

ΘΕΜΑ 2^β. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ

Choose the correct option (A, B or C) to complete the gaps 21-30 in the text.

Remembering Mandela


Nelson Mandela died on 5 December 2013 **(21)**_____ the age of 95. For years, Mandela fought to end racism in his home country of South Africa. He **(22)**_____ a hero to many people all over the world. In his funeral, tens of thousands of people came together to remember their country's leader. Kings and queens, presidents and prime ministers, and famous musicians and actors all came to **(23)**_____ goodbye to the famous politician. "He changed laws, but he also **(24)**_____ hearts," U.S. President Barack Obama said in a speech at the funeral. Mandela worked to end apartheid that **(25)**_____ black people and white people apart. Under apartheid, in a country that was 70% black, only whites could vote. Blacks **(26)**_____ very little schooling. In 1964, Mandela **(27)**_____ to life in prison for crimes against the state. But Mandela **(28)**_____ his work to change South Africa from his jail cell. He **(29)**_____ 27 years in prison. He became the country's first black president four years after he **(30)**_____, in 1990.

21.	A	at	B	in	C	on
22.	A	became	B	made	C	was made
23.	A	speak	B	tell	C	say
24.	A	loved	B	made	C	changed
25.	A	made	B	kept	C	felt
26.	A	were allowed	B	gave	C	took
27.	A	went	B	was sentenced	C	got
28.	A	made up for	B	looked for	C	continued
29.	A	spend	B	took	C	spent
30.	A	had released	B	freed	C	was freed

ΘΕΜΑ 3. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Following a class discussion about young refugees' human right to education, your teacher has asked you to read the following text and write an **e-mail (120-150 words)** to the international organisation "Human Rights *First*" in order to

- a) **argue for** young refugees' human right to education underlining both the significance and benefits of being educated in order to be integrated in a host country, and
- b) **make suggestions** for future educational actions highlighting the expected results in young refugees' life.



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IN BRIEF WHAT WE DO WHERE WE WORK PARTNERS JOIN US RESOURCES

Education for migrants: an inalienable human right

The right to education is often taken for granted – until it is taken away. An indispensable tool to protect the freedom and dignity of all migrants, education allows them to fully integrate into their new societies. This legitimate aspiration, however, faces obstacles on the ground.

Enshrined in Article 26 of the Universal Declaration of Human Rights, education is an essential tool for the protection of human dignity. Human rights become even more meaningful when their realization is at risk – as when people are forced to flee from armed conflict or persecution, or simply because they want to improve their socio-economic condition.

For refugees, receiving an education is the best way to become full members of their host countries. Regular migrant workers and their children benefit intellectually and socially from attending school, where they learn about the society in which they are living. Asylum-seekers, awaiting a decision about their future, need basic language courses. For undocumented migrants, access to a basic education provides stability and regularity in their lives, besides increasing self-esteem. The right to education requires states to provide access to educational services and financial resources.

The educational situation of asylum-seekers and refugees in temporary reception camps is likely to be even more unstable. This could be due to a shortage of facilities such as buildings and school materials, a lack of qualified teachers, and scarce financial resources.

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