

## APPENDIX VIII. SUGGESTED READING MATERIALS

### **Reading Lesson 1: Getting to know famous people**

(Supplementary reading material to coursebook's *Unit 4: The history of the aeroplane*)

### **Notes for the teacher**

#### **General aims of the lesson:**

- To activate background knowledge on famous people and verify guesses
- To familiarise students with the genre of biography and its relevant content schema
- To develop the students' skimming and scanning skills
- To integrate vocabulary work with reading in a contextualised way (cloze passage, crossword)
- To facilitate global comprehension through the use of video-based texts
- To help students master cohesion of a text through an ordering task
- To apply retrieved information from reading texts through writing

**Pre-reading stage:** Through the use of a mind map the whole class engages in a warm-up game guessing each other's favourite famous person. The students can practise wh-questions in the Simple Present/Simple Past tense and at the same time have lots of fun by brainstorming and checking their knowledge on famous people.

### **While-reading stage**

**Task 1:** A modified cloze on Cristiano Ronaldo's life to check Irregular Verbs and adjectives through contextualised use. It helps students practise their inferencing skills at linguistic level.

**Task 2:** The use of the video (play the video up to 2:48) contextualises the text and the multiple-choice task accompanying it. The items check both fragmentary as well as global comprehension and the learners' inferencing skills.

**Task 3:** Integrated vocabulary work in the form of a crossword. The students use the vocabulary found in the inventors' biographies in a fun way.

**Task 4:** Have the students watch the first minute of the video/documentary and then do the matching task of the interview. The task aims at checking the students' predictive skills and mastering cohesion of a text.

**Post-reading stage:** An integrated writing task which invites students to combine the information gained from both the previous reading task and the rest of the video. It helps the students personalise reading content and develop their summary writing skills.

## Reading Lesson 1: Getting to know famous people more closely

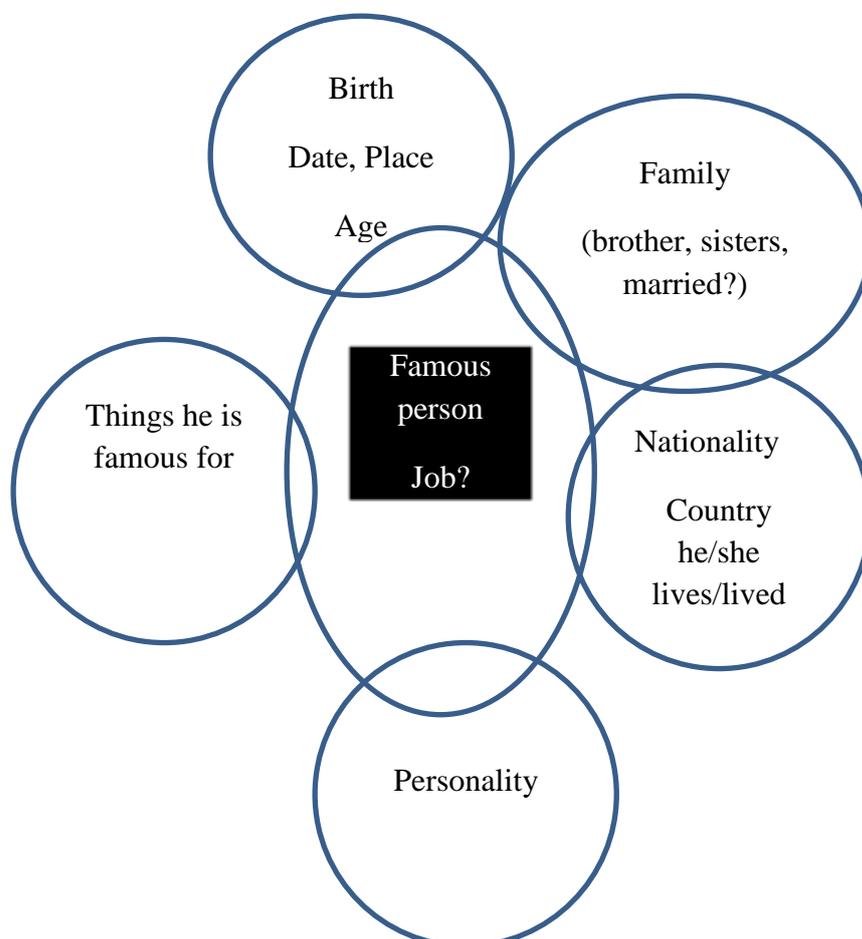
### Students' worksheet:

Your class is holding a project on famous people and your group has come up with various sources and ideas. But you have to do some work to put your project together and present it to your class...

(Η τάξη σου διοργανώνει μια ομαδική εργασία για διάσημες προσωπικότητες και η δική σου ομάδα έχει βρει διάφορες πηγές και ιδέες. Πρέπει, όμως, να κάνετε αρκετή δουλειά για να συνθέσετε την εργασία σας και να την παρουσιάσετε στην τάξη...).

Before you start working, play this game! Each one of you has to fill in the circles of the diagram with information on his/her favourite person. The whole class asks questions to guess the celebrity he/she has in his/her mind! You have up to five questions to guess right!

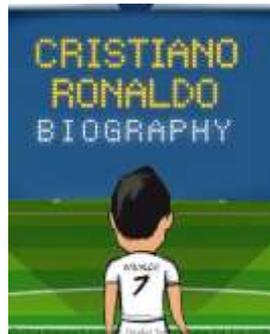
(Πριν αρχίσεις να δουλεύεις, παίξε αυτό το παιχνίδι! Συμπλήρωσε τους κύκλους στο παρακάτω διάγραμμα με πληροφορίες για το αγαπημένο σου διάσημο πρόσωπο! Η υπόλοιπη τάξη κάνει ερωτήσεις για να μαντέψει τη διασημότητα που έχεις στο μυαλό σου! Μπορείτε να κάνετε μέχρι πέντε ερωτήσεις ώσπου να μαντέψετε σωστά!).



**Task 1:** The first famous person your group wants to write about is Cristiano Ronaldo, the famous football player. You have come across his biography on the internet but some words were not printed. Fill in the gaps with the words given below.

(Ο πρώτος διάσημος για τον οποίο η ομάδα σου θέλει να γράψει είναι ο Cristiano Ronaldo, ο διάσημος ποδοσφαιριστής. Βρήκες τη βιογραφία του στο διαδίκτυο αλλά κάποιες λέξεις δεν εκτυπώθηκαν. Συμπλήρωσε τα κενά με τις λέξεις που δίνονται παρακάτω).

born	started	amazing	paid	became
high	was	professional	grew	famous

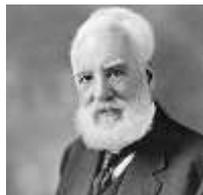


Cristiano Ronaldo is one of the most 1) \_\_\_\_\_ Portuguese soccer players in the world and has played for Manchester United and Real Madrid. He was 2) \_\_\_\_\_ on February 5, 1985 and he 3) \_\_\_\_\_ up in a poor family. He had to share a bedroom with his older brother and two older sisters! Cristiano 4) \_\_\_\_\_ playing football at an early age when he 5) \_\_\_\_\_ just eight. At the age of 17, he played his first 6) \_\_\_\_\_ game for the “Portuguese Super League”. In 2003, for the first time, Manchester United 7) \_\_\_\_\_ such a young player twelve million pounds. After this there has been no looking back. Ronaldo has a (n) 8) \_\_\_\_\_ ability to jump really 9) \_\_\_\_\_. This gives him an advantage to score goals as he can jump head and shoulders higher than other footballers. On June 2010, he 10) \_\_\_\_\_ the fourth footballer ever to have a wax statue at the Madame Tussauds museum in London. In his hometown, there is even a museum CR7 with his trophies, medals and rare pictures.

The picture and text (edited) were retrieved from: <https://mocomi.com/cristiano-ronaldo-biography/>

**Task 2:** Your teacher has shown you a YouTube video (<https://www.youtube.com/watch?v=i02IkTr4nNQ>) to help you with your project and after watching it, you read the following text based on some extracts of the video. Answer the multiple-choice questions below the text.

(Αφού παρακολούθησες το βίντεο στο YouTube που σου έδειξε η καθηγήτριά σου για να σε βοηθήσει με την ομαδική σου εργασία, διάβασε το παρακάτω κείμενο που βασίζεται σε κάποια αποσπάσματα του βίντεο. Απάντησε στη συνέχεια στις ερωτήσεις πολλαπλής επιλογής που συνοδεύουν το κείμενο).



**Benjamin Franklin** (1709-1790) was way more than the founding father of the United States. With his **experiments** and **inventions**, he made a huge difference for the world as we know it today. His most famous experiment was when he threw a kite up into the air with a metal key on the end. He was shocked to discover that when he touched the key with his finger, there was a small **spark**. People thought that he was a silly man playing with his kite but he showed that electricity is all around us, in the sky and in our bodies.

**Alexander Graham Bell** (1847-1922). Does that name ring any **bells**? It should because the telephone is one of the most important inventions of modern times and Alexander Graham Bell was the one who made it all possible. He started by working with people who were **deaf** and hard of hearing and then had a lifelong fascination with sound and speech. He started working on the telephone in the early 1870s. First **successful** transmission of clear speech was made on March 10, 1876. Bell called his friend just to say: “Mr. Watson- Come here- I want to see you”.

**Leonardo da Vinci** (1452-1519). Another famous and famously eccentric inventor was the late Great Leonardo da Vinci. Most of his inventions are often overlooked because of his

**legendary** artistic work but he was not just the painter of Mona Lisa. Many of his ideas were so ahead of their times that they weren't possible until hundreds of years after his death. Just to name some of his cool ideas, he was designing a helicopter, a **calculator** and even had ideas about **solar** power. He had an eye for art but a big brain for science.

1. The best title for this text would be

a) Great scientists, b) Important people, c) Inventors and inventions

2. All of these inventions are

a) practical, b) useless, c) old-fashioned

3) Benjamin Franklin and Leonardo da Vinci were

a) more than inventors, b) only inventors, c) inventors and artists

4) The first phone call was

a) too long, b) too short, c) unclear

5) Leonardo da Vinci didn't see all his inventions come true during his lifetime because they were

a) too expensive, b) impossible to make at the time, c) silly

The texts were adapted from the YouTube video:

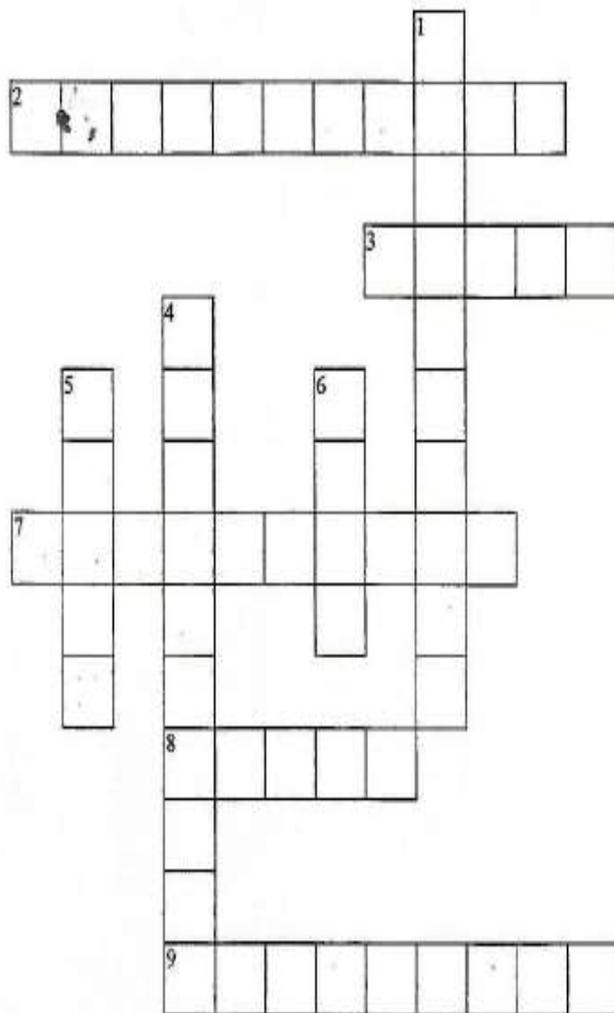
<https://www.youtube.com/watch?v=i02IkTr4nNQ>

The pictures were retrieved from:

[:https://www.biographyonline.net/scientists/inventors.html](https://www.biographyonline.net/scientists/inventors.html)

**Task 3:** Use the underlined words in the inventors' texts to do the crossword.

(Χρησιμοποίησε τις υπογραμμισμένες λέξεις στα κείμενα των εφευρετών για να κάνεις το σταυρόλεξο).



**Across**

- 2. Scientists make a lot of ..... at labs.
- 3. Does the name "Mona Lisa" ring any.....?
- 7. Use a ..... to do the Maths.
- 8. .... power comes from the sun.
- 9. Da Vinci is a famous, almost ..... inventor.

**Down**

- 1. The helicopter and the calculator were da Vinci's .....
- 4. Frankil made a lot of experiments to have a (n) ..... result.
- 5. A .....of the burning fire flew off.
- 6. People who cannot hear are .....

(The crossword was created with: <https://wordmint.com/pages/landing/crossword>).

**Task 4:** You are thinking of writing about a teenager computer programmer, Santiago Gonzalez, who will probably become very famous in the future! Watch the introduction of a video on his life ([https://www.youtube.com/watch?v=DBXZWB\\_dNsw](https://www.youtube.com/watch?v=DBXZWB_dNsw)) and match the questions with the answers below. There is one answer you will not need to use!

(Σκέφτεσαι να συμπεριλάβεις στην εργασία σου έναν έφηβο προγραμματιστή ηλεκτρονικών υπολογιστών, το Σαντιάγκο Γκονζάλες, που πιθανώς θα γίνει πολύ διάσημος στο μέλλον. Παρακολούθησε την εισαγωγή ενός βίντεο για τη ζωή του και αντιστόιχσε τις παρακάτω ερωτήσεις με τις σωστές απαντήσεις. Υπάρχει μία απάντηση που δε θα χρειαστεί να χρησιμοποιήσεις!).

### Interview with a prodigy programmer: Santiago Gonzalez!

- |  |  |
|--|--|
| 1. Hello, Santiago! We're very happy to have you here with us! Can you tell us some things about yourself? | A. I used to get back from school and feel pretty miserable! The teachers couldn't really get me, I felt bored and my classmates called me a nerd! |
| 2. Can you describe a typical day in your life?  | B. I started doing so because I wanted to help people achieve what they wanted to do such as decorate a Christmas tree or do a puzzle.             |
| 3. Wow! I suppose you felt pretty bored at elementary school. How was it for you back then?                | C. I'm dreaming of going to Stanford university when I finish my studies at Mines college. Then, I hope I will work for Apple.                     |
| 4. What is the main reason that makes you want to create apps?   | D. I really enjoy learning. To me learning is as necessary as eating.  |

5. What are your plans for the future?

E. I usually wake up at 05:30am. I programme for an hour, eat breakfast and then go to college. Most of the day I work on codes. Even in my dreams I see myself programming.

F. I am 14 and from 6<sup>th</sup> Grade I have jumped to full-time college student. I have created 15 apps for Mac, iPhone and iPad and thousands of people download them daily.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### **Writing task**

You want to know more about Santiago Gonzalez! Watch the rest of the video on his life and write a summary text for your project's presentation. Write down the details that impressed you the most.

(Θέλεις να μάθεις περισσότερα για το Σαντιάγκο Γκονζάλες! Παρακολούθησε το βίντεο ολοκληρωμένο και γράψε μία περίληψη για την παρουσίαση της ομαδικής σου εργασίας. Να καταγράψεις τις λεπτομέρειες που σε εντυπωσίασαν περισσότερο).

[Santiago Gonzalez: A prodigy programmer!](#)

## Answer Sheet

### Task 1

1. famous
2. born
3. grew
4. started
5. was
6. professional
7. paid
8. amazing
9. high
10. became

### Task 4

1. F   2. E   3. A   4. B   5. C

### Task 2

1. c
2. a
3. a
4. b
5. b

### Task 3

#### DOWN

1. INVENTIONS
4. SUCCESSFUL
5. SPARK
6. DEAF

#### ACROSS

2. EXPERIMENTS
3. BELLS
7. CALCULATOR
8. SOLAR
9. LEGENDARY

## **Reading Lesson 2: Visiting museums in London**

(supplementary reading material to coursebook's *Unit 5: Travelling through time*).

### **Notes for the teacher**

#### **General Aims of the lesson**

- To familiarise students with British culture, develop multiculturalism
- To introduce students to online museum leaflets
- To read both for gist and details
- To facilitate global comprehension through the use of questions in Greek (mediation at comprehension level)
- To make them practise their inferencing skills
- To revise comparatives through a contextualised quiz
- To practise vocabulary guessing skills through contextualised reading of museum's regulations
- To personalise what they have read by means of an integrated speaking task

**Pre-reading stage:** Engage the students in a discussion by asking the following questions:

- What kinds of museums are there?
- Which one do you like visiting the most?
- Have you ever heard of any famous London museums? Which one would you like to visit or have you already visited?
- Why? What do/did you like the most about it?

#### **While-reading tasks:**

**Tasks 1a,1b** Have the students read the four short texts on well-known British museums and afterwards do the multiple-matching tasks to check both **global (1a,1b) and fragmentary (1b) comprehension**.

**Task 2:** This mini quiz can help students practice the **scanning skill** as well as the **inferencing** one drawing on linguistic context. It also tests the students' **Grammar**

**knowledge of Comparatives.** You can have the students work **in pairs** to make it more fun and collaborative as a task.

**Task 3:** An integrated gap-filling vocabulary task that encourages students to make use of their **guessing skills based on the sentences' context.**

**Post-reading task:** A semi-controlled role play in pairs that allows the learners to **apply the knowledge** they have just acquired through speaking.

## Reading Lesson 2: Visiting museums in London

### Students' worksheet:

**Task 1:** You are going to London with your family over the Christmas holidays and you want to read some information about the museums you can visit there. Read the information you found on the internet and answer the questions below the texts.

(Πρόκειται να πας στο Λονδίνο μαζί με την οικογένειά σου για τις διακοπές των Χριστουγέννων και θέλεις να διαβάσεις κάποιες πληροφορίες για τα μουσεία που μπορείς να επισκεφθείς εκεί. Διάβασε τις πληροφορίες που βρήκες στο διαδίκτυο και απάντησε τις ερωτήσεις που δίνονται κάτω από τα κείμενα).

### A .Shrek's Adventure London

**Tickets from £25! Save up to £8 per adult online and 3% discount on family tickets!**

**Children under five are free of charge!**



DreamWorks Tours Shrek's adventure London is an exciting adventure for the whole family. Take a fun 60-minute trip to the land of Far Far Away, experience new challenges and get to know lots of characters from the successful movies series such as Princess Fiona, Donkey and Shrek himself. A real-life fairytale, the first museum of its kind in the world! Full of 4D animation, live actors and amazing special effects.

**Open daily: 10am to 6pm (On Thursdays the attraction opens at 11am).**

**Closed: 25 December**

## **B. Madame Tussauds museum**

**Tickets from £32! Save up to 4£ online per adult and family tickets!**



Madame Tussauds has been making wax figures for over 150 years. The oldest figure is “Sleeping Beauty” created in 1763. Here you can first walk down the red carpet and take a photo with your favourite celebrities such as Christian Bale, Brad Pitt and Adele. Then step up to your favourite Marvel Super Heroes and watch the Marvel Super Heroes 4D movie where all the super heroes fight to save London from a disaster.

**Open daily: 10am to 4pm (early opening every weekend from 9pm).**

**Closed: 14<sup>th</sup>-20<sup>th</sup> January.**

**Please note: The busiest time at Madame Tussauds is between 12 noon and 3pm, so you may want to visit the museum at a different time!**

## **C. The London Dungeon**

**Save up to £5 if you book online! Tickets from £24. Enjoy for free a drink at the spooky Victorian pub!**



Discover the scary stories and villains of London’s past. Come and meet King Henry VIII, Guy Fawkes and Jack the Ripper! We will take you on a 90-minute amazing journey through 1000 years of London’s history. Now with new costumes, more

actors and a few surprises – we are London’s must see attraction. If you are brave enough, you can take the adventurous ride down the dark river Thames and even escape the Great fire of London!

**Open daily: Mon, Tue, Wed, Thurs.: 11am-7pm (Fri, Sat, Sun: 11am-5pm).**

**Closed: 25 December, 4<sup>th</sup>-17<sup>th</sup> March.**

**Please note: Children under the age of 15 years old cannot enter the attraction if they are not accompanied by an adult.**

#### **D. Shakespeare’s Globe**

**Children under five go free! Tickets from £17!**



Shakespeare’s Globe is the theatre in which he worked and wrote most of his plays. It opened as a museum in 1997 and it is at the same site where the original theatre was. Visitors can have a 30-minute guided tour inside the open-air theatre and get a lot of information about the history of the theatre and London of the 16<sup>th</sup> century. They can also see Elizabethan costumes and musical instruments of that time in the theatre’s special exhibition.

**Open daily: 9:30am - 12:30pm**

**Closed: 24 & 25 December**

**Tours begin every 30 minutes.**

**Please note: If there are performances or rehearsals on the day of your visit, you cannot enter the theatre!**

The pictures and texts (subsequently edited) were retrieved from:  
<https://tickets.london/news/london-attractions/2677?aff=attrhp>

**1. a)** After reading the information on the museums, decide which museum (A, B, C or D) is suitable for each of the people described below.

(Αφού διαβάσεις τις πληροφορίες για τα παραπάνω μουσεία, αποφάσισε ποιο μουσείο A, B, C ή D είναι το ιδανικό για τον καθέναν από τους ανθρώπους που περιγράφονται παρακάτω).

1. Ο πατέρας σου αγαπά την περιπέτεια και τις τρομακτικές ιστορίες. \_\_\_\_\_
2. Στη μεγαλύτερη αδερφή σου αρέσει το θέατρο και η λογοτεχνία. \_\_\_\_\_
3. Η μητέρα σου είναι μεγάλη θαυμάστρια πολλών διασημοτήτων. \_\_\_\_\_
4. Στη μικρότερη αδερφή σου αρέσουν τα παραμύθια. \_\_\_\_\_

**1. b)** Read the sentences below and write next to each one the letter of the museum A, B, C, or D for which the sentence is true. There may be more than one correct answers! (Διάβασε τις παρακάτω προτάσεις και γράψε δίπλα στην κάθε μια το γράμμα του μουσείου A, B, C ή D για το οποίο η πρόταση αληθεύει. Μπορεί να υπάρχουν περισσότερες από μία σωστές απαντήσεις!).

In this/these museum(s)

1. you cannot have a tour on Christmas Eve and Christmas day. \_\_\_\_\_
2. children under the age of fifteen cannot have a tour without their parents. \_\_\_\_\_
3. you can see the characters from one particular film. \_\_\_\_\_
4. you can watch a movie with superheroes. \_\_\_\_\_
5. you can learn a lot of things about London's history. \_\_\_\_\_, \_\_\_\_\_
6. you may get scared. \_\_\_\_\_
7. children under the age of five do not pay for a ticket. \_\_\_\_\_, \_\_\_\_\_
8. you can take photos with your favourite actor, singer or football player. \_\_\_\_\_
9. you can see how English people dressed in the past. \_\_\_\_\_
10. you may not have a tour if there is a performance. \_\_\_\_\_

**Task 2:** Do the quiz before you choose the museum you want to visit! First fill in the sentences with the missing adjective and then choose the best answer!

(Κάνε το παρακάτω κουίζ πριν αποφασίσεις ποιο μουσείο θέλεις να επισκεφθείς! Πρώτα συμπλήρωσε τις προτάσεις με το επίθετο που λείπει και μετά διάλεξε τη σωστή απάντηση).

youngest	cheapest	earlier	most	longest
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The picture was retrieved from: <https://www.ageconcernliverpoolandsefton.org.uk/the-quiz-of-the-year/quiz-2/>

### **How much do you know about London's museums?**

1. Which museum has the \_\_\_\_\_ ticket?

a) Shrek's Adventure b) Shakespeare's Globe c) Madame Tussauds

2. Which museum offers the visitors the \_\_\_\_\_ guided tour of 1h and 30 minutes?

a) Shakespeare's Globe b) Shrek's Adventure c) the London Dungeon

3. Which museum has the \_\_\_\_\_ celebrities?

a) Shrek's Adventure b) Madame Tussauds c) the London Dungeon

4. Which museum opens \_\_\_\_\_ than usual at weekends?

a) Madame Tussauds b) the London Dungeon c) Shakespeare's Globe

5. Which museum should the \_\_\_\_\_ children **NOT** visit?

a) Shrek's Adventure b) the London Dungeon c) Madame Tussauds

**Task 3:** You want to visit Madame Tussauds museum and before you go, you are having a look at the regulations for visitors. Try to guess the missing words!

(Θέλεις να επισκεφθείς το μουσείο της Madame Tussauds και πριν την επίσκεψή σου ρίχνεις μια ματιά στους κανονισμούς για τους επισκέπτες. Προσπάθησε να μαντέψεις τις λέξεις που λείπουν).

### Visitors' Regulations

1. No s \_ \_ \_ \_ \_!

2. Do not c \_ \_ \_ \_ \_ food or drink while visiting!

3. T \_ \_ \_ off your mobile phone when you get into the museum area!

4. No p \_ \_ \_ or animals are allowed!

5. Do not t \_ \_ \_ \_ the waxen figures!

6. Ask our museum's staff with which celebrities' figures you can take a p \_ \_ \_ \_!

**Speaking task:** You want to visit the Dungeon museum while you are in London but your mum insists on visiting the Globe! Role play the dialogue with a fellow classmate. You can use some of the ideas given in the boxes below.

(Θέλεις να πας στο μουσείο Dungeon ενώ βρίσκεσαι στο Λονδίνο αλλά η μητέρα σου επιμένει να επισκεφθείτε το μουσείο Globe! Παίξτε τους ρόλους σας και κάνε το διάλογο με το διπλανό σου. Μπορείτε να χρησιμοποιήσετε κάποιες από τις ιδέες που δίνονται στα παρακάτω κουτιά).

**YOU:**

- great fun for all the family
- lots of exciting rides
- learn a lot about London's History
- must-see attraction
- don't like Shakespeare, boring!

**Your mum:**

- too scary for children
- dangerous rides
- not as educational as the Globe
- waste of money

## Answer Sheet

### Task 1a)

1. C

2. D

3. B

4. A

### Task 1b)

1. D

2. C

3. A

4. B

5. C/D

6. C

7. A/D

8. B

9. D

10. D

### Task 2

1. b (cheapest)

2. c (longest)

3. b (most)

4. b (youngest)

### Task 3

1 smoking

2. consume

3. Turn

4. pets

5. touch

6. photo

### **Reading Lesson 3: Voluntary work**

(Supplementary reading material to coursebook's Unit 6: "*Me, myself and my future job*").

#### **Notes for the teacher**

##### **General aims of the lesson**

- To activate the students' background knowledge and build new knowledge on the topic of work/jobs.
- To motivate and sensitise students on the issue of voluntary work and make a link with their current socio-economic context.
- To develop the students' understanding of textual cohesion and coherence.
- To introduce the students to the problem-solving aspect of reading and pair work while-reading activities.
- To develop the students' mediation skills at comprehension level.
- To focus the students' attention on the process of reading through a modified cloze.

##### **Pre-viewing/pre-reading stage**

Before watching the video and reading the text, the students can be asked the following questions to raise expectations and set the context.

- Have you ever heard on the news or read in the newspapers about people doing kind things for others, even strangers?
- In what kind of jobs can you find real heroes?

## **While-reading stage**

Have the students watch the video with the TED talk following the link:

[https://www.ted.com/talks/mark\\_bezos\\_a\\_life\\_lesson\\_from\\_a\\_volunteer\\_firefighter](https://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter)

You can integrate English subtitles due to the difficulty of the authentic text in order to facilitate comprehension.

**Task 1:** The students are given Mark Bezos' talk in the form of a transcript (slightly adapted) and are asked to put the jumbled paragraphs in the correct order. Students work in pairs to construct the whole text. This problem-solving reading task checks students' global comprehension of the text by practising their cohesive and ordering skills.

**Task 2:** After reading and ordering paragraphs, each student is asked to fill in the gaps of the text with the correct wh-word or linker. This modified cloze checks the students' mastering of relative pronouns/adverbs/time linkers used in the text as cohesion devices.

**Task 3:** The students answer the multiple-choice questions given in Greek to facilitate their global and fragmentary comprehension of the authentic text.

**Task 4:** This synonym-matching task helps students practise the skill of guessing the meaning of unknown words from context. It aims at developing autonomous vocabulary learning.

## **Post-reading stage**

Writing a short e-mail to Mark Bezos helps the learners personalise what they have read, extend their acquired knowledge by adding their own ideas and establish a longer-term effect of the reading experience.

## Students' worksheet

**Task 1:** You want to write an article for your school newspaper on Mark Bezos' talk but the text is jumbled! Work with your partner to put the paragraphs in the correct order. Write next to each number the correct letter A, B, C, D or F of the paragraph.

(Θέλετε να γράψετε ένα άρθρο για την ομιλία του Μαρκ Μπέζος αλλά το κείμενο είναι μπερδεμένο! Συνεργάσου με το/τη διπλανό/-ή σου για να βάλεις τις παραγράφους στη σωστή σειρά. Γράψε δίπλα σε κάθε νούμερο το σωστό γράμμα A,B, C, D ή F της παραγράφου).

1.  2.  3.  4.  5.  6.

C. I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain and find out what our assignments would be. 1) \_\_\_\_\_ I found the captain, he was having a conversation with the homeowner, 2) \_\_\_\_\_ was surely having one of the worst days of her life. Here it was, in the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pazamas, barefoot, 3) \_\_\_\_\_ her house was in flames.

A. The other volunteer 4) \_\_\_\_\_ had arrived just before me-let's call him Lex Luther-got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy! Here was some lawyer or money manager 5) \_\_\_\_\_, for the rest of his life gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire and I need you to get this woman a pair of shoes." I swear. So, not exactly 6) \_\_\_\_\_ I was hoping for, but off I went, up the stairs, down the hall, past the "real" firefighters, 7) \_\_\_\_\_ were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.

B. Back in New York, I work for a non-profit organisation called Robin Hood. 8) \_\_\_\_\_ I'm not fighting **poverty**, I'm fighting fires as the assistant captain of a volunteer fire company. In our town, 9) \_\_\_\_\_ there are a lot of **skilled** firefighters, volunteers have to get to the fire scene pretty early to get in on any action.

F. In both my **occupation** at Robin Hood and my hobby as a volunteer firefighter, I am witness to acts of generosity and kindness, but I'm also witness to acts of courage on an individual basis. And you know 10) \_\_\_\_\_ I've learned? They all matter! So as I look around this room at people 11) \_\_\_\_\_ are already successful or are going to be in the future, I would remind you this: Don't wait. Don't wait 12) \_\_\_\_\_ your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a soup kitchen. Clean up a neighbourhood park. Be a **mentor**.

E. Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to make somebody's life better. So get in the game. Save the shoes.

D. Now, I know 13) \_\_\_\_\_ you are thinking, but I'm no hero. I carried my payload back downstairs 14) \_\_\_\_\_ I met the lucky volunteer and the precious dog by the front door. We took our treasures outside to the homeowner, 15) \_\_\_\_\_, not surprisingly his received much more attention than mine! A few weeks later, the fire department received a letter from the homeowner. She was thanking us for the **valiant** effort we made to save her home. The act of kindness she noted above all others: somebody even got her a pair of shoes.

**Task 2:** There are some words missing from the text. Fill in the gaps with the correct word given below. Most of the words will be used more than once.

(Υπάρχουν κάποιες λέξεις που λείπουν από το κείμενο. Συμπλήρωσε τα κενά με τη σωστή λέξη από αυτές που δίνονται παρακάτω. Οι περισσότερες λέξεις θα χρησιμοποιηθούν περισσότερες από μία φορά).

while	who	where
until	what	

**Task 3:** Read the completed text again and choose the best answer (A, B or C) for questions 1-5.

(Διάβασε το ολοκληρωμένο κείμενο ξανά και διάλεξε την καλύτερη απάντηση (A, B ή C) για τις ερωτήσεις 1 έως 5).

1. Η ομιλία αυτή απευθύνεται:

A) στο ευρύ κοινό, B) σε μαθητές, C) σε πυροσβέστες

2. Στο κύριο επάγγελμά του ο Μπέζος μάχεται κατά της:

A) ανεργίας, B) φτώχειας, C) εγκληματικότητας

3. Στην πρώτη του αποστολή ως πυροσβέστης ο αρχηγός του ζήτησε να φέρει από το φλεγόμενο σπίτι:

A) το σκύλο της ιδιοκτήτριας, B) ένα ζευγάρι πιτζίμες, C) ένα ζευγάρι παπούτσια

4. Ο Μπέζος ένιωσε \_\_\_\_\_ για τον πυροσβέστη που έφτασε πριν από αυτόν στον τόπο της πυρκαγιάς.

A) ζήλια, B) περηφάνια, C) θυμό

5. Ο Μπέζος με την ομιλία του θέλει να προβάλλει:

A) το επάγγελμα του πυροσβέστη, B) τις ηρωικές του πράξεις, C) την εθελοντική εργασία

**Task 4:** Before writing the article for your school newspaper, you need to replace the more difficult underlined words in the text with their synonyms to make the text simpler for all the school's readers. Choose the best synonym from the table below for each underlined word.

(Πριν γράψεις το άρθρο για τη σχολική σου εφημερίδα, πρέπει να αντικαταστήσεις τις πιο δύσκολες υπογραμμισμένες λέξεις του κειμένου με τις συνώνυμές τους για να κάνεις το κείμενο περισσότερο κατανοητό για όλους τους αναγνώστες. Διάλεξε την κατάλληλη συνώνυμη λέξη από τον παρακάτω πίνακα για κάθε υπογραμμισμένη λέξη).

teacher	tasks	heavy	courageous
shocked	job	poorness	professional

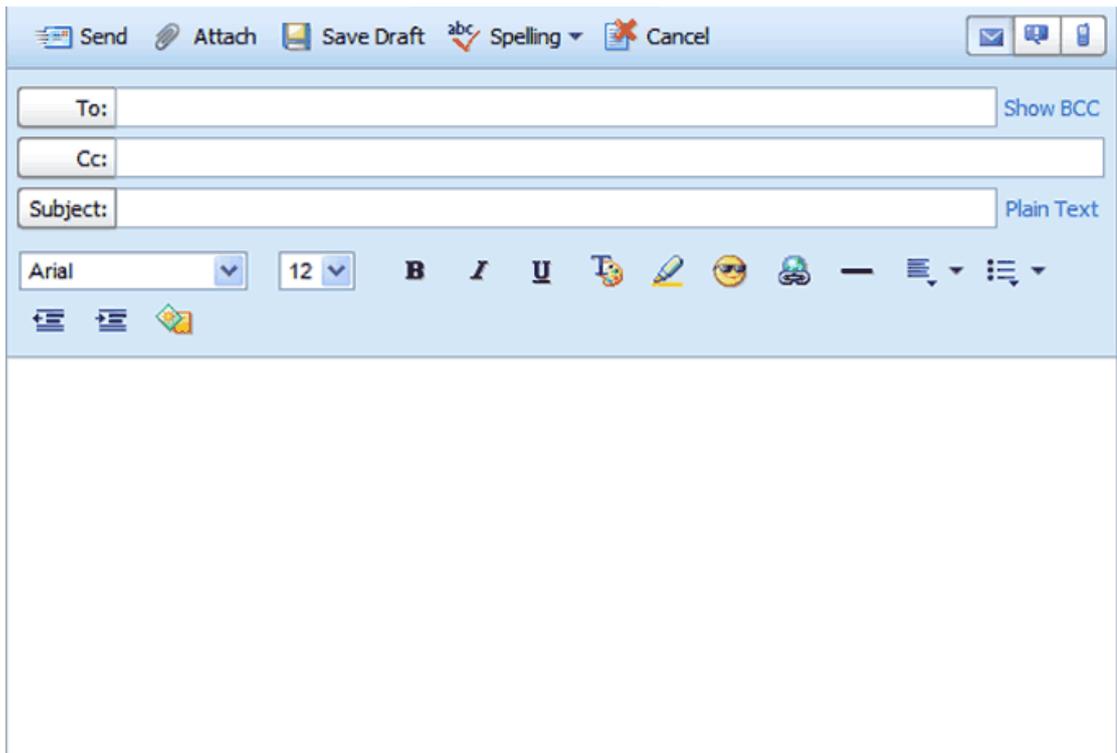
1. assignments \_\_\_\_\_      2. pouring \_\_\_\_\_
3. stunned \_\_\_\_\_      4. poverty \_\_\_\_\_
5. skilled \_\_\_\_\_      6. occupation \_\_\_\_\_
7. mentor \_\_\_\_\_      8. valiant \_\_\_\_\_

**Writing task:** Write a short e-mail to Mark Bezos and tell him how your talk affected your daily life! Here are some prompts to help you:

- Did you become a volunteer?
- How did you decide to help your fellow men? (helping the elderly, poor, homeless, refugees etc.).

(Γράψε ένα σύντομο e-mail στο Mark Bezos λέγοντας του πώς η ομιλία του επηρέασε την καθημερινή σου ζωή. Κάποιες ιδέες που μπορεί να σε βοηθήσουν:

- Έγινες εθελοντής/-ια?
- Πώς αποφάσισες να βοηθήσεις τους συνανθρώπους σου? (βοηθώντας τους ηλικιωμένους, τους φτωχούς, τους άστεγους, τους πρόσφυγες κτλ.).



The e-mail template was retrieved from:

<https://gr.pinterest.com/pin/797489046490861808/visual-search/?x=16&y=11&w=530&h=360>

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## **Answer Sheet**

### **Task 1**

1. B    2. C    3. A    4. D    5. F    6. E

### **Task 2**

1.when    2.who    3.while    4.who    5.who    6.what    7.who    8.when    9.where  
10.what    11.who    12.until    13.what    14.where    15.where

### **Task 3**

1. A    2. B    3. C    4. A    5. C

### **Task 4**

1. tasks    2. heavy    3. shocked    4. poorness    5. professional    6. job  
7. teacher    8. Courageous

## **APPENDIX IX. GENERAL GUIDELINES FOR TEACHERS ON THE SUGGESTED READING MATERIALS**

Please bear in mind the following before and while teaching the suggested reading input:

- The Reading lessons cover 1 ½ to 2 teaching sessions. However, this will depend on your students' actual level of reading proficiency as well as their level of engagement with the input.
  
- For Reading Lessons I & III, you will need a laptop and a projector to play the videos. If there aren't any such materials, you can still teach the input. However, the use of the videos would have a greater motivational impact on students.
  
- You are more than welcome to adapt any of the reading stages or tasks of the lessons. You are kindly requested, though, to take some notes of these adaptations so as to comment on them in our forthcoming interview.
  
- In case of wrong answers, you can explicitly teach the reading strategies involved in the tasks (i.e. guessing from context) or make use of the videos (wherever they are embedded) to confirm or disconfirm the students' previously made inferences.
  
- Shortly after teaching the lessons, take some time and think of or take some notes on the following aspects of the lessons:
  - Clarity of instructions/audiovisual prompts/integration of skills
  - Level of texts and tasks' difficulty
  - Reading strategies involved
  - Similarities/differences with the A1/A2 KPG Reading Module
  - Level of students' motivation throughout the lessons
  - Overall effectiveness of the Reading Lessons