

watch
this
&
discuss



1. Watch a video by the UNHCR (United Nations High Commission for Refugees) on YouTube and answer the questions.



- What did you see?
- Who has created the video?
- What is the message?
- How did you feel when you watched it?



<http://www.youtube.com/watch?v=-Nnloq4zy14>

On one hand we can see...whereas on the other we can see....
The picture on the left is showing while the other on the right....

OFFER YOUR OPINION
ON THE DIFFERENCES

2. Now compare the photos on the left with the ones on the right
and discuss in groups, keeping notes. Then report to the class.



EXPLAIN THE REASONS
HOW DO YOU FEEL?





3. Do you know what a *refugee* is? Are you familiar with the terms **migrant** and **asylum seeker**?
Talk about their meaning in class.

4. Some more words: match them with their meanings.

a. Unaccompanied minor	1. The process of moving people to a different place to live, because they are no longer allowed to stay in the area where they used to live (<i>Collins English Dictionary</i>).
b. Deportation	2. A person who is not considered as a national by any State under the operation of its law (" <i>1954 Convention</i> " 360 UNTS 117).
c. Settlement	3. The removal from a country of an alien whose presence is unlawful or prejudicial (<i>Merriam-Webster Dictionary</i>).
d. Stateless person	4. A child without the presence of a legal guardian.
e. Human trafficking	5. A business transaction between two willing parties involving movement across borders, usually by illegal means.
f. Smuggling	6. A form of slavery involving the illegal trade of people for exploitation or commercial gain.

5. Go through the quotations below and decide whether you agree or disagree. Mark your answer in the left column. **and why**

BEFORE READING AGREE/DISAGREE	Quotations	AFTER READING AGREE/DISAGREE
	Education is the armour that will protect you in life.	
	No matter what obstacles I face in life, they can be overcome.	
	If you get married before finishing your education, you won't be able to solve your own problems or educate your own children.	
	Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times.	
	In a refugee's life, all tomorrows are the same.	
	Tolerance is the rule of the game and it is the way to sanity.	
	Tomorrow is just another miserable day.	

6. Before reading the two texts that follow, have a look at the photos, the titles and the subtitles below. Then answer the following questions:

- What is the genre of each text?
- Where can you find it?
- Who is the writer?
- Who might be the reader?



UNHCR Stories of refugees
and aid workers -Muzon's Story.
A Teenage Refugee Champions
Girls' Education



Misganaw Worknehe Ethiopia.
All tomorrows are the same from Tilting
Cages: An Anthology of Refugee Writings.
Edited by Naomi Flutter and Carl Solomon.
Sydney, 1995

COMMON TEXT GENRES

Article
Story
Review
Report
Essay
Letter
E mail
Interview
Biography
Speech

Do you know any basic features of each genre? Keep down notes



7. Look up the highlighted words' meaning. Then, make a sentence of your own for each of the numbered 15 words

You can use deepL Translator

listen to the first article while reading here

UNHCR Stories of refugees and aid workers
-Muzon's Story. A Teenage Refugee
Champions Girls' Education

and a brilliant presentation by the esteemed colleague Fannie K. about Malala here

A passionate **advocate** for the education of girls and young women in Jordan's refugee camps, Muzon has been hailed as Syria's answer to **Malala**.

When Muzon's family **fled** the war in Syria in early 2013, they briefly **considered** leaving her behind. The bright 14-year-old had been studying hard all year for her grade-nine school exams, which were just a month away, and her aunt **urged** the family to let her stay and continue her education.

In the end, her father decided the risks were too great, and so she fled with him and her **siblings** across the border to Jordan. "I knew she could **make up for** lost schooling, but if you lose your life there's no way to make up for that" Abu Mohammed, 45, told me when I met the family in **Jordan's Azraq refugee camp**.



Muzon and her classmates at Azraq camp work on their computer skills. UNHCR/Ed Ou

Education has always played a big part in Muzon's life. Both of her parents were teachers back in Syria's southern Dara'a province, and her aunt and uncle were head teachers at local schools. "I didn't need them to tell me that education is important. I always just felt it," she explains. "Our house was built by an engineer. When I was sick I went to a doctor. Education is everything in life."

Now 17, her deeply held **conviction** of the importance of education has become a **defining feature** of Muzon's life **in exile**. Not only has she continued her studies in Jordan, but she has also become a **forceful** and increasingly high-profile advocate for education among Syrian refugees, **particularly** young women and girls.

Her campaigning has drawn comparisons with Malala, Pakistan's Nobel Prize-winning education advocate, whom Muzon has met **several** times and considers a personal friend. "She taught me that no matter what **obstacles** I face in life, they can be **overcome**."

Before the crisis began, Muzon remembers a normal, **middle-class** life **surrounded by** friendly neighbours and relatives. "I'm not saying I was a queen back in Syria. We had problems, good things and bad things, but it was like any normal life," she says.

The family's main home in Izra was close to a military base that **regularly** came under attack, leaving them trapped in the crossfire. Unable to **endure** the fighting any longer, they made their way to Jordan and **settled** initially in Za'atari refugee camp.

Before arriving they had little idea what to expect, and the **transition** was tough. Back home, Muzon and her three younger siblings each had their own room, and now the whole family was forced to share a single tent where they slept, cooked and washed.



"Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times," Muzon says. UNHCR/Ed Ou

Thankfully, Muzon's biggest fear – that there would be no schools in the camp – was quickly **dispelled**. She **enrolled** in summer classes to **get to grips with** the new Jordanian **curriculum** before passing her grade-nine exams.

As she continued her schooling, she noticed that many of her fellow pupils stopped attending classes, often girls around her own age. She heard about one girl who had **dropped out** and was trying to sell her schoolbooks. Muzon sought her out and convinced her to change her mind. A campaigner was born.

"After that I began advocating for education any time and any place. To my friends, their parents, neighbours or even just girls I met in the street," she says. She has also fought against the **widely held belief** within the camps that early marriage is the best way to secure the future of young female refugees.

"When I hear of people not letting their daughters go to school or marrying them off early, it makes me angry," she says. "Education is the **armour** that will protect you in life. If you get married before finishing your education, you won't be able to solve your own problems or educate your own children."

When I first meet Muzon in Azraq, where the family moved a little over a year ago, it's hard to imagine this **neat**, polite young woman going door-to-door to **cajole** parents into letting their daughters attend school. But as our interview starts, her **gaze** becomes **intense** and the **pitch** of her voice begins to rise with the passion of her argument. "**Indomitable**" was the description used by award-winning author and UNHCR Goodwill Ambassador Khaled Hosseini when he met Muzon on a visit to the camp, and it's easy to see why.

5

She says she has **encountered** opposition along the way: "some people refuse to listen from the start. They think, 'Why should we listen to her? She's my children's age.' But I don't let it **discourage** me. The opposite, in fact; it makes me want to talk to more people and try again and again."

Her friendship with Malala has **provided** Muzon with a role model for her campaigning **cause**, as well as raising her profile within the camp and beyond. She has met several other high-profile visitors to Azraq, and understands the importance of **spreading** her message through them to a wider **audience**.

"As an **individual**, I can convince people I meet to go to school but I can't **build** the schools or provide the teachers," she **acknowledges**. "We need the help of the international community to do that, so I need to get the message out to those who have the **resources** to help."



Muzon studies in her home at Azraq camp. "Our house was built by an engineer. When I was sick I went to a doctor. Education is everything in life," she says. UNHCR/Ed Ou

When I express admiration at what she has achieved despite her age and difficult circumstances, she brushes off the compliment.

"Of course I have tried to turn this experience into a positive one," she says. "Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times."

did you know that...

Education has given Muzon's life in exile a newfound purpose, and her simple message to the world is that the same can and should be true for every young refugee.



<http://tracks.unhcr.org/2015/11/a-teenage-refugee-champions-girls-education/>

listen to the story while reading here

Misganaw Worknehe Ethiopia: "All tomorrows are the same", extract from Tilting Cages: An Anthology of Refugee Writings. Edited by Naomi Flutter and Carl, Solomon. Sydney, 1995

Kakuma is found in Turkana district which is situated in the north-western part of Kenya, bordering Ethiopia, Uganda and the Sudan. The area where the refugee camp is located is dry, dusty and sunny. Sometimes you feel the heat as if the sun is only kilometers away. The air is full of dust particles.

At the far end of the refugee camp stands a lone plastic make-shift hut, as if it has no care for what exists in the world. The owner is also lonely; he lives by himself in an alien land. The shabby shelter is neither a house nor a pen. But it partially protects its owner from the sun and the big grains of sand and it is the only worldly thing which relates Mesfin with property. He says "It is my house", but deep inside he knows that he does not deserve it.



When Mesfin feels the stress from the combined forces of loneliness, lack of love and hunger he usually loiters in the forest. Moreover, when there is a shortage of firewood, which is more often than not, he walks for about twenty kilometers to fetch twigs. The wood is essential to provide the energy required to boil the beans which are hard to cook. The firewood rationed is hardly enough to make a day's meals, so fetching wood is one of Mesfin's main activities.

***neither...nor # either...or**



Buying charcoal is out of the question since money is hard to come across; collecting from around the camp is illegal and it would invite
 11 confrontation with the uncompromising local Turkana people. But having a piece of wood is the difference between eating and going without food. So, to cook and eat a decent meal, he has to rise with the sun and go in search of firewood.

Once he almost lost his life because of a bundle of firewood. Shame.
 12 On this occasion he walked very far from the camp. He collected fallen trees and branches, tied the pieces together with the rope he had carried with him and started his journey back to the camp. He braved the scorching sun from above and the burning heat of the sand under his feet. He took strength from the hope that he would reach home safely with his bundle, to cook and to eat his fill.

After travelling much of the distance back to the camp, sweating and panting under the load of the bundle, the unexpected happened. Unfortunately he met an aggressive local Turkana armed with knives and arrows and was asked to throw the bundle he was carrying down. Poor chap! He tried to reason with the Turkana forgetting that neither of them could understand the other. He tried to win his heart by showing submissiveness and

bowing repeatedly, but in vain. He even tried to cry to evoke sympathy, but to no avail. The local was
 13 determined and uncompromising. He threatened Mesfin with his armaments and indicated the place where Mesfin should place the bundle of wood. Finally, when Mesfin understood his position and when he knew that he was beaten, he abandoned the bundle and restarted the interrupted journey back home. He doesn't know how he covered the remaining distance, since he finished it moving as a corpse, cursing the star under which he had been born.



Back at home he lay on his mat. He forgot that he had eaten nothing the whole day and that his stomach was empty. He crouched with his head and knees together as a hungry dog and cried for peace. He wondered if it was proper to cry at the age of 40 or so, but it was the only way to keep his sanity; all he could do to keep himself from self-destruction.

When he sits and ponders what he is doing with his life or what is being done to him, Mesfin always ends up confused. He first fled his home country to the Sudan when the Marxist junta – which had stood for the down-trodden – won state power and started to
 14 eliminate the so-called reactionaries. He returned to Ethiopia when President Mengistu took his turn to flee the country and to join the refugees in Harare,

and then the new Ethiopian Transitional Government came to power. He returned and stayed in the country long enough to see how fast Ethiopians were going "from the frying pan into the fire". Then he took off again, this time to Kenya. Born to run away as a rabbit at the first sight of a problem, he thought to himself silently.

He learned nothing from his running, but his long life as a refugee taught him tolerance. He knows that tolerance is the rule of the game and it is the way to sanity. That is why he is still alive. He remembered how many of his friends perished and how many went mad and disappeared into the desert, left to unknown fates. Once while wandering around somewhere, he had found an identity card, an Ethiopian one, near a partially decomposed body. He tried to see the face of the deceased but his legs failed him. He fell to the ground and vomited. When he had composed himself, he ran to the camp and hid in his hut for days.

He hated remembering, sitting on his mat, counting the days that he had lived in the refugee camp, enduring the unendurable. But here he was, sitting and remembering.

He tolerated the police who behave as if they own the world, and demand so much when



they see a refugee. He tolerated the workers of the humanitarian organisations who think that they know the needs of the refugees. And he also tolerated the hunger, the thirst, the cold and the sun which are intolerable.

As he sat, he prayed for his deliverance. But he knows God is unfair in his treatment of individuals. The illogical God allows some creatures to wither away in a hot desert, in an alien land, while others are leading luxurious lives. Today, he doubts fairness.

Finally, he was tired and went to sleep, to wait for another tomorrow. In a refugee's life, all tomorrows are the same. No story to tell, no history to write and no future to plan. Tomorrow is just another miserable day.

8. Read the two texts again and, in groups, complete the following tables.

**TEXT 1****SOMEBODY WANTED BUT SO (SWBS)****SOMEBODY...**

Who is the main character?

WANTED

What do they want?
goal/motivation

BUT...

What is the problem in the story? What is keeping the characters from their goal?
Focus on the conflict/
challenge/problem

SO/SO THEN...

How does everything finally work out?

What is the solution?
How does the character reach their goal?

TEXT 2

SOMEBODY... Who is the main character?	
WANTED What do they want? goal/motivation	
BUT... What is the problem in the story? What is keeping the characters from their goal? Focus on the conflict/ challenge/problem	
SO/SO THEN... How does everything finally work out? What is the solution? How does the character reach their goal?	

REMEMBER:

In every story there're a) a main character b) supporting characters

c) the things the main character wants and can do

d) a problem to solve

e) a solution to the problem

these are called

THE CHARACTER'S

ARC

they drive the PLOT

9. Now, fill in the missing information.

1ST

2ND

LIFE BEFORE		
WHAT CAUSED THE FLEE		
LIFE NOW - CHANGES (WHERE, WHO, WHAT, LIFE CONDITIONS)		
PROBLEMS, DIFFICULTIES		
FUTURE LIFE, EXPECTATIONS		
FEELINGS		

True or False?



ΑΠΑΝΤΗΣΤΕ ΤΙΣ ΕΡΩΤΗΣΕΙΣ ΤΟΥ ΚΕΙΜΕΝΟΥ

		True	False
1.	Muzon's father didn't know about the risks involved when he decided to flee across the border to Jordan.		
2.	Muzon didn't know that education was important.		
3.	Muzon doesn't think highly of Malala.		
4.	Before the crisis began, Muzon used to live a normal, middle-class life.		
5.	Muzon doesn't mind when people don't let their daughters go to school.		

Grammar Theory

Πλάγιος λόγος

Πλάγιος λόγος (indirect speech) χρησιμοποιούμε όταν μεταφέρουμε τα λόγια που είπε κάποιος, αλλιώντας σε ευθύ λόγο (direct speech). Παράδειγμα: **Direct speech** Bill: I'm very tired.

Ken: What did Bill say?

Indirect speech

Liz: Bill said that he was very tired.

Στο παραπάνω παράδειγμα παρατήρησε τα εξής:

1. Ο πλάγιος λόγος εδώ εισάγεται με το ρήμα **say** σε Past Simple (Bill said that). Θα μπορούσε να χρησιμοποιηθεί και το ρήμα **tell** + **πρόσωπο**. Παράδειγμα: Bill told me / us / his friends ... that ...
2. Στον πλάγιο λόγο εδώ αλλιάξε η προσωπική αντωνυμία **I** και έγινε **he**, διότι αναφερόμαστε στον Bill σε τρίτο ενικό. Σε άλλη περίπτωση θα μπορούσε να γίνει **she**, π.χ. αν μεταφέραμε λόγια της Liz. Εκτός από τις προσωπικές αντωνυμίες, στον πλάγιο λόγο μπορεί να αλλιάξουν και τα κτητικά (επίθετα ή αντωνυμίες), π.χ. τα **my/mine** να γίνουν **his** ή **her/hers**, ή τα **reflexive pronouns**, π.χ. το **myself** μπορεί να γίνει **himself** ή **herself**, κτλ.
3. Στον πλάγιο λόγο εδώ αλλιάξε ο χρόνος του ρήματος και το **am** (Present Simple) που είπε ο Bill έγινε **was** (Past Simple) στα λόγια της Liz. Αυτό συμβαίνει όταν το εισαγωγικό ρήμα είναι σε παρελθοντικό χρόνο (**said, told sb** → Past Simple).

Δες στον ακόλουθο πίνακα πώς μετατρέπονται τα ρήματα όταν περνάμε από τον ευθύ στον πλάγιο λόγο.



Άλλοι χρόνοι ή βοηθητικά ρήματα που γνωρίζεις, εκτός από αυτά της πρώτης στήλης ΔΕΝ αλλιάζουν στον πλάγιο λόγο.

TENSES

Direct speech	Indirect speech
Present Simple Bill: I like my house. Liz: I don't understand.	→ Past Simple Bill said that he <u>liked</u> his house. Liz said that she <u>didn't understand</u> .
Past Simple Bill: I broke a vase. Liz: I didn't enjoy myself.	→ Past Perfect Bill said that he <u>had broken</u> a vase. Liz said that she <u>hadn't enjoyed</u> herself.
AUXILIARIES - MODALS	
am, is, are * / was, were *	→ was, were / had been
has, have *	→ had
will / can / may / must	→ would / could / might / had to

* Τα βοηθητικά αυτά ρήματα (auxiliaries) τα συναντάμε στους χρόνους: **Present & Past Continuous** και **Present Perfect Simple & Continuous**, οι οποίοι μετατρέπονται αντίστοιχα σε **Past Continuous & Past Perfect Continuous** και **Past Perfect Simple & Continuous** στον πλάγιο λόγο.

ΕΠΙΠΛΕΟΝ ΑΛΛΑΓΕΣ έχουμε σε χωροχρονικές εκφράσεις όπως:

this / these	→ that / those	yesterday	→ the previous day, the day before
here	→ there	tomorrow	→ the next / the following day
now	→ then	last week / month / year	→ the previous week / month / year
today	→ that day	next week / month ...	→ the following / next week / month ...
tonight	→ that night	a week / month / year ago	→ a week / month / year before

A. Πλάγιες ερωτήσεις με ερωτηματικές λέξεις

Πλάγιες ερωτήσεις (indirect questions) σχηματίζουμε όταν μεταφέρουμε ερώτηση που έκανε κάποιος μιλώντας σε ευθύ λόγο (direct questions).

Παραδείγματα: Direct question Bill: Where is my bag?

Ken: What did Bill ask?

Indirect question Liz: Bill asked where his bag was.

Στο παραπάνω παράδειγμα παρατήρησε τα εξής:

1. Η πλάγια ερώτηση εδώ εισάγεται με το ρήμα ask σε Past Simple (Bill asked). Θα μπορούσαμε επίσης να πούμε Bill wondered (αναρωτήθηκε) ή Bill wanted to know (ήθελε να μάθει).
2. Το κτητικό επίθετο my μετατράπηκε σε his και το ρήμα is (Present Simple) έγινε was (Past Simple). Ισχύουν κι εδώ λοιπόν οι μετατροπές στα ρήματα, τις αντωνυμίες και τις εκφράσεις που είδαμε στο προηγούμενο μάθημα.
3. Η σύνταξη της πλάγιας ερώτησης όμως ΔΕΝ ΕΙΝΑΙ ΕΡΩΤΗΜΑΤΙΚΗ. Μετά την ερωτηματική λέξη where (1) μπαίνει αμέσως το ΥΠΟΚΕΙΜΕΝΟ (2) και ακολουθεί το ΡΗΜΑ (3). Θα ήταν ΛΑΘΟΣ να πούμε Bill asked where was his bag. Να θυμάσαι ότι οι πλάγιες ερωτήσεις έχουν σύνταξη ΚΑΤΑΦΑΣΗΣ (ή άρνησης) και να ακολουθείς πάντα την εξής σειρά μετά το εισαγωγικό ρήμα:

(1) ερωτηματική λέξη (2) υποκείμενο (3) ρήμα σε άηλο χρόνο (σε κατάφαση ή άρνηση)

Μελέτησε προσεκτικά τα παραδείγματα:

Direct questions	Indirect questions
Bill: What is <u>this</u> ?	Bill asked what <u>that</u> was.
Liz: Why is <u>Mary</u> crying?	Liz asked why <u>Mary</u> was crying.
Ken: Why don't <u>they</u> like me?	Ken asked why <u>they</u> didn't like him.
Ben: When does <u>Liz</u> go out?	Ben asked when <u>Liz</u> went out. ⚠
Ted: Where did <u>you</u> eat?	Ted asked where <u>we</u> had eaten. ⚠

B. Πλάγιες ερωτήσεις με if / whether

Όταν μεταφέρουμε ερωτήσεις ολικής άγνοιας, δηλαδή ερωτήσεις ΧΩΡΙΣ ερωτηματικές λέξεις (what, where, when, ...), τότε βάζουμε if ή whether (= εάν, αν) στον πλάγιο λόγο.

ΠΩΣ ΑΛΛΑΖΩ ΤΟΝ ΕΥΘΥ ΣΕ ΠΛΑΓΙΟ ΛΟΓΟ ΣΤΑ ΑΓΓΛΙΚΑ (ΚΑΝΟΝΕΣ ΑΛΛΑΓΩΝ)

Direct Speech	Indirect Speech
Present	Past
Past	Past / Past Perfect
Present Perfect	Past Perfect
Past Perfect	Past Perfect
will	would
can, may, shall, must/have to	could, might, should, had to
this, these, now, here, today, tonight, yesterday, tomorrow, next (month/year), last week/month, ago, come	that, those, then, there, that day, that night, the day before/ the previous day, the next/following day, the day after, the following (month/year), the previous week/month, before, go

ΚΛΕΙΔΙ: Τα ρήματα πάνε ένα χρόνο πίσω, εκτός κ αν είναι ήδη στο πιο παλιό χρόνο/ οι αντωνυμίες αλλάζουν/ τα επιρρηματα τοππου-χρονου παλιωνουν
ΤΟ ΝΟΗΜΑ ΕΙΝΑΙ ΝΑ ΦΑΙΝΕΤΑΙ ΑΠΟΣΤΑΣΗ ΧΡΟΝΙΚΗ ΑΥΤΟΥ ΠΟΥ ΕΙΠΩΘΗΚΕ
ΑΠ ΤΟ ΤΩΡΑ ΠΟΥ ΤΟ ΑΝΑΦΕΡΟΥΜΕ

1 Sandy: "I go swimming every day."	= Sandy said that she went swimming every
2 Ben: "My mum doesn't play the cello."	= Ben said that
3 Lisa: "My brother joined the orchestra."	= Lisa said that
4 Lana: "We didn't enjoy the concert."	= Lana said tha
5 Ian: "I am staying here until tomorrow."	= Phil said that
6 Julie: "I can't solve this riddle now."	= Julie said that
7 Phil: "We will come next Friday."	= Ian said that
8 Ann: "I have never sung opera."	= Ann said that
9 Jean: "I've been working for hours."	= Jean said that
10 Sam: "My dad may be late tonight."	= Sam said that
11 Tim: "I'll be playing tennis at 4pm."	= Tim said that
12 Fred: "We must be home early today."	= Fred said that
13 Mia: "My mum was jogging just now."	= Mia said that
14 Brad: "I'll have been writing for 3 hours."	= Brad said that
15 Alex: "I can play traditional music."	= Alex said that
16 Leo: "We don't like jazz."	= Leo said that
17 Jo: "I didn't take a trip last year."	= Jo said that

- 1 'Answer the phone, please,' said Andreas to me.
Andreas told _____ the phone.
- 2 'You must attach a colour photo with your application,' the HR manager told me.
The HR manager said that _____ a colour photo with my application.
- 3 'I'm going for a run during my lunch break,' Rob said.
Rob said that _____ lunch break.
- 4 'Don't leave without turning on the answering machine,' Max told me.
Max told _____ turning on the answering machine.
- 5 'I have my first Skype meeting this morning,' Cleo explained.
Cleo said _____ morning.
- 6 'I enjoyed last night's debate,' Tony said to Viv.
Tony told _____ debate.
- 7 'I'll help you sort out the files tomorrow,' Freddie told me.
Freddie said _____
- 8 'Kitty has been working here for two years,' I told him.
I told him _____ for two years.
- 9 'I can't come with you to the briefing meeting,' she said to me.
She said _____ to the briefing meeting.
- 10 'I don't understand because I wasn't paying attention,' John said.
John said _____ attention.

WRITING: a formal letter**Λεξεις-κλειδια για το θεμα των Refugees**

♦ exploitation ♦ danger ♦ life jacket ♦ trafficking ♦ smuggling ♦ dinghy ♦ pain
 ♦ suffer ♦ army ♦ asylum ♦ borders ♦ contract ♦ detention ♦ centre ♦ education
 ♦ deportation ♦ fear ♦ family ♦ reunion ♦ chance ♦ parents ♦ passport
 ♦ persecution ♦ poverty ♦ protection ♦ return ♦ smuggler ♦ labour ♦ visa

Pre-Writing/Speaking Exercise

Περιγραψτε τις εικονες-ειναι η καθημερινοτητα των προσφυγων,
 χρησιμοποιειστε λεξεις της λιστας-σκεφτειτε το βασικο τους προβλημα
 σκεφτειτε τι αισθανεστε γι αυτο-προτεινετε λυσεις



- ✓ write a letter to the international community to sensitize people about the human rights of refugees. (120-180 words)



ΣΧΕΔΙΑΓΡΑΜΜΑ

Dear sirs/madams,

I am writing this letter in connection with the refugee crisis. I am of the belief this serious issue has not been addressed with appropriate care and sensitivity by the international community so far.

Initially, refugees are human beings and as such they are protected by the UN Universal Declaration of Human Rights.

However,ΔΩΣΤΕ ΕΝΑ 1ο ΠΑΡΑΔΕΙΓΜΑ ΑΝΘΡΩΠΙΝΟΥ ΔΙΚΑΙΩΜΑΤΟΣ ΤΩΝ ΠΡΟΣΦΥΓΩΝ ΠΟΥ ΚΑΤΑΠΑΤΑΤΑΙ(ΧΡΗΣΙΜΟΠΟΙΗΣΤΕ ΤΗ ΔΟΜΗ: argument => analysis => example)

Furthermore, there are more human rights which are not respected as far as refugees are concerned

ΔΩΣΤΕ ΕΝΑ 2ο ΠΑΡΑΔΕΙΓΜΑ ΜΕ ΤΟ ΤΡΟΠΟ ΠΟΥ ΤΟ ΚΑΝΑΤΕ ΠΡΙΝ

In conclusion, I cannot stress enough the urgency for the international community to show more sensitivity towards the plight refugees are facing. I hope my views have been of assistance.

Yours Faithfully,

ΓΡΑΨΤΕ ΟΝΟΜΑ+ΕΠΩΝΥΜΟ

ΠΩΣ ΕΚΦΡΑΖΕΙΣ ΑΝΤΙΘΕΣΗ HOW TO EXPRESS CONTRAST

However, /Nevertheless, /Nonetheless,

On the other hand, /On the other side of the coin,

Although/Even though (=Αν και)

In spite of/Despite (+ing OR noun)

In spite of/Despite the fact that

ΠΩΣ ΕΚΦΡΑΖΕΙΣ ΠΡΟΥΠΟΘΕΣΗ HOW TO EXPRESS CONDITION

if, unless, whether, whether... or (not)

in case, /in the event (that)

in case of/in the event of (+noun)

on condition that/provided that/providing that

only if (+inversion of the main verb), even if

otherwise/or else

ΠΩΣ ΕΚΦΡΑΖΕΙΣ ΤΗΝ ΑΙΤΙΑ, ΤΟ ΛΟΓΟ ΓΙΑ ΚΑΤΙ HOW TO EXPRESS CAUSE/REASON

because/as/since, on the grounds that, due to/
owing to/on account of/ because of (+noun)

ΠΩΣ ΝΑ ΕΙΣΑΓΕΙΣ ΠΡΟΤΑΣΕΙΣ ΠΟΥ ΥΠΟΣΤΗΡΙΖΟΥΝ ΤΗΝ ΑΠΟΨΗ ΣΟΥ HOW TO INTRODUCE SUPPORTING SENTENCES

Εξήγηση της εισαγωγικής πρότασης EXPLAINING YOUR TOPIC SENTENCE

In other words,

This means that

What I mean is (that)

To put it another way,

This is because

In fact,

Indeed,

That is to say,

HOW TO MAKE SUGGESTIONS

(INFORMAL) ΠΩΣ ΝΑ ΠΡΟΤΕΙΝΕΙΣ ΣΕ ΦΙΛΟ (ΑΝΕΠΙΣΗΜΑ)

You should do sth

It would/might be better if you did sth

Sb would be better off doing sth

If I were you, I would do sth...

I suggest (that) sb (should) do sth

Why not try doing sth?

You had better do sth

What about doing sth?

You could always do sth

(FORMAL) ΠΩΣ ΝΑ ΠΡΟΤΕΙΝΕΙΣ ΣΕ ΑΓΝΩΣΤΟ (ΕΠΙΣΗΜΑ)

It is important/advisable for sb to do sth

It is urgent that sb (should) do sth

I (strongly) recommend/suggest that sb (should) do sth

ΣΥΝΔΕΣΜΟΙ ΟΜΟΙΩΝ ΕΠΙΧΕΙΡΗΜΑΤΩΝ

HOW TO ADD POINTS ΠΩΣ ΝΑ ΠΡΟΣΘΕΙΣ ΕΠΙΧΕΙΡΗΜΑΤΑ

Furthermore, /Moreover, /In addition, /Besides, /What is more

One should also bear in mind that...

Another possible measure that can be taken is.../Another effective solution would be to...

HOW TO INTRODUCE SUPPORTING SENTENCES

Εξήγηση της εισαγωγικής πρότασης EXPLAINING YOUR TOPIC SENTENCE

In other words,

This means that

What I mean is (that)

To put it another way,

This is because

In fact,

Indeed,

That is to say,

Πώς δίνεις παραδείγματα/ Πώς δίνεις αποτέλεσμα

GIVING EXAMPLES

For example,

For instance,

Personally,

such as

GIVING RESULTS

As a result,

In this way,

Consequently,

By doing this

3 Renaissance arts & artists



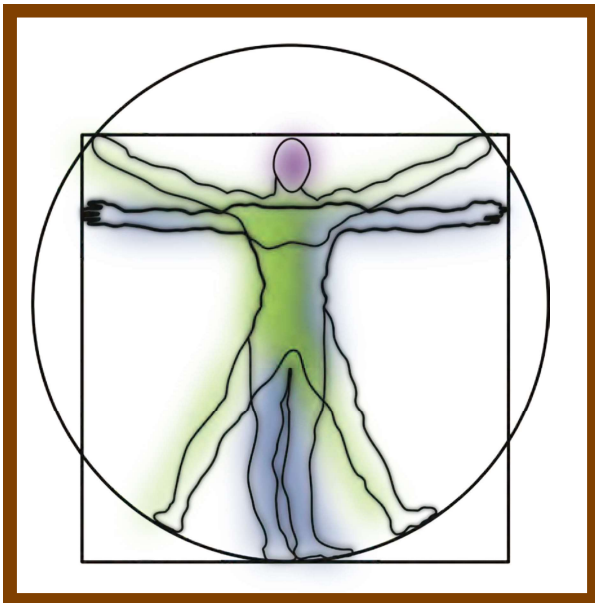
- 1 Watch the video "Renaissance-Overview-Goodbye-Art Academy", created by Artist Phil Hansen, on YouTube to get an idea of the renaissance art and discuss about it in class.



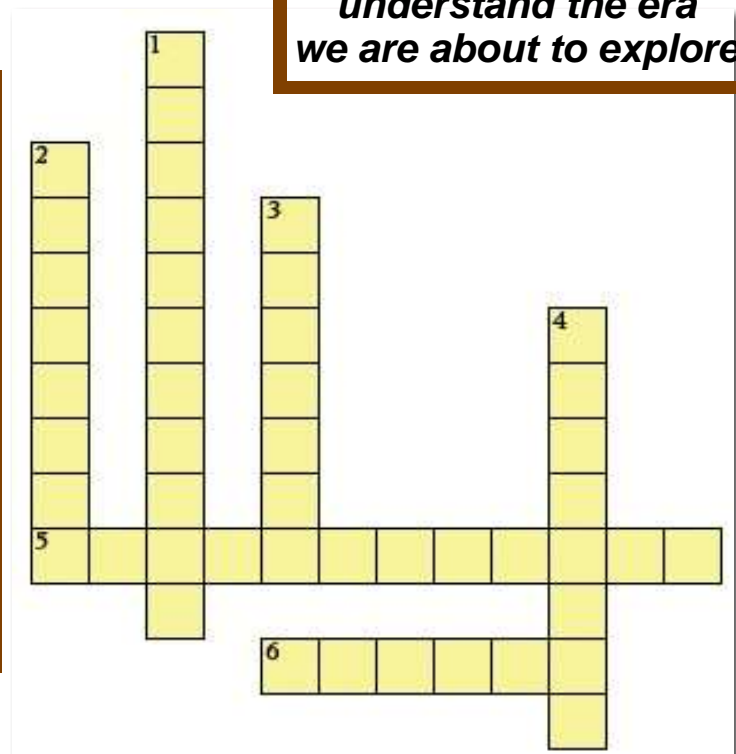
- 2 How much do you know about the Renaissance? Complete the crossword.

① Period in European civilization immediately following the Middle Ages. ⑤ He was a sculptor but he also achieved greatness as a painter, notably with his giant fresco covering the ceiling of the *Sistine Chapel*. ⑥ Leonardo Da Vinci is best known for his two paintings that remain among the world's most admired, *Mona Lisa* and *The Last*. ② The spirit of the period was expressed mainly through the movement emphasizing the value of *human beings*, called ③ Notable changes were experienced during that period in the fields of *art, literature, philosophy* and ④ Basic characteristics of this period's art are *stability* and *sy.....*.

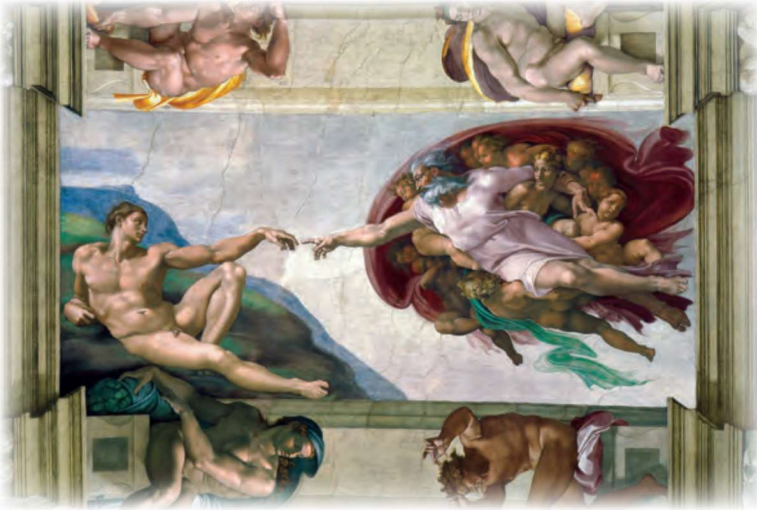
further practice



a timeline to help you understand the era we are about to explore



- 3 These are some of the most famous Renaissance works of art. Can you guess who the artists are? If not, look at the artists' and the painting's name at the bottom of the next page and try to match them with the paintings.



1.



2.



3.



4.

3

Renaissance arts & artists



5



6



7.
.....
.....

These are the names of the previous 7 Renaissance paintings, can you match them to each painting?

- a) Leonardo da Vinci - The Virgin and Child with St Anne ☐
- b) Raphael - The Wedding of the Virgin ☐
- c) Bellini - St Jerome in the Desert ☐
- d) Bellini - Madonna and Child ☐
- e) Botticelli - Primavera ☐
- f) Michelangelo - Creation of Adam ☐
- g) Verrocchio - Madonna with Saint John the Baptist and Donatus ☐

Further practice below

LEONARDO DA VINCI



Leonardo Da Vinci (be) an incredible person. He (work) as an artist, an architect, a mathematician, a scientist, and an architect. He also (work) as a military engineer and he (be) a good musician.

He (be born) in Vinci, near Florence. In 1466 he (move) to Florence and he (finish) his studies. In 1482, he

(leave) Florence for Milan and (start) to work for Duke of Milan. He (want) to build a new town and (design) many buildings for the Duke, but the Duke (refuse). He also (study) mathematics. His drawing of the *Anatomy of a Man* (show) him to be a great biologist. In Milan Leonardo Da Vinci (make) a lot of his paintings and drawings but he (lose) most of them. In 1502, he (return) to Florence and (paint) the *Mona Lisa*. He (carry) his painting with him when he (travel). From 1514 to 1516, he (live) in Rome and (make) his scientific experiments. He (take) interest in acoustics, astronomy, mechanics, mapmaking, optics, weapons and other branches of sciences.

Leonardo Da Vinci (be) a unique person. He (write) from right to left, people (need) a mirror to read his writings. He also (can) write different sentences with his right and left hand at the same time. He (invent) scissors and (make) drawings for a tank, a helicopter and a submarine. His scientific inventions (be) a hundred years before his time.

Look up the highlighted words in all of the following texts

deepL Translator

listen while reading

a. Leonardo Da Vinci

Leonardo Da Vinci was one of the great creative minds of the Italian Renaissance, hugely **influential** as an artist and **sculptor** but also **immensely** talented as an engineer, scientist and inventor.

Leonardo da Vinci was born on 15 April 1452 near the Tuscan town of Vinci, the **illegitimate** son of a local lawyer. He was apprenticed to the sculptor and painter Andrea del Verrocchio in Florence and in 1478 became an independent master. In about 1483, he moved to Milan to work for the ruling Sforza family as an engineer, sculptor, painter and architect. Then, he produced the famous *Madonna on the Rocks* and *The Last Supper*



which has been described as one of the greatest spiritual paintings. Unfortunately over the time the quality of the original painting has **deteriorated** despite frequent **restoration attempts**.

During his time in Florence, he painted several portraits, but the only one that survives is the famous 'Mona Lisa' (1503-1506). The *Mona Lisa* is one of the world's most famous and **intriguing** pictures. It is a portrait of a wife of a Florentine noble. For several days she came to Leonardo and sat for her portrait to be painted. However she refused

3

Renaissance arts & artists

to smile, Leonardo even tried hiring musicians but **to no avail**. One day just for a **fleeting** second she gave a faint smile and Leonardo was able to capture it. Her smile **encapsulates** a tremendous mysteriousness which is both fascinating and intriguing. In 1517, at the invitation of the French king Francis I, Leonardo moved to the Château of Cloux, near Amboise in France, where he died on 2 May 1519.

The fame of Da Vinci's surviving paintings has meant that he has been **regarded** primarily **as** an artist, but the thousands of surviving pages of his notebooks reveal the most **eclectic** and brilliant of minds. He wrote in left-handed mirror script and drew on subjects including

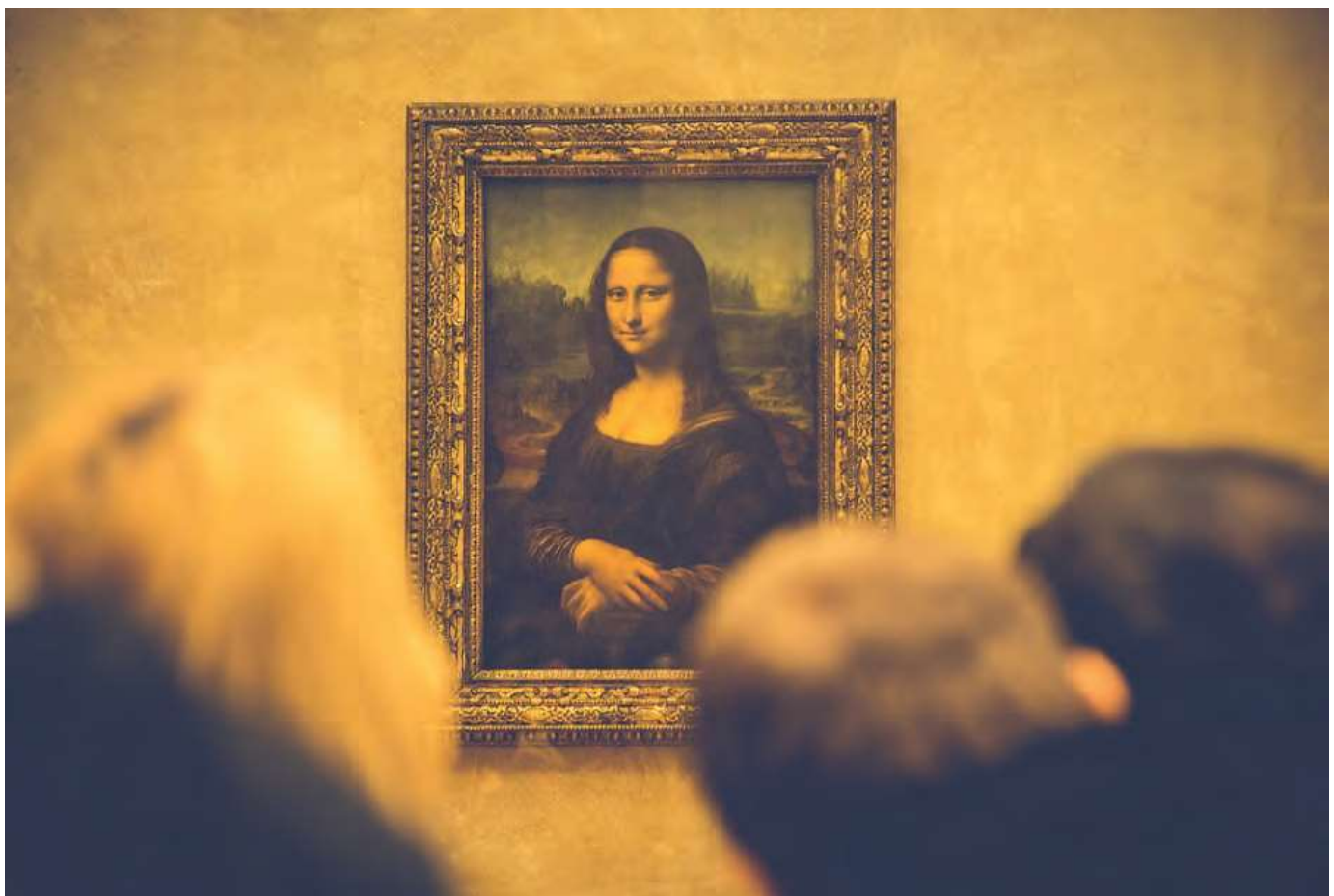
geology, anatomy (which he studied in order to paint the human form more **accurately**), flight, gravity and optics. He 'invented' the bicycle, airplane, helicopter, and parachute some 500 years ahead of their time.

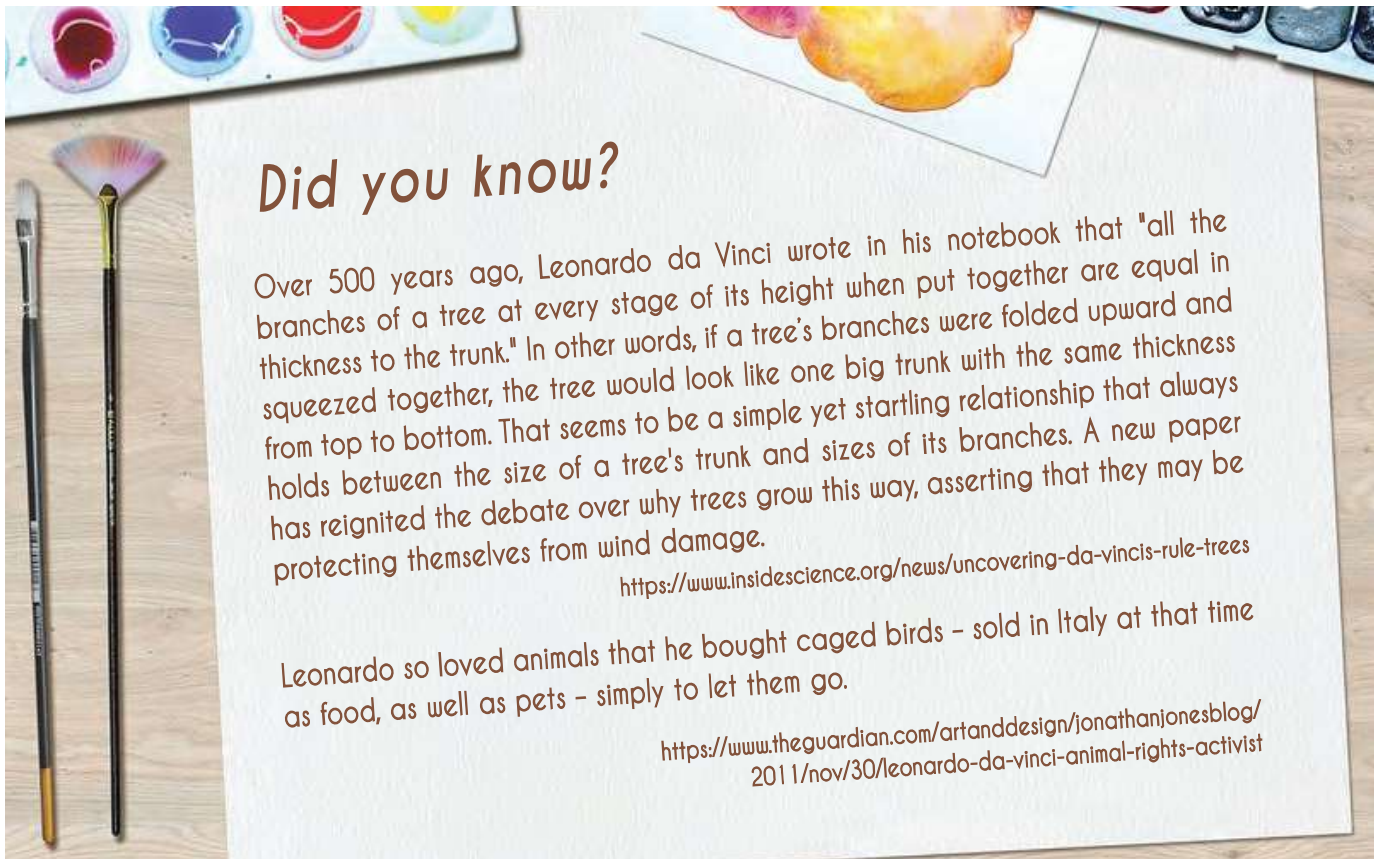
Da Vinci's place as a **pioneering** scientist is **beyond dispute**. Yet his true genius was not as a scientist or an artist, but as a combination of the two: an 'artist-engineer'. His painting was scientific, based on a deep understanding of the workings of the human body and the physics of light and shade. His science was expressed through art, and his drawings and diagrams show what he meant, and how he understood the world to work.



A PREZI PRESENTATION

http://www.bbc.co.uk/history/historic_figures/da_vinci_leonardo.shtml





Did you know?

Over 500 years ago, Leonardo da Vinci wrote in his notebook that "all the branches of a tree at every stage of its height when put together are equal in thickness to the trunk." In other words, if a tree's branches were folded upward and squeezed together, the tree would look like one big trunk with the same thickness from top to bottom. That seems to be a simple yet startling relationship that always holds between the size of a tree's trunk and sizes of its branches. A new paper has reignited the debate over why trees grow this way, asserting that they may be protecting themselves from wind damage.

<https://www.insidescience.org/news/uncovering-da-vincis-rule-trees>

Leonardo so loved animals that he bought caged birds – sold in Italy at that time as food, as well as pets – simply to let them go.

<https://www.theguardian.com/artanddesign/jonathanjonesblog/2011/nov/30/leonardo-da-vinci-animal-rights-activist>

He was born
(place, time)

His fields of work
.....

His most famous works of art
.....

He died
(place, time)

The impact of his work
.....

listen while reading

6. Michelangelo

Michelangelo was a painter, sculptor, architect and poet and one of the great artists of the Italian Renaissance.

Michelangelo Buonarroti was born on 6 March 1475 in Caprese near Florence (Italy) where his father was the local **magistrate**. A few weeks after his birth, the family moved to Florence. In 1488, Michelangelo was apprenticed to the painter Domenico Ghirlandaio. He then lived in the household of Lorenzo de' Medici, the leading **patron** of the arts in Florence.

After the Medici were **expelled from** Florence, Michelangelo travelled to Bologna and then, in 1496, to Rome. His **primary** works were sculpture in these early years. His 'Pietà' (1497) made his name and he returned to Florence a famous sculptor. Here he produced his 'David' (1501-1504).

In 1505, Pope Julius II summoned Michelangelo back to Rome and **commissioned** him to design Julius' own tomb. **Due to quarrels** between Julius and Michelangelo, and the many other **demands** on the artist's time, the project was never completed, although Michelangelo did produce a sculpture of Moses for the tomb.

Michelangelo's next major commission was the ceiling of the Sistine Chapel in the Vatican (1508-



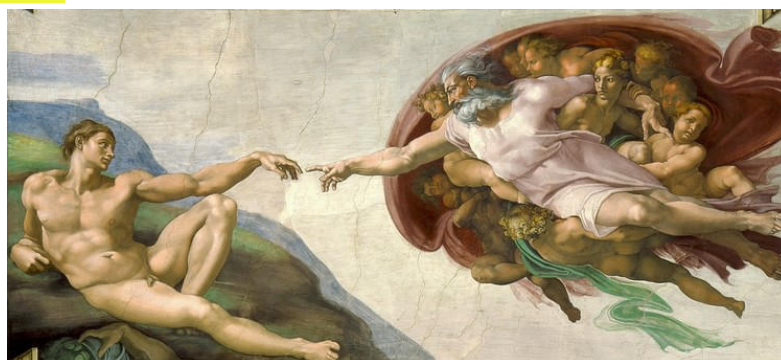
1512). It was recognised at once as a great work of art and from then on Michelangelo was regarded as Italy's greatest living artist.

Michelangelo was greatly **affected** by another artist of the day, Leonardo da Vinci. The two artists battled for different commissions in the city, but Michelangelo was **summoned** by the Pope to complete a vast number of projects. None of these were ever completed in their full mastery, as was the Sistine Chapel. In 1534, Michelangelo returned to Rome where he was commissioned to paint 'The Last Judgment' on the **altar** wall of the Sistine Chapel (1537-1541). From 1546 he was **increasingly** active as an architect, **in particular** on the great church of St Peter's. He died in Rome on 18 February 1564.

He completed more paintings, sculpted, wrote poetry, and contributed to many architectural projects during his lifetime. Michelangelo's unmistakable genius in **various** art forms was early **recognised** and he became one of the world's most famed artists remembered and **adored** by future generations.

**A PREZI
PRESENTATION**

http://www.bbc.co.uk/history/historic_figures/michelangelo.shtml (adapted text)





Did you know?

At the time of Michelangelo's rise, it was Raphael who was the hot painter in town, and it was Raphael who Pope Julius II originally chose to work on the Sistine Chapel. Here's where a bit of rivalry comes in. Michelangelo's fame was growing with his commissions and the young artist was stealing some of Raphael's business. Out of jealousy or pride, Raphael convinced the Pope to hire Michelangelo instead, hoping to prove that the young artist was truly just a sculptor and not able to paint as well as himself. Obviously he was disappointed.

Michelangelo rarely signed his works and left behind no formal self-portraits, but he occasionally hid stylized depictions of his face in his paintings and sculptures. The most famous of these secret self-portraits is found in his 1541 Sistine Chapel fresco "The Last Judgment," in which St. Bartholomew is shown holding a piece of flayed skin whose face appears to be that of the artist.

<https://www.walksofitaly.com/blog/vatican/interesting-facts-about-michelangelo>

He was born
(place, time)

His fields of work
.....

His most famous works of art
.....

He died
(place, time)

The impact of his work
.....

-- **listen while reading**

c. Sandro Botticelli

Alessandro Filipepi, known as Sandro Botticelli (1444-1510), began his career during the Italian Renaissance period. Botticelli was born in Florence around 1445 where he would live out the rest of his life. As the youngest of five children, Botticelli's father, a **tanner**, allowed him to become an **apprentice** to a goldsmith. During this apprenticeship, the goldsmith he worked with gave him the name Botticelli, meaning 'little barrel.'

After a time, Sandro **convinced** his father that he wanted to study painting and was chosen to be apprentice to the well-known painter Fra Filippo Lippi. Botticelli quickly became **recognised as a gifted** artist all by himself. By the time he was 15 years old, he was able to open a workshop **dedicated to** his own work.

Botticelli's style **evolved into** one that was very **distinct**. His portraits seemed to have a melancholy or sad **characteristic to** them. Botticelli also included **Neo-Platonism** in his work. This meant that he would bring together in one painting ideas that belong to both Christianity and **pagan** ideas which may have included mythology. One theme that Botticelli used over and over again was the idea of a very sad young girl that was **detached from** what was going on around her. This theme appeared in many of his portraits throughout his career. Another theme Botticelli liked **tackling** were the roles male and females played in society. In 1481, Botticelli was invited to Rome to take part in the painting of the Sistine Chapel. Among his greatest works are



the Primavera, Pallas and the Centaur, Venus and Mars, and The Birth of Venus, all painted between 1477-90.

As Sandro grew older, his style underwent a

remarkable change. Many of his works contained a very religious feel to them. Sandro included highly religious symbolism in his paintings; they seemed to be telling a story. After 1490 Botticelli **concentrated on** paintings with many small figures, so that the **entire** picture surface seemed more alive. Many works showed this new method, such as the Calumny of Apelles, the Crucifixion, the Last Communion of St. Jerome, and the Nativity (1501). Sandro Botticelli died at the age of 65. Some say Sandro was poor and **unaccomplished** at his death. This could **be attributed to** the rising popularity of new and **contemporary** artists such as Michelangelo, Raphael and Leonardo Da Vinci.

Even though his work is now thought to be among the most **masterful** of his time, his work lay forgotten for over 400 years after his death. Looking back at history, he now has the respect he earned through a lifetime of achievement. Sandro Botticelli's **contribution to** the Italian Renaissance period was one of great distinction. About 75 of his paintings survive, many of them in the Uffizi Gallery in Florence and today he is one of the most **esteemed** painters of the Italian Renaissance.



**A PREZI
PRESENTATION**

http://historylink101.com/art/Sandro_Botticelli/bio_Botticelli.htm (adapted text)
http://en.wikipedia.org/wiki/Sandro_Botticelli#/media/File:Sandro_Botticelli_083.jpg

He was born
(place, time)

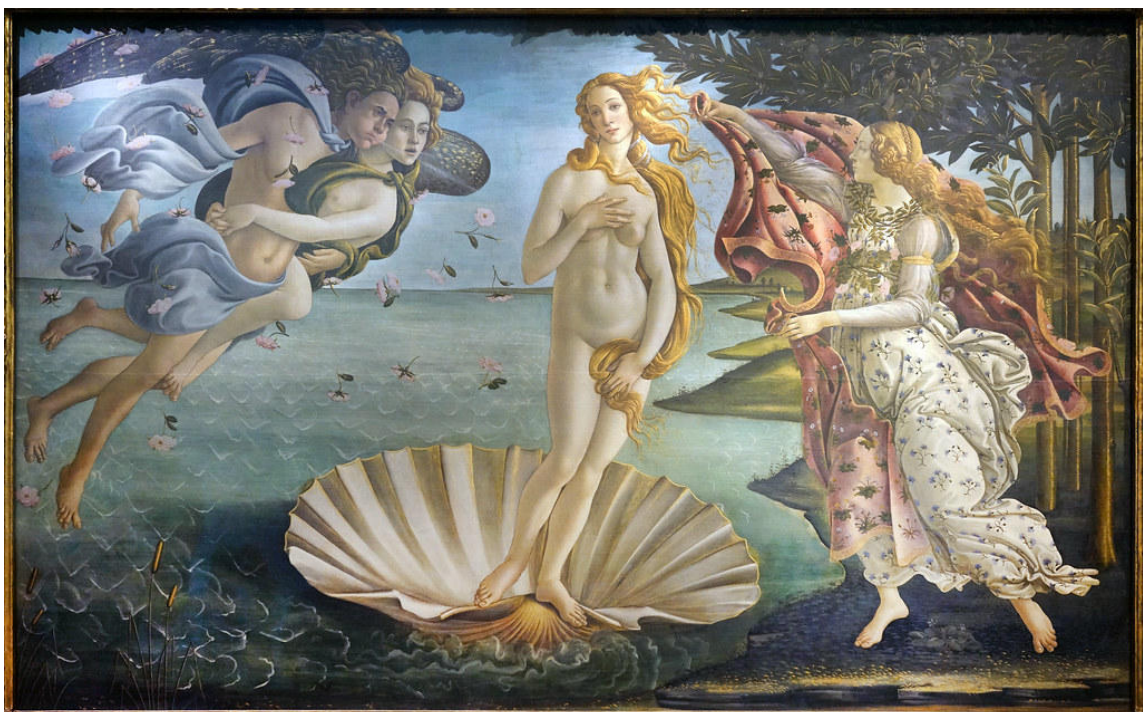
His fields of work
.....

His most famous works of art
.....

He died
(place, time)

The impact of his work
.....

"The Birth of Venus" (1486)



further practice



"The School of Athens" (1509-1511)

listen while reading

d. Raphael

Raphael (son of the painter Giovanni Santi and his wife Magia Ciarla) was born on the 28th March or the 6th April 1483. His father Giovanni Santi was a **competent** painter and was highly regarded in Urbino, a **province** that housed one of the most glittering courts in Italy.

This provided the young Raffaello with quite a **privileged upbringing** within the culture of the Umbrian court. However, Raphael's mother dies in 1491 when he is 8 years old. His father Giovanni dies three years later when he is still only eleven. Before his death, Giovanni manages to place his son as an apprentice in the workshop of Pietro Perugino. Although Raphael very



quickly freed himself from the painting style of his master, he followed Perugino's method of **constructing** paintings all of his life.

Raphael's move to Florence in 1504 was fuelled by his hunger to learn more from the

acknowledged greats of Florentine art. Leonardo da Vinci was at the height of his fame and had returned to the city from Milan in 1500 and Raphael copied figures by Leonardo and Michelangelo who had both studied the anatomy of the human body. In Florence, Raphael completed three large **altarpieces**, The Ansidei Madonna, The Baglioni altarpiece,

3

Renaissance arts & artists

both commissioned for Perugian clients, and The Madonna del Baldacchino for a chapel in Santo Spirito, a Florentine church. One of his final paintings of the Florentine period is the magnificent Saint Catherine now in the National Gallery in London. Raphael was able to continue with his own developing style whilst absorbing the influences of Florentine art.

At the age of 25 he found a patron, Pope Julius II, and was given the task of decorating rooms in the pope's private apartments. The Stanza also known as the Raphael rooms, are located on the upper floor of the Vatican palace. Raphael started work first on the middle chamber, the Stanza della Segnatura, containing the pope's library. This room contains some of the artist's best known works including, The School of Athens, Parnassus, and The Disputation of the

Sacrament. The amount of work produced by Raphael is remarkable when you consider his untimely death at the age of 37. He produced a wealth of paintings including several Madonna's, portraits and altarpieces, all in addition to his Vatican efforts. His only mythological work, Galatea, was painted for the Tiber villa of Agostino Chigi, another of his great patrons.

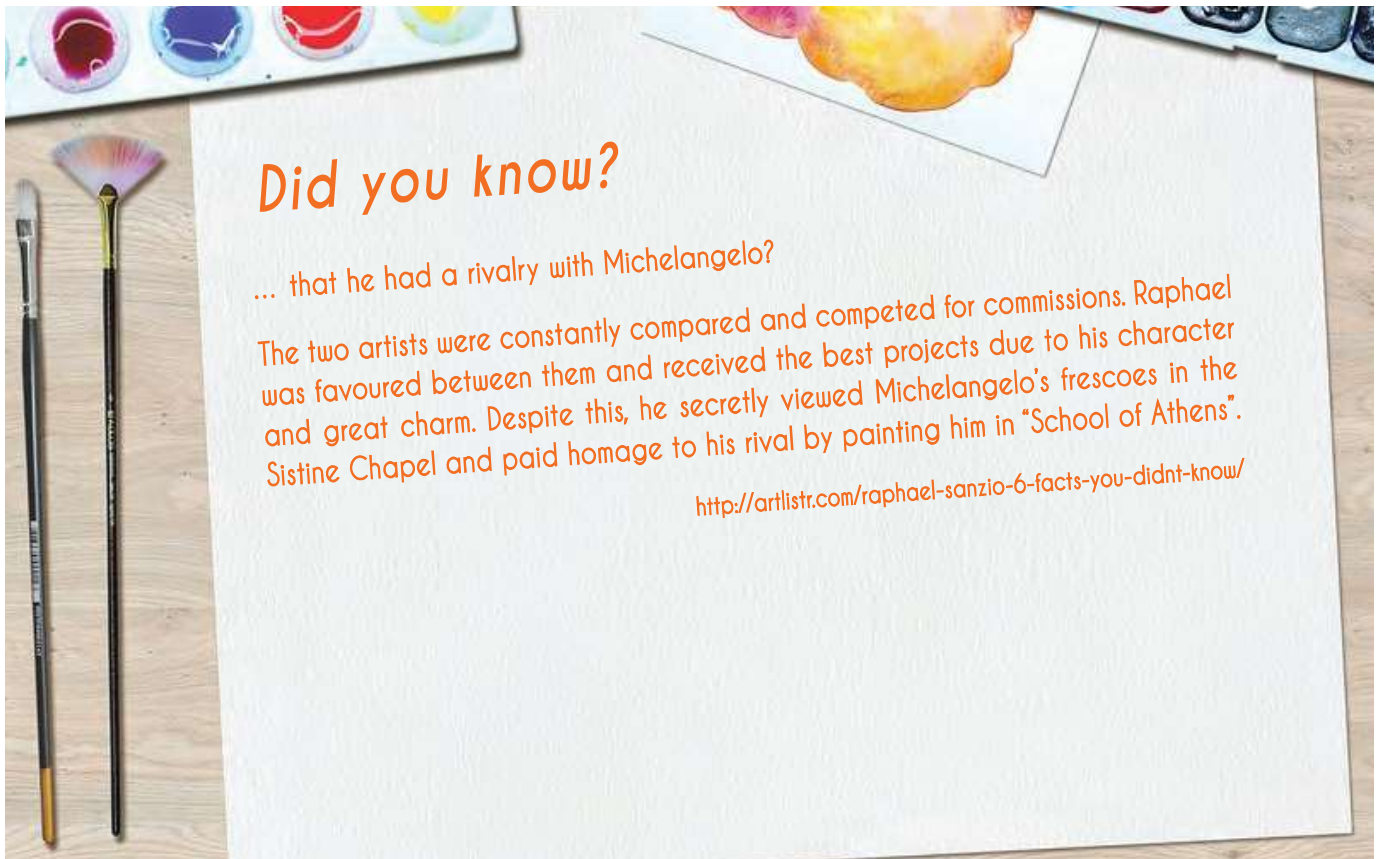
Raphael died on the 6th of April 1520 at the age of 37 in Rome and was buried the next day in the Pantheon. He was a famous, wealthy and popular renaissance personality and his funeral was very well attended attracting large crowds. His compositions were referred to extensively when training successive generations of artists. Raphael became, along with Michelangelo and Leonardo, one of the three greatest masters of the High Renaissance.

**A PREZI
PRESENTATION**

<http://www.italian-renaissance-art.com/Raphael-Biography.html> (adapted text)



**"Saint Catherine
of
Alexandria"
(1507-1509)**



Did you know?

... that he had a rivalry with Michelangelo?

The two artists were constantly compared and competed for commissions. Raphael was favoured between them and received the best projects due to his character and great charm. Despite this, he secretly viewed Michelangelo's frescoes in the Sistine Chapel and paid homage to his rival by painting him in "School of Athens".

<http://artlistr.com/raphael-sanzio-6-facts-you-didnt-know/>

He was born
(place, time)

His fields of work
.....

His most famous works of art
.....

He died
(place, time)

The impact of his work
.....

listen while reading

e. Andrea del Verrocchio

Andrea del Verrocchio (c. 1435-1488) was born in Florence in or about 1435. His father was Michele di Francesco Cioni, who worked as a tile and brick maker and, later, as a tax collector. Verrocchio never married, and had to provide **financial** support for some members of his family. He was at first apprenticed to a goldsmith.

He was an Italian sculptor, goldsmith and painter who worked at the court of Lorenzo de' Medici in Florence in the early renaissance. Few paintings are **attributed to** him with certainty, but a number of important painters were trained at his workshop. His pupils included Leonardo da Vinci, Pietro Perugino and Lorenzo di Credi. His greatest importance was as a sculptor and his last work, the equestrian statue of Bartolomeo Colleoni in Venice, is universally accepted as a masterpiece.

A small painting on panel of Tobias (Tobias and the angel) setting out on his journey with the Archangel Raphael, carrying the fish with which he was to heal his father's blindness, was probably painted as a private **devotional**



picture. It is now in London at the National Gallery. The Baptism of Christ, now in the Uffizi at Florence, was painted in 1474-75. In this work Verrocchio was **assisted**

by Leonardo da Vinci, then a youth and a member of his workshop, who painted the angel on the left and the part of the background above. Andrea **resolved** never to touch the brush again because Leonardo, his pupil, had far **surpassed** him. The Madonna enthroned with John the Baptist and St Donato is in the Cathedral at Pistoia. It had been left unfinished and was completed by Lorenzo di Credi when Verrocchio was in Venice near the end of his life. He died in Venice in 1488.

Verrocchio was a Florentine sculptor and painter who is **ranked** second only to Donatello among the Italian sculptors of the Renaissance. He set an example for other Renaissance sculptors to follow which brought many new artists into the world.

**A PREZI
PRESENTATION**

<http://www.italian-renaissance-art.com/Raphael-Biography.html> (adapted text)



**"Tobias and the Angel"
(about 1470-5)**

He was born
(place, time)

His fields of work
.....

His most famous works of art
.....

He died
(place, time)

The impact of his work
.....

"The Baptism of Christ"
(1474-75)





6. Go back to the texts and answer the following questions.

a. Where was Michelangelo born?

He

b. Who painted "The Birth of Venus"?

"The Birth of Venus"

Further Practice on Passive Voice



&



PASSIVE RULES & HOW WE CHANGE EACH TENSE/VERB FORM INTO PASSIVE

☑ The following table will help you with the transformation.

Passive Voice: be + past participle

Transforming Active Voice into Passive Voice

Leonardo Da Vinci Painted the most famous painting in the world.

The most famous painting in the world was painted by Leonardo Da Vinci.

Present Simple	⇒	am / is / are + pp
Present Continuous	⇒	am / is / are being + pp
Past Simple	⇒	was / were + pp
Past Continuous	⇒	was / were being + pp
Present Perfect Simple	⇒	have / has been +pp
Past Perfect Simple	⇒	had been + pp
Future Simple	⇒	will be + pp
Future Perfect Simple	⇒	will have been + pp
Modals	⇒	can / could / may .. be + pp

ΣΧΗΜΑΤΙΣΜΟΣ ΠΑΘΗΤΙΚΟΥ ΡΗΜΑΤΟΣ

Passive Voice All Tenses

BE (στο χρόνο)

+ΜΕΤΟΧΗ

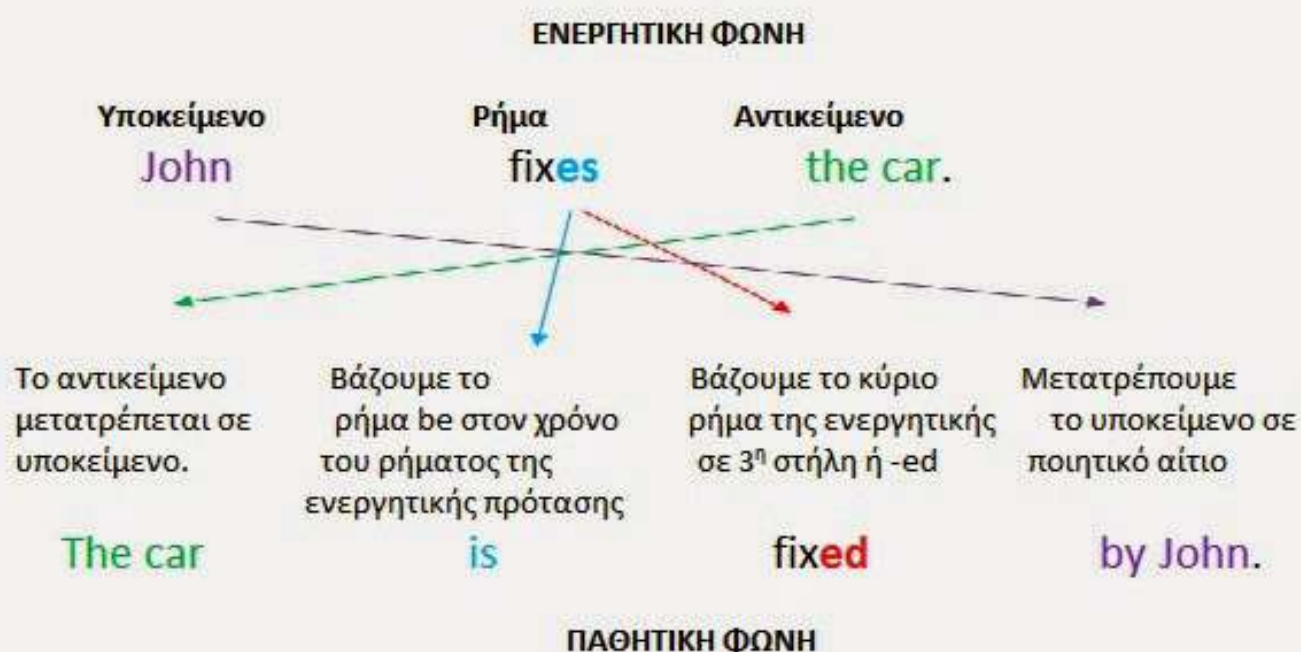
1 Simple Present	am/is/are	listened
2 Present Continuous	am/is/are being	listened
3 Present Perf Simp.	Have/has been	listened
4 Present Perf Cont.	Have/has been being	listened
5 Simple Past	was/were	listened
6 Past Cont.	was/were being	listened
7 Past Perf. Simp.	Had been	listened
8 Past Perf Cont.	had been being	listened
9 Simple Future	will be	listened
10 Future Cont.	will be being	listened
11 Future Perf. Simp.	Will have been	listened
12 Future Perf. Cont.	will have been being	listened
• used to	used to be	listened
• going to	am/is/are going to be	listened
• modal	modal be	listened
• gerund	being	listened
• full infinitive	to be	listened
• perfect gerund	having been	listened
• perfect infinitive	to have been	listened

ΠΡΟΣΟΧΗ:
αν το ρήμα
είναι ανωμαλο
χρησιμοποιουμε
τη
Γ στηλη ανωμαλων

ΠΩΣ ΑΛΛΑΖΟΥΜΕ ΤΗΝ ACTIVE ΠΡΟΤΑΣΗ ΣΕ PASSIVE:

- ΒΗΜΑ 1ο:** Βρισκουμε το Υποκείμενο (Υ) - Ρήμα (Ρ) - Αντικείμενο (Α) στην active πρόταση που μας δίνεται
- ΒΗΜΑ 2ο:** Βάζουμε το Α πρώτο στη νέα πρόταση Passive
- ΒΗΜΑ 3ο:** Βάζουμε δεύτερο το Ρ σε ΠΑΘΗΤΙΚΗ ΜΟΡΦΗ (be+μετοχη)
- ΒΗΜΑ 4ο:** Με το by βάζουμε το Υποκείμενο τρίτο (αν είναι αντωνυμία-Ι, you, he κλπ- δε το γράφουμε καθολου)
- οτιδήποτε άλλο υπάρχει στην αρχική πρόταση μετα τα Υ-Ρ-Α τα αφήνουμε ΣΤΗ ΘΕΣΗ ΤΟΥΣ-

ΜΕΤΑΤΡΟΠΗ ΠΡΟΤΑΣΗΣ ΑΠΟ ΕΝΕΡΓΗΤΙΚΗ ΣΕ ΠΑΘΗΤΙΚΗ



THE PASSIVE

OBJECT – PASSIVE VERB(BE + PAST PARTICIPLE)

A) Complete the questions using the verb in brackets in passive.

1. When _____ America _____ (discover)?
2. In what year _____ the Olympic Games _____ (hold) in Barcelona?
3. In what century _____ William Shakespeare _____ (bear)?
4. Where _____ Coca-Cola _____ (invent)?
5. What _____ (consider) the highest mountain in the world?
6. Where _____ rubles¹ _____ (use)?
7. In what country _____ Kiev _____ (locate)?
8. In what country _____ Thai _____ (speak) by 92% of the population?
9. How many Harry Potter's novels have _____ (write)?
10. When _____ Halloween _____ (celebrate)?

B) Are the sentences written in Active or Passive?

- 1) Steven likes to play baseball.

a) Active b) Passive

- 2) Bingo is played in Britain.

a) Active b) Passive

- 3) He lost his keys yesterday.

a) Active b) Passive

- 4) A letter was written.

a) Active b) Passive

- 5) They are listening to their music.

a) Active b) Passive

- 6) They often read e-mails.

a) Active b) Passive

- 7) These cars are produced in Italy.

a) Active b) Passive

- 8) French is spoken in Niger.

a) Active b) Passive

- 9) Lots of houses were destroyed.

a) Active b) Passive

- 10) The bus driver was hurt.

a) Active b) Passive

C) Rewrite the Active sentences into Passive.

- 1) They understand Spanish.

-
- 2) My friend bought a new car.

-
- 3) John cleaned the bathroom.
-

4) The teacher closes the window.

5) The girls can play handball.

6) Our dog did not bite the cat.

7) The mechanic repairs cars.

8) The electricians test the fire alarm.

9) Levi Strauss invented the blue jeans.

10) Frank takes photos.

D) Change the sentences to passive voice. (All tenses)

1. They have introduced me to her husband

2. Someone sold this old hat to my wife.

3. They are pushing the car.

4. Someone was breaking into my office last night at midnight.

5. They have been talking about you.

6. You should clean the desk.

7. The headmaster will contact you.

8. Nobody has given out the news yet.

9. Didn't she tell you the truth?

10. The thieves had stolen all the gold.

* BE CAREFUL: ΟΤΑΝ ΤΟ ΠΡΩΤΟ ΤΗΣ 2ΟΥΣΑΣ ΕΙΝΑΙ ΣΕ PAST TENSE, ΘΑ ΑΛΛΑΞΕΙ ΣΕ PERFECT INFINITIVE ΟΜΟΙΩΣ ΑΝ ΕΙΝΑΙ Κ ΣΕ CONTINUOUS TENSE, ΝΑ ΑΛΛΑΞΕΙ ΣΕ CONTINUOUS INFINITIVE ΔΕΙΤΕ ΤΙΣ ΣΗΜΕΙΩΣΕΙΣ ΣΑΣ

E) IMPERSONAL AND PERSONAL PASSIVE: για κυρία ρηματα αποψης που εχουν αντικειμενο δευτερευουσα

EG People **believe** that **English** **is** the most widely spoken language

- It **is believed** that English **is** the most widely spoken language.
- **English** **is believed to be** the most widely spoken language.

*

EG Police **have reported** that it was **Peter** who **caused** the accident.

- It **has been reported** that it was Peter who **caused** the accident.
- **Peter** **has been reported to have caused** the accident.

*

1 A journalist **reports** that they **are leaving** Las Vegas tomorrow night.

- It _____
- They _____

2 The lecturer **thought** that Columbus never **realized** that he had discovered America.

- It _____
- Columbus _____

3 Their parents **thought** that the teenagers **were dancing** at the disco.

- It _____
- The teenagers _____

4 Everybody **thinks** that she **sings** beautifully

- _____
- _____

5 The children **reported** that their friends **were swimming** when they disappeared.

- _____
- _____

6 People **believed** that they **had killed** the animals during the night.

- _____
- _____

7 My friends think that my parents are the best parents in the world.

- _____
- _____

8 They **believed** that the horse was a present.

- _____
- _____

9 People are thinking that drugs are very dangerous.

- _____
- _____

10 They **knew** that Mr. Brown was stealing iron from the factory.

- _____
- _____

11 Ancient people **thought** that the stars would fall on them.

- _____
- _____

12 People **consider** that the team will be classified for the final.

- _____
- _____

13 Everybody **says** that he settled the business.

- _____
- _____

14 The reporters **believed** that the meeting would finish soon.

- _____
- _____

3

Renaissance arts & artists

a Padlet Project about the Renaissance here



FURTHER PRACTICE

WRITING - an ESSAY or a REPORT
(for instructions & writing plans see further down)

7. Choose any of the following tasks:

- ◆ Draw one painting and show it to your classmates explaining what it is about.
- ◆ There is a competition in your school newspaper about the best **article** to be published regarding a work of art and you decide to take part in it (150-180 words).
- ◆ Find more information on the Renaissance Period, its characteristics and its impact on the world. Then write an **essay** of about 180 words.
- ◆ Prepare a power point **presentation** about a work of art or the work of a famous artist.
- ◆ Write an imaginary **interview** with one of the great painters of the Renaissance.
- ◆ Use information about renaissance art and make a **trivia board game** to play in class!!!



UNIT 3 – A REPORT

Write a report about the Renaissance (120-180 words)
(The title, the side titles and the format should be as follow:)

Renaissance

Introduction

.....
.....

Important Facts *

.....
.....
.....

Renaissance and world history **

.....
.....
.....

Conclusion

.....
.....

* εδώ δίνετε 2-3 σημαντικά γεγονότα που έγιναν κατά την Αναγέννηση

** εδώ επιχειρηματολογείτε γιατί είναι σημαντική στη παγκόσμια ιστορία της ανθρωπότητας η Αναγέννηση

ΟΔΗΓΙΕΣ ΓΙΑ ΤΑ REPORTS

- Έχουν πάντα τίτλο και πλαγιότιτλο πάνω από κάθε παράγραφο
- Μιλάνε ευθέως στον αναγνώστη, τύπου “*In this report I will talk about (= discuss – καλύτερη επιλογή)*”
- Παρουσιάζουν σε απλές, σύντομες προτάσεις, με ημιεπίσημο στυλ γραφής/λεξιλογίου τα γεγονότα
- Χρήσιμες πολύ οι **passive** σύνταξη και χρόνοι όπως ο **Simple Present** (παρόν) – **Simple Past** (παρελθόν)
- Για κάθε τι που παρουσιάζετε πρέπει να χρησιμοποιείτε δομή **3 σύντομων προτάσεων** που περιέχουν **α) παρουσίαση β) ανάλυση γ) παράδειγμα**
- Δοκιμάστε και τη βοήθεια του **chat gpt** αλλά να είστε προσεκτικοί **τι και πως θα ζητήσετε**, αλλά κ να κρίνετε **αν είναι σωστό** σύμφωνα με το θέμα το αποτέλεσμα που θα σας δώσει

SB p 50 – ESSAY TOPIC

Find more information on the Renaissance Period, its characteristics and its impact on the world. Then write an essay of about 180 words.

INCLUDE IN YOUR ESSAY

- **a)** general information (when, where, how, why) about the Renaissance
- **b)** name at least 3 major renaissance characteristics-give examples for each
- **c)** name at least 3 main impacts it had on our world and explain their importance

ESSAY RULES TO FOLLOW

STRUCTURE

- **INTRODUCTION (3-4 lines)**

include: **a)** general, topic sentence referring to this topic **b)** a rhetorical question to entice the reader to keep reading

- **MAIN PART (2 paragraphs)**

par 2 RENAISSANCE PERIOD CHARACTERISTICS – use information you will find on CLASSROOM, put the in sentences following this pattern
Topic sentence => Explanation => Result or Example

par 3 RENAISSANCE IMPACT ON THE WORLD – use at least 3 ideas that show how and in what sectors the world was influenced by the Renaissance breakthroughs, use the same pattern as before: *Topic sentence => Explanation => Result or Example*

- **CONCLUSION (3-4 lines)**

Offer **YOUR OPINION** about the importance of the Renaissance and conclude your text

USEFUL PHRASES FOR

a) TOPIC SENTENCES

Personally,
In other words,
That is to say
What I mean is
To put it in another way

b) EXAMPLES

For example,
For instance,
such as

c) RESULTS

As a result,
In this way,
Consequently,
By doing this

d) CONCLUSION

On the whole,
To sum up,
All in all,
In conclusion,

Keep in mind to mention:

- at least 4 of the above phrases

**COMPARING AND CONTRASTING PHOTOS**

1. Read the information about **blackbirds below** and then look at the video screenshots that follow and try to think about the connection between the two. **Are they compatible** and, if so, in what way? If not, why? Discuss your suggestions in class.

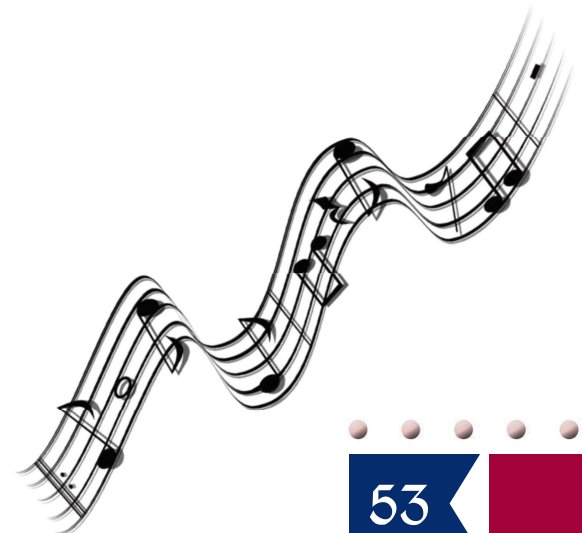
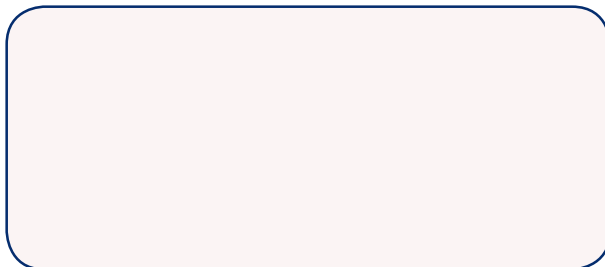


Blackbirds usually feed off the ground. The majority of English blackbirds seldom move any distance from where they were hatched. They are rather solitary birds with a very melodious voice.



TELLING A STORY

2. Can you see the story behind the images? You can make a note of the steps of the narrative in the flow chart provided. You can add as many steps/boxes as you choose to. What verb forms will you use in your narrative?



NARRATIVE STEPS => the traditional story is linear ie has a beginning-middle-end

3. Can you now develop your story further to include a background, monologue, description as well as a flashback? Some examples are provided for you but you should not think of them as binding. What verb forms will you be using? Work in your group.

=SET UP THE STORY

1

Background information

= FOCUS ON A PARTICULAR EVENT

2

Zooming in on the story

= CLIMAX / PEAK OF THE STORY
STH TO DESCRIBE IN DETAIL

4

Description

WHO?

WHEN?

A
PERSONALITY
TRAIT
OF THE
HERO

There was a blackbird
once which was very
solitary. It perched
on the branches
of its favourite tree
and never flew away.

A CHARACTERISTIC
TRAIT/ACTION
RELATED TO THE HERO

WHERE?

3b

Flashback

It had never
seen anything so
beautiful before!

STH FROM ITS PAST
TO CONNECT IT
WITH THE STORYLINE=>
SHOWS MOTIVE
AND CAUSES EMPATHY
TO UNDERSTAND
THE HERO BETTER

3a

Storyline

= STH TO INTERRUPT
THE PARTICULAR
EVENT
it looked up.

=> EVOLVING THE STORY

6

It plunged
into thinking.

7 =>

FINALLY WHAT HAPPENED?

THE ENDING EVENT
COULD
BE ANYTHING
TO CONCLUDE THE
STORY

5

Monologue

'Perhaps I should try
to fly, at least once'.

CHANGE THE NARRATION
FROM 3RD PERSON TO 1ST =>
WE CARE FOR THE HERO'S
THOUGHTS

The Linear Style of Narration:

A) BEGINNING

B) MIDDLE

C) END

STEPS: 1 & 2 =>

3a-3b => 4 => 5 => 6 =>

7



*** he was one of the Beatles & along with John Lennon they wrote most Beatles songs**

6. Here are Paul McCartney's words about the "Blackbird" song the screenshots were based on. Are these words related to your story? How would you need to change it so as to fit in the composer's original idea?

Γραψτε σε μια συντομη παραγραφο την αποψη σας για το κατα ποσο η προθεση του Paul McCartney αντικατοπτριζεται οντως στους στιχους του τραγουδιου & επισης τι στοιχεια βλεπετε εσεις, δηλ τι νομιζετε ο,τι λεει το κομματι. Δικαιολογηστε την αποψη σας χρησιμοποιωντας στιχους ή φρασεις του τραγουδιου που να δειχνουν αυτο που πιστευετε



"I had in mind a black woman, rather than a bird. Those were the days of the civil rights movement, which all of us cared passionately about, so this was really a song from me to a black woman, experiencing these problems in the States: 'Let me encourage you to keep trying, to keep your faith, there is hope.' As is often the case with my things, a veiling took place so, rather than say 'Black woman living in Little Rock*' and be very specific, she became a bird, became symbolic, so you could apply it to your particular problem".

* The capital of the US state of Arkansas, 42.1% of the inhabitants of which are Blacks or African-Americans.

listen
to
him
while
reading

Watch this Paul McCartney Interview about the song



7. Now listen to the Beatles song ("Paul McCartney - Blackbird (Live)") on YouTube and make a note of words or phrases expressing positive or negative ideas. Then enrich your list of phrases by going through the lyrics. Which do you believe agree with the spirit of the text you wrote in 3 above? Go back to it and see how you could fit in the phrases you have made a note of in this step.

and find the connection with McCartney's intention behind the song



8. Below you will find the lyrics of the song. You will need to complete the missing words after **listening to the song**



Blackbird

Blackbird singing in the dead of 1
Take these broken wings and learn to fly
All your 2

You were only 3 for this moment to arise

Black bird singing in the dead of 4
Take these sunken eyes and learn to 5
all your 6
you were only waiting for this moment to be 7

Blackbird fly, Blackbird fly
Into the light of the dark black 8

Blackbird fly, Blackbird fly
Into the light of the dark black 9

Blackbird singing
in the dead of 10
Take these broken wings
and learn to fly
All your

You were only 11 for this moment to arise,
You were only 12 for this moment to arise,
You were only 13 for this moment to arise



The Beatles, "Blackbird"
White Album, 1968

Unit 4: WHEN THE BEATLES REFUSED TO PLAY BEFORE A SEGREGATED AUDIENCE

The Beatles performed a concert in Florida only once. And they were willing to cancel the Sept. 11, 1964, date at Jacksonville's Gator Bowl when they learned the audience was to be **racially segregated**.



The policy was in defiance of the landmark Civil Rights Act of 1964, which was signed into law by President Lyndon Johnson that July and banned segregation in public accommodations. For the group, which was heavily influenced by African American music, the idea was anathema, and the four Beatles demanded that black concertgoers sit with their white counterparts. They issued a statement five days before the show that noted, "We will not appear unless Negroes are allowed to sit anywhere."

"We never play to segregated audiences, and we aren't going to start now," John Lennon is quoted as having said at the time. "I'd sooner lose our appearance money." The promoters caved.

"We weren't into prejudice," Paul McCartney said in 1966. "We were always keen on mixed-race audiences. With that being our attitude, shared by all the group, we never wanted to play South Africa or any places where blacks would be separated. It wasn't out of any goody-goody thing. We just thought, 'Why should you separate black people from white? That's stupid, isn't it?'"

From then on, the Beatles demanded integrated audiences upfront. In 2011, a contract from their 1965 show in San Francisco surfaced as part of an auction. One clause reads, "Artists will not be required to perform before a segregated audience."

"We were kind of quite intelligent guys, looking at the political scene and, coming from Liverpool, we played with black bands and black people in the audience," McCartney remembered while doing press for *Eight Days a Week*. "It didn't matter to us."

Dr. Kitty Oliver, a black historian who attended the concert as a teenager, recalled the night in a blog post for the Beatles Story. Unaware that the group had demanded the crowd be integrated, she expected to be seated in a separate section without a good view. Instead, she wrote, "The room chilled as I walked into a sea of white faces. I sat in silence with elbows drawn in tight to make sure I did not accidentally brush an arm and spark an outburst."

1) Answer with T (True) or F (False).

- 1) The Beatles' concert in Florida was almost cancelled. T / F
- 2) "...racially segregated" means that black people were not allowed. T / F
- 3) The Civil Rights Act of 1964 allowed black people's access to all public places. T / F
- 4) John Lennon preferred to lose money rather than compromise his principles. T / F
- 5) Paul McCartney's words mean they wanted to set an example. T / F
- 6) After Jacksonville, the Beatles made sure they never faced the same problem. T / F
- 7) Racism seems to have been equally prevalent in Britain at the same time. T / F
- 8) Dr Kitty Oliver felt happy because she could be at the concert. T / F



2) Listen to Dr Kitty Oliver, Ringo Star, Paul McCartney and others describe their experience from the concert and fill the gaps. (1-3 words)

1. Dr Oliver was _____ years old when she attended the concert.
2. At the time of the segregation Dr Oliver only knew one white person, a _____ who sold products to the black community.
3. The Beatles refused to play if there was going to be segregation _____.
4. The Beatles acted up although they knew their stance would _____ a lot of Americans.
5. Paul McCartney claims that they all had to _____ for any idea to go through.

3) Discuss the following.

- 1) Why did Dr Oliver sit "in silence with elbows drawn in tight" during the concert?
- 2) How would you characterize the Beatles attitude to segregation? Use words from ex. 12 on page 60 of your book.
- 3) Have you ever had to stand up and defend someone? How did you feel? What did you risk? Would you do it again?

the Youtube video for this exercise is on this link

9. Now take a look at the paragraph that follows, from Bach's *Jonathan Livingston Seagull*, and do the following:
- Comment on the dedication right below the title. What do you think it talks about?
 - What do you think Jonathan Livingston Seagull was practising? Why?

listen while reading



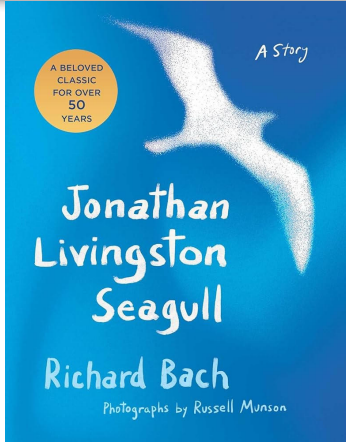
Richard Bach.
Jonathan Livingston Seagull

To the real
Jonathan Seagull,
who lives within us all.

PART ONE

It was morning, and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore a fishing boat chummed the water and the word for Breakfast **Flock** flashed through the air, till a **crowd** of a thousand seagulls came to dodge and fight for bits of food. It was another busy day beginning.

But way off alone, out by himself beyond boat and **shore**, Jonathan Livingston Seagull was practicing.



WRITING: A Story



10. Can you predict what happens next in the story?

finish the story on page 58 in your own way
(follow the linear narration steps in your story
as shown on page 54)
120-180 words

.....

.....

.....

.....

.....

.....

.....

.....

.....



11. Now, let's read the rest of the story. How close was your version to it?

listen while reading

A hundred feet in the sky he **lowered** his **webbed** feet, lifted his beak, and strained to hold a **painful** hard twisting **curve** through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a **whisper** in his face, until the ocean stood still beneath him. He **narrowed his eyes** in **fierce concentration**, held his breath, forced one... single... more... inch... of... curve... Then his **feathers ruffled**, he **stalled** and fell.

Seagulls, as you know, never **falter**, never stall. To stall in the air is for them **disgrace** and it is **dishonor**. But Jonathan Livingston Seagull, unashamed, **stretching** his wings again in that

trembling hard curve - slowing, slowing, and stalling once more - was no ordinary bird.

Most gulls **don't bother** to learn more than the simplest facts of flight - how to get from **shore** to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that **mattered**, but flight. More than anything else. Jonathan Livingston Seagull loved to fly.

This kind of thinking, he found, is not the way to make one's self popular with other birds. Even his parents were **dismayed** as Jonathan spent whole days alone, making hundreds of low-level **glides**, **experimenting**.

12) Choose the correct answer for the following questions, according to both extracts of the story (pages 58 & 60)

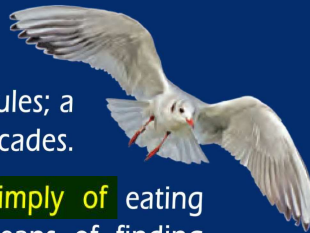
- The text talks about a seagull who wanted to follow
 - a typical seagull's life.
 - his dreams.
 - rules set by others.
- The text suggests that seagulls gather to find their food
 - in the sea near the shore.
 - in the middle of the ocean.
 - on the seashore.
- The text suggests that Jonathan's training
 - is painless.
 - is simple.
 - requires a lot of effort.
- To achieve his flying goals, Jonathan is not embarrassed to
 - stop and fall while flying.
 - practise flying at night.
 - argue with his parents.
- The text suggests that Jonathan and the majority of seagulls have
 - the same priorities.
 - different priorities.
 - common beliefs.
- Jonathan knew that his line of thought was
 - approved by other birds.
 - followed by other birds.
 - unpopular with other birds.
- The text suggests that to make his dream come true Jonathan
 - practised a lot on his own.
 - worked with other seagulls.
 - discussed a lot with his parents.
- Jonathan appears to be a
 - risk-taking seagull.
 - sociable seagull.
 - rude seagull.
- In the text, the underlined word '**gentle**' means
 - rough
 - wavy
 - calm
- In the text, the underlined word '**lowered**' means
 - raised
 - moved downwards
 - broke

13. Compare the text above with the Blackbird poem. Discuss how the two are similar.

14. Have you felt the need to “fly”? Does the real Jonathan Seagull really live within us all? What are the obstacles on one’s way to freedom and non-conformity? You can get more ideas for your discussion from the book blurb below:



This is a story for people who follow their dreams and make their own rules; a story that has inspired people for decades.



For most seagulls, life consists simply of eating and surviving. Flying is just a means of finding food. However, Jonathan Livingston Seagull is no ordinary bird. For him, flying is life itself. Against the conventions of seagull society, he seeks to find a higher purpose and become the best at doing what he loves.

This is a fable about the importance of making the most of our lives, even if our goals run contrary to the norms of our flock, tribe or neighbourhood. Through the metaphor of flight, Jonathan’s story shows us that, if we follow our dreams, we too can soar.

‘Richard Bach with this book does two things.
He gives me Flight.
He makes me Young.
For both I am deeply grateful.’

RAY BRADBURY

Richard Bach (1970).
Jonathan Livingston Seagull: a story, HarperCollinsPublishers Ltd.

15) Choose 3 **adjectives** from the list below to **describe Jonathan Livingston Seagull**.
Justify your choice based on elements from the extracts of the story on pages 58 & 60



look up the highlighted words on pages 58, 60, 61 & the list above
you can use **deepL translator**



16.

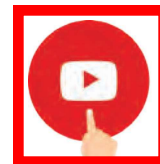
Listen to the book read out on YouTube ("Jonathan Livingston Seagull, narrated by Richard Harris") and do one or more of the following:

- Write down your impressions, as in a diary.
- Draw a scene from what you listened to.
- Write a review to be uploaded on a teenager book fan blog. **(a review is like an article)**

audio vs image

17.

Watch the trailer of the filmed version of the book on YouTube ("Jonathan Livingston Seagull - Trailer") and discuss how the effect might have been different from that of reading the book. Have you experienced this with other books made into film?



18. And one more Listening for the end

Listen to **Pink Floyd's "Learning to Fly"**
First, fill in the missing words as you listen.
Then, compare the song's lyrics to
the lyrics of the Beatles **"Blackbird"**
& the extracts from
"Jonathan Livingston Seagull".
What similarities do you find among them?
Justify your answer.



'Learning To Fly'

[Pink Floyd](#)

Into the distance a ribbon of 1)
Stretched to the point of no turning back
A flight of fancy on a windswept field
Standing alone my senses reeled
A fatal 2) is holding me fast
How can I escape this irresistible grasp?

Can't keep my 3) from the circling skies
Tongue tied and twisted just an earth bound misfit, I

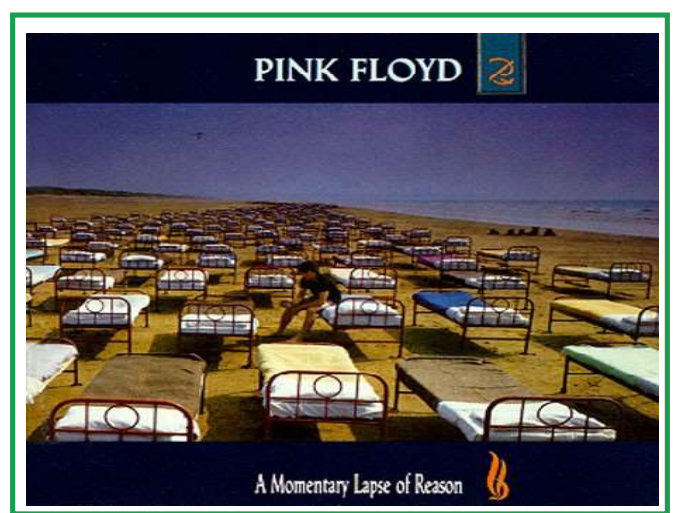
Ice is forming on the tips of my 4)
Unheeded warnings I thought I thought of everything
No navigator to find my way home
Unladen, empty and turned to stone

A soul in tension that's learning to 5)
Condition grounded but determined to try
Can't keep my 6) from the circling skies
Tongue-tied and twisted just an earth-bound misfit, I

(an aviators' dialogue is in this parts)

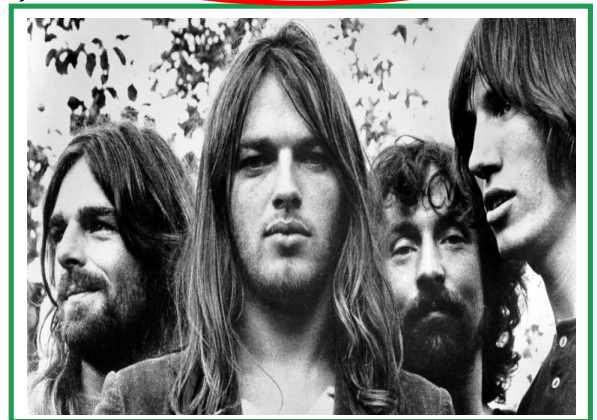
Above the planet on a wing and a 7)
My grubby halo, a vapor trail in the empty air,
Across the clouds I see my shadow 8)
Out of the corner of my watering eye
A dream unthreatened by the morning 9)
Could blow this soul right through the roof of the night

There's no sensation to compare with this
Suspended animation, a state of bliss
Can't keep my 10) from the circling skies
Tongue-tied and twisted just an earth-bound misfit, I



the album "Learning to Fly" comes from

Pink Floyd in the mid 70s



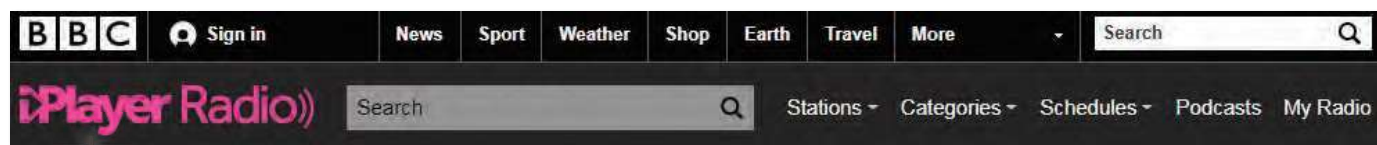


1. What do you think of when you hear the word *addiction*?
Which substances and behaviours could be addictive?





2. Listen to a BBC radio talk and answer the questions below.



http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/05/140522_6min_coffee_addiction.shtml

a. What is the topic of the talk?

.....

.....

.....

.....



b. Can you think of a "catchy" title for this radio talk?

.....

.....

c. What are the dangers mentioned?

.....

.....

d. Why do people develop such an addiction?

.....

.....

e. What is a "psychoactive drug"?

.....

.....

f. What is the definition given for the following words?

♦ *insomnia*

♦ *indigestion*

♦ *lethargic*

g. What do we mean by "withdrawal symptoms"?

.....

.....

h. Why is Finland mentioned in the talk and what do they say about it?

.....

.....



WARM UP

Let's watch
&
discuss
this short film

Reading

listen while reading

3. Read the adapted newspaper extract about adolescent alcohol consumption below and try to specify the writer's purpose.

deepL
Translator

Then, look up the highlighted words and make sentences of your own with the 12 numbered ones

1 Greek law prohibits the sale of alcoholic drinks to children younger than 18 years old, or their entry to bars and clubs. Yet these laws are never enforced and, what's worse, a lot of these places are even getting away with selling potentially lethal adulterated spirits.



2 Alcohol consumption among teenagers in Greece is widespread, largely because it is considered socially acceptable, even taking place in the home. According to a study on youngsters aged up to 16 by the University Mental Health Research Institute (UMHRI) in Athens, 94.1 percent of respondents in Greece had consumed alcohol at some point.

3 "Alcohol-related harm is the third biggest factor in the rise of morbidity and mortality in Europe. At the same time, it is a legal and very widely available product that is economically important to businesses and states. All of this requires a multidimensional approach to the issue, but under no circumstances should we

treat alcohol as something innocent, especially when it comes to young people," said a clinical psychologist.

4 "Greece is a wine-producing country and drinking wine or other alcoholic drinks is part of the country's cultural heritage. You cannot imagine a festive dinner without there being wine, beer or some form of alcohol on the table. The question is how societies can hold onto the positive aspects of such cultural traits and avoid the harmful consequences."

5 "Children in Greece first taste alcohol much sooner than in other European countries and many parents actually encourage their children – wrongly, of course – to taste beer or wine at a very young age," added the clinical psychologist.

6 This misguided practice tends to be spurred by the belief that it will take the mystique out of alcohol and make children less eager to get their hands on it. However, it also breeds familiarity and the data show that 4.7 percent of under-16s got drunk for the first time when they were younger than 13.

7 Another fact pointing to the cultural aspects of the issue, as well as the effect of having easier access, is that alcohol consumption in general tends to be higher in rural parts of the country than in Athens and other cities. That said, alcohol consumption among minors has decreased steadily since the 1980s, pointing to more public awareness.

10

8 "People need to **acknowledge** that alcohol is not **harmless**. It is an addictive **substance** like nicotine and narcotics," said the clinical psychologist. "The main thing is to educate children at school and in the home. **Banning** it is not the way to really solve the problem, especially when it comes to teens who see breaking a ban as a challenge."

9 Experts want to see more being done to **tackle** the phenomenon on every level and point to the **proliferation** of sweet fizzy drinks that contain alcohol as a sign that there is not enough awareness on the part of the state and **consumers**.



<http://www.ekathimerini.com/225684/article/ekathimerini/community/teen-alcohol-consumption-going-unchecked>

4. Read the text again and match the following titles to each paragraph.

1.	An alarming reality	
2.	The need for drastic measures to be taken	
3.	A mistaken attitude of Greek parents	
4.	Regulations regarding alcohol consumption	
5.	Detrimental effects of alcohol consumption	
6.	Alcoholism rate by area	
7.	Action to be taken on the part of the state	
8.	Country-specific traditions	
9.	A common practice among teenagers	

**after you finish matching,
listen to the correct combinations
and check your answers**

5. Choose the best answer A, B or C for the following questions.

1.	Who is this text addressed to?	<p>a. researchers</p> <p>b. parents and teenagers</p> <p>c. general public</p>
2.	The clinical psychologist considers the problem	<p>a. partially solved</p> <p>b. simple</p> <p>c. complicated</p>
3.	Who is to blame for the problem?	<p>a. lack of regulation enforcement</p> <p>b. teenagers</p> <p>c. parents</p>
4.	The roots of the problem lie at the fact that	<p>a. alcohol is part of our tradition</p> <p>b. Greek society is rather tolerant</p> <p>c. alcohol is essential to economic boost</p>
5.	What does the word <i>this</i> in the third paragraph refer to?	<p>a. alcohol consequences</p> <p>b. businesses and states</p> <p>c. aspects related to alcohol consumption</p>
6.	What is the writer's conclusion about the issue?	<p>a. the state should take measures</p> <p>b. there is a need to raise awareness</p> <p>c. school education should be improved</p>





6. Match the following words (1-8) from the text with their definitions (a-j). There are two extra options you do not need to use.

1. adulterated	.....	a. the condition of being diseased
2. lethal	.....	b. grow suddenly in number
3. morbidity	.....	c. accept/admit the existence or truth
4. spur	.....	d. render poorer in quality by adding another substance
5. rural	.....	e. motivation, incentive
6. acknowledge	.....	f. causing death
7. enforce	.....	g. the state of being subject to death
8. proliferation	.....	h. characteristic of the countryside
		i. admittance
		j. make people obey a law



GRAMMAR



7. Read the following sentence from the newspaper article and answer the questions.

“Under no circumstances should we treat alcohol as something innocent, especially when it comes to young people,” said a clinical psychologist.

- What do you notice in relation to its syntax?
- When do we use this kind of syntax?
- Can you give some more examples?

◆ Use your answers to complete the following grammar notes:

- ✓ In statements it is usual for the verb to follow the
- ✓ Sometimes however this word order is reversed. This pattern is called
.....
e.g. *He had never seen such a sunset before.* ⇨ *Never before such a sunset.*
- ✓ We can invert the subject and the auxiliary verb in a statement to give
.....
- ✓ This structure is mainly used in English.



5

Addictions

= κυριολεκτικά σημαίνει **"αντιστροφή"**

Inversion

We use inversion ⇒ in questions

Have you ever been in that restaurant before?

δηλ το υποκείμενο/ρημα μπαίνουν σε ερώτηση μετά απο συγκεκριμένες εκφράσεις που ξεκινούν τη πρόταση, για λόγους **ΕΜΦΑΣΗΣ** το κάνουμε (το νοημα της πρότασης είναι πολύ **FORMAL**)

⇒ with a negative adverb or adverb phrase at the beginning of the sentence to give emphasis

Hardly had I got into the house when the telephone rang.

Never had they seen such an amazing sight before.

Seldom do we see such a wonderful display of dance.

Rarely will you find him at home.

Only then did I realise what I had done.

Not only does she play music but she also sings very well.

No sooner had we arrived home than the guests rang the doorbell.

Scarcely had I got off the bus when it crashed into the back of a car.

Only later did he really think about the incident.

Nowhere have I ever had such bad service.

Little did he know!

Only in this way could he earn enough money to live on.

In no way do I agree with what you're saying.

On no account should you do anything without asking your boss first.

**ΕΚΦΡΑΣΕΙΣ ΠΟΥ
ΕΙΣΑΓΟΥΝ ΠΡΟΤΑΣΕΙΣ
ΜΕ INVERSION**

⇒ in the second part of the sentence with negative or limiting adverbials

Not until I saw him with my own eyes did I really believe him.

Not since she left school had she had such a wonderful time.

Only after I had seen her house did I understand why she loved it so much.

Only when we had finally arrived home did I feel safe.

Only by working hard did we manage to get a decent salary.

⇒ instead of "if" in conditionals

Had I been there, all this wouldn't have happened.

Should you require any further information, please contact us.

Were he to see you here, he would be surprised.

⇒ with an adverbial expression of place
at the beginning of the sentence

On the table was all the money we had lost.

Round the corner came the policeman.

⇒ after "so + adjective... that"

So beautiful was the bride that nobody could talk of anything else.



B) 8. Now rewrite the following sentences using inversion.

A)

βρίσκω
προσωπο
+ ρημα
που
σχετίζονται
με την
εμφατική
εκφραση
&
τα βαζω
σε
ερωτηματική
μορφή

βρίσκω τη φράση στην οποία
θέλω να δώσω έμφαση & τη
βαζω στην αρχή της προτάσης

1 The keys I was looking for were in my pocket.

In my pocket were the keys I was looking for

Γ) και μετά συνεχίζω το υπόλοιπο της προτάσης ως έχει

2 The food was so delicious that we could not stop eating.

3 Michael had never been to such a fantastic restaurant before.

4 I had scarcely finished writing my essay when the examiner announced the end of the exam.

5 He understood little about the situation.

6 It is now the time to deal with the problem.

7 Mary is not only a good student but she is also a gifted musician.

8 If you need any help, you can call me anytime.

9 You will not find such nice people anywhere else.

Nowhere

10 We cannot cope with this problem without the help of the others.

Only with

- 11 We cannot accept applications until after the end of May.
Not until
- 12 If we had known it would take so long to get there
we would have never decide to go.
.....
- 13 They were never aware of the danger that threatened them.
At no time
- 14 He wasn't rich and he wasn't handsome either.
Neither
- 15 You shouldn't tell him about my trip to England.
On no account
- 16 We were only able to get into the building by calling the security guard.
Only
- 17 As soon as he came to the party he started complaining about the food.
Barely before
- 18 If you need any help, you can call me anytime.
No sooner than
- 19 He cannot suspect that his daughter is so much in trouble.
Little.....
- 20 You couldn't hear a sound in the church
Not a sound

further practice on the Inversion

WRITING: an Essay (120-180 words)

9. A significant number of people is struggling with certain addictions. Write an essay suggesting ways to deal with the problem. Your essay will be published in the school magazine.
Before you start writing read the advice and guidelines provided.

writing plan

Par 1 (2-4 lines) - Introduction: introduce the problem with some general comments and the need to raise awareness about it

Par 2 (5-8 lines) - 1st specific problem=>results=>possible solution=>give examples why and how your solution would work

Par 3 (5-8 lines) - 2nd specific problem (use the same pattern to present&solve it as in par2)

Par 4 (3-5 lines) - Conclusion: repeat the main point of the problem, offer a general advice and finish off in a positive note

REMEMBER:

- 1) An essay uses cause/effect logic & needs clear arguments
- 2) Your arguments must either be based on **REASON** or **FEELINGS** or **RIGHT BEHAVIOUR** and must be convincing
- 3) Use examples to explain why your suggestions are useful
- 4) Use Formal language and structures to express yourself