**UNIT 4 – Learning to Fly**

**Glossary**

|  |  |  |
| --- | --- | --- |
| **Lexical item** | **Synonym/Definition** | **Greek translation** |
| **Activities 1-5, pp.52-55** |
| **blackbird** | a European or American bird with black plumage  | κοτσύφι  |
| **compatible** | here: one thing consistent with another | συμβατός |
| **majority** | the greater number (≠ minority) | πλειοψηφία |
| **to feed off the ground** | take food/ eat from the ground | τρέφομαι από το έδαφος |
| **to hatch** | to produce young from an egg, incubate  | εκκολάπτομαι |
| **seldom** | not often, rarely | σπάνια |
| **to perch** | ​to rest on the edge of  | κουρνιάζω |
| **solitary** | lonesome | μοναχικός |
| **melodious** | having a pleasant tune | μελωδικός |
| **narrative** | story | αφήγηση |
| **background information** | the circumstances or situation prevailing at a particular time or underlying a particular event | ιστορικό |
| **flashback** | a scene in a movie, novel, etc., set in a time earlier than the main story | αναδρομή |
| **description** | representation, depiction | περιγραφή |
| **monologue** | a long speech by a character in a story, a soliloquy | μονόλογος |
| **dialogue** | conversation between one or more characters in a story | διάλογος |
| **story framework** | the structure of the story | η δομή της ιστορίας |
| **binding** | here: restrictive (to bind= to tie) | δεσμευτικός  |
| **to plunge** | to dive quickly and energetically | βουτάω |
| **a flock of birds\*** |  a group of birds (used also for sheep) | σμήνος πτηνών |
| **fly in formation** | fly in a specific arrangement | πετώ σε σχηματισμό |
| **moral** | message, deeper meaning  | ηθικό δίδαγμα |
| **plot twist** | an unexpected development of events in a story | ανατροπή στην πλοκή ιστορίας |
| **Activities 6-8, pp. 56-57** |
| **composer** | a person who writes music | συνθέτης |
| **civil rights movement** | any movement working for the civil rights of a particular group or minority; specifically a movement in the United States during the 1950s and 1960s aimed at abolishing racial discrimination and improving the civil rights of African Americans | Κίνημα για τα δικαιώματα του πολίτη/για τα ατομικά δικαιώματα  |
| **veiling** | a light gauzy fabric used for veils | τούλι (ύφασμα) |
| **to enrich** | here: to improve or enhance the quality or value of | εμπλουτίζω |
| **in the dead of night** | the quietest, darkest part of the night | μες στην άγρια νύχτα |
| **to arise (arose, arisen)** | (of a problem, opportunity, or situation) emerge; become apparent/originate/occur as a result of | εμφανίζομαι, προκύπτω |
| **to rise**  | to move from a lower position to a higher one; to come or go up/ to increase in number, size, amount, or quality/ to get up | ανεβαίνω, αυξάνομαι, σηκώνομαι  |
| **to raise**  | α. to lift or move to a higher position or level,β. to increase the amount, level, or strength of, γ. to bring up (a child) | α. σηκώνω, β. αυξάνω, γ.μεγαλώνω (παιδιά) |
| **to arouse**  | to evoke or awaken (a feeling, emotion, or response)/to awaken from sleep | προκαλώ, ξυπνώ |
| **sunken (v: to sink)**  | here: (of a person's eyes or cheeks) deeply recessed, especially as a result of illness, hunger, or stress (to sink: to be submerged in water) | βυθισμένος |
| **Activities 9-19, pp.58-63** |
| **dedication** | here: the words with which a book or other artistic work is dedicated | αφιέρωση |
| **seagull** | a type of a sea bird, a popular name for a gull | γλάρος |
| **to sparkle** | to shine brightly with flashes of light | αστράφτω, λαμπυρίζω |
| **ripple** | a small wave or series of waves on the surface of water | κύμα, ριπή |
| **shore** | the land along the edge of a sea, lake, or other large body of water, the waterside | παραλία |
| **coast** | the part of the land near the sea; the edge of the land | ακτή  |
| **to chum** | to be friendly to or form a friendship with someone, to befriend | συντροφεύω |
| **to dodge** | to avoid by a sudden quick movement | υπεκφεύγω, ξεγλιστρώ |
| **webbed feet** | having the toes connected by a membrane | πόδια ενωμένα με μεμβράνη |
| **beak**  | the bill of a bird |  ράμφος |
| **to strain** | to make a strenuous and continuous effort | πιέζομαι |
| **twisting** | turning in a specified direction, winding | συστροφή |
| **curve** | not a straight line, a bend | καμπύλη |
| **fierce** | ferocious, here: intense | τρομερός, έντονος, εντατικός |
| **to ruffle** | (of a bird) erect (its feathers) in anger or display, here: fold | διπλώνομαι |
| **to stall** | to stop or to restrain | αναβάλλω |
| **to falter** | to start to lose strength or momentum, to hesitate | παραπαίω, διστάζω |
| **to be dismayed** | to be anxious, upset, distressed | απελπισμένος, απογοητευμένος |
| **to glide** | to move smoothly, to slide | γλιστρώ |
| **bold** | daring, unafraid | τολμηρός |
| **arrogant** | conceited, feeling superior to others | αλαζονικός, επηρμένος  |
| **persistent** | continuing firmly or obstinately in a course of action in spite of difficulty or opposition tenacious, persevering, determined, resolute | επίμονος |
| **flexible** | adaptable, tolerant | ευέλικτος |
| **resourceful** | having the ability to find quick and clever ways to overcome difficulties, ingenious, creative | πολυμήχανος, εφευρετικός |
| **single-minded** | determined, committed | αποφασισμένος |
| **non-conformist** | a person whose behavior or views do not conform to prevailing ideas or practices | αντισυμβατικός |
| **blurb** | a short description of a book written for promotional purposes on the back cover | περίληψη υπόθεσης στο οπισθόφυλλο ενός βιβλίου |
| **conventions** | behavior that is considered acceptable or polite to most members of a society | συμβάσεις |
| **to seek** | to look for | αναζητώ |
| **to soar** | to fly or rise high in the air | φτερουγίζω, πετώ |

**Grammar**

**A. Collective nouns**

**\***This list of common collective nouns contains words that describe groups of animals, people, or things. These words are sometimes interchangeable, and English writers and speakers often use them to describe different things. For example, the word ***swarm*** is mainly used to discuss a group of insects such as ants, flies or bees, but many writers use it to talk about *a very busy crowd of people*.

* **Herd**– A group of herbivore animals
* **Pack**– A group of canine animals such as wolves or dogs; also used to describe playing cards and packages containing multiple objects
* **Pride**- A group of lions
* **Army**- A group of soldiers; also used to describe a group of frogs
* **Flock**– A group of birds; also used to discuss small hooved animals such as sheep or goats
* **Swarm**– A group of insects
* **Shoal**– A group of fish, also ***school of fish***
* **Group** – A very general term used to describe people, places, things, and animals
* **Crowd** – Used to describe a group of people
* **Gang** – Used to describe a group of criminals; also used to describe a group of workers, particularly sailors or dock workers
* **Mob** – Normally used to describe an angry or unruly group of people; also used to describe a group of kangaroos
* **Staff** – A group of people who work in the same place
* **Crew** – Used to denote a group of workers; also used to describe aircraft and ships personnel
* **Choir** – A large, organized group of singers
* **Orchestra** – A large, organized group of instrumentalists, led by a conductor
* **Panel** – A group of experts
* **Board** – A group of people, usually professionals, who take on an advisory role
* **Troupe** – A group of actors or acrobats; also used to describe a group of monkeys
* **Bunch** – Usually a group of smallish objects such as grapes, flowers, keys, or bananas
* **Pile** – An untidy collection of items such as rubbish
* **Heap** – A mounded collection of items; used interchangeably with “pile”
* **Set** – A tidy group of matched objects such as dishes; also used to describe rules or a social group of people
* **Stack** – A group of items neatly laid one on top of another; i.e., a stack of books
* **Series** – Used to discuss movies, books, or events that follow one after another, i.e. Star Trek or Harry Potter
* **Shower** – Usually used to describe rain, although it can be used to describe gifts or compliments
* **Fall** – Often used to discuss weather, such as rain, snow or hail

**Singular or plural?**

Often, people behave in the same way, ***engaging in a single activity in unison*** with everyone else in their group. That’s when that ‘group’ noun is **singular** and is paired with singular pronouns and singular verbs.

* **Today, Ms. Kennedy’s *class* takes its term test**. → *Class*is a singular collective noun. *Takes*is a singular verb, and the word *its* is a singular pronoun. All the students in Ms. Kennedy’s class are taking the same test at the same time.

However, while members of collective nouns can act the same way, **as individuals they can act independently**. That’s when the collective noun is **plural**.

* + **The *orchestra* are tuning their instruments before the concert starts.** → *Orchestra*is a singular collective noun. *Are tuning*is a plural verb, and the word *their* is a plural pronoun. Each of the musicians in the orchestra is tuning his/her instrument performing different motions at the same time.

Source: [**https://www.gingersoftware.com/content/grammar-rules/nouns/collective-nouns/**](https://www.gingersoftware.com/content/grammar-rules/nouns/collective-nouns/)

**B. i) Present Tenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express habit** | **1. to express actions in progress now** |
| **2. for general truths & natural laws** | **2. for activities in progress around now** |
| **3. for permanent situations** | **3. for temporary situations** |
| **4. for schedules** | **4. for arrangements & future plans** |
| **5. for commentary and stories** | **5. for progressively changing situations** |

**ii) Past Tenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express complete actions in the past** | **1. to express actions in progress in the past** |
| **2. to express habit in the past** | **2. for progressively changing situations** |
| **3. to tell a story about the past** | **3. as a background to a story** |

**iii) Present Perfect Tenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express actions that are complete without referring to time of completion, or actions that are not complete yet** | **1. to express actions that started in the past and are still in progress, either stating a starting point of past reference or using a time phrase expressing duration** |
| **2. to express actions that started in the past and are still in progress, either stating a starting point of past reference or using a time phrase expressing duration** | **2. for activities that have just ended and their effects are still visible** |

**iv) Past Perfect Tenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express an action that was completed before another action in the past** | **1. to express an action that was in progress for a specific time before another action in the past** |

**v) FutureTenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express actions that will begin and end in the future** | **1. to express actions that will be in progress in the future, stating a specific point of future reference**  |

**vi) Future Perfect Tenses are used**

|  |  |
| --- | --- |
| ***Simple*** | ***Continuous*** |
| **1. to express an action that will be completed before another action in the future** | **1. to express an action that will have begun and been in progress for a specific time before another action in the future, stating a point of reference in the future or a time phrase expressing duration** |

***Note:***

***Tip#1: Stative verbs are always used in simple verb forms unless they express actions***

***Tip#2: You use continuous verb forms with always if you are angry about someone’s behavior***

* **Watch Dan from BBC English explaining how to use the right tense:** [**https://youtu.be/GiI3wjFWSXQ**](https://youtu.be/GiI3wjFWSXQ)
* **Go to:** [**https://agendaweb.org/verbs/mixed\_tenses-exercises**](https://agendaweb.org/verbs/mixed_tenses-exercises) **, choose your level and practice doing the exercises on tenses online.**

**Writing**

***Watch the movie trailer of “Freedom Writers” and imagine the story of one of the featured characters in the plot. And write it.***

[***https://youtu.be/miz1V13QWsU***](https://youtu.be/miz1V13QWsU)

Remember:

* Underline the key idea(s) in the rubric.
* Decide who the reader(s) will be, as this will define your register and language.
* Your introduction should make the reader interested in further reading your story.
* Choose the events that you feel the reader would be most intrigued by and omit details that are unimportant.
* Tip #1: use the Past Tenses in your narration*.*
* Tip #2: use linking devices to link the events smoothly between the paragraphs as well as within them.
* In writing your story you can use any of the narrative features presented on p.54 of the unit.
* Last but not least, don’t forget to give a catchy title to your story.
* **Watch the video on how to write narrative essays:** [**https://youtu.be/Pf7ywvfCJUo?t=2**](https://youtu.be/Pf7ywvfCJUo?t=2)