English 1 Student's Guide (BOOK 1)

Introduction

"English 1 Student's and Teacher's Guide" is a complete workbook designed to assist you in mastering the English 1 curriculum. This guide aims to help you strengthen essential language skills and gain confidence across all areas of your English studies.

This workbook contains structured worksheets covering the skills and functions necessary for success in reading, writing, listening, and speaking. Each unit includes vocabulary exercises, grammar practice, and creative projects connected to the themes of your textbook. To enhance your understanding, we have also provided translations of important texts, making it easier to relate to the material.

Additionally, this guide includes solutions and advice for essay topics from the IEP topic bank, giving you effective tools for expressing your ideas clearly. Each unit is paired with practice tests, allowing you to assess your progress and feel well-prepared for exams.

Whether used independently or with your teacher's guidance, "English 1 Student's and Teacher's Guide" is here to help you make the most of your English studies. Through practical exercises, clear explanations, and relevant examples, this guide supports you on the path to achieving success in English and beyond.

Annie Kelepouri

E.F.L. Tutor

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READING LESSON PLAN

Level: Intermediate to Upper-Intermediate (CEFR B1-B2)

Duration: 60 minutes

Objectives:

1. Reading Skills: Improve students' ability to comprehend the text and identify details.

2. Vocabulary: Introduce vocabulary related to refugees, migration, and welcoming communities.

3. Discussion Skills: Encourage students to share their thoughts on how communities can help refugees.

4. Cultural Understanding: Raise awareness of the challenges faced by refugees and how they can be integrated into local communities.

Materials:

- Text excerpt (article about Tilos).

- Worksheet with comprehension questions.

- Vocabulary matching activity.

Lesson Outline:

1. Warm-Up (10 minutes)

- Discussion: Ask questions to activate students' background knowledge:
  - "Have you ever heard of Tilos?"
  - "What do you think makes a community friendly?"
  - "How do you think islands or small communities can help refugees?"

- Objective: Engage students with the topic of refugees and welcoming communities, especially in Europe.

2. Vocabulary Pre-Teaching (10 minutes)

- Activity: Teach key vocabulary from the reading text.
  - Key Words: refugees, asylum, pygmy elephants, integration, depopulation, NGO (Non-Governmental Organization), portakabin, community.

- Method: Use images or real-life examples to explain new words. Write the words on the board and ask students to create example sentences.

3. Reading Activity (15 minutes)

- Instructions: Provide students with the reading text (a simplified or excerpted version of the article about Tilos and its welcoming approach to refugees).

- Skimming: Ask students to skim the text and note any main ideas they notice.

- Scanning: Have students scan the text to answer specific questions about details (e.g., how many refugee families are on the island, the role of the mayor).

4. Comprehension Questions (10 minutes)

- Worksheet: Hand out the comprehension worksheet that includes multiple-choice and open-ended questions.
  - Sample Questions:
    - What makes Tilos stand out in its approach to refugees?
    - How many refugees has Tilos accepted in relation to its population?
    - What are some of the positive effects of accepting refugees, according to the text?

- Pair Work: Students discuss their answers in pairs before reviewing them as a class.

5. Post-Reading Discussion (10 minutes)

- Group Discussion: In small groups, students discuss:
  - "What do you think of Tilos' approach to helping refugees?"
  - "Do you think larger cities should do more to help refugees, like Tilos? Why or why not?"
  - "What other ways can a community help integrate newcomers?"

- Objective: Encourage students to engage critically with the topic and share personal opinions.

6. Wrap-Up (5 minutes)

- Reflection: Ask students to write a short paragraph on what they learned about Tilos and the refugee crisis.

- Homework: Students research a different city or island in Europe and how it has addressed the refugee crisis, preparing a short presentation for the next class.

Worksheet: Comprehension Questions

1.What did the island of Tilos use to be famous for?

……

2.What is it currently famous for ?

……

3.What are most refugees in Greece waiting for?.
……

4.What does the Mayor of Tilos suggest to solve the refugee problem ?

……

5.What are the differences between the refugee camp on Tilos and the refugee camps in other parts of Greece?

……

6.What can refugee children do on Tilos?

……

7.Who has created the refugee camp on Tilos?

……

8.What is the main **problem** that Tilos has been dealing with? What is the **reason** for that?

……

9.What are the local authorities planning to build on the island of Tilos? Why?

……

10.In what ways do you think that the presence of refugees will **benefit** the local community?

……

11.The Mayor says: "Tilos is a place where we can support refugees' dreams of a peaceful life".Write a **short paragraph** explaining how this is shown in the text.(50 words)

……
……
……
……
……
……

Suggested Answers

1. Tilos was famous for the discovery of pygmy elephants, which roamed Europe around 4,000 years ago, found in a cave on the island.
2. Currently, Tilos is known for welcoming and integrating refugees, especially those fleeing from Syria, and providing them with a new home.
3. Most refugees in Greece are waiting in camps, hoping to gain asylum and be allowed to settle in other European Union (EU) countries.
4. The Mayor of Tilos suggests that the model of welcoming refugees practiced in Tilos could be exported to other parts of Greece and Europe. She emphasizes that if Tilos can support 12 families, larger communities can support more, thereby contributing to solving the refugee crisis.
5. Unlike other refugee camps in Greece where refugees have nothing to do, refugees in Tilos are integrated into daily life. Many have found work, and children attend Greek and English lessons. The conditions on Tilos are far better compared to larger camps, with proper accommodation and opportunities for community involvement.
6. Refugee children on Tilos attend Greek and English lessons, play outside, and integrate with the local children. They also participate in recreational activities such as swimming and playing in the village playground.
7. The refugee camp on Tilos was created by the Greek NGO "Solidarity Now," with help from the UNHCR (United Nations Refugee Agency).
8. The main problem Tilos has been dealing with is chronic depopulation. Many inhabitants moved away after World War II in search of better opportunities, leaving the island with a significantly reduced population.
9. The local authorities plan to build a cheese factory to take advantage of the large goat population on the island. The factory is expected to create jobs for both refugees and locals, helping boost the island's economy.
10. The presence of refugees benefits the local community by increasing the population, revitalizing local businesses, and providing much-needed labor for various projects like the planned cheese factory. Their integration also helps to foster cultural exchange and strengthens the community's resilience.
11. Tilos offers refugees a chance to integrate into a supportive and peaceful community. Through educational programs, employment opportunities, and community engagement, the island helps refugees rebuild their lives. This model of inclusion, combined with the warm welcome of locals, allows refugees to envision a future full of hope.

ΜΕΤΑΦΡΑΣΗ ΤΩΝ ΣΕΛΙΔΩΝ 13 ΕΩΣ 16

Το νησί των κατσικιών και των ονείρων - η μικρή Τήλος, στο Αιγαίο

Κρυμμένη σε μια ήσυχη γωνιά του Αιγαίου, η Τήλος είναι ένα νησί με κόκκινη βουκαμβίλια που καταρρέει πάνω από ασβεστωμένα σπίτια, αρχαίες πεζούλες και κατσίκες - πολλές κατσίκες.

Για χρόνια, η κύρια φήμη της ήταν ένα σπήλαιο όπου ανακαλύφθηκαν από παλαιοντολόγους τα απολιθώματα πυγμαίων ελεφάντων - οι τελευταίοι που περιπλανήθηκαν στην Ευρώπη, μέχρι πριν από περίπου 4.000 χρόνια.

Αλλά η Τήλος έχει πλέον αποκτήσει μια νέα διάκριση, ως ένας τόπος που έχει ενεργά υποδεχθεί πρόσφυγες που φεύγουν από τον πόλεμο στη Συρία.

Οι νησιώτες λένε ότι η απόφασή τους να αγκαλιάσουν δώδεκα προσφυγικές οικογένειες - περίπου 70 άτομα συνολικά - προσφέρει ένα παράδειγμα για την υπόλοιπη Ελλάδα, όπου περισσότεροι από 60.000 πρόσφυγες από τη Συρία, το Ιράκ, το Αφγανιστάν και άλλες χώρες παραμένουν σε καταυλισμούς, περιμένοντας να λάβουν άσυλο και να επιτραπεί η εγκατάστασή τους σε άλλες χώρες της ΕΕ.

"Πιστεύουμε ότι η διευθέτηση που έχουμε εδώ θα μπορούσε να αποτελέσει ένα πρότυπο που θα μπορούσε να εξαχθεί στην υπόλοιπη Ελλάδα και σε όλη την Ευρώπη", δήλωσε η δήμαρχος Μαρία Κάμμα στο γραφείο της στο Μεγάλο Χωριό, την μικρή "πρωτεύουσα" της Τήλου, ένα χωριό που κρέμεται από τις πλαγιές ενός τραχιού βουνού κάτω από ένα ερείπιο κάστρο.

"Αν ένα μικρό νησί όπως το δικό μας μπορεί να υποστηρίξει 12 οικογένειες, τότε και άλλοι μπορούν να κάνουν το ίδιο, ανάλογα με τον πληθυσμό τους. Οι μεγαλύτερες κοινότητες μπορούν να αναλάβουν μεγαλύτερους αριθμούς. Μπορούμε να λύσουμε το προσφυγικό πρόβλημα", είπε η δήμαρχος στην εφημερίδα The Telegraph.

Η Μαρία Κάμμα, η δήμαρχος της Τήλου, έχει καλωσορίσει τις προσφυγικές οικογένειες. Ο αριθμός των προσφύγων που εγκαταστάθηκαν στην Τήλο μπορεί να φαίνεται μικρός, αλλά σε αναλογία με τον πληθυσμό των κατοίκων του νησιού, που είναι περίπου 500, είναι σημαντικός.

Σε αντίθεση με τους καταυλισμούς άλλων περιοχών της Ελλάδας, όπου οι πρόσφυγες δεν έχουν τίποτα να κάνουν, στην Τήλο ενσωματώνονται στην καθημερινή ζωή.

Σχεδόν όλοι οι ενήλικες -εκτός από τις μητέρες που φροντίζουν μικρά παιδιά- έχουν βρει δουλειά σε ξενοδοχεία και εστιατόρια, καταστήματα, τον φούρνο του νησιού ή ως εργάτες.

Ζουν σε έναν ειδικά κατασκευασμένο καταυλισμό στο Λιβάδι, το λιμάνι του νησιού, όπου οι τουρίστες τρώνε ψητά ψάρια και τζατζίκι σε ταβέρνες στην παραλία. Δεν είναι πολυτελές -οι οικογένειες ζουν σε κοντέινερς γύρω από έναν κοινόχρηστο χώρο μαγειρέματος και ένα μπλοκ με ντουζιέρες.

Αλλά τα δέντρα παρέχουν σκιές, ένα φρέσκο στρώμα χαλικιών συγκρατεί τη σκόνη και υπάρχει

άφθονος χώρος για να παίζουν τα παιδιά.

Οι συνθήκες είναι ασυγκρίτως καλύτερες από ό,τι σε άλλους, πολύ μεγαλύτερους καταυλισμούς στα νησιά του Αιγαίου όπως η Λέσβος και η Χίος, όπου οι πρόσφυγες έχουν εγκλωβιστεί από την Τουρκία.

Οι πρόσφυγες, πολλοί από αυτούς γυναίκες και μικρά παιδιά, υποφέρουν από αυξανόμενα επίπεδα "ψυχολογικού άγχους" και απόγνωσης, σύμφωνα με τα Ηνωμένα Έθνη.

Στην Τήλο, αντίθετα, τα παιδιά πηγαίνουν σε μαθήματα ελληνικών και αγγλικών και θα αρχίσουν να φοιτούν στα σχολεία του νησιού από τον Σεπτέμβριο.

Οκτώχρονη Σύρια κοπέλα, η Νουρ, είπε: "Μου αρέσουν τα μαθήματα, να παίζω έξω και να έχω τους φίλους μου γύρω μου", μιλώντας με αυτοπεποίθηση στα ελληνικά και όχι στη μητρική της αραβική.

Ο Μόχσεν Μπαράκ, 42 ετών, από την πόλη Αλ-Χασάκα στη βόρεια Συρία, είναι στην Τήλο για επτά μήνες και λέει: "Είναι πολύ καλύτερα από εκεί που ήμασταν πριν. Ήμασταν στη Ρόδο, σε καταυλισμό προσφύγων σε ένα παλιό σφαγείο. Ήταν πολύ κακό. Περάσαμε σχεδόν έναν χρόνο εκεί".

Η Ελένη Κύμηνα, 35 ετών, διδάσκει ελληνικά στα παιδιά μερικές φορές την εβδομάδα. "Τα παιδιά θέλουν πραγματικά να μάθουν, θέλουν να παίζουν μουσική - όλα τα πράγματα που δεν είχαν την ευκαιρία να κάνουν στο παρελθόν", είπε.

Ο καταυλισμός δημιουργήθηκε πριν από περίπου ένα χρόνο από τη ΜΚΟ Solidarity Now, με τη βοήθεια της Υπηρεσίας Προσφύγων του ΟΗΕ.

"Οι πρόσφυγες είναι πολύ πιο ευτυχισμένοι από ό,τι ήταν στην αρχή, ειδικά τώρα που βρήκαν δουλειές. Δεν είναι καλό να κάθονται όλη μέρα χωρίς τίποτα να κάνουν, γιατί πέφτουν σε κατάθλιψη", είπε ο Σπύρος Αλιφείρης, υπεύθυνος από τη ΜΚΟ. "Είναι μέρος της κοινότητάς μας. Τα παιδιά παίζουν στην παιδική χαρά στο χωριό, κολυμπούν στη θάλασσα και μαθαίνουν γρήγορα ελληνικά".

Όπως πολλά ελληνικά νησιά, η Τήλος έχει υποφέρει από χρόνια μείωση του πληθυσμού στο παρελθόν.

Ένα εγκαταλελειμμένο σπίτι στο ερημωμένο χωριό Μικρό Χωριό.

Κατσίκες περιπλανιούνται μέσα από εγκαταλελειμμένα σπίτια, ενώ άλλα είναι κλεισμένα με κομμάτια από σκουριασμένο σίδηρο.

Οι κάτοικοι του χωριού εξαντλήθηκαν μετά τον Δεύτερο Παγκόσμιο Πόλεμο, αναζητώντας νέες ζωές στην Αθήνα, στις Ηνωμένες Πολιτείες και την Αυστραλία.

Η παρουσία των προσφύγων έχει ενισχύσει οικονομικά το νησί. Λαμβάνουν ένα μέτριο επίδομα από την Ύπατη Αρμοστεία του ΟΗΕ και ξοδεύουν τα χρήματα σε τοπικά καταστήματα.

Τώρα υπάρχουν σχέδια να χτιστεί ένα εργοστάσιο τυριού στην Τήλο, για να αξιοποιηθεί το γάλα που παράγεται από τις 15.000 κατσίκες που περιπλανιούνται στις βουνίσιες και αρωματισμένες κοιλάδες του νησιού.

«Ορισμένοι βοσκοί χρησιμοποιούν το γάλα και κάνουν τυρί μόνο για δική τους κατανάλωση. Υπάρχει μεγάλη προοπτική», είπε ο Στάθης Κοντός, ειδικός σύμβουλος του δημάρχου. Ελπίζεται ότι το εργοστάσιο τυριού θα παρέχει δουλειές τόσο για τους Σύρους όσο και για τους ντόπιους. «Οι ντόπιοι θα παρέχουν την τεχνογνωσία και οι πρόσφυγες το εργατικό δυναμικό», είπε ο κ. Κοντός.

Η επιχείρηση θα βοηθήσει στη διαφοροποίηση της εξάρτησης της Τήλου από τον τουρισμό ως κύριο κομμάτι της οικονομίας της. Σε απόσταση δύο ωρών με πλοίο από τη Ρόδο, το νησί είναι δημοφιλές με μια μικρή αλλά πιστή ομάδα Βρετανών, Ιταλών και Σκανδιναβών, πολλοί από τους οποίους επιστρέφουν κάθε χρόνο.

Η Τήλος έχει μόνιμο πληθυσμό μόλις 500 ατόμων, αλλά χιλιάδες τουρίστες καταφθάνουν τους καλοκαιρινούς μήνες.

Μερικοί ερωτεύονται τόσο πολύ τον τόπο που αγοράζουν σπίτια και ζουν εκεί όλο το χρόνο. Ο Ίαν Μπίσλεϊ, 70 ετών, από το Όλνταμ, ζει εκεί σχεδόν 20 χρόνια και κατοικεί σε μια βίλα με θέα στη θάλασσα.

«Αυτό το νησί θα μπορούσε να αποτελέσει παράδειγμα για το πώς να αντιμετωπιστεί το προσφυγικό πρόβλημα και να ενταχθούν οι πρόσφυγες στις κοινότητες. Υπάρχει ένα αίσθημα πραγματικής συμπόνιας εδώ», είπε. «Νομίζω επίσης ότι θέλουν να χτίσουν τον πληθυσμό. Σε κάποια φάση, η αναλογία παιδιών προς δασκάλους ήταν τρία προς ένα. Έχω συναντήσει μόνο έναν που είχε κάτι αρνητικό να πει για τους πρόσφυγες», είπε.

Μερικοί από τους πρόσφυγες ελπίζουν να επανενωθούν με συγγενείς που έχουν ήδη εγκατασταθεί στη Γερμανία ή άλλες χώρες της ΕΕ, αλλά ο δήμαρχος ελπίζει ότι οι υπόλοιποι θα μείνουν και θα ξαναχτίσουν τις κατεστραμμένες ζωές τους στην Τήλο.

«Θα ήθελα να μείνουν. Είναι ανθρώπινα όντα. Είναι δικαίωμά τους να ζουν σε ανθρώπινες συνθήκες. Η Τήλος είναι ένα μέρος όπου μπορούμε να υποστηρίξουμε τα όνειρά τους για μια ειρηνική ζωή», είπε.

Useful vocabulary

allowance (n) money given regularly to someone / επίδομα

aside from (adv) except for / εκτός από

barely (adv): hardly, scarcely / μόλις και μετά βίας

be stuck (v): to be unable to move / βρίσκομαι εγκλωβισμένος

beneath (prep): under/ κάτω από

board up (phr v): to cover a window, door with wooden boards / καλύπτω με σανίδες

bougainvillea (n): climbing plant with red or purple flowers / βουκαμβίλια

cascade (v): to hang in large amounts / χύνομαι, κρέμομαι

claim (n): right to have sth / διεκδίκηση

cling (clung, clung) (v): to hold on tightly to someone or sth / είμαι προσκολλημένος σε

communal (adj): shared by people who live together / κοινόχρηστος

compassion (n): strong feeling of sympathy for people needing help / συμπόνια

corrugated iron (adj): iron shaped into a series of regular folds that look like waves/λαμαρίνα γαλβανιζε αυλακωτή

craggy (adj); steep and rocky / βραχώδης, απόκρημνος

crimson (adj): having a dark, deep red colour / πορφυρός

day labourer (n): someone who is employed for one day at a time / μεροκαματιάρης

depopulation (n): reduction in the number of people living in a place / πληθυσμιακή μείωση

despair (n): feeling that there is no hope/ απόγνωση

distinction (n): quality of being important / διάκριση

diversify (v): to develop a wider range of products / επεκτείνομαι

drain away (phr v): to be reduced until there is none left / εξαντλούμαι

embrace (v): to accept with enthusiasm / αγκαλιάζω

encounter (v); to meet / συναντώ (τυχαία)

enterprise (n): company or business / (επαγγελματικός εγχείρημα

expertise (n): high level of knowledge / εξειδικευμένες γνώσεις

flee (fled, fled) (v): to escape from danger by running away/δραπετεύω

grant (v): to give in an official way / παραχωρώ

gravel (n): building material consisting of small stones/χαλίκι

herb-scented (adj) smelling of herbs / που μυρίζει βότανα

humane (adj): showing kindness and care / ανθρωπιστικός, φιλάνθρωπος

immeasurably (adv): so much that it cannot be measured / αμέτρητα

inject (v): to provide more money, resources for sth / κάνω τονωτική ένεση

integrate (v): to make someone become accepted as a member of a social group / ενσωματώνω

languish (v) to be forced to stay in an unpleasant situation / μαραζώνω, υποφέρω

layer (n): quantity of sth that covers a surface / στρώση, στρώμα

(in) limbo (n): in an uncertain situation that you cannot control / σε αναμονή, σε εκκρεμότητα

mainstay (n): the most important part of sth / στήριγμα, βασικό προϊόν

manpower (n): supply of workers/ανθρώπινα, εργατικό δυναμικό

modest (adj): not boasting about one's abilities or achievements / μετριόφρων, σεμνός

outgoing (adj): friendly, sociable/κοινωνικός, εξωστρεφής

pick up (phr v): to learn (a skill) by chance, easily / μαθαίνω εμπειρικά

Portakabin (n): small building designed to be moved from place to place / λυόμενα

purpose-built (adj): built for a specific use / χασμένος για συγκεκριμένο λόγο

pygmy (adj): (of an animal) smaller than other animals of its kind / πυγμαίος, μικροσκοπικός

ratio (n) relationship between two things expressed in numbers / αναλογία, λόγος

roam (v) to move about or travel, wander/περιπλανιέμαι

rust (v): (of metal) to be covered in a brown substance / σκουριάζω

seek (sought, sought) (v): to look for/ψάχνω

seeker (n): person looking for sth / κυνηγός

shattered (adj): broken into very small pieces / κομματιασμένος, διαλυμένος

shepherd (n): person whose job is to take care of sheep / βοσκός

slaughter yard (n): open-air slaughter house / σφαγεία σε ανοικτό χώρο

solidarity (n): support of one group by another / αλληλεγγύη

splash (n): small area of colour contrasting with the colours around it / μικρή ποσότητα χρώματος

terrace (n): flat area of ground cut into the side of a hill / αναβαθμίδα, πεζούλα

toddler (n): young child who has only just learned to walk/νήπιο

whitewashed (adj): covered in a mixture of lime or powdered chalk and water/ ασβεστωμένος

USEFUL NOTES

The terms "refugee," "migrant," and "immigrant" refer to people who move from one place to another but have different legal definitions and reasons for moving:

1. **Refugee**: A refugee is someone who has been forced to flee their country due to persecution, war, or violence. Refugees have a well-founded fear of persecution for reasons of race, religion, nationality, political opinion, or membership in a particular social group. The move is compelled by very serious threats to their safety and life, and many refugees seek asylum in foreign countries. Their status is protected by international law, particularly the 1951 Refugee Convention.

2. **Migrant**: This term is broader and refers to anyone who moves from one place to another, usually to improve their life by finding work, or in some cases for education, family reunion, or other personal reasons. Unlike refugees, migrants do not face the same kind of imminent danger in their home country but instead choose to move, not solely because of direct threats but also for economic opportunities and better living conditions.

3. **Immigrant**: An immigrant is someone who has moved to another country, usually with the intention of settling there permanently. Immigrants leave their home country by choice rather than necessity (which differentiates them from refugees), and they may undergo legal processes to become citizens or permanent residents of the new country.

Each of these movements entails different legal implications and rights under international law, reflecting the varying circumstances that compel or encourage individuals to leave their home countries.

What languages do the refugees speak?

Refugees around the world come from a wide range of countries, each with their own primary languages. The languages spoken by refugees depend on their countries of origin. Here are some examples based on common regions producing refugees:
1. Middle East and North Africa: - **Arabic** is widely spoken among refugees from Syria, Iraq, Yemen, and other Arab countries. - **Kurdish** is spoken by refugees from Kurdish areas of Syria, Iraq, and Turkey. - **Farsi** (Persian) is common among refugees from Iran and Afghanistan (though many Afghans speak Dari and Pashto).
2. Sub-Saharan Africa: - **Somali** is spoken by many refugees from Somalia. - **Swahili** serves as a lingua franca for refugees from the Great Lakes region, including the Democratic Republic of Congo, Burundi, and Rwanda. - **French** is spoken by people from former French colonies like the Central African Republic and the Democratic Republic of the Congo. – **Amharic** and **Tigrinya** are spoken by refugees from Ethiopia and Eritrea, respectively.

3. South Asia: - **Rohingya** is spoken by refugees from Myanmar. - **Pashto** and **Dari** are the principal languages of Afghan refugees.
4. Southeast Asia: - Refugees from Myanmar might speak **Burmese** and other ethnic languages like Karen.

Χρήσιμο Λεξιλόγιο

Hellenic Republic - Ministry of Migration and Asylum = Υπουργείο Μετανάστευσης και Ασύλου

IRC - International Rescue Committee = υπηρεσία υποστήριξης και προστασίας σε αιτούντες άσυλο

NGO - Non-governmental organisation = Μη κυβερνητική οργάνωση

UNHCR - United Nations High Commissioner for Refugees = Ύπατη Αρμοστεία του ΟΗΕ για τους πρόσφυγες

Αρμοστεία: το καθεστώς διοίκησης μιας περιοχής από αρμοστή

η Ύπατη Αρμοστεία είναι η Υπηρεσία του ΟΗΕ που παρέχει βοήθεια και προστασία στους πρόσφυγες Ιδρύθηκε ους 14/12/1950 από τη Γενική Συνέλευση του ΟΗΕ και άρχισε να λειτουργεί το 1951 (παγκόσμιος οργανισμός)

αρμοστής : διπλωματης που αποστέλλεται από τη χώρα του, ή τον οργανισμό στον οποίο υπηρετεί, ως ανώτατος διοικητής εξαρτημένης ή υποτελούς περιοχής.

ύπατος: ανώτατος

migrant μετανάστης, so who moves to other places in search of work or better living conditions

immigrant μετανάστης, sb who moves from one region crosses to another within their country an international border for permanent residency

refugee: πρόσφυγας, a person who has escaped from their own country for political, religious, or economic reasons or because of a war

ΓΙΑ ΤΟ ΚΕΙΜΕΝΟ, ΣΥΓΚΕΚΡΙΜΕΝΑ ΣΤΗ ΣΕΛΙΔΑ 18

ΠΩΣ ΠΡΟΦΕΡΟΝΤΑΙ ΟΙ ΣΥΓΚΕΚΡΙΜΕΝΕΣ ΠΟΛΕΙΣ ΤΗΣ ΑΓΓΛΙΑΣ

Olham	Όλνταμ	
Birmingham	Μπέρμιχαμ	Ham/am/ = settlement
Nottingham	Νότινχαμ	
Tottenham	Τότεναμ	
Wrexham	reksam	
Gloucester	Γκλόστερ	
Leicester	Λέστερ	
Durham	Ντάραμ	
Reading	Ρέντινγκ	
Yorkshire	Γιορκσίαρ	
Carlisle	Καρλαϊλ	
Salisbury	Σόλσμπερι	-bury = fort = οχυρό
Canterbury	Κάντερμπερι	

Lesson Plan: Understanding and Using Vocabulary Related to Refugees

Level: Intermediate/Upper-Intermediate

Duration: 45 minutes

Objectives:

• Vocabulary Comprehension: Students will learn and understand key vocabulary from "A Refugee's Dreamland."

• Contextual Application: Students will practice using these vocabulary words in sentences and contexts, applying correct forms and derivatives.

• Discussion Skills: By the end of the lesson, students will be able to define and use the vocabulary in discussions related to refugee experiences.

Materials:

• Whiteboard and markers

• Vocabulary list from "A Refugee's Dreamland"

• Worksheet with vocabulary activities

Lesson Outline:

1. Warm-up Activity (5 minutes)

- Discussion Starter:
  - Pose an introductory question: "What comes to your mind when you think of the word 'refugee'?"
  - Allow students to share their initial thoughts, discussing their perceptions and ideas about refugees and the challenges they may face.

2. Activity 1: Vocabulary Introduction (10 minutes)

- Introduction of Vocabulary Words:
  - Go through each vocabulary word from "A Refugee's Dreamland" list provided in the image.
  - For each word, provide:
    - Definitions: Brief and clear definitions of each term.
    - Synonyms: Offer one or two synonyms to expand comprehension.
    - Example Sentences: Create contextual examples to illustrate usage.
    - Translation (optional): Translate each word to the students' native language if necessary.
  - Student Interaction: Ask students to create their own sentences using some of the vocabulary words to reinforce understanding.

3. Activity 2: Fill in the Blanks with the Correct Word Form (15 minutes)

- Worksheet Activity:
  - Distribute a worksheet where students complete sentences by filling in the blanks with the appropriate form of the vocabulary word provided in parentheses.

- Objective: This activity encourages students to apply different forms (verb, noun, adjective, etc.) of each word, reinforcing proper usage in various contexts.

4. Activity 3: Pair Discussion Using Vocabulary (10 minutes)

- Instructions: Pair students and ask them to use the vocabulary words in a short discussion.
- Topics:
  - "How might local communities help refugees integrate?"
  - "What challenges do you think refugees face in new countries?"
- Goal: Encourage students to use the vocabulary naturally in a dialogue, expressing their opinions and demonstrating comprehension.

5. Wrap-Up and Reflection (5 minutes)

- Class Discussion: Ask students to share one new thing they learned or found interesting about refugees.
- Reflection: Encourage students to think about how vocabulary can shape our understanding of complex topics like refugee experiences.

VOCABULARY PRACTICE

TASK A:

Fill in the blanks with the right derivative of the words given.

1.Unfortunately, the countryside suffers from chronic …… ***population***

2.Since she has always wanted to live ……., she decided to move in her own house. ***depend***

3.All the Greek ……should be aware of the recent food scandal! ***consume***

4.She was in ……after the terrible situation she had been in! ***desperate***

5. Unfortunately, the refugees lived in ……conditions in that camp. ***human***

6.The presence of the immigrants was a strong ……..to the local economy. ***inject***

7.The passengers'……of the ship in time saved their lives. ***abandon***

8.The earthquake caused ……..destruction to the environment. ***measure***

9……., the building was meant to be a hotel. ***origin***

10.The ……..of the new institution was a very good decision, indeed! ***establish***

TASK B:

Fill in the blanks with the right word given in the correct form.

encounter, rust, drain, significant, enterprise, permanent, roam, embrace, languish in limbo, resident,

1.He ……around the world for a few years when he was younger.

2.He ……..her and told her how glad he was to see her again.

3.The refugees ……..without any hope to meet their relatives while being in the hot spot.

4.She is a ……..of the USA.

5.It is ……..that people become aware of the danger animals face to become extinct.

6.As the place had been deserted for a long time, there was ……everywhere.

7.Unfortunately the most serious problem of the Greek society is the so-called brain ……., which means that a lot of young, highly educated people leave their country, due to the economic crisis.

8.They started an …… , which became very successful.

9.She is lucky because she has a ……working position in the UK.

10.Peter has ……..a lot of difficulties in his life!

ANSWERS

TASK A

1.depopulation

2.independently

3.consumers

4.despair

5.inhumane

6.injection

7.abandonment

8.immeasurable

9.originally

10.establishment

TASK B

1.roamed

2. embraced

3. languished in limbo

4. resident

5. significant

6. rust

7.drain

8.enterprise

9. permanent

10. encountered

Lesson Plan: Present Simple and Present Continuous

Objective:
- Students will be able to differentiate between Present Simple and Present Continuous tenses.
- Students will practice using both tenses correctly in contextualized sentences.

Level: B1

Materials

Materials:
- Whiteboard and markers
- Worksheet (based on the image provided)

Lesson Breakdown:

Warm-up Activity (5-10 minutes):
1. Introduction to the Tenses:
  - Briefly review the difference between Present Simple and Present Continuous:
    - Present Simple: Use for habits, routines, general truths, and permanent situations.
      - Example: "I go to school every day."
    - Present Continuous: Use for actions happening at the moment or temporary situations.
      - Example: "I am going to school right now."
  - Ask students to share examples of their daily habits (Present Simple) and what they are currently doing (Present Continuous).

Activity 1 (15 minutes):
- Worksheet Completion (Part A):
  - Distribute the worksheet based on the content in the image.
  - Instruct students to fill in the blanks with the correct form of the verbs, choosing between Present Simple and Present Continuous.
  - Allow students 10 minutes to complete this section individually.
  - Afterward, review the answers as a class and discuss why each tense was used.

Worksheet Example:
- A. Fill in Present Simple or Present Continuous

Activity 2 (15 minutes):
- Contextual Use (Part B):
  - Students will complete the second section of the worksheet, where they must complete sentences using either Present Simple or Present Continuous.
  - Students will compare their answers with a partner.
  - Discuss the answers as a class, focusing on why each tense is appropriate for each situation.

Worksheet Example:

- B. Complete the sentences with Present Simple or Present Continuous
  1. How are you? I'm on holiday with my family on Andros. We usually **stay** (stay) with my uncle and aunt, but this year we **are staying** (stay) at a nice hotel.

Activity 3 (10 minutes):
- Mini-dialogue Practice:
  - In pairs, students will create short dialogues using both tenses.
  - The dialogues should reflect real-life situations (e.g., talking about daily routines and what they are doing now).
  - After creating the dialogues, each pair will present them to the class.

Example Dialogue Prompt:
- Person A: "What do you usually do in the evenings?"
- Person B: "I usually watch TV, but tonight I am studying for an exam."

Activity 4 (10 minutes):
- Sentence Completion Practice (Part C):
  - Students will complete sentences with two to five words, using either Present Simple or Present Continuous and the word provided.
  - This will help students practice both tense forms in a controlled environment.

Worksheet Example:
- C. Complete the sentence with two to five words, including the word given
  1. My younger sister always borrows (forever) my clothes.

Wrap-up Activity (5 minutes):
1. Recap:
  - Review the key differences between the two tenses.
  - Highlight situations where each tense is most commonly used.

2. Homework:
  - Ask students to write a short paragraph about their daily routine (using Present Simple) and what they are doing this week (using Present Continuous).
  - Example prompt: "Describe what you do every day and what special things you are doing this week."

THEORY

PRESENT SIMPLE

FORMATION :

AFFIRMATIVE: I play , you play, he/she/it play***s***, we play, you play, they play.

After consonant and y ***–ies*** He/she /it studies

After vowel and y ***-s*** He/she /it plays

After s, ss, sh, ch, x, o ***–es*** He/she /it goes

INTERROGATIVE: Do I play? Do you play? Does he/she/it play? Do we play? Do you play? Do they play?

NEGATIVE: I don't play, you don't play, he/she/it doesn't play, we don't play, you don't play, they don't play

USES:

We use Present Simple to talk about :

1. permanent states	The roses grow in this area.
2. routines/habitual actions	He usually wears casual clothes.
3.timetables/schedules	The train leaves at four.
4.stories or jokes	The man opens the door and…….
5.instructions	Then you add flour and the eggs.
6.general truths	The Sun rises in the East.
7.sports commentaries	The player kicks the ball and scores.
8,newspaper headlines	The Titanic sinks!
9.exclamatory sentences	Here comes the teacher!

TIME EXPRESSIONS:

Every day/week//month/year, on Tuesday (days of the week), in the morning, (parts of the day), once a week/ month

Their position is at the beginning or at the end of the sentence.

PRESENT CONTINUOUS

FORMATION :

AFFIRMATIVE: I am playing , you are playing, he/she/it is playing, we are playing, you are playing, they are playing.

INTERROGATIVE: Am I playing? Are you playing? Is he/she/it playing? Are we playing? Are you playing? Are they playing?

NEGATIVE: I'm not playing, you aren't playing, he/she/it isn't playing, we aren't playing, you aren't playing, they aren't playing

USES: We use Present Continuous to talk about :

1. Actions happening now I am watching TV now.
2. Temporary actions My sister is learning Italian this year.
3. Planned actions Tomorrow I am flying to Rome.
4. Changing situations You are getting better at Maths.
5. Annoying habits She is **always (forever/constantly)** taking my things without asking first!

TIME EXPRESSIONS:

(Just/right) now, today, tomorrow, this week/month/year at the moment, currently, for the time being, (always , forever, constantly- to express annoyance)

Present Simple Third Person Singular: Formation Rules and Exceptions

In the Present Simple tense, when conjugating verbs for the third person singular (he, she, it), certain rules and exceptions apply to the formation of the verb. Below is a comprehensive guide.

Formation Rules for Third Person Singular

1. Basic Rule

For most verbs, add '-s' to the base form of the verb.

Examples:
run → runs
play → plays
work → works

2. Verbs Ending in 'ch,' 'sh,' 'ss,' 'x,' or 'z'

Add '-es' to the base form.

Examples:
watch → watches
finish → finishes
pass → passes
fix → fixes
buzz → buzzes

3. Verbs Ending in 'o'

Add '-es'.

Examples:
go → goes
do → does

4. Verbs Ending in Consonant + 'y'

Change the 'y' to '-ies'.

Examples:
study → studies
try → tries
fly → flies

5. Verbs Ending in Vowel + 'y'

Just add '-s'.

Examples:
play → plays
enjoy → enjoys

Exceptions and Irregularities

1. Irregular Verbs

Some verbs are irregular in the third person singular and do not follow the standard rules.

Examples:
have → has
be → is

2. Modals and Auxiliary Verbs

Modal verbs (can, must, will, etc.) do not change in the third person singular.

Examples:
He can swim.
She must go.

Summary Table

Ending Sound/Pattern	Rule	Examples
Basic Rule	Add '-s'	run → runs, play → plays
Ends in 'ch,' 'sh,' 'ss,' 'x,' or 'z'	Add '-es'	watch → watches, fix → fixes
Ends in 'o'	Add '-es'	go → goes, do → does
Ends in Consonant + 'y'	Change 'y' to '-ies'	study → studies, try → tries
Ends in Vowel + 'y'	Add '-s'	play → plays, enjoy → enjoys
Irregular Verbs	Unique forms	have → has, be → is
Modals	No change	He can, She must

Present Continuous Formation and Exceptions: General Rules for Forming '-ing'

General Rules Table

Category	Rule	Examples
Basic Rule	For most verbs, simply add '-ing'.	eat → eating; walk → walking
Silent 'e' at the End	Drop the 'e' and add '-ing'.	make → making; have → having
One-Syllable Verbs with a Consonant-Vowel-Consonant Pattern	Double the final consonant and add '-ing'.	run → running; sit → sitting
Verbs Ending in 'ie'	Change 'ie' to 'y' and add '-ing'.	lie → lying; die → dying
Verbs Ending in 'y' or 'w'	Just add '-ing' without changing anything.	play → playing; show → showing

Exceptions and Special Cases

Exceptions Table

Category	Rule	Examples
Irregular Double Consonants	Some multi-syllable verbs with a stressed final syllable require doubling the last consonant.	begin → beginning; prefer → preferring
Verbs Ending in 'c'	For verbs ending in 'c,' add a 'k' before '-ing' to maintain pronunciation.	picnic → picnicking; panic → panicking
Irregular Spelling Changes	Some verbs change spelling to avoid confusion with similar words.	dye → dyeing; singe → singeing
Silent 'e' Exceptions	Some verbs ending in 'ee,' 'oe,' or 'ye' keep the 'e' when adding '-ing'.	see → seeing; agree → agreeing
British vs. American English Spelling	Certain verbs may double consonants differently in British vs. American English.	travel → travelling (British) / traveling (American); cancel → cancelling (British) / canceling (American)

Stative Verbs

Stative verbs (or state verbs) describe a state or condition rather than an action. They are typically not used in continuous (progressive) tenses because they refer to emotions, senses, possession, thoughts, and other states that are generally static or unchanging.

Categories and Examples of Stative Verbs

1. Verbs of Thinking and Opinion

Examples: believe, know, think (in the sense of opinion), understand, mean, remember

Sentences:
I believe you.
She knows the answer.

2. Verbs of Emotion and Feeling

Examples: like, love, hate, prefer, want, need

Sentences:
I like this song.
He needs help.

3. Verbs of Possession

Examples: have (for possession), own, belong, possess

Sentences:
They have a new car.
This book belongs to Sarah.

4. Verbs of the Senses

Examples: see, hear, smell, taste, feel

Sentences:
I see the mountains from here.
This soup tastes great.

5. Verbs of Existence and Being

Examples: be, seem, appear, look (in the sense of appearance)

Sentences:
She seems happy.
He is a teacher.

Important Notes on Stative Verbs

• Continuous Forms: Stative verbs are generally not used in continuous forms (e.g., "I am knowing" is incorrect). Instead, they appear in the simple form: I know (not I am knowing).

• Exceptions: Some verbs can act as both stative and dynamic verbs with different meanings.

Verbs with Both Stative and Dynamic Meanings

Some verbs can be stative when they describe a state or unchanging condition, but they can also have a dynamic meaning when describing an action or process. Here's an expanded list:

1. Have

Stative: Describes ownership or possession.

Example: I have a dog. (possession)

Dynamic: Describes activities or experiences.

Example: I am having lunch. (eating)

2. Think

Stative: Describes a belief or opinion.

Example: I think it's a good idea. (opinion)

Dynamic: Describes an ongoing mental process.

Example: I am thinking about my plans. (considering)

3. See

Stative: Describes visual perception or understanding.

Example: I see the mountains. (visual perception)
Do you see what I mean? (understand)

Dynamic: Describes meeting or dating someone.

Example: I am seeing the doctor tomorrow. (meeting)

4. Hear

Stative: Describes auditory perception.

Example: I hear a noise. (sound perception)

Dynamic: Describes receiving news or information.

Example: I am hearing all sorts of rumors. (receiving information)

5. Taste/Smell/Feel

Stative: Describes how something naturally is.

Example: This soup tastes good. (natural quality)

Dynamic: Describes an action of tasting or testing.

Example: I am tasting the soup to see if it needs salt. (trying)
He is smelling the flowers. (actively smelling)

6. Appear

Stative: Describes how something seems or looks.

Example: She appears happy. (seems)

Dynamic: Describes making a public appearance or performance.

Example: She is appearing in a play this evening. (performing)

7. Look

Stative: Describes physical appearance.

Example: He looks tired. (appearance)

Dynamic: Describes the action of actively looking.

Example: He is looking at the painting. (viewing)

8. Be

Stative: Describes a permanent state.

Example: She is a teacher. (state of being)

Dynamic: Describes temporary behavior.

Example: You're being rude. (acting in a certain way temporarily)

9. Weigh

Stative: Describes a fixed attribute.

Example: The box weighs five kilos. (fixed weight)

Dynamic: Describes the action of measuring weight.

Example: The doctor is weighing the patient. (measuring)

10. Fit

Stative: Describes suitability in size or purpose.

Example: This shirt fits me. (correct size)

Dynamic: Describes the act of fitting or adjusting something.

Example: I am fitting a new lock on the door. (installing)

11. Measure

Stative: Refers to a set measurement.

Example: The table measures two meters. (fixed dimension)

Dynamic: Describes the act of measuring.

Example: She is measuring the fabric. (actively measuring)

12. Expect

Stative: Describes a general expectation.

Example: I expect good behavior. (anticipation)

Dynamic: Used when specifically waiting for something.

Example: I am expecting a package today. (waiting)

13. Agree

Stative: Used to state consensus or a shared opinion.

Example: I agree with you. (opinion)

Dynamic: Used in forming an agreement or a decision actively.

Example: We are agreeing on the terms now. (deciding)

14. Deserve

Stative: Describes an entitlement or worthiness.

Example: She deserves a reward. (entitlement)

Dynamic: Used in informal contexts to suggest receiving something actively.

Example: He is deserving recognition for his work. (receiving recognition)

15. Depend

Stative: Describes dependency or reliance.

Example: Success depends on effort. (reliance)

Dynamic: Used when actively determining something.

Example: I am depending on you for help. (actively relying)

16. Appear

Stative: Describes a general appearance or state.

Example: She appears confident. (looks confident)

Dynamic: Refers to actively making an appearance.

Example: The celebrity is appearing at the event. (showing up)

17. Realize

Stative: Used when gaining an understanding.

Example: I realize the importance. (understanding)

Dynamic: Used when someone is actively becoming aware.

Example: I am realizing my mistake. (gradual awareness)

18. Feel

Stative: Describes an emotion or sensation.

Example: I feel happy. (emotion)

Dynamic: Used when describing the action of touching or experiencing.

Example: He is feeling the fabric. (touching)

19. Hold

Stative: Describes possession or an opinion.

Example: I hold the title of manager. (possession)

Dynamic: Used for the action of physically holding something.

Example: He is holding a cup. (physically holding)

20. Include

Stative: Refers to a general inclusion.

Example: The price includes tax. (contains)

Dynamic: Refers to the act of adding or considering actively.

Example: I am including this in my proposal. (adding actively)

Adverbs of Frequency for Present Simple

Adverbs of frequency are commonly used with the Present Simple tense to indicate how often an action occurs. Here's a guide to understanding their placement and usage.

Common Adverbs of Frequency

Always – 100% of the time

Usually – around 90%

Frequently / Often – about 70-80%

Sometimes – about 50%

Occasionally – around 30%

Rarely / Seldom – around 10-20%

Never – 0% of the time

Placement of Adverbs of Frequency

In the Present Simple, adverbs of frequency are typically placed:

• Before the main verb: e.g., She always drinks coffee in the morning.

• After the verb "to be" (am, is, are): e.g., He is usually on time.

Examples

Always: I always wake up early.

Usually: They usually have lunch at 1 p.m.

Often: We often go to the park on weekends.

Sometimes: She sometimes watches movies in the evening.

Rarely: He rarely eats fast food.

Never: I never smoke.

WORKSHEET: GRAMMAR PRACTICE

A. Fill in Present Simple or Present Continuous.

1. William ……..(watch) a film about a bank robbery. He ……(think) it's one of the best films he has ever seen.
2. Smith ……(steal) the ball, ……(shoot) and ……(score) the first goal.
3. 'German ship……..(sink) off the coast of Crete,' the headline read.
4. 'Your English ……..(improve), Mary,' said the teacher.
5. The train ……(leave) at seven. Be there in time!
6. ……(your brother/belong) to a gym?
   No, but he ……(think) of joining that new one next to the library.
7. He ……(get up) at six every day this week.
8. There ……(go) our bus!
9. I can't come with you on the excursion because I ……(see) my dentist tomorrow.
10. Robbie ……(taste) the coffee to see if it ……..(need) extra sugar.
11. Those jeans ……(not/cost) much. I ……..(think) I will try them on.
12. Dinner is nearly ready. It ……..(smell) delicious!
13. I ……..(know) how to drive but I ……(not/own) a car.
14. 'Why ……you…… (have) my dictionary? I ……..(try) to find what a word ……..(mean).
15. Jane rarely ……(go) to the hairdresser's—that's why her hair is so long.

B. Complete the sentences with Present Simple or Present Continuous.

Hi Alice!

How are you? I'm on holiday with my family on Andros. We usually ……..(stay) with my uncle and aunt but this year we ……(stay) at a nice hotel with an internet corner in the reception area. I ……(use) it right now to write this email. As you ……..(know), it seldom ……(rain) in Greece in July but right now it ……(pour) with rain.

Guess what! I ……(take) windsurfing lessons this summer. It's often difficult and I often ……(fall) in the water but I ……(get) better.

My parents ……(want) you to know that they ……..(think) about you.

Love,
Elizabeth

C. Complete each sentence with two to five words, including the word given.

1. My younger sister borrows my clothes all the time. (forever)
   My younger sister ……my clothes.
2. I have a dentist's appointment tomorrow afternoon. (am)
   I …… tomorrow afternoon.
3. Mary seldom listens to the radio. (often)
   Mary ……the radio.
4. They are considering going to Great Britain in winter. (of)
   They ……to Great Britain in winter.
5. These suitcases are very light. (not)
   These suitcases ……much.
6. Peter hasn't finished writing his story. (still)
   Peter ……story.
7. Look! The Queen is coming! (Here)
   Look! ……the Queen!
8. Helen stays at home nearly all weekend. (ever)
   Helen ……out at the weekend.

Answers

A.	**B.**	**C.**
1. is watching, thinks 2. steals, shoots, scores 3. sinks 4. is improving 5. leaves 6. Does your brother belong, is thinking 7. is getting up 8. goes 9. am seeing 10. is tasting, needs 11. don't cost, think 12. smells 13. know, don't own 14. do you have, am trying, means 15. goes	1. stay, are staying, am using, know, rains, is pouring 2. am taking, fall, am getting 3. want, are thinking	1. is forever borrowing 2. am seeing the dentist 3. does not often listen 4. are thinking of going 5. do not cost 6. is still writing his 7. Here comes 8. hardly ever goes

Lesson Plan: Understanding and Practicing Present Perfect Simple and Present Perfect Continuous

Objective:
- By the end of the lesson, students will be able to differentiate between the Present Perfect Simple and Present Perfect Continuous tenses.
- Students will practice completing sentences with these tenses and understand their specific uses through contextualized examples.

Level: Intermediate

Materials

Materials:
- Whiteboard
- Markers
- Projector (to show examples)
- Worksheet (as provided in the image)

Lesson outline:

Warm-up Activity (5-10 minutes):
1. Introduction to the Tenses:
  - Briefly review what Present Perfect Simple and Present Perfect Continuous are, their forms, and when to use them.
    - Present Perfect Simple: Use for actions that have been completed or when focusing on the result.
      - Example: "I have finished my homework."
    - Present Perfect Continuous: Use to emphasize the duration of an ongoing action.
      - Example: "I have been studying for two hours."
  - Ask students to give some examples from their personal experiences using both tenses.

Activity 1 (15 minutes):
- Worksheet Completion (Part A):
  - Distribute the worksheet (based on the image provided).
  - Instruct students to fill in the blanks with either Present Perfect Simple or Present Perfect Continuous.
  - Give students 10 minutes to work on this individually.
  - Afterward, go over the answers as a class, discussing the reasoning behind the correct tense choice.

Activity 2 (15 minutes):
- Sentence Completion (Part B):
  - Students work on completing the sentences in section B, using the correct form as instructed.
  - Once completed, ask students to compare their answers with a partner.

- Review the answers as a group, focusing on the specific reasons for choosing the appropriate forms.

Activity 3 (10 minutes):
- Pair Work:
  - In pairs, ask students to create 3-5 sentences about their own lives using both Present Perfect Simple and Present Perfect Continuous.
  - They will then share their sentences with the class, discussing why they used each tense.

Wrap-up and Homework (5 minutes):
- Recap the key differences between the two tenses.
- For homework, assign a short paragraph (5-6 sentences) where students write about their experiences using both tenses.
  - Example prompt: "Write about your studies or hobbies. What have you accomplished? What have you been working on lately?"

Extension Activity (Optional):
If time permits, divide students into small groups and have them create a short dialogue using both Present Perfect Simple and Present Perfect Continuous, then act it out for the class.

THEORY

PRESENT PERFECT SIMPLE

Formation: Have, has + past participle

I have run, you have run, he/she/it has run, we have run, you have run, they have run

Have I run? Have you run? Has he/she/it run? Have we run? Have you run? Have they run?

I haven't run, you haven't run, he/she/it hasn't run, we haven't run, you haven't run, they haven't run

We use the Present Perfect Simple for:

1.Actions in the past that affect the present.

He has done his homework, so he can watch TV now.

2.Actions that took place at an unstated time in the past.

Peter has been to China.

3.Actions that happened in the past and are still true.

I have lived here for a long time.

4.Actions that have just taken place.

We have just had dinner.

5. After the expressions : It's the first/second time …… ,

It's the best…… (superlative form)

It's the first time I have been to Italy.

It's the best book I have ever read..

Time expressions: already, yet, just, recently/lately, so far, since, for, always, never, ever

Have been to/ have gone to/ have been in ….for/since

Jim has been to Italy. (He went there some time in the past but now he is back).

Jim has gone to Italy. (He is still there).

Jim has been in Italy for one week/since last Monday. (He is still there).

Attention:

I haven't spoken to him for months. (not: I have to speak to him for months).

I have known him for ten years. (not : I have been knowing him for ten years)

PRESENT PERFECT CONTINUOUS

Formation: Have, has +been + verb + ing

I have been running, you have been running, he/she/it has been running, we have been running, you have been running, they have been running

Have I been running? Have you been running? Has he /she/it been running? Have we been running? Have you been running? Have they been running?

I haven't been running, you haven't been running, he/she/it hasn't been running, we haven't been running, you haven't been running, they haven't been running.

We use the Present Perfect Continuous for:

1.Actions that started in the past and are still going on.

I have been painting the room for three hours.

2.Actions that took place in the past but we can see their results in the present.

You look tired! Have you been working hard?

Time expressions: since, for, all day/week, how long

Present Perfect Simple: Time Expressions and Connectors

In the Present Perfect Simple, specific time expressions and connectors are used to indicate the duration or frequency of an action up to the present. Here is a guide to common expressions and their positions within sentences.

Time Expressions for Present Perfect Simple

Already

(ήδη) – placed before the main verb.

Example: She has already finished her homework.

Just

(μόλις) – placed before the main verb.

Example: They have just arrived.

Yet

(ακόμα/ακόμη) – used in negative and interrogative sentences, placed at the end of the sentence.

Example: Has he finished his work yet?
Additional Example: They haven't called yet.

Ever

(ποτέ) – used in questions, placed before the main verb.

Example: Have you ever been to London?

Never

(ποτέ) – used in affirmative sentences to express a negative meaning, placed before the main verb.

Example: I have never seen such a beautiful view.

For

(για) – indicates duration, placed after the verb and object.

Example: They have known each other for five years.

Since

(από) – indicates starting point, placed after the verb and object.

Example: She has worked here since 2015.

Recently / Lately

(πρόσφατα) – typically placed at the end of the sentence.

Example: I have seen him recently.

Connectors for Present Perfect Simple

Since

Used to connect a clause that states when the action began.

Example: I have lived here since I was a child.

Because

Used to explain the reason or cause of the action.

Example: She has improved her English because she practiced daily.

Present Perfect Simple: 'I have been to', 'I have been in', and 'I have been on'

In the Present Perfect Simple, we use phrases like 'I have been to', 'I have been in', and 'I have been on' to talk about experiences or duration in a place. Here are the differences and their meanings in Greek.

I have been to

Use: Used to talk about the experience of visiting a place.

Example: I have been to Paris.

Translation in Greek: Έχω πάει στο Παρίσι.

Meaning: Indicates that you have visited the place at some point in the past, but you are not there now.

I have been in

Use: Used to show staying in a place for a period of time.

Example: I have been in London for three years.

Translation in Greek: Βρίσκομαι στο Λονδίνο για τρία χρόνια.

Meaning: Indicates that you have been in a place for a specific period and might still be there.

I have been on

Use: Used to refer to participation in an activity or transportation.

Example: I have been on a cruise.

Translation in Greek: Έχω πάει σε κρουαζιέρα.

Meaning: Indicates participation in an activity or experience with specific reference.

Summary Table

Phrase	Meaning in English	Meaning in Greek
I have been to	I have visited a place	Έχω πάει κάπου, αλλά δεν είμαι εκεί τώρα
I have been in	I am in a place for a specific time	Βρίσκομαι σε ένα μέρος για κάποιο διάστημα
I have been on	I participated in an activity or trip	Έχω πάει σε δραστηριότητα (π.χ. εκδρομή, ταξίδι)

WORKSHEET - GRAMMAR PRACTICE

A. Fill in the Present Perfect Simple or the Present Perfect Continuous.

1. They ……(be) in Spain since 2010.
2. I ……..(have) this toy since I was three years old.
3. I ……..(study) English for six years.
4. It's the first time I ……(see) her since she cut her hair.
5. Why are you out of breath? ……..you……(run)?
6. My son ……(learn) Italian for three years.
7. The ground is very wet. It ……..(rain) all day.
8. In my opinion, this is the best travel guide which they …….ever ……(write).
9. It is the second time I ……(meet) her since last week.
10. Why ……..you……(not/finish) painting the fence yet?

B. Complete each sentence with two to five words, including the word given.

1. He bought that flat in 2000. (has)
   He ……..2000.
2. Jane started learning Chinese three years ago. (has)
   Jane ……three years.
3. It's ten years since they moved to London. (for)
   They ……ten years.
4. The last time we spoke was three months ago. (have)
   We ……three months.
5. When did you start your homework? (have)
   How ……your homework?
6. The number of car accidents has been declining over the last two years. (fewer)
   There…… over the last two years.
7. It is a week since I last went to work. (not)
   I have ……a week.
8. The last time I saw you was ages ago. (seen)
   I……ages.
9. That's the worst meal I've ever had! (never)
   I……..such an awful meal!
10. Our friendship started when we were eighteen. (since)
   We……age of eighteen.

Answers

A.

1. have been

2. have had

3. have been studying

4. have seen

5. Have, been running

6. has been learning

7. has been raining

8. have ever written

9. have met

10. haven't finished

B.

1. has had that flat since

2. has been learning Chinese for

3. have lived in London for

4. have not spoken for

5. long have you had

6. have been fewer car accidents

7. not been to work for

8. have not seen you for

9. have never had

10. have been friends since the

WORKSHEET (HOMEWORK)

Dialogue: Using Present Perfect Simple & Present Perfect Continuous (Refugee Context)

Context:
Two refugees, Amina and Khaled, meet at a support center after several months. They are catching up on their experiences since fleeing their home country.

WORKSHEET – SUGGESTED DIALOGUE

Amina: Khaled! It's been such a long time. How have you been?
Khaled: Amina! I'm so glad to see you. I have been trying to adjust to life here, but it's been difficult. I have been staying in a temporary shelter for the past six months.
Amina: I understand. I have been living with a host family, but it still feels strange. We haven't felt truly at home since we left.
Khaled: That's true. I haven't seen my family in over a year. I have been searching for ways to reunite with them, but it's taking longer than I expected.
Amina: I'm so sorry to hear that. I have been talking to a few organizations that help with family reunification. Maybe they can help you too.
Khaled: That would be great! I haven't had much luck on my own. What about you? What have you been doing since arriving here?
Amina: I have been learning the local language and attending classes at the refugee center. It's hard, but I have made some progress.
Khaled: That's amazing. I have always wanted to go back to school, but I haven't had the time yet. I have been focusing on finding work.
Amina: I'm sure things will get better. We have come a long way since we left home. It's not easy, but we have survived through it all.
Khaled: Yes, you're right. I have been hoping for better days, and I believe they will come.

Lesson Plan: Writing an Article on Refugees

Level: Intermediate to Upper-Intermediate (CEFR B1-B2)

Duration: 60 minutes

Skills Focus: Writing, Organizing Ideas, Vocabulary Development

Objectives:

• Writing Skills: Enhance students' ability to write a short, structured article (120-150 words).

• Organizing Ideas: Guide students in structuring an article with clear paragraphs (introduction, body, conclusion).

• Linking Words: Practice using cohesive devices to ensure a smooth narrative flow.

• Critical Thinking: Encourage students to articulate their views on the benefits refugees bring to host communities and the role of schools in supporting their integration.

Materials:

• Whiteboard and markers

• Example prompt from the worksheet

• Worksheet: Writing an Article on Refugees

• Dictionaries or vocabulary sheets

Lesson Plan:

1. Warm-Up (10 minutes)

• Discussion: Start with a class discussion to activate prior knowledge and engage students in the topic of refugees and their societal impact.

- Suggested questions:
  - "Why do you think refugees move to other countries?"
  - "What benefits might refugees bring to a community?"
  - "What challenges do they face?"

• Objective: Encourage students to think about the topic and begin forming initial opinions.

2. Pre-Writing (15 minutes)

• Introduce the Writing Task: Present the task from the worksheet, which asks students to write an article on the benefits refugees bring to society and the role schools can play in their integration.

• Task Explanation: Review the prompt together, clarifying that the article should be 120-150 words and organized into paragraphs.

• Vocabulary Review: Go over key vocabulary words from the worksheet, ensuring students understand terms such as:

- Depopulation, Integration, Demographics, Multicultural society, Open-minded, Stereotypes, Discrimination.

3. Structuring the Article (10 minutes)

• Paragraph Structure Guidance:
- Introduction: Briefly introduce the topic of refugees and the benefits they bring to host countries.
- Main Body: Discuss specific benefits refugees offer, such as economic boosts, combating depopulation, and fostering tolerance.
- Conclusion: Summarize the role of schools in helping refugees integrate, highlighting efforts like language programs, cultural activities, donations, and volunteer opportunities.

• Linking Words Practice: Teach students how to use linking words for smooth transitions, such as:
- First of all, What is more, Furthermore, Finally, Last but not least.

• Examples on the Board: Write a few sentences on the board using these linking words and invite students to create additional examples.

4. Writing (15 minutes)

• Individual Writing: Students write their short article following the discussed structure. Remind them to include at least three linking words to connect ideas effectively.

• Encouragement: Motivate students to incorporate their thoughts and provide examples where applicable.

5. Peer Review and Feedback (10 minutes)

• Peer Review Activity: Pair up students to read each other's articles and give feedback on:
- Structure: Is there a clear introduction, main body, and conclusion?
- Linking Words: Are appropriate linking words used to connect ideas?
- Clarity: Is the message clear and easy to understand?

• Class Review: Select a few volunteers to share their articles with the class, providing group feedback on structure and ideas.

6. Wrap-Up and Homework (5 minutes)

• Reflection: Ask students what they found challenging or easy about the task, and what insights they gained regarding article writing.

• Homework: Students revise their articles based on peer and teacher feedback. They will submit the revised version as homework.

WORKSHEET - Writing an article on refugees

TOPIC

In your English class, after a lesson you had about the refugees, your teacher has asked you to write an article to the school magazine expressing your views on the **benefits** the presence of refugees might have on society and **what** the school could do to help them become integrated.

Your article should be between 120-150 words. Don't forget to write a **title.**

You ought to organize your ideas in different paragraphs (introduction, main body, conclusion) and use appropriate linking words (eg First of all, What is more, Furthermore, Finally, Last but not least….)

Benefits of the refugees' presence to host communities

- boosting the local economy (jobs, allowance…)

- facing the chronic depopulation (especially in rural, remote areas)

-facing the ageing of the population and the serious demographic problem

-helping local people become more tolerant and open-minded (exchange of ideas, customs, creation of a multicultural society, keeping their identity at the same time)

The role of school (school authorities, teachers, students, parents)

-introducing **Language training programs** to help refugees learn the language of the host country

-helping refugee children study in the local schools

-introducing cultural activities to broaden people's horizons so that they become more tolerant, accept diversity and fight discrimination/prejudice and stereotypes

-organising speeches and talks at schools

-donating money

-being volunteers in programmes to help refugees integrate into the local commmunity

WORKSHEET: WRITING: SUGGESTED ANSWER

Example Article: Title: "The Benefits of Welcoming Refugees"

In recent years, many countries have welcomed refugees, and their presence has had a positive impact on local communities.

First of all, refugees bring new energy to the economy, creating jobs and starting businesses. What is more, in rural areas, they help fight depopulation, which is a serious problem in many places. They also bring diversity to the population, helping people become more tolerant and open-minded.

Finally, schools can play a key role in helping refugees integrate. Schools can offer language classes, cultural activities, and encourage students to volunteer.

By doing so, we can create a more welcoming society and help refugees build a better future.

ΘΕΜΑΤΑ ΕΚΘΕΣΗΣ ΠΡΟΑΓΩΓΙΚΩΝ ΕΞΕΤΑΣΕΩΝ

Opinion Essay: Outlining problems and offering a solution

Refugees and economic immigrants relocate from their home countries to foreign countries for different reasons. You have been asked by your E.F.L. Tutor to write an essay on how you can help them be integrated in your town or village. Write your essay responding to the following points in bullets as suggestions by expressing your opinion. Word limit 120 – 150 words.

- **Refer to the number of people that can be successfully integrated**
- **Refer to the kind of entrepreneurship that can be developed**
- **Refer to the ways your school can help**
- **Refer to the potential benefits for local community**

This is an opinion essay. The outline of the paragraphing is such:

Remember:

The number of paragraphs is depended on how many situations you have to deal with

Paragraph Plan

Introduction: general comment about the problem; say something needs to be done about it

Para 2: provide solutions/ make suggestions

Para 3: provide solutions/ make suggestions

Conclusion: sum up; give your opinion and a hope for the future

Language/ Register/ Style

One result of…is…
…can lead to…
…have its roots in…
As a result,…
…can cause harm to…
…can produce/ cause…
…is responsible for…

Essay Openings

Although it is widely accepted that…
It is a common belief that…
No-one can deny that recent trends/ developments in …suggest that…
It is frequently argued that…

Expressing Opinion

In my opinion/ view,…
It is my firm belief that…
I strongly believe that…
For the reasons I have stated,…
It seems to me that…
To my mind
I am in favour of/ against…

Essay Endings

This issue will remain with us for some considerable time.
All things considered,…
On balance,…
To conclude,…
While there are those who argue that…, I believe that…
…is an issue about which there is much debate/ controversy.
While it cannot be denied that…, it is my firm belief that…

Suggested answer

In the picturesque setting of Tilos, a small island in Greece, integrating a modest number of refugees and economic immigrants, perhaps around 50 to 100 individuals annually, could be advantageous for both newcomers and the local community. This manageable number ensures a smoother assimilation process and maintains the island's close-knit atmosphere.

To promote successful integration, entrepreneurship opportunities that capitalize on the unique backgrounds of these individuals could be explored. For instance, the establishment of businesses such as ethnic eateries or artisanal craft shops would not only provide employment for newcomers but also attract tourism, which is vital for the island's economy. These businesses could offer products and experiences unique to the cultural heritage of the immigrants, enhancing Tilos' diversity of offerings.

Our local schools on Tilos can contribute by incorporating language classes and cultural integration programs into their curriculum. These initiatives could help the children of immigrants adapt more quickly and foster friendships with local students, promoting a sense of community and mutual respect.

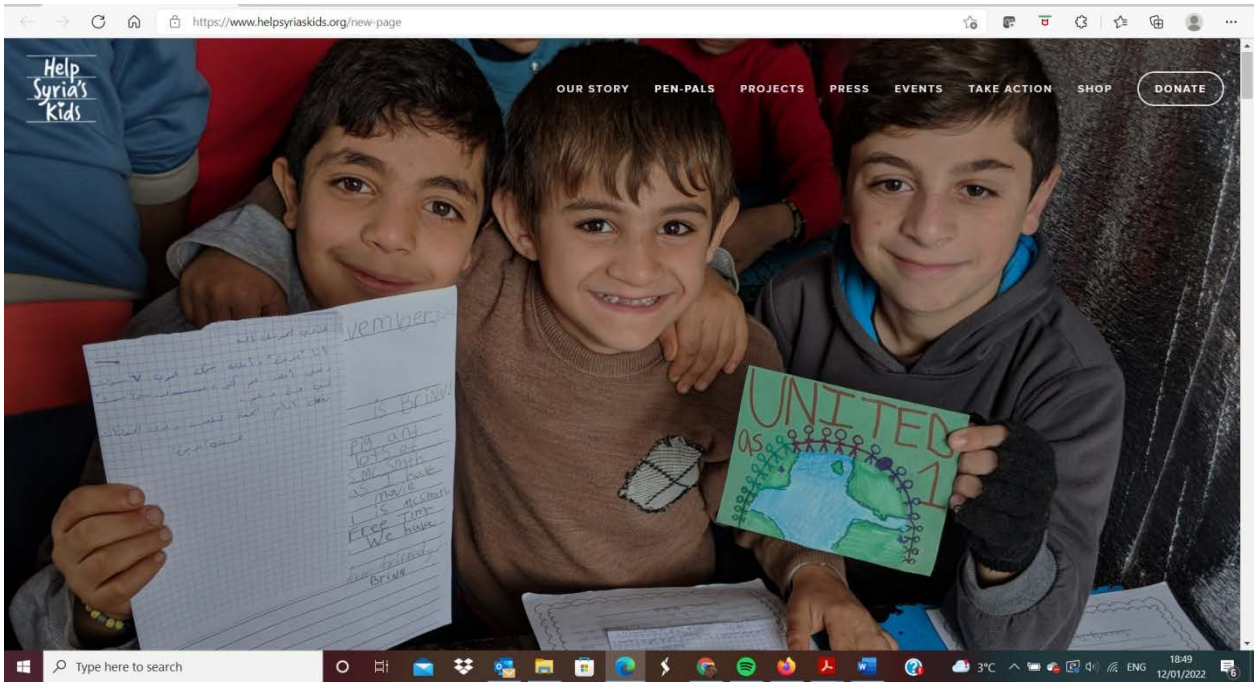
The potential benefits of such integration for the community of Tilos are manifold. Welcoming immigrants can invigorate the local economy with new businesses and broaden the cultural horizon of the island, making it a more dynamic and vibrant place. Moreover, the spirit of inclusivity and diversity could strengthen community bonds and enhance Tilos' reputation as a welcoming and culturally rich destination. By embracing this approach, Tilos can set a precedent for successful integration in small communities.

ΙΕΠ ΤΡΑΠΕΖΑ ΘΕΜΑΤΩΝ: ΘΕΜΑ 3 ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Τ.Θ. 37591 ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Imagine you are a member of the **Help Syria's Kids Pen-Pal Club**. Write an **e-mail** (120-150 words) to your Syrian friend Nabil. Give him some information about yourself, ask him about his culture, his new life and his dreams for the future, and explain how you can help him improve his English.

Start a **Help Syria's Kids** Pen-Pal Club in your school!



Can you bring together a group of students who want to make a difference in the lives of refugee children? If so, then join other students around the world and set up a **Help Syria's Kids** Pen-Pal Club.

By becoming Pen-Pals you will connect with Syrian refugee children to let them know that you care, while providing tools for them to develop English reading and writing skills. Students who participate will gain cultural understanding by learning about children living in a refugee camp, the dreams they have for their futures, and share hope through the development of friendship.

Adapted from: https://www.helpsyriaskids.org/new-page

Suggested answer

From:
To:
Subject: Let's Connect: Pen-Pals for a Purpose!

Dear Nabil,

I hope this email finds you well. My name is [Your Name], and I am thrilled to be a part of the Help Syria's Kids Pen-Pal Club. I am writing to introduce myself and express my excitement at the prospect of becoming your pen pal.

I am a student at [Your School], and I live in [Your City, Country]. In my free time, I enjoy reading, playing soccer, and spending time with my friends and family. I am also passionate about making a positive impact in the world and helping others.

I am eager to learn more about your culture, your new life, and your dreams for the future. It must be a big adjustment moving to a new place, and I admire your resilience and strength. I would love to hear about your experiences and what you hope to achieve in the coming years.

As your pen pal, I am here to support you and help you improve your English skills. We can exchange emails, letters, or even video messages to practice reading and writing in English. Together, we can learn from each other and build a meaningful friendship.

I look forward to hearing from you soon and getting to know you better. Take care, and best wishes for the future!

Warm regards,
[Your Name]

Τ.Θ. 37595 ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Imagine you are Alina **Kovalenko**, a United Nations Refugee Agency (UNHCR) volunteer sharing your experience in the text below. Write an **e-mail** (120-150 words) to your friend Joanne, who also wants to become a UNHCR volunteer. Give her some information about the specific programme, tell her about your experience and the benefits of volunteer work in general.



Volunteers provide critical support to help UNHCR. They work in a variety of roles ranging from protection, refugee status determination, programme delivery, communication, administrative functions and more.

Every year, around 900 UN Volunteers support UNHCR in some 70 countries. Volunteering at UNHCR is a great chance to contribute to your local or host community and to gain work experience in the humanitarian sector. Contracts are usually for 6-12 months, with a maximum period of four years.

A UNHCR volunteer shares her inspirational story:

Alina Kovalenko, National UN Volunteer, Communications and Public Information, Kyiv, Ukraine

Before joining Ukraine's UNHCR team I spent a year in Indonesia on an exchange program. I found myself in absolutely new environment, faced with numerous challenges. It was there when I understood that I wanted to be the kind of person who supports people new to our culture, help them with their needs. I also felt that I could help displaced people to overcome the sense of fear and uncertainty in a foreign environment by giving them support and empathy. I believe, that peace begins, where stigma ends.

Adapted from: https://www.unhcr.org/united-nations-volunteers.html#

Suggested answer

From:
To:
Subject:

Dear Joanne,

I hope this email finds you well. I'm excited to hear that you're interested in becoming a UNHCR volunteer! It's truly a rewarding experience.

The UNHCR volunteer program offers various roles in protection, refugee status determination, program delivery, communication, and administrative functions. Volunteers like us have the opportunity to make a meaningful impact on the lives of refugees and displaced persons worldwide. Contracts typically range from 6 to 12 months, with a maximum period of four years.

My own experience as a National UN Volunteer in Communications and Public Information in Kyiv, Ukraine, has been incredibly fulfilling. Before joining, I spent a year in Indonesia on an exchange program, which opened my eyes to the challenges faced by displaced people. It made me realize the importance of offering support and empathy to those in need.
Volunteering with UNHCR not only allows us to contribute to our local or host communities but also provides valuable work experience in the humanitarian sector. I believe that peace begins where stigma ends, and through our volunteer work, we can help bridge that gap.

I encourage you to pursue your passion for humanitarian work and consider joining the UNHCR volunteer program. It's an opportunity to make a difference and grow personally and professionally.

Warm regards,
Alina Kovalenko

Τ.Θ. 37609 ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

You have come across the following information about the United Nations Volunteers. Write a **report** (120-150 words) for the English version of your school newspaper explaining the importance of volunteering and what volunteers can gain from such an experience.

Suggested answer

From:

To:

Subject: Unlocking Opportunities Through Volunteerism at UNHCR

Introduction

Volunteering serves as a powerful means to influence societal change while acquiring valuable life and professional skills. This report delves into the significant contributions of volunteers at the United Nations High Commissioner for Refugees (UNHCR), highlighting their roles, achievements, and personal growth through volunteerism.

UNHCR and Volunteer Involvement

Each year, around 900 volunteers contribute their time and skills to UNHCR's various programs, assisting in over 70 countries worldwide. Volunteers at UNHCR engage in a range of activities, including protection services, refugee status determination, program delivery, communication efforts, and administrative support. Their work is crucial in advancing UNHCR's mission to protect and assist refugees globally.

Volunteer Contributions and Impact

Volunteers are integral to the functionality and reach of UNHCR. Their work enhances the organization's capacity to manage large-scale humanitarian operations efficiently and effectively. By participating in fieldwork, volunteers not only help implement essential programs but also bring innovation and fresh perspectives to the challenges faced by refugees.

Case Study: Alina Kovalenko

Alina Kovalenko, a National UN Volunteer from Kyiv, Ukraine, epitomizes the profound impact volunteering can have on both personal and community levels. Working with refugees, Alina discovered her passion for aiding people adjusting to new environments. Her experiences have fostered deep empathy and driven her to advocate for peace and understanding in conflict-affected areas.

Benefits of Volunteering

Volunteering at UNHCR offers individuals the chance to make meaningful contributions while undergoing significant personal and professional growth. Volunteers gain firsthand experience in the humanitarian sector, develop a broad range of skills, and learn to navigate diverse and challenging environments. The experience not only paves the way for career advancement but also enriches volunteers' perspectives on global issues.

Conclusion

Volunteerism at UNHCR exemplifies how individuals can contribute to global efforts and, in the process, unlock personal opportunities that foster significant professional and emotional growth. The experiences of volunteers like Alina Kovalenko underscore the dual benefits of volunteer work, highlighting both the societal impact and personal development that volunteering fosters.

Acknowledgments

This report was compiled with insights from current and former UNHCR volunteers and staff. For more information on how to become involved with UNHCR or similar humanitarian efforts, please visit the UNHCR volunteering webpage or contact the volunteer coordination office directly.



Volunteers provide critical support to help UNHCR. They work in a variety of roles ranging from protection, refugee status determination, programme delivery, communication, information technology to administrative functions and more.

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Adapted from: https://www.unhcr.org/united-nations-volunteers.html#

Τ.Θ. 37610 ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Imagine you have taken part in the *World Refugee Day* organized by members of your community. Write an **e-mail** (120-150 words) to your English-speaking friend, telling him/her about the event. **Explain** the importance of this day and use the notes below to **describe** some of the activities organized by members of your community. You can add your own ideas too.

- ✓ *create a leaflet to inform people about refugees' problems*
- ✓ *organise a poster exhibition*
- ✓ *raise money*

Suggested answer

From:
To:
Subject:
Dear [Friend's Name],

I hope this email finds you well. I wanted to share with you about the World Refugee Day event that took place in our community recently. It was truly an eye-opening experience and an important reminder of the challenges faced by refugees around the world.

The event featured various activities aimed at raising awareness and support for refugees. Members of our community created informative leaflets to educate people about the struggles refugees endure. We also organized a poster exhibition showcasing stories and artwork highlighting the refugee experience.

Additionally, we held fundraising activities to support organizations working with refugees, aiming to provide them with essential resources and assistance. Overall, the event was a powerful testament to the importance of standing in solidarity with refugees and advocating for their rights.

I'm grateful to have been part of such a meaningful initiative.

Take care,
[Your Name]

Τ.Θ. 37613 ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Imagine the *World Refugee Day* is coming up. Your teacher has asked you to write a **report** (120-150 words) with ideas about activities that could be organized in your school. Explain the importance of this day and use the notes below to suggest some activities. You can add your own ideas.

What is World Refugee Day?
World Refugee Day is an international day designated by the United Nations to honour refugees around the globe. It falls each year on June 20 and celebrates the strength and courage of people who have been forced to flee their home country to escape conflict or persecution. World Refugee Day is an occasion to build empathy and understanding for their plight and to recognize their resilience in rebuilding their lives.

Adapted from: https://www.unhcr.org/united-nations-volunteers.html#

- ✓ *create a leaflet to inform people about refugees' problems*
- ✓ *organise a poster exhibition*
- ✓ *raise money*

REPORT

USEFUL TIPS

❖LAYOUT

Remember to set out your report clearly, grouping your ideas into sections according to topic. Use headings, clearly underlined.

WRITING A BALANCED REPORT

Remember that in balanced report you should include negative points if applicable.

* STYLE

Make sure your language is polite and formal, too.

❖TENSES Present Simple

Paragraph Plan

INTERESTING TITLE

Introduction: reason for writing the report

HEADING

Para 2: comments/observations

HEADING

Para 3: comments/observations

Conclusion: recommendations/suggestions

Suggested answer

From:
To:
Subject: World Refugee Day at Our School: A Commitment to Resilience and Empathy

Introduction
June 20th marks the annual observance of World Refugee Day, a day dedicated to recognizing the strength, courage, and perseverance of millions of refugees worldwide. This report highlights the initiatives taken by our school to honor this significant day, aiming to educate, inspire, and support the refugee community through a series of impactful activities.

Educational Initiatives
Understanding the plight of refugees is crucial for building empathy and solidarity. To this end, our school has developed informative leaflets that detail the hardships faced by refugees. These leaflets, rich with data and personal stories, were distributed throughout the school to enhance awareness among students and faculty alike.

Poster Exhibition
A central feature of our World Refugee Day commemoration was the poster exhibition. This exhibition displayed a collection of posters that illustrated the personal stories and experiences of refugees. The powerful visuals and narratives provided a platform for refugees to share their journeys and struggles, fostering a deeper connection and understanding among viewers.

Fundraising Efforts
Recognizing the immediate needs of the refugee community, our school organized a fundraiser to support organizations that provide direct aid to refugees. The campaign encouraged contributions from students, parents, and staff, emphasizing that even small donations can have a substantial impact on improving the living conditions and opportunities available to refugees.

Conclusion
The observance of World Refugee Day at our school was not only a reflection of our commitment to global issues but also a powerful reminder of the resilience and strength of the refugee community. Through educational leaflets, a poignant poster exhibition, and a successful fundraising campaign, our school community came together to stand in solidarity with refugees, reaffirming our dedication to empathy, compassion, and support.

Acknowledgments
This report was prepared by the school's World Refugee Day committee, with contributions from teachers, students, and several local artists who participated in the poster exhibition. For more information or to view digital versions of the exhibition posters, please visit our school's website or contact the committee directly.

LINKS

DIFFERENCES BETWEEN REFUGEES AND MIGRANTS
https://www.youtube.com/watch?v=CGftwNQ_LXI



WATCH THE FILM AND DESCRIBE THE SCENES YOU CAN SEE.
https://www.youtube.com/watch?v=hiujzFNgHcE&t=1s



WATCH THE VIDEO ABOUT TILOS AND DISCUSS.
https://www.youtube.com/watch?v=pwa9KPxbZWQ&t=4s



IMMIGRATION IS A GOOD THING, AL JAZEERA FOR THE WRITING
https://www.youtube.com/watch?v=N0OXEPipq-k

