**DO WE LIVE IN THE SAME WORLD?**

## What did you see?

(Possible answer) Two pairs of people, two mothers with their children. The first pair is playing. They are having a great time in the sea and they look very happy. The second pair is struggling with the waves and they seem concerned/worried, anxious, frightened, unhappy.

## Who has created the video?

UNHCR (United Nations High Commission for Refugees)

## What is the message?

(Possible answer) The sea is not a safe place for everybody. For some people it is a huge barrier they have to cross in order to live better, for others it is just a place for fun.

## How did you feel when you watched it?

Students’ own answers

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

According to the definitions by UNHCR, **refugees** are persons fleeing armed conflict or persecution, while **migrants** choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons (https://[www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-](http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-) viewpoint-refugee-migrant-right.html).

One of the most fundamental principles laid down in international law is that refugees should not be expelled or returned to situations where their life and freedom would be under threat. On the other hand, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government.

An **asylum seeker** is a person who flees his or her home country, enters another country and applies for asylum, i.e. the right to international protection, in this other country. An asylum seeker may be a refugee, but not a migrant *(adapted from https://en.wikipedia.org/wiki/Asylum\_seeker).*

# Some more words: match them with their meanings.

a.**4** b.**3** c.**1** d.**2** e.**6** f.**5**

# 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?

(Note: “genre” is “literary kind). Both texts are narrative non-fiction.

## Where can you find it?

The first text could be found in a newspaper, a magazine or a webpage. The second is taken from a book about refugees, but it too could have appeared in a newspaper, a magazine or a webpage.

## Who is the writer?

If we follow the link below Text A, we will discover that the writer is called Charlie Dunmore. Text B was written by Misganaw Worknehe as stated in the heading of the text.

## Who might be the reader?

Everyone interested in the problems the refugees are facing/ the problem of migration.

## Can you guess the content of each article from the title and the photos?

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

(Suggested Answers)

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| **Text A** | |
| ***SOMEBODY****... Who is the*  *main character?* | Muzon, a refugee girl from Syria. |
| ***WANTED*** *… What do they*  *want? (goal/motivation)* | She wanted to continue her schooling, take her grade-nine  school exams and enter university. |
| ***BUT****... What is the problem in the story? What is keeping the characters from their goal? (Focus on the*  *conflict/ challenge/problem)* | Civil War broke out in her country and her family was forced to leave and stay in a refugee camp under bad conditions. Many children left school because they could not handle the situation anymore. |
| ***SO/SO THEN****... How does everything finally work out? What is the solution? How does the character reach their goal?* | Muzon started a campaign in the camp in order to persuade children to stay at school. She has continued her studies in Jordan and has become a forceful and high-profile advocate for education among Syrian refugees, particularly young women and girls. She fights for children’s right to education. She has learned that obstacles in life can be overcome by strong will and effort. She conveys a message to the world,  that education can give purpose to our life. |

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| **Text B** | |
| ***SOMEBODY****... Who is the main character?* | Mesfin, who lives by himself in a refugee camp in Kahuma, Kenya. |
| ***WANTED*** *….What do they want? (goal/motivation)* | He is a refugee from Ethiopia trying to survive in the refugee camp. He tries hard in order to ensure a decent meal and  safety. |
| ***BUT****... What is the problem in the story? What is keeping the characters from their goal? (Focus on the*  *conflict/ challenge/problem)* | He is lonely and suffers from hunger and lack of love. He has to walk many kilometres in the burning heat/under the scorching sun to find the wood he needs so as to cook his food. He has trouble with local people who threaten his life,  as they want the wood for themselves. |
| ***SO/SO THEN****... How does everything finally work out? What is the solution? How does the character reach*  *their goal?* | He has managed to survive and has learned to tolerate the awful conditions under which he lives without being able to actually improve his life though. He lives day by day without hope or plans for the future, believing the world is unfair. |

# Now, fill in the missing information.

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|  | **Muzon** | **Mesfin** |
| **LIFE BEFORE** | She had a normal, middle-class life, surrounded by friendly neighbours and relatives. Her parents were teachers in Izra, Syria. She lived in comfortable house where each of the children had their own room. She studied hard at school for her nine-grade exams so as to continue her  education. | We only know he lived in Ethiopia. |
| **WHAT CAUSED THE FLEE** | The civil war in Syria. Her home was close to a military base that regularly came under attack, leaving them trapped in the  crossfire. They couldn’t endure  the fighting any longer, so they decided to flee to Jordan. | The Ethiopian regime. He has fled his home country when the junta won state power and he has been trying to find a secure shelter since then. |
| **LIFE NOW - CHANGES (WHERE, WHO, WHAT,**  **LIFE CONDITIONS)** | In Azraq refugee camp in Jordan. The whole family shares a tent where they eat, sleep and wash. She attends a summer course to get grips with the new Jordanian curriculum in order to pass the final exams. | He lives in a refugee camp in Kakuma, in a plastic make- shift hut which does not adequately protect him from the weather conditions. He lives by himself in an alien land. Every day he rises with the sun and go in search of firewood to boil beans for his  meal. |

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| **PROBLEMS, DIFFICULTIES** | Life conditions are difficult and many children, especially girls, leave school. She has to fight against the widely held belief within the camps that early marriage is the best way to secure he future of young female refugees. She encounters opposition when trying to persuade people about the importance of education. People do not listen to her because of her young age. | He is lonely and hungry. The area where he lives is dry, dusty, sunny and hot. There is shortage of firewood. He cannot afford to buy any charcoal so he has to walk many kilometres in the burning heat/under the scorching sun to find wood to cook his food. He is faced with barbarity and lack of humanity. He strives hard  against adverse conditions and hostile people. |
| **FUTURE LIFE, EXPECTATIONS** | She goes door-to-door to persuade parents let their daughters attend school. She wants to spread her message to a wider audience, to the international community, especially to those who have the  resources to help. | He just wants to survive each day. He cries for peace and safety. He has no expectations and no hope since he lives in an unfair  world where “all tomorrows are the same”. |
| **FEELINGS** | She appears to be determined and strong, but also a realist. She believes education is the armour that will protect you in life. | Loneliness, stress, lack of love, misery, hunger, despair, hopelessness. He feels confused when he thinks about his life. He thinks he  does not deserve all this. |

1. **Fill in the Venn Diagram by writing the similarities and differences of the two texts.**

You can use the information from the previous activities to complete the diagram. Wwrite about the common problems or difficulties, about the living conditions, about the different feelings etc.

# **Complete the table below, individually. There are no correct answers, only answers that are true for you!**

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# **Go back to text 1 and answer the following question:**

## What did Muzon say about life before the crisis started?

She said that their house had been built by an engineer. She also explained that when she was (habitual action)/had been sick, she went/would go/had been to a doctor. Finally, she remarked that education is everything in life (general truth).

## The writer in text 1 has used a lot of sentences in direct speech. Why do you think she has done so?

In order to make the narration more **vivid** and **interesting** and thus engage the reader.

# Are the following statements true or false? Justify your answers reporting what has been said in the text.

* 1. *Muzon’s father didn’t know about the risks involved when he decided to flee across the border to Jordan.*

**False**: Her father decided the risks were too great so she fled with him. Her father claimed that he knew/had known she could make up for lost schooling, but if you lose your life there’s no way to make up for that (no change of tenses is needed because the sentence contains a time clause – see Note below).

* 1. *Muzon didn’t know that education was important.*

**False**: Muzon explained that they hadn’t had to (“she didn’t need them” is also acceptable) to tell her that education is important because she had always felt it.

* 1. *Muzon doesn’t think highly of Malala.*

**False**: Because she said that Malala had taught her that no matter what obstacles she faces in life, they can be overcome (general truth).

* 1. *Before the crisis began, Muzon used to live a normal, middle-class life.*

**True**: She explained that she had not been a queen back in Syria adding that they had had problems, good things and bad things, but it had been like any normal life.

* 1. *Muzon doesn’t mind when people don’t let their daughters go to school.*

**False**: She said that when she heard of people not letting their daughters go to school or marrying them off early, it made her angry.

NOTE: There is no change in verb tenses in Reported speech when:

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| 1. the sentence expresses a general truth or permanent states and conditions |
| 2. the introductory verb is in the Present, Future or Present Perfect tense |
| 3. the verb of the sentence is in the Unreal past (eg. 2nd or 3rd type conditionals) |
| 4. the following verbs are used: had beter, could, would, used to,should, might and ought  to, mustn’t |
| 5. the reported sentence contains a time clause |
| 6.the sentence expresses something which is believed to be true. In this case the verb  tense can either change or remain unchanged. |