DESPINA PAPAVRAMIDOU

LEARN MODERN GREEK WITH DESPINA

Connected words, living grammar. Discover the DespinaWay method.

γράφω

I write

γραφή

writing

συγγραφέας

author

περιγραφή

description

καταγραφή

recording

THE DESPINAWAY METHOD

Discover the language. Find your path with Despina.

WELCOME

Your first encounter with Despina

Connected words, living grammar. Discover the DespinaWay method.

Discover Modern Greek through the eyes of **Despina, a native Greek teacher who teaches with passion, sensitivity and rigour.** In this free book, **translated examples, connected words and short dialogues** guide you through the DespinaWay method: the rules begin to make sense and the language feels closer to you.

Browse its pages, let your curiosity lead you and discover how **your learning journey with Despina** could begin.

THE PROMISE

Greek has a logic. You can begin to see it.

A word stops being a burden when you find its place. A rule stops feeling abstract when it helps you say something. A language begins to become yours when you can use it for a reason that matters.

This is the journey these pages offer: entering Modern Greek through connections, understanding how it works and discovering how to turn understanding into communication.

> *You do not need to know Greek already. Bring your curiosity. We will give the rest a direction.*

01
SEE
the connections

02
UNDERSTAND
the sentence

03
USE
your language

THE BLOCK

When you study hard but the sentence will not come

You have read the explanation. You have underlined the rule. You have repeated the word. Yet when you really need it, it will not come. It is frustrating: the work you have done seems to disappear just when you need to use it.

The temptation is to judge yourself: “I have no memory”, “I am hopeless”, “Greek is too difficult”. But these statements say little about what is happening. The difficulty may lie in a specific step: remembering a sound, distinguishing two forms, understanding the question, choosing the verb or turning an example into a sentence of your own.

When everything is grouped under “I cannot do it”, you do not know where to intervene. When you identify the step, you have a direction. This is where an explanation suited to you can change the work: it makes visible what previously felt like nothing more than a block.

In the DespinaWay approach, the learner's level and goal guide the teaching. A difficulty does not become your identity. It becomes something to understand, address and set in motion again.

> *Before asking whether you have talent, ask at which point you lose the thread.*

WELCOME

Your Greek deserves a good beginning

Imagine the moment when a Greek word no longer looks like a collection of unfamiliar letters. You recognise it. It reminds you of another word. It suggests a meaning. And when someone says it, something lights up: “I know that one.”

It is a small but important step. The language begins to enter your life. It can happen while reading a sign, listening to a question, talking to someone who matters to you or preparing for a journey you have been looking forward to.

My name is Despina Papavramidou. I was born in Piraeus and have been teaching Modern Greek to Italian students for more than six years. In this book I guide you through the choices that shape my teaching: solid foundations, grammar in situations, connected words and attention to your learning journey.

I am not asking you to learn everything. I invite you to look more closely. You will encounter two word families, short dialogues and different ways of reading what happens in the language. The aim is to show you a possible path, then help you choose your next step.

> *The question to carry with you is simple: what would I really like to be able to do in Greek?*

THE BOOK MAP

One journey, five steps

Choose where to begin. The numbers and titles are clickable, so you can return to the section you need.

01 **Seeing the logic** PAGE 007

Learning blocks, your teacher and four choices behind the method.

02 **The thread of words** PAGE 015

Two complete word families, relationships and contexts.

03 **The language finds its voice** PAGE 028

Pronunciation, writing, grammar and understanding.

04 **Greek enters your life** PAGE 039

Conversations, descriptions and everyday situations.

05 **The learning journey takes shape with you** PAGE 048

Levels, individual lessons and your next step.

At the end of the book you will find a direct link to enquire about live lessons, along with a QR code and contact details.

01 · ATHENA

Seeing the logic



A language becomes more accessible when you begin to understand where to look.

YOUR STARTING POINT

There is a place for you in these pages

If you are starting from scratch, look for the moments when an explanation makes the language easier to read. You do not need to know every grammatical term beforehand. You can already notice a connection and understand a sentence through its situation.

If you have studied before, look at what you can reorganise. Perhaps you know many words but struggle to retrieve them. Perhaps you recognise a rule but freeze when you need to use it. A new relationship can bring order to what you have already learnt.

If speaking is your main interest, follow the dialogues. Notice how a question creates space for an answer and how a few structures can work in different situations. Conversation does not begin with perfection: it grows when you have something to say and the tools to try.

If you love Greek culture, explore the word families. You will see how related forms open up different meanings. This richness is one of the reasons why teaching Greek continues to inspire me.

> *Read to find your first connection. Then ask yourself how you could use it.*

MEMORY AND UNDERSTANDING

A word needs something to hold on to

A translation gives you a meaning. It is useful, but it may leave you asking: “How do I remember it when I need it?” Compare two ways of encountering a word.

In the first, you see περιγραφή beside “description”. In the second, you encounter it after γράφω, “I write”, within a sentence: Γράφω μια περιγραφή. Now you have more anchors: an action, a word family and a situation in which to use the word.

Γράφω μια περιγραφή.

I write a description.

The connection does not remove the need for memory. It gives memory a structure. You can return to the sentence, compare the forms, revisit the meaning and imagine a description of your own. The word is no longer simply an answer to guess.

This principle runs through my method: pronunciation, reading, writing, grammar and vocabulary support one another. When relationships become visible, you have more ways to retrieve what you have encountered.

> *A word connected to something you understand has more than one route back into your memory.*

THE BENEFIT

The Greek you want to use changes the journey

“I want to learn Greek” is a good wish. “I want to speak with my family”, “I want to understand a conversation while travelling” and “I want to live in Greece” are even more useful starting points. They give the language a destination.

A concrete goal helps you choose examples that matter to you. If you want to order in a café, a short question and an understandable answer are valuable. If you want to converse, you need to learn to respond, ask for clarification and continue. If you want to prepare for a language certificate, the work needs to cover the required skills.

The language is the same. The path can be different. This does not mean skipping the foundations, but connecting them to a motivation that brings you back to studying. A rule finds its place more easily when you understand why it may be useful.

In my teaching, personal goals are not a detail collected at the beginning and then forgotten. They help shape the pace of lessons, the choice of activities and the way we approach a difficulty.

> *Your goal does not have to impress anyone. It must feel enough like your own to make you want to try.*

YOUR TEACHER

Greek by birth. A teacher by choice.

I was born in Piraeus, Greece. Greek is the language I grew up with. Teaching it means making its structures visible to people who have not encountered them since childhood.

I studied Theology and Sociology at universities in Athens and specialised in teaching Greek as a foreign and second language. During the Erasmus programme, I completed part of my Sociology studies at the Magna Graecia University of Catanzaro, Italy.

Alongside my university education, I attended seminars and training programmes in Education, Psychology, Theatre and Creative Writing. This ongoing exploration leads me to seek explanations, contexts and activities that make learning meaningful, experiential and creative.

For more than six years I have taught Modern Greek to Italian students. Working with them has helped me understand recurring difficulties and the points where Italian and Greek can meet to support understanding.

> *Knowing a language well matters. Building the bridge from that language to the person learning it is the teacher's work.*

THE GREEK-ITALIAN BRIDGE

Understanding Greek from your perspective

People who have learnt a language since childhood use many structures without thinking about them. Those who begin as adults often want to understand why. These are different perspectives. A good explanation must build a bridge between them.

My experience with Italian students leads me to look in both directions: what feels natural to a Greek speaker and what may surprise someone thinking in Italian. A similarity can help. A difference may need a more precise example.

Comparing languages requires care. It is not enough to find a familiar-looking word and assume it works in the same way. Meaning, form and the situation in which people speak all matter. That is why context remains central to the explanation.

My own time in Italy is part of this encounter. Completing some of my Sociology studies in Catanzaro through Erasmus is part of my educational story and my relationship with Italian culture.

> *The bridge does not erase differences. It helps you cross them with a sense of direction.*

THE DESPINAWAY METHOD

Four choices working together

The foundations enable you to read, listen and pronounce. Grammar helps you build relationships within a sentence. Word families reveal connections. A personal learning path gives all of this a goal.

01

SOLID FOUNDATIONS

Pronunciation, reading and writing: tools for entering the language.

02

LIVING GRAMMAR

Forms within questions, answers and meaningful situations.

03

CONNECTED WORDS

Word families, differences and relationships between words and concepts.

04

A PERSONAL PATH

Your level, goals and way of learning guide the work.

Separately, these elements may look like four subjects. Together, they become a way of entering the language. A sentence you hear leads to vocabulary; a new word opens a family; a question makes a grammatical form necessary.

The work aims towards independence: understanding and producing your own spoken and written discourse in Greek. The method lives in the choices made during a lesson, in examples that clarify a doubt and in the connections you learn to recognise.

THE DIFFERENCE

An explanation should change what you can do

An explanation can be correct and still leave you stuck. You have understood the teacher's words, but do not know how to begin when you need to speak. That is why understanding must be guided towards use.

Take a rule, look at it within an example and notice the choice it produces. Then change one element. If you can understand the change, you begin to use the structure more consciously. The sentence is no longer an object to copy: it is something you can build.

In my teaching, grammar appears in dialogues, examples and real communicative situations. I want you to understand which form you are using, when you need it and why that choice changes the meaning. Vocabulary is likewise explored through relationships.

This attention requires listening. One student may need to see a written comparison; another to hear the question; another to bring a sentence of their own. Adapting the explanation is part of the work, because everyone encounters the language differently.

DISCOVER INDIVIDUAL LIVE LESSONS

02 · ARIADNE

The thread of words



A word family is not a longer list. It is a relationship to see and use.

THE FIRST NETWORK

A family opens up from γράφω

γράφω means “I write”. Around this action you find words relating to writing, written text, the person who writes and different ways of describing or recording something.

The map below brings together the family from my presentation. Look at it as a network: the forms are connected, but each carries its own meaning. In the next pages you will see them in situations and sentences.

γράφω

γραφή
writing

γραπτός
written

συγγραφέας
writer / author

περιγραφή
description

επιγραφή
inscription

καταγραφή
recording

> *The relationship guides you. The sentence helps you choose.*

ACTION, NOUN, QUALITY

Three forms, three different jobs

γράφω · γραφή · γραπτός

I write · writing · written

The three words belong to the same family but do different jobs. γράφω expresses an action. γραφή is a noun. γραπτός is one form of the adjective “written”: it can change to agree with the noun it refers to.

Γράφω ένα μήνυμα.

I write a message.

Ένα γραπτό μήνυμα.

A written message.

In the second example, γραπτό is the form suited to μήνυμα. You have kept the connection with writing and seen a concrete difference in the sentence. The family helps you recognise; grammar shows you how to use.

When you encounter a new word, ask a useful question: does it indicate an action, a thing, a person or a quality here? You do not have to classify the whole language at once. Simply understand that word's job in the sentence you are reading.

> *Recognising a family and observing its function are two steps that strengthen each other.*

THE PERSON WHO WRITES

A word can lead you to a person

συγγραφέας

writer, author

Within a word family you can also encounter a word indicating a person. συγγραφέας leads you to someone who writes, such as the author of a book. The relationship with γράφω opens a path to understanding; context tells you which author is meant.

Ο συγγραφέας γράφει ένα βιβλίο.

The writer writes a book.

Look at the sentence: a person, an action, an object. The two related words do not repeat the same meaning. One names the person acting; the other says what they do. This encounter makes the family visible within a small scene.

Now you have more than a word-translation pair. You can imagine a book, the person writing it and a written message. The forms begin to organise themselves around something you can recognise.

You do not need to work out every word on your own. The teacher helps verify connections, distinguish meanings and choose examples that let you see the structure more clearly.

> *When a word enters a scene, you have a reason to remember it and a place to use it.*

RELATED WORDS, DIFFERENT USES

Describing is not the same as reading an inscription

περιγραφή · επιγραφή

description · inscription

Both words are connected with writing. But a description and an inscription are not the same thing. The relationship brings you closer to the meaning; the difference allows you to choose correctly.

Γράφω μια περιγραφή.

I write a description.

Διαβάζω μια επιγραφή.

I read an inscription.

Imagine explaining what you see in a photograph: you can write a περιγραφή. On a plaque or a surface, you may instead read an επιγραφή. You are not learning two unrelated translations: you are distinguishing related words through what happens.

This is a crucial point in learning vocabulary. Similarities are useful when they do not erase differences. If everything is reduced to “it means more or less the same thing”, vocabulary remains imprecise.

In the DespinaWay approach, observing the family broadens understanding, while sentences and situations make words available for communication.

> *A good connection also clarifies what distinguishes two words.*

FROM OBSERVATION TO A TOOL

Recording what you want to find again

καταγραφή

recording, systematic note-taking, putting into writing, depending on context

The family of γράφω also includes καταγραφή. Its precise meaning depends on what is recorded: words, data, facts or observations. The connection with writing guides you without replacing context.

Η καταγραφή των λέξεων με βοηθά.

Recording the words helps me.

Think of your personal vocabulary notebook. You can note the word, the sentence where you found it and the connection you want to remember. The aim is not to accumulate pages: it is to preserve something you will be able to recognise and use.

If a word stands alone, you have only a translation to retrieve. If a sentence and a related word appear beside it, you have more entry points. Your notebook can become a map of your journey.

This work does not replace listening and conversation. It supports them. The written form lets you return to the encounter, notice an accent or an ending and prepare a more precise question for the lesson.

> *Write down what helps you recover a meaning, not everything you could copy.*

THE SECOND NETWORK

From γνώση to recognition and self-knowledge

γνώση means “knowledge”. The family extends towards knowing, what is known or unknown, recognition and self-knowledge.

See how one area of meaning opens in different directions. The words are not all interchangeable. They are points in a network that begins to become readable precisely when you observe its similarities and differences.

γνώση

γνωρίζω
I know

γνωστός
known / familiar

άγνωστος
unknown / unfamiliar

αναγνωρίζω
I recognise

αναγνώριση
recognition

αυτογνωσία
self-knowledge

> *Do not ask only “what is the translation?” Ask also “what relationship can I see?”*

THE NUANCE

Knowing and recognising

γνωρίζω · αναγνωρίζω

I know · I recognise

You can know a word and recognise it when you hear it. These are connected but not identical actions. The first centres on knowledge; the second on identifying something you encounter.

Γνωρίζω αυτή τη λέξη.

I know this word.

Αναγνωρίζω αυτή τη φωνή.

I recognise this voice.

In the second example, the voice becomes familiar as you listen. The difference between the forms becomes clearer because the words appear in a situation. Translation helps you; context does the rest.

The aim is not to deduce every use from a prefix. It is to learn to ask useful questions: what does it mean here? What does it refer to? In which sentence can I use it? When a form changes, what changes in the message?

This attention lets you expand vocabulary without turning everything into a sequence to memorise. The language gains depth and words begin to carry nuances.

> *Precision comes not only from how many words you know, but also from how you distinguish them.*

WITHIN THE CONTRAST

What is known and what you do not yet know

γνωστός · άγνωστος

known, familiar · unknown, unfamiliar

A word family can contain a contrast. γνωστός and άγνωστος lead you towards what is known and what is not. You can remember them together while keeping the difference clear.

Αυτή η λέξη μου είναι άγνωστη.

This word is unfamiliar to me.

Here you see άγνωστη, the form that agrees with λέξη. The vocabulary connection remains recognisable and the sentence introduces a grammatical choice. It is an example of how vocabulary and grammar can be studied together.

There is also a practical consequence for your journey: an unknown word is not a failure. It is something to work on. You can ask about its meaning, listen to it, see it in another sentence and connect it to what you already know.

Competence grows through these encounters. You do not need to pretend you understand everything. You need to learn to handle what you do not yet know, with questions that help understanding.

> *Your Greek also grows when you can say that something is not yet clear to you.*

A GOAL OF YOUR OWN

Self-knowledge: finding your reason for learning

αυτογνωσία

self-knowledge

This word completes the original family of γνώση. It reveals another direction of meaning: knowledge about oneself. In this book it also becomes a useful invitation to look at your learning goal.

You do not need a perfect plan. You can begin with a simple situation: ordering something, understanding a question, reading without guessing, describing a day or talking with someone you care about.

Knowing why you want to learn helps you choose the work. It distinguishes what you need now from what you can address later. It can also clarify a difficulty: “I know the words but need more listening”, “I can read, but want to pronounce with more confidence”.

In my teaching, the path adapts to your level, goals and personal learning profile. The language meets your story. That is where our shared work begins.

> *Before looking for the perfect course, find a situation in which you want to use Greek.*

A WAY FORWARD

Five questions for a new word

Take περιγραφή. You can encounter it in a translation and then forget it. Or you can give it five anchors without turning study into an endless task.

1. What does it mean here?

Read the sentence and the situation. “Description” is a meaning to connect with what is being described.

2. How is it read and pronounced?

Observe the spelling and accent. Find a reliable listening model or bring the word to a lesson.

3. What is it connected to?

Return to γράφω. The family helps you recognise the relationship with writing.

4. In which sentence can I use it?

Γράφω μια περιγραφή. Now the word has a place, an action and a context.

5. What can I change?

You can choose what to describe. The sentence begins to meet a situation of your own.

> *A new word becomes more useful when you know in which sentence you would like to encounter it again.*

CLUES, NOT SHORTCUTS

Letters suggest. Context decides.

After seeing a family, you may want to decipher everything. That is a healthy curiosity. It needs verification: a visual similarity alone does not establish a meaning or a relationship.

Even when the connection is genuine, words have developed their own uses. A prefix does not work like a universal code to apply mechanically. The meaning of the whole word and its context remain necessary.

The benefit of working with families is different: you become accustomed to observing. You notice recurring parts, changing forms and contrasts worth asking about. Instead of reading each word as a completely new object, you begin to find your way.

The teacher's guidance also serves this purpose: making a discovery reliable, distinguishing a useful insight from an assumption and finding examples that show the difference. Understanding does not mean guessing faster. It means having better reasons for your choices.

> *The method values your curiosity and gives verification a direction.*

VOCABULARY THAT STAYS ALIVE

From your notebook to your voice

A list can be useful as a reminder. The work becomes richer when a word returns through different channels: written in a sentence, pronounced, heard and used to say something.

You can begin with Γράφω ένα μήνυμα. Read it, listen to an appropriate model and imagine the message you want to write. Then observe another form in the family, such as γραπτό μήνυμα. You are not multiplying content without a reason: you are viewing the same area of meaning from two perspectives.

When you return to the word, try to recover the situation too. Someone writes. A message is written. An author writes a book. The forms have relationships and different jobs. This organisation makes it easier to retrieve the question to ask and the example to use.

In live lessons, the move towards use can be supported: you can pronounce, ask for an explanation, try a sentence and understand a correction. Vocabulary no longer stays locked on the page.

BRING THESE CONNECTIONS INTO YOUR LIVE LEARNING JOURNEY

03 · APOLLO

The language finds its voice



Pronunciation, reading and grammar meet when a sentence begins to say something.

THE FOUNDATIONS

The alphabet is a doorway, not an exam

Greek letters may seem like the first obstacle. But learning to read them gives you an immediate advantage: you can preserve the shape of words and recognise connections that an Italian-letter transcription may hide.

You do not have to tackle everything at once. You can start with useful words and observe how sound and writing meet. Spelling lets you recover an accent, compare an ending and recognise a recurring part of a word.

Pronunciation matters from the beginning. If you encounter a word only in writing, you may invent a sound that you later struggle to recognise when someone speaks. If you only hear it, you may remember it without finding it on the page. Combining listening, reading and writing helps connect these encounters.

That is why the foundations have a precise place in my method. They are not a digression to finish before beginning the real language. They are tools for working more confidently with what you will read, hear and say.

> *A good foundation allows you to ask more questions, not merely answer the teacher's.*

THE RHYTHM OF A WORD

The accent deserves your attention

When you look at a word, do not observe only its letters. Look at the accent too. It shows where the stress falls and helps you connect the written word with the spoken one.

νερό · καφές · Ελλάδα

water · coffee · Greece

The words have different rhythms. You can listen and notice which syllable receives the stress. This makes your encounter with sound more precise and helps you avoid relying solely on Italian pronunciation habits.

There is no need for theatrical or forced pronunciation. What matters is attention: listening to a correct model, trying, understanding what to change and returning to the word. A useful correction gives you something you can put into practice.

In an individual lesson, you can bring the point that causes difficulty. The word you struggle to read, the sentence you hear but cannot distinguish and the sound that seems different from its spelling become opportunities for concrete work.

> *When a word has a recognisable rhythm, it begins to look less like a sequence of signs.*

SOUND AND WRITING

One sound can have several spellings

In Modern Greek, the sound /i/ appears in different spellings. Common ones include ι, η, υ, ει and οι. This means that hearing the sound alone does not always allow you to reconstruct the spelling.

ήλιος · φίλη · είναι

sun · female friend · is (or "are" in the third-person plural)

In these words, the sound /i/ is written in different ways. Written form and listening need to be connected. Preserving the spelling also helps you find a word within a family or observe an ending.

As you learn, you can look at the word while listening and then return to reading it. You can also choose a sentence that gives it meaning. This prevents writing and pronunciation from becoming two separate archives.

The issue is not copying repeatedly without attention. It is knowing what you are observing: sound, stress, form and use. If a detail escapes you, you have a precise question to bring to your teacher.

> *Reading and hearing the same word means building a more complete encounter with the language.*

A DETAIL THAT CHANGES READING

The Greek question mark

Μαθαίνεις ελληνικά;

Are you learning Greek?

The sign ; at the end of the sentence is the Greek question mark. If you read it as an Italian semicolon, you may not recognise that someone is asking a question. The language asks you to observe its signs too.

In this example you can connect punctuation, verb form and situation. μαθαίνεις addresses another person: “you learn”. The final sign confirms that the written sentence is a question.

Reading well does not mean pronouncing a sequence without errors. It means understanding what is happening: someone informs, asks, answers or invites. Context guides reading and prepares the response.

When an explanation shows you these links, even a small detail becomes useful. You have one more element for interpreting what you see and less need to guess. Grammar begins to appear within a message instead of remaining on a separate page.

> *Recognising a question is already a step towards a possible conversation.*

GRAMMAR AT WORK

An ending can tell you who is speaking

Μαθαίνω ελληνικά.

I am learning Greek.

Μαθαίνεις ελληνικά;

Are you learning Greek?

Look at the verb ending: μαθαίνω refers to the speaker; μαθαίνεις addresses another person. The ending carries information needed to understand the sentence. You do not need a full table to begin seeing this relationship.

Ναι, μαθαίνω ελληνικά. Εσύ;

Yes, I am learning Greek. And you?

Now the comparison enters an exchange. The question creates an opening and the answer continues the conversation. Εσύ; returns the question to the other person, with one short word that makes sense because the context is already shared.

This is how I want to present grammar: a form, a choice, a consequence in the message. The rule can be explored as deeply as necessary, but it remains connected to what you want to say.

> *Grammar becomes a tool when you recognise the choice it enables you to make.*

TALKING ABOUT YOURSELF

The subject may already be in the verb

Εγώ μαθαίνω ελληνικά.

I am learning Greek. (With an explicit "I".)

Μαθαίνω ελληνικά.

I am learning Greek. (Without an explicit subject pronoun in Greek.)

In Greek, as in Italian, the subject can be omitted when the verb form and context make it recognisable. That does not mean the pronoun is useless: it can emphasise a person or a contrast.

The comparison helps you avoid word-for-word translation. You can ask what is necessary to build the message and what is added to highlight an element. The sentence acquires a logic of its own.

This is an important step towards independence. You begin to look at the language from within instead of expecting every Italian word always to occupy an identical place in the Greek sentence.

A teacher can help you see the point through more examples, a comparison or a situation relevant to you. When the explanation meets your question, the form becomes easier to read.

> *You are not simply replacing Italian words. You are learning to build a Greek message.*

A SENTENCE THAT MATTERS TO YOU

From action to desire

Μαθαίνω ελληνικά.

I am learning Greek.

Θέλω να μάθω ελληνικά.

I want to learn Greek.

The two sentences refer to the same language but do not say the same thing. The first presents an activity. The second expresses a desire. The verb form within the construction changes: you can observe it as a whole to understand and use.

You do not have to tackle the entire verb system immediately. You can begin with the meaning of the sentence and the context in which you want to say it. Grammar is then explored in a way suited to your level.

This approach keeps communication alive. The structure is not left suspended: it helps you say something about yourself. You can imagine when you would say the second sentence and which conversation it might open.

In individual work, your sentence becomes a starting point. A teacher can explain what you need in order to understand it, pronounce it and turn it into other sentences that have a purpose in your life.

> *A concrete desire can become the first sentence of a serious learning journey.*

CONTINUING THE EXCHANGE

You can ask to understand better

A conversation does not require you to understand every word the first time you hear it. It also requires tools for asking for clarification. These small phrases allow you to remain in the exchange.

Δεν καταλαβαίνω.

I do not understand.

Τι σημαίνει αυτή η λέξη;

What does this word mean?

Μπορείτε να μιλήσετε πιο αργά;

Could you speak more slowly? (Plural, or polite singular.)

The final sentence uses a form suited both to addressing several people and to speaking politely to one person. Context and your relationship with the speaker matter: language is not only correct form but appropriate choice.

You can encounter these phrases, listen to them and learn when to use them. Their value is not in making you look perfect. It is in giving you a way to continue, ask and participate.

In my method, the learner observes, experiments and creates connections. Even a request for clarification is an active part of learning: you are guiding the conversation towards what you need to understand.

> *Saying that you did not understand can be an effective way to take part in a conversation.*

LISTENING AND RESPONDING

Recognising a sentence is the first step

You may recognise a word on the page without immediately distinguishing it when someone speaks. That is a reason to connect reading and listening, not proof that your studying was pointless.

The sentence may arrive at a different pace from the one you imagined. You may hear it as one continuous stream, whereas words are separated on the page. Returning to the same example with an appropriate listening model allows you to observe the transition.

Begin with a question you understand: Μαθαίνεις ελληνικά; You know what you are being asked and can prepare a simple answer. Then see what you can vary. You can answer yes, ask the other person or explain why you are studying.

Conversation grows through these steps. Understanding, pronunciation, word choice and responding are not independent experiences. Live work allows you to bring them together and clarify the difficulty when it appears.

> *Listening in order to prepare an answer gives the language an immediate direction.*

STUDY WITH A RHYTHM

Returning to what you have understood

After a good explanation, everything may seem readily available. Then some time passes and a form escapes you. This is part of learning: understanding and retrieving are not always the same action.

You can make the return useful. Instead of rereading everything without a purpose, choose a sentence you want to be able to say. Try to retrieve it, check the missing point and connect it to another situation. Revision becomes work on something you need.

Word families can also help organise revision. Return to γράφω, look at a connected word and ask in which sentence it appears. You do not need to turn every moment into a test: short but clear encounters can sustain attention and continuity.

During your journey with a teacher, a recurring difficulty can guide the next explanation. You have the chance to understand the point better and use it in a new context.

> *Progress does not require remembering everything forever after the first encounter. It requires knowing how to return to the work.*

04 · HERMES

Greek enters your life



A language becomes communication when it meets a person, a place, an intention.

AT THE CAFÉ

A simple request, an answer to understand

Καλημέρα. Έναν καφέ, παρακαλώ.

Good morning. A coffee, please.

Με ζάχαρη;

With sugar?

Χωρίς ζάχαρη, ευχαριστώ.

Without sugar, thank you.

The scene is short but contains a great deal: a greeting, a request, a question and an answer. The situation helps you understand what happens. You are not learning random sentences: you are following a precise intention.

Observe με and χωρίς within this contrast: “with” and “without”. The sentence shows you a choice you can recognise when the question arrives. Vocabulary finds a context and grammar supports an everyday need.

This example does not claim to include every possibility in a café. It offers an entry point. In a lesson you can begin with the scene, understand the forms you need and expand the dialogue according to your level.

> *Your first useful exchange does not have to be long. It needs meaning for both the speaker and the listener.*

IN A CITY

Asking where something is

Πού είναι το μουσείο;

Where is the museum?

Είναι κοντά στην πλατεία.

It is near the square.

Ευχαριστώ πολύ.

Thank you very much.

The question has a clear goal: finding a place. The answer contains a reference point you can look for. The language rests on the situation and becomes a way to find your bearings.

Πού opens the question “where?” It is a small word but changes the kind of information you are asking for. When you understand the question, you can observe the rest of the sentence more closely.

Study can grow from this point. You can learn to ask for repetition, recognise a landmark or say that you have not understood. The work is not limited to pronouncing the question: it includes listening and continuing the exchange.

In individual lessons, the situations you want to handle give examples a direction. If Greek is to accompany you on your travels, the dialogue can begin with what you really need.

> *A useful sentence already carries another question: what will I need to understand in the reply?*

INTRODUCING YOURSELF

A short conversation can already say something about you

Από πού είσαι;

Where are you from?

Είμαι από την Ιταλία. Μαθαίνω ελληνικά.

I am from Italy. I am learning Greek.

Γιατί;

Why?

Γιατί αγαπώ την Ελλάδα.

Because I love Greece.

The first example centres on where someone is from. The construction είμαι από opens the story of your place of origin and finds meaning in an introduction.

The exchange also shows something important: a short word, Γιατί;, can create space for a personal answer. You are not simply stating facts. You begin to explain a motivation.

The journey can start here and develop what interests you. To talk with someone, you do not need to recite a perfect introduction. You need to learn to follow the exchange and build answers that represent you.

> *Greek can begin with a simple sentence that says something true about you.*

FRIENDS AND FAMILY

The language of relationships

Τι κάνεις;

How are you? / How is it going?

Είμαι καλά. Εσύ;

I am well. And you?

Καλά, ευχαριστώ.

Fine, thank you.

Word-for-word translation is not always enough. Τι κάνεις; contains the verb “do”, but in this greeting it means “how are you?” The communicative situation helps you choose a natural translation.

Χαίρομαι που σε βλέπω.

I am happy to see you.

A sentence like this has a purpose in a relationship. You may want to talk with friends, relatives or people you meet in Greece. The learning goal becomes concrete: understanding, responding, telling your story and being present in the exchange.

Formality and the relationship between people matter. That is why dialogues need to be explored in situations rather than learnt as unchanging formulas. Your teacher can help you understand the choices and find words suited to the context.

> *Speaking a language can mean entering more closely into the lives of the people who matter to you.*

ARRANGING A MEETING

A question about your studies

Πότε είναι το μάθημα;

When is the lesson?

Αύριο στις έξι.

Tomorrow at six.

Ευχαριστώ. Τα λέμε αύριο.

Thank you. See you / speak to you tomorrow.

Your own learning journey can also become a situation to explore in Greek. A question about time, a short answer and a farewell open several points of work without separating them from the intention to communicate.

Πότε asks “when?” Αύριο means “tomorrow”. The reply is short because the question has already established the context. There is no need to repeat everything to make the message understandable.

Τα λέμε is a farewell expression: its natural meaning depends on the situation. It is another example of why a sentence needs to be understood in use rather than mechanically translated word for word.

If your goal is communication, grammar must help you recognise these steps. You can begin with what you want to handle and gradually expand the possibilities.

> *A short answer can be complete when the situation is shared.*

DESCRIBING

Giving words to what you see

Στη φωτογραφία βλέπω τη θάλασσα.

In the photograph I can see the sea.

Είναι μια όμορφη μέρα.

It is a beautiful day.

Now you can return to περιγραφή, “description”. The vocabulary connection meets a use: describing something you observe. Words from the family no longer remain in a box; they become available for a situation.

A photograph can offer a starting point. You can name what you see, choose a detail or express an impression. A sentence can be very simple and already have personal meaning.

Theatre and Creative Writing are also part of my educational background. Their place in my teaching exploration concerns attention to experience, expression and different ways of presenting the language. The work remains adapted to the student's level and goals.

You do not have to produce a complex text to begin expressing yourself. You can build a small description, understand a correction and discover how to make it more precise.

> *Language also grows when you learn to say clearly what you are looking at.*

FROM A MODEL TO YOUR OWN WORDS

Your own sentence takes you one step further

Recognising a written sentence is part of the journey. Producing one that matters to you adds another step: choosing the content, finding the structure and trying to communicate it.

You can start with a simple model. Μαθαίνω ελληνικά. Then add the reason: Γιατί αγαπώ την Ελλάδα. You do not need to make it longer to prove you are good. Look for the clearest sentence for what you want to say.

When a form is missing, the difficulty becomes precise. You need a verb, a word, an ending or an understanding of how to connect two ideas. A concrete question makes the explanation more useful.

In work with Despina, this interaction is part of teaching. The learner observes, discovers, experiments and creates connections. Knowledge is not merely received: it is put to work to build your own spoken and written discourse.

> *Independence begins when an example stops belonging only to the teacher and becomes something you can transform.*

CORRECTION AND CONFIDENCE

Understanding an error changes the next attempt

When someone corrects a sentence, you can simply replace the form and move on. Or you can try to understand what changed and why. This second step turns correction into a tool.

The point may concern meaning, agreement, a verb choice or the communicative situation. If you understand the relationship, you have another chance to recognise it when it returns. A correction does not only make today's sentence right.

This is why live lessons have a specific value: you can ask a question as a doubt appears. You can check whether you understood the step and try again. The teacher can change the example or explanation according to the difficulty.

In my method, learning is co-creation. The student experiments, makes mistakes, understands and connects. The journey does not require a perfect performance at every moment. It requires direction and opportunities to use what you learn with growing independence.

DISCOVER HOW TO STUDY WITH DESPINA

05 · YOUR PATH

The learning journey takes shape with you

01

YOUR STARTING POINT

What you can already do and where you want to begin.

02

YOUR GOAL

The situation in which you want to use Greek.

03

DESPINA'S GUIDANCE

A personal learning journey through live lessons.

The next step is to bring the language into your story, with a teacher who knows it from within.

IF YOU ARE STARTING FROM SCRATCH

You do not need to arrive already prepared

Starting from scratch is a clear starting point. You do not need to choose every topic beforehand or know how the journey will be built. You can indicate the situation in which you want to use Greek and begin there.

The foundations play an important role: alphabet, pronunciation, reading and writing give you tools to recognise words and follow their relationships. The work can meet essential phrases and everyday situations from the start, in a way suited to your level.

The first useful question concerns what you want to do. Speak while travelling? Read without relying on a transcription? Understand a simple question? Get closer to your family's language? Each answer can give study a direction.

The DespinaWay website lets you choose “I am starting from scratch” in the enquiry form. You can also indicate that you do not yet know your level and explain your goal. Contact begins with the person, not with their ability to define a programme on their own.

> *The requirement for first contact is a direction to explore, not Greek that is already ready.*

IF YOU WANT TO START AGAIN

What you have studied can find its order again

Perhaps you stopped a course. Perhaps you remember some words while others seem to have disappeared. Perhaps you read quite easily but conversation remains difficult. Returning does not necessarily mean starting everything again in the same way.

The point is to understand what you can already do and where the difficulty lies. Part of the work may concern foundations to consolidate. Another part may organise vocabulary better or connect a rule to use. Your previous learning journey becomes useful information.

An individual lesson lets you begin with a concrete question. You can bring a sentence that blocks you, a form you confuse or a situation you want to handle. Teaching adapts to your level, goals and way of learning.

On the website you can indicate an interest in “Returning to and consolidating the basics”. It is a simple way to open contact and explain your starting point. You do not need to erase past work: you can find the way to set it in motion again.

> *Returning well means recognising what is there and giving a direction to what is missing.*

IF YOU ALREADY HAVE THE BASICS

More precision, more ways to express yourself

When you know the basics, the question can change. You do not only want to know what a sentence means: you want to choose between related forms, understand a nuance and say something more precisely.

Connections are useful here too. A word family opens up meanings; context distinguishes them. Grammar can be explored through more developed situations and messages. The work moves towards what you wish to understand and produce.

The DespinaWay website offers paths from A1 to C2 and an option to improve “Conversation and precision”. You can also enquire about studying for a language certificate. The focus remains building the path around the person and their goal.

A level is not a label to display. It is a tool for choosing the work. If you do not know which description matches what you can do, you can say so in your enquiry and begin with shared guidance.

> *The Greek you know can become the starting point for the Greek you want to use better.*

THE PROGRESSION

From the beginning to precision

The website organises learning paths along levels A1-C2. The descriptions below help you find your bearings: they do not replace an assessment of your skills and do not imply that everyone works at the same pace.

A1 — **BEGINNING**
Alphabet, pronunciation and first everyday phrases.

A2 — **FOUNDATIONS**
More vocabulary and simple dialogues in real contexts.

B1 — **INDEPENDENCE**
Experiences, opinions and increasingly rich texts.

B2 — **CONFIDENCE**
More developed communication, fluency and accuracy.

C1 — **MASTERY**
Register, style, expressions and nuances.

C2 — **PRECISION**
Advanced understanding and use of the language.

Your goal may be the next useful step: following a question, describing an experience, conversing more precisely or exploring register and style. You can enquire even without knowing your current level.

THE LIVE LESSON

The value of having Despina in front of you

A book can show you the method. A live lesson adds interaction: your question, your pronunciation, the sentence you try to say and the difficulty that appears at a concrete moment.

You can ask why a form is correct, bring a word you cannot read or check how to express an idea. The explanation can be adapted and the journey can follow your starting point and goal.

This is where the teacher's language competence and teaching experience meet. Despina is a native Greek speaker, has specialised in teaching Greek as a foreign and second language and has taught Italian students for more than six years.

The website includes online and in-person options to indicate in your enquiry. The next step does not require knowing every detail of the path beforehand. You can explain what you want to do and ask how to organise your live study.

> *The individual lesson focuses on the point at which your language needs to begin working.*

CO-CREATION

You participate. The journey is built.

Every student has different needs, rhythms and ways of learning. That is why I do not believe in one method applied in exactly the same way to everyone. Teaching must meet the person in front of it.

Co-creation does not mean leaving the learner without guidance. It means making room for their observations, questions and attempts. The teacher brings expertise and direction; the learner brings their starting point and the work they wish to do.

A more suitable explanation can emerge from this interaction. A comparison clarifies what a list did not. A dialogue makes a form useful. A personal sentence focuses a doubt that was previously vague.

The aim is the independence needed to produce your own spoken and written discourse in Greek. The method lives in this movement: observing, discovering, experimenting, understanding and creating connections. The language becomes something the person can act with.

> *You are not merely the recipient of the explanation. You are part of the work that makes it useful.*

THE TIME YOU HAVE

Giving direction to a real space

Adult life has commitments, varied days and schedules that do not always match an ideal programme. This makes it important to discuss your rhythm before choosing how to study.

A personal path also considers where you can sustain the work. This does not mean promising results without effort. It means seeking a clear direction: knowing what you are studying, why you need it and how to find it again when you return to the language.

You can begin with a sentence, a vocabulary connection or a situation. If the work is clear, even a brief revision can have a precise goal. What you encountered during a lesson can return in reading, listening and your questions.

In your enquiry you can explain your starting point and how you prefer to study. Contact is intended to build the next step, not to prove that you already have the perfect amount of time.

> *A useful path begins with the real time you have and what you want to do with it.*

CHOOSING WELL

What to look for in an individual lesson

When you consider a learning path, price is a concrete question. The quality of the work deserves concrete questions too: who guides you? What experience supports the explanation? How are your level and goal addressed?

The DespinaWay offer begins with a native Greek teacher, a specialisation in teaching Greek as a foreign and second language and more than six years of experience with Italian students. The method connects foundations, living grammar, word families and a personal path.

These pages have shown you some examples. You can use what you have seen to make a more precise enquiry: “I would like to work on conversation”, “I need to consolidate the basics”, “I want to understand better the forms I keep confusing”.

To learn about the format, organisation and conditions of your path, contact the course office through the website. The book offers a perspective and a demonstration. Contact defines the concrete proposal for you.

> *Choosing well means understanding what work you want to do and who can guide you in it.*

THE NEXT FORMAT

DespinaWay digital courses are in preparation

Despina is preparing her digital courses. The aim is to bring attention to connections, grammar in context and understanding Modern Greek into that format too.

The digital courses are not yet available to buy. When they are ready, the website will provide information about their content and format. You do not have to wait for them to get in touch with Despina.

Individual live lessons are the current offer. If you want a path built from your level towards your goals, you can enquire today. You can indicate your preferred format, online or in person, and explain what you want to learn to do.

Format is an important choice, but the first point remains your goal. The language needs to meet a motivation and concrete work. These pages have given you an initial perspective; a live learning journey can bring it into your personal experience.

> *If you want to begin with Despina, the available next step is an enquiry about live lessons.*

THE FIRST CONTACT

Three pieces of information are enough to begin

You do not need to write a perfect introduction. To open contact, explain where you are starting, what you would like to be able to do and how you prefer to study. These are the details the website invites you to provide.

Your starting point

You are starting from scratch, want to return, already have a level or do not yet know how to define it. All these possibilities have a place in the form.

Your goal

Travel, friends or family, life in Greece, foundations to consolidate, conversation and precision or information about studying for a language certificate. Choose the direction that matters to you.

The format

You can indicate online, in person or an option to discuss together. An optional note lets you add what you consider useful.

The step is concrete and brief. It does not require you to pretend you already know the programme. It helps you begin the right conversation with Despina and the course office.

> *“This is where I am starting. This is what I would like to be able to do.” That is an excellent beginning.*

THE DECISION

Your learning journey can begin here

You have seen a network of words, two verb forms that change the person, a sign that transforms reading and dialogues that give grammar a purpose. You have seen that Greek can be observed, understood and connected.

The next step is personal. You do not have to complete the whole journey alone: you can bring your goal to Despina and enquire about individual live lessons.

Open the “Tell us where you are starting from” section on the DespinaWay website. Indicate your starting point, goal and preferred format. The button prepares a message for the course office on WhatsApp: you can review it before sending.

The question is not whether you must already know Greek to begin. The question is which part of your life you want to open to the language. A journey, a relationship, an interest or a new possibility for expressing yourself.

ENQUIRE ABOUT LIVE LESSONS

> *Greek does not have to remain an indefinite wish. You can give it a first step.*

STUDY WITH DESPINA

Your Greek. Her guidance.

Individual live Modern Greek lessons.

A journey from your starting point towards what you want to understand, say and write.

Enquire. Share your goal. Build your next step with Despina.

ENQUIRE ABOUT LIVE LESSONS

despinaway.com/#informazioni

Scan and tell us where you are starting from.

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Scuola di Lingue con Despina Papavramidou

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THE DESPINAWAY METHOD

ΛΟΓΟΣ

Word. Discourse. Reason.

The language begins to change when you see the connections.

A word opens a family. A sentence brings a rule to life. Your goal gives the journey a direction.

Despina Papavramidou is a native Greek teacher specialising in teaching Greek as a foreign and second language. She has taught Modern Greek to Italian students for more than six years.

Discover her way into the language. Then bring your goal into your live learning journey.

DISCOVER YOUR LIVE LEARNING PATH WITH DESPINA

DESPINAWAY.COM

STAY IN TOUCH

The next step, together.

Your curiosity can become a learning journey. Start a conversation with Despina.

EXPLORE LESSONS WITH DESPINA

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