First…ready…then	*Πρώτα … έτοιμο… μετά*	*Primeiro….pronto…depois*	*Eerst … klaar … dan*
At last	*Επιτέλους*	*Finalmente*	*Eindelijk*
Yesterday	Εχθές	Ontem	Gisteren
Good morning	Καλημέρα	Bom dia	Goedemorgen
Good evening	Καλησπέρα	Boa noite	Goedenavond
Half an hour	*Μισή ώρα*	*Meia hora*	*Half uur*
Whole hours	*Ολόκληρες ώρες*	*Horas inteiras*	*Hele uren*
Year	Έτος	Ano	Jaar
Ready	Έτοιμος	Pronto	Klaar
Late	*Αργά*	*Tarde*	*Laat*
Age	Ηλικία	Idade	Leeftijd
Month	Μήνας	Mês	Maand
Afternoon	Απόγευμα	Tarde	Middag
Tomorrow	Αύριο	Amanhã	Morgen
Never	Ποτές	Nunca	Nooit
Now	Τώρα	Agora	Nu
Morning	Πρωί	Manhã	Ochtend
Old	*Παλιός*	*Antigo*	*Oud*

The day after tomorrow	Μεθαύριο	Depois de amanhã	Overmorgen
Planning	*Σχεδιασμός*	*Planeamento*	*Planning*
Sometimes	*Μερικές φορές*	*Por vezes*	*Soms*
Shortly	*Σύντομα*	*Em breve*	*Straks*
Too late	*Πολύ αργά*	*Demasiado tarde*	*Te laat*
Time	Χρόνος	Hora	Tijd
Hour	Ώρα	Hora	Uur
Often	Συχνά	Muitas vezes	Vaak
Tonight	*Απόψε*	*Hoje à noite*	*Vanavond*
Today	Σήμερα	Hoje	Vandaag
This afternoon	*Αυτό το απόγευμα*	*Esta tarde*	*Vanmiddag*
This morning	*Αυτό το πρωί*	*Esta manhã*	*Vanochtend*
Next	*Επόμενος*	*Próximo*	*Volgende*
Previous	*Προηγούμενος*	*Anterior*	*Vorig*
Early	Νωρίς	Início	Vroeg
In the past	Στο παρελθόν	No passado	Vroeger
Too early, too soon	*Πολύ νωρίς, πολύ σύντομα*	*Demasiado cedo, demasiado cedo*	*Vroeg: te-vroeg*
Week	Εβδομάδα	Semana	Week
Unit 9.2 - Sign communication/sign phrases			
There was nice weather this month	Ο καιρός ήταν καλός αυτό το μήνα	Houve bom tempo este mês	Het was deze maand mooi weer
Tomorrow there will be thunderstorm	Αύριο θα έχει καταιγίδα	Amanhã haverá uma tempestade de trovoada	Morgen valt er onweer
Tomorrow there will be rainstrom	Αύριο θα έχει νεροποντή	Amanhã haverá uma chuva	Morgen komt er een regenbui
It is warm in the morning	*Είναι ζεστά το πρωί*	*Está quente pela manhã*	*Het is warm in de ochtend*

Today starts the winter	*Σήμερα ξεκινά ο χειμώνας*	*Hoje começa o Inverno*	*Vandaag begint de winter*
Often it is raining	*Συχνά βρέχει*	*Muitas vezes está a chover*	*Vaak regent het*
Often it is snowing	*Συχνά χιονίζει*	*Muitas vezes está a nevar*	*Vaak sneeuwt het*
Often it is sunny	*Συχνά έχει ήλιο*	*Muitas vezes é ensolarado*	*Vaak is het zonnig*
There is no snow in spring	*Δεν έχουμε χιόνι την άνοιξη*	*Não há neve na Primavera*	*Er is geen sneeuw in de lente*
There was bad weather the day before yesterday	*Προχθές είχαμε κακοκαιρία*	*Houve mau tempo anteontem*	*Eergisteren was het slecht weer*
The sun will shine in half an hour	*Ο ήλιος θα λάμπει σε μισή ώρα*	*O sol brilhará em meia hora*	*Over een half uur schijnt de zon*
This summer is cloudy	*Αυτό το καλοκαίρι είναι συννεφιασμένο*	*Este Verão está nublado*	*Deze zomer is bewolkt*
This winter is full of snow	*Ο χείμωνας έχει πολύ χιόνι*	Este inverno está cheio de neve	Deze winter is vol sneeuw
My clothes are dry	*Τα ρούχα μου είναι στεγνά*	As minhas roupas estão secas	Mijn kleren zijn droog
In autum trees loose their leaves	*Το φθινόπορο τα δέντρα χάνουν τα φύλα τους*	*Em árvores autómatos perdem as suas folhas*	*In de herfst verliezen bomen hun bladeren*
I drive for half an hour	*Οδηγώ για μισή ώρα*	*Conduzo durante meia hora*	*Ik rijd een halfuur*
We drink tea in the evening	*Το απόγευμα πίνουμε τσάι*	*Bebemos chá à noite*	s Avonds drinken we thee
Unit 9.3 - Weather / seasons			
Cloudy	Συννεφιασμένος	Nublado	Bewolkt
Leaf	Φύλλο δέντρου	Folha	Blad
Tree	Δέντρο	Árvore	Boom

To be outside	Να είσαι έξω	Estar no exterior	Buiten zijn
Dry	Στεγνός	Seco	Droog
Chilly	Ψυχρός	Chilly	Fris (zijn)
Slippery	Ολισθηρός	Escorregadio	Glad
Autumn	Φθινόπωρο	Outono	Herfst
Calender	Ημερολόγιο	Calandra	Kalender
To be cold	Είναι κρύο	Ser frio	Koud hebben
Spring	Άνοιξη	Primavera	Lente
Air	Αέρας	Ar	Lucht
Nice weather	Ωραίος καιρός	Bom tempo	Mooi weer
Wet	Βρεγμένος - υγρός	Molhado	Nat
Thunderstorm	Καταιγίδα	Tempestade de trovoada	Onweer
Mushroom	Μανιτάρι	Cogumelo	Paddenstoel
Umbrella	Ομπρέλα	Guarda-chuva	Paraplu
Rainstorm	Νεροποντή	Tempestade de chuva	Plensbui
Rain	Βροχή	Chuva	Regen
To shine	Λάμπει	Para brilhar	Schijnen (van de zon)
Bad weather	Κακός καιρός	Mau tempo	Slecht weer
Snow	Χιόνι	Neve	Sneeuw
Snowball	Χιονόμπαλα	Snowball	Sneeuwbal
To snow	Χιονίζει	Para nevar	Sneeuwen
Storm	Θύελλα - καταιγίδα	Tempestade	Storm
Burnt	Καίω – κάηκε	queimado	Verbrand
To freeze	Παγώνω - παγώνει	Para congelar	Vriezen
To blow	Φυσσάω	Para soprar	Waaien
Warm	Ζεστός	Quente	Warm

Water	Νερό	Água	Water
Wind	Άνεμος	Vento	Wind
Winter	Χειμώνας	Inverno	Winter
Clouds	Σύννεφα	Nuvens	Wolken
Sun	Ήλιος	Sol	Zon

Table 9 Lecture 9 content

5.10. Lecture 10

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-10

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-10

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-10

EN	GR	PT	NL
Unit 10.1 - Food, drinks 2			
Food	Φαγητό	Comida	appel
Drink	Ποτό	Bebida	banaan
Sweet/desert	Γλυκό	Doce/sobremesa	beschuit
Salt	Αλάτι	Salgado	boter
Peper	Πιπέρι	Peper	boterham
Salad	Σαλάτα	Salada	brood
Soup	Σούπα	Sopa	chocolade
Meat	Κρέας	Carne	diner
Steak	Μπριζόλα	Bife	drinken
Spaghetti	Μακαρόνια	Esparguete	fruit
Chicken	Κοτόπουλο	Frango	groente
Lamp	Αρνάκι	Lâmpada	hagelslag
Flour	*Αλεύρι*	*Farinha*	*ham*
Pie	Πίτα	Torta	jam

EN	GR	PT	NL
Peas	Μπιζέλια/αρακάς	Ervilhas	kaas
Bean	Φασόλια	Feijão	lekker
Meatballs	Κεφτέδες	Almôndegas	lepel
Fish	Ψάρι	Peixe	melk
Potato	Πατάτες	Batata	mes
Yogurt	Γιαούρτι	Iogurte	ontbijt
Egg	Αυγό	Ovos	pindakaas
Olives	Ελιές	Azeitonas	servet
Olive oil	Λάδι	Azeite	smeren
Vinegar	Ξίδι	Vinagre	snoep
Water	Νερό	Água	tafel dekken
Wine	*Κρασί*	*Vinho*	*thee*
Beer	*Μπύρα*	*Cerveja*	*vork*
Cook	*Μαγειρεύω*	*Cozinhar*	*worst*
Boil	*βράζω*	*Ferver*	*B' olie*
Choose	Διαλέγω	Escolher	Kiezen
Unit 10.2 - Sign communication/sign phrases			
I cook meat with peas	Μαγειρεύω κρέας με αρακά	*Eu cozinho carne com ervilhas*	Ik kook vlees met erwten
I like soup	Μου αρέσει η σούπα	Gosto de sopa	ik houd van soep
I don't know how to cook	Δεν ξέρω πώς να μαγειρεύω	Não sei cozinhar	Ik weet niet hoe ik moet koken
I don't eat chicken	Δεν τρώω κοτόπουλο	Não como frango	Ik eet geen kip
The salat has salt an peper	Η σαλάτα έχει αλάτι και πιπέρι	A salada tem sal e pimenta	De salat heeft zout en peper

EN	GR	PT	NL
I don't know which fish to choose	Δεν ξέρω ποιο ψάρι να διαλέξω	Não sei que peixe escolher	Ik weet niet welke vis ik moet kiezen
I want wine with my food	Θέλω κρασί μαζί με το φαγητό	Quero vinho a acompanhar a minha comida	Ik wil wijn bij mijn eten
I want water with my desert	Θέλω νερό με το γλυκό	Quero água com a sobremesa	Ik wil water met mijn woestijn
I don't want eggs	Δεν θέλω αυγά	Não quero ovos	Ik wil geen eieren
This is my drink	Αυτό είναι το δικό μου ποτό	Esta é a minha bebida	Dit is mijn drankje
Now I Boil spaghetti	Τώρα βράζω μακαρόνια	Agora cozo esparguete	Nu kook ik spaghetti
I like dancing	Μου αρέσει να χορεύω	Gosto de dançar	ik hou van dansen
I don't know singing	Δεν ξέρω να τραγουδάω	Não sei cantar	Ik ken het zingen niet
I walk every morning	Κάθε πρωί περπατάω	Eu caminho todas as manhãs	Ik loop elke ochtend
Every morning I run for half an hour	Κάθε πρωί τρέχω μισή ώρα	Todas as manhãs corro durante meia hora	Elke ochtend loop ik een half uur
The cook is crying	Ο μάγειρας κλαίει	O cozinheiro está a chorar	De kok huilt
The policeman is cooking	Ο αστυνόμος μαγειρεύει	O polícia está a cozinhar	De politieagent is aan het koken
The pharmacist is drinking beer	Ο φαρμακοποιός πίνει μπύρα	O farmacêutico está a beber cerveja	De apotheker drinkt bier
My uncle is sailor	Ο θείος μου είναι ναυτικός	O meu tio é marinheiro	Mijn oom is matroos
My mother is lawer	Η μητέρα μου είναι δικηγόρος	A minha mãe é advogada	Mijn moeder is advocaat
Unit 10.3 - Profession/career 2			
Medical doctor	Γιατρός	Médico	Arts

EN	GR	PT	NL
Lawyer	*Δικηγόρος*	*Advogado*	*Advocaat*
Worker	*Εργάτης*	*Operário*	*Werknemer*
Handyman	*Τεχνίτης*	*Faz-tudo*	*Klusjesman*
Engineer	*Μηχανικός*	*Engenheiro*	*Ingenieur*
Waiter	Σερβιτόρος	Empregado de mesa	Bediende
Merchandiser/trader	*Έμπορος*	*Comerciante/comerciante*	*Merchandiser/handelaar*
Cook	Μάγειρας	Cozinheiro	Kok
Sailor	Ναυτικός	Marinheiro	Matroos
Pilot	Αεροπόρος	Piloto	Piloot
Military officer	*Στρατιωτικός*	*Oficial militar*	*Militaire officier*
Fireman	Πυροσβέστης	Bombeiro	Brandweerman
Policeman	Αστυνομικός	Policial	Politieagent
Nurse	Νοσοκόμα	Enfermeiro	Verpleegkundige
Dentist	Οδοντίατρος	Dentista	Tandarts
Pharmacist	Φαρμακοποιός	Farmacêutico	Apotheker
Driver	Οδηγός	Motorista	Bestuurder
Electrician	*Ηλεκτρολόγος*	*Eletricista*	*Elektricien*
Plumer	Υδραυλικός	Lavrador	Plumer
Farmer	Γεωργός	Agricultor	Boer
Sheep farmer	Κτηνοτρόφος	Criador de ovelhas	Schapenboer
Football player	Ποδοσφαιριστής	Jogador de futebol	Voetballer
Programmer	*Προγραμματιστής*	*Programador*	*Programmeur*
Unemployed	*Άνεργος*	*Desempregado*	*Werkloos*
Unit 10.4 - Verbs			
Sign	Νοηματίζω	Assinar	Teken

EN	GR	PT	NL
Run	Τρέχω	Corre	Loop
Dance	Χορεύω	Dançar	Dans
Laugh	Γελάω	Rir	Lachen
Write	Γράφω	Escrever	Schrijven
Read	Διαβάζω	Ler	Lezen
Paint	*Βάφω*	*Pintar*	*Verf*
Wash	*Πλένω*	*Lavar*	*Wassen*
Cook	Μαγειρεύω	Cozinhar	Kok
Enter/go in	Μπαίνω	Entrar/sair	Kom binnen/ga naar binnen
Go out	Βγαίνω	Sair	Uitgaan
Drink	Πίνω	Beber	Drankje
Speak	Μιλάω	Falar	Spreken
Play	Παίζω	Tocar	Toneelstuk
Cry	Κλαίω	Chorar	Schreeuw
Sing	Τραγουδάω	Cantar	Zingen
Swim	Κολυμπάω	Nadar	Zwemmen
See	Βλέπω	Ver	Zien
Look	Κοιτάζω	Olhar	Kijk
Walk	Περπατάω	Andar	Wandeling
Jump	Πηδάω	Saltar	Springen
Draw/paint	Ζωγραφίζω	Desenhar/pintar	Teken/verf
Cut	Κόβω	Cortar	Snee
Sew	*Ράβω*	*Coser*	*Naaien*
Wake up	Ξυπνάω	Acordar	Wakker worden

Table 10 Lecture 10 content

5.11. Lecture 11

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-11

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-11

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-11

EN	GR	PT	NL
Unit 11.1 - Geography, landscape			
Island	Νησί	Ilha	Eiland
Mountain	Βουνό	Montanha	Berg
Cape	*Ακρωτήριο*	*Cabo*	*Kaap*
Sea	Θάλασσα	Mar	Zee
Land	Στεριά	Terra	Land
Gulf/bay	Κόλπος	Golfo/baía	Golf/baai
River	Ποτάμι	Rio	Rivier
Lake	Λίμνη	Lago	Meer
Desert	Έρημος	Deserto	Woestijn
Wood/forest	Δάσος	Madeira/floresta	Hout/bos
Plain	*Πεδιάδα*	*Planície*	*Vlak*
Hill	*Λόφος*	*Colina*	*Heuvel*
Waterfall	*Καταρράκτης*	*Cascata*	*Waterval*
Peninsula	*Χερσόνησος*	*Península*	*Schiereiland*
Mountain range	*Οροσειρά*	*Cordilheira*	*bergketen*
Valley	*Κοιλάδα*	*Vale*	*Vallei*
Tableland/plateau	Οροπέδιο	*Planície/planalto*	*Tableland/plateau*
Gorge	*Φαράγγι*	*Desfiladeiro*	*Kloof*
Ocean	*Ωκεανός*	*Oceano*	*Oceaan*
Country	Χώρα	País	Land

EN	GR	PT	NL
Unit 11.2 - Animals			
Dog	Σκύλος	Cão	Hond
Cat	Γάτα	Gato	Kat
Mouse	Ποντικός	Rato	Muis
Cow	Αγελάδα	Vaca	Koe
Sheep	Πρόβατο	Ovelha	Schaap
Goat	Κατσίκα	Cabra	Geit
Pig	Γουρούνι	Porco	Varken
Chicken	Κότα	Galinha	Kip
Horse	Άλογο	Cavalo	Paard
Donkey	Γάιδαρος	Burro	Ezel
Wolf	Λύκος	Lobo	Wolf
Fox	Αλεπού	Raposa	Vos
Turtle	Χελώνα	Tartaruga	Schildpad
Frog	Βάτραχος	Rã	Kikker
Snake	Φίδι	Cobra	Slang
Rabbit	Κουνέλι	Coelho	Konijn
Snail	Σαλιγκάρι	Caracol	Slak
Butterfly	Πεταλούδα	Borboleta	Vlinder
Eagle	Αητός	Águia	Adelaar
Lion	Λιοντάρι	Leão	Leeuw
Tiger	Τίγρη	Tigre	Tijger
Elefant	Ελέφαντας	Elefante	Olifant
Bear	Αρκούδα	Urso	Beer
Crocodile	Κροκόδειλος	Crocodilo	Krokodil

EN	GR	PT	NL
Camel	Καμήλα	Camelo	Kameel
Zebra	Ζέβρα	Zebra	Zebra
Rhino	Ρινόκερος	Rinoceronte	Neushoorn
Monkey	Μαϊμού	Macaco	Aap
Giraffe	Καμηλοπάρδαλη	Girafa	Giraffe
Kangaroo	Καγκουρό	Canguru	Kangoeroe

Table 11 Lecture 11 content

5.12.   Lecture 12

GR: https://cat-sl.hmu.gr/course/view.php?id=12#section-12

PT: https://cat-sl.hmu.gr/course/view.php?id=14#section-12

NL: https://cat-sl.hmu.gr/course/view.php?id=13#section-12

EN	GR	PT	NL
Unit 12.1 - School, study			
School	Σχολείο	Escola	School
Classroom	Τάξη	Sala de aula	Klas
Primary school	Δημοτικό	Escola primária	Basisschool
Playschool/ kindergarten	Νηπιαγωγείο	Escola infantil/ jardim de infância	Peuterspeelzaal/ kleuterschool
Grammar school/secondary school	Γυμνάσιο	Escola secundária	Lagere school/middelbare school
High school	Λύκειο	Escola secundária	Middelbare school
University	Πανεπιστήμιο	Universidade	Universiteit
School bus	Σχολικό λεωφορείο	Autocarro escolar	Schoolbus
Grades	Βαθμοί	Notas	Cijfers
Exams	Εξετάσεις	Exames	Examens

Vacations	Διακοπές	Férias	Vakanties
Excursion	Εκδρομή	Excursão	Excursie
Playing field	*Γήπεδο*	*Campo de jogos*	*Speelveld*
Library	*Βιβλιοθήκη*	*Biblioteca*	*Bibliotheek*
School desk	Θρανία	Mesa da escola	Schoolbank
White board	Πίνακας	Quadro branco	Wit bord
Head office	*Έδρα*	*Sede da escola*	*Hoofdkantoor*
Parents	Γονείς	Os pais	Ouders
School bag	Τσάντα	Mala da escola	Schooltas
School bell	Κουδούνι	Sino da escola	Schoolbel
Break	Διάλειμμα	Intervalo	Pauze
Map	*Χάρτης*	*Mapa*	*Kaart*
Notebook	Τετράδιο	Caderno de notas	Notitieboekje
Book	Βιβλίο	Livro	Boek
Ruler	Χάρακας	Régua	Liniaal
Pensil	Μολύβι	Canetas	Penseel
Rubber/eraser	Γόμα	Borracha/apagador	Rubberen gum
Pensil sharpener	Ξύστρα	Afia canetas	Puntenslijper
Pensil case	Κασετίνα	Estojo para canetas	Potlodendoosje
Playground	Προαύλιο	Parque infantil	Speelplaats
Canteen	*Κυλικείο*	*Cantina*	*Kantine*
Swimming pool	*Κολυμβητήριο*	*Piscina*	*Zwembad*
Basketball	*Μπάσκετ*	*Basquetebol*	*Basketbal*
Volleyball	*Βόλεϊ*	*Voleibol*	*Volleybal*
Football	*Ποδόσφαιρο*	*Futebol*	*Voetbal*

Table 12 Lecture 12 content