**UNIT 2 – Do we all live in the same world?**

**Glossary**

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| --- | --- | --- |
| **Lexical item** | **Synonym/Definition** | **Greek translation** |

|  |  |  |
| --- | --- | --- |
| **United Nations High Commission for Refugees**  **Ύπατη Αρμοστεία του ΟΗΕ για τους Πρόσφυγες**  **Activities pp.16-17** | | |
| **refugee** | person fleeing armed conflict or persecution | πρόσφυγας |
| **migrant** | person moving voluntarily to improve his/her life | μετανάστης |
| **asylum**  **asylum seeker** | Asylum is when a country grants protection on its territory to people from another country who are fleeing persecution or serious danger | άσυλο  ο αιτών άσυλο |
| **unaccompanied minor** | underage person travelling without legal guardians | ασυνόδευτος ανήλικος |
| **deportation** | expatriation, expulsion | απέλαση |
| **a national** | a citizen of a particular country | υπήκοος |
| **settlement** | encampment/agreement, arrangement | οικισμός/διευθέτηση |
| **an alien** | foreign, unfamiliar | εξωγήινος, ξένος |
| **unlawful** | illegal | παράνομος |
| **prejudicial** | disadvantageous, | επιβλαβής, ζημιογόνος |
| **stateless person** | A person who is not considered as a national by any State under the operation of its law | άνθρωπος χωρίς υπηκοότητα |
| **legal guardian** | legal custodian | νόμιμος κηδεμόνας, επίτροπος |
| **human trafficking** | Human trafficking is the trade of humans for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others | δουλεμπόριο |
| **border** | frontier | σύνορo |
| **smuggling** | The illegal movement of goods into or out of a country | λαθρεμπόριο |
| **transaction** | deal | συναλλαγή |
| **exploitation** | taking advantage of | εκμετάλευση |
| **commercial gain** | profit, earnings | κέρδη, πρόσοδοι |
| **armour** | the metal coverings formerly worn to protect the body in battle | πανοπλία, οπλισμός,  εδώ μτφ: θωράκιση |
| **obstacle** | barrier, difficulty | εμπόδιο |
| **tolerance** | a. endurance b. open-mindedness, lack of prejudice | α. αντοχή, καρτερία  β. ανοχή, ανεκτικότητα |
| **sanity** | the ability to think and behave in a normal and rational manner; sound mental health | λογική, διανοητική υγεία |

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| **First Text, p. 19-21** | | | |
| **Muzon’s story** | | | |
| **genre** | kind | | είδος |
| **advocate (for)** | supporter | | συνήγορος |
| **to be hailed as** | to be praised, applauded, acclaimed | | γίνομαι αποδεκτός ως |
| **flee (fled, fled)** | run away, escape | | δραπετεύω, ξεφεύγω |
| **to urge** | to recommend strongly | | παροτρύνω, ωθώ |
| **border** | frontier | | σύνορo |
| **in the end** | finally, eventually | | τελικά |
| **siblings** | brothers or sisters | | αδέλφια |
| **to make up for** | to compensate | | αντισταθμίζω |
| **province** | county | | επαρχία |
| **conviction** | a strong opinion or belief | | πεποίθηση |
| **exile** | the state of being barred from one's native country, typically for political or punitive reasons | | εξορία |
| **forceful** | powerful, effective | | δυναμικός, ισχυρός |
| **high-profile** | high-status, prestigious | υψηλού κύρους | |
| **to draw comparisons with** | to compare to | συγκρίνω | |
| **obstacle** | barrier, difficulty | | εμπόδιο |
| **military base** | a place used as a centre of operations by the armed forces | στρατιωτική βάση | |
| **crossfire** | gunfire from two or more directions passing through the same area | διασταυρούμενα πυρά | |
| **to endure** | to suffer, toundergo difficulties | | αντέχω |
| **to settle** | to set up home, to take up residence | | εγκαθίσταμαι |
| **to make one’s way to** | travel or proceed in a particular direction or to a particular place | | κατευθύνομαι, πηγαίνω , προχωρώ |
| **to get to grips with** | to come to terms with, comply with | | συμβιβάζομαι |
| **to drop out of school** | to quit school | | εγκαταλείπω το σχολείο |
| **widely held belief** | believed by the majority | | κοινή πεποίθηση |
| **to cajole (into)** | to coax | | καλοπιάνω, προσπαθώ να πείσω με κολακείες |
| **to dispel** | to dispense | | διαλύω, απομακρύνω |
| **voice pitch** | tone | τόνος της φωνής, οξύτητα | |
| **indomitable** | unconquerable, fearless, | | ατρόμητος, αήττητος |
| **to acknowledge** | to admit, to recognize | | αναγνωρίζω |
| **to seek out** | to look for, to search for | | ψάχνω |
| **to brush off compliments** | to disperse compliments | | αποφεύγω τα κομπλιμέντα |
| **SecondText, p.21-23** | | | |
| **Mesfin’s story** | | | |
| **particle** | speck | | σωματίδιο |
| **lone** | solitary, isolated | | μόνος, μοναχικός |
| **make-shift** | do-it-yourself, improvised | | αυτοσχέδιος |
| **shabby** | dilapidated, tattered | | φθαρμένος, κουρελιασμένος |
| **pen** | a small enclosure in which sheep, pigs, or other farm animals are kept | στάνη, κοτέτσι | |
| **worldly** | earthly | | γήινος |
| **to relate το/with** | to connect to, to identify with | | συνδέω, ταυτίζομαι |
| **to loiter** | to wander about | | περιπλανιέμαι άσκοπα |
| **twig** | a slender woody shoot growing from a branch or stem of a tree or shrub | | κλαδάκι |
| **to ration** | to share in portions | | διανέμω με δελτίο |
| **charcoal** | a black solid, a form of carbon, obtained as a residue when wood is heated | κάρβουνο | |
| **out of the question** | too impracticable or unlikely to merit discussion | αδύνατον, | |
| **to come across** | to meet smb or find sth by chance | | συναντώ κατά τύχη |
| **confrontation** | conflict | | αντιπαράθεση, σύγκρουση |
| **uncompromising** | firm, unyielding | | ασυμβίβαστος |
| **bundle** | bunch | | δεμάτι |
| **to brave** | to stand up to, to confront | | αψηφώ, πάω κόντρα |
| **scorching** | veryhot, burning | | καψαλιστός, καυτός |
| **fill** | allonecaneat | | πλήρης μερίδα |
| **to pant** | to gasp for air | | λαχανιάζω, αγκομαχώ |
| **to reason with** | to persuade with rational argument | | λογικεύω |
| **submissiveness** | obedience, compliance | | υποτακτικότητα |
| **to bow** | to bend down | | κάνω υπόκλιση |
| **to no avail** | in vain | | μάταια |
| **armament** | weaponry | | οπλισμός |
| **to beat** | to defeat someone | | νικώ |
| **to curse** | to use coarse or blasphemous language to express anger, to swear | | καταριέμαι |
| **mat** | rug | | χαλάκι |
| **to lie (lying-lay-lain)** | to assume horizontal position | | ξαπλώνω |
| **to crouch** | to hunchdown, to crook | | κουλουριάζομαι |
| **to ponder** | to consider, to contemplate | | συλλογιέμαι |
| **junta** | militaryrule | | στρατιωτική χούντα |
| **down-trodden** | oppressed, browbeaten | | καταπιεσμένος, ποδοπατημένος |
| **reactionary** | conservative, right-winger | | ακραία συντηρητικός |
| **transitional government** | intervening or temporary rule | | μεταβατική κυβέρνηση |
| **to perish** | to die | | χάνομαι, πεθαίνω |
| **decomposed** | decayed, rotten | | σε αποσύνθεση |
| **deceased** | dead | | νεκρός |
| **to compose myself** | to get myself together | | συνέρχομαι |
| **unendurable** | intolerable | | ανυπόφορος, αφόρητος |
| **humanitarian organization** | Institution promoting human welfare | | ανθρωπιστική οργάνωση |
| **deliverance** | release, liberation | | διάσωση, απελευθέρωση, απολύτρωση |
| **to wither away** | to fade away | | φθίνω, σβήνω |
| **tolerance** | open-mindedness, forbearance | | ανεκτικότητα |
| **fairness**  **unfairness** | justice  injustice | | δικαιοσύνη  αδικία |

**Grammar**

***Check out this link to revise reported speech:***<https://www.perfect-english-grammar.com/reported-speech.html>

***Click on this link to practice reported speech:*** <https://agendaweb.org/verbs/reported_speech-exercises.html>

***Watch the clip from Dead Poet’s Society and report the following sentences using the verbs given:*** <https://youtu.be/tpeLSMKNFO4>



**Gerund and Infinitive in Reported speech Dead Poets Society Clip**

***Report the following sentences using the verbs below and making any necessary changes:***

|  |  |  |
| --- | --- | --- |
| **INFINITIVE** | **GERUND** | **BOTH** |
| order | apologize (for) | permit |
| refuse | admit (to) | suggest |
| encourage | warn (against) |  |
| offer |  |  |
| claim |  |  |
| warn not |  |  |

1. Mr. Keating: “Rip out the entire preface.”

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Mc Allister: “I’m sorry. I didn’t mean to interrupt your class.”

Mr. Mc Allister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Keating: “It’s not the bible! Tear out those pages!”

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Cameron: “I won’t rip out the pages from the book.”

Cameron \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Knox: “Ok. I don’t really care about poetry.”

Knox \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Keating: “You may take notes from the black board.”

Mr. Keating ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Keating: “Shall I help you to get rid of the torn out pages?”

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Mc Allister: “Don’t rip out those pages or I’ll take you to the headmaster.”

Mr. Mc Allister \_\_\_\_\_\_\_\_\_\_\_\_\_ them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Mr. Mc Allister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Keating: “ Why don’t you try thinking for yourselves?”

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Mr. Keating: “I haven’t misled the students.”

Mr. Keating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Writing**

***Choose one of the tasks below and write according to the guidelines.***

**TASK 1:** Malala Yousafzai, a young girl from Pakistan, is slowly recovering after being attacked for defending the right of girls to go to school.

Her plight has inspired people around the world who show support for Malala and her cause.

You decide to write **a letter** to Malala (180-200 words) in which you

a) express your support for Malala and her cause

b) argue for the right of all children to education and

c) discuss why education is so important for the future of our world.

Sign your letter as Alex Georgiou.

**TASK 2:** Fifteen-year-old Greta Thunberg has made herself widely known for her brave protests against the climate crisis. In her speeches, addressed to high-standing officials, she has stressed theseriousness of environmental problems and cried out for immediate action.

You decide to write **an e-mail** to Greta (180-200 words) in which you:

a) express your support for her work and admiration for her courage

b) explain how she has inspired you to take action on a personal level against the climate crisis.

Provide at least two examples of environmental action.

Sign as Alex

**Read the tips before you start:**

* Underline the key idea(s) in the rubric.
* Decide who the reader(s) will be, as this will define your register and language.

**Follow the plan below:**

*Dear (name)****, (opening salutation)***

*1. state the reason for writing this letter* ***/***e-mail ***(introduction should include point a.)***

*2. answer guideline b. with supporting examples* ***(paragraph 1 of the main body should include point b.)***

*3. answer guideline c. with supporting examples* ***(paragraph 2 of the main body should include point c. or an idea of your own)***

*4. wish for the future/ expect your views to be heard* ***(conclusion)***

***(closing salutation)***

*Yours faithfully/Yours sincerel= formal*

*Yours/Take care=informal*

***Don’t forget to include your name(Alex)***