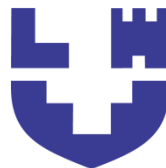


**Міністерство освіти і науки України
Луцький національний технічний університет**



ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

**Методичні вказівки для самостійної роботи для здобувачів першого
(бакалаврського) рівня вищої освіти**

**ГАЛУЗІ ЗНАНЬ: А – Освіта, С – Соціальні науки, журналістика,
інформація та міжнародні відносини, D – Бізнес, адміністрування та право,
F - Інформаційні технології.**

Луцьк 2026

До друку

Голова вченої ради факультету цифрових, освітніх та соціальних технологій
_____ Г.А. Герасимчук

Затверджено вченою радою факультету цифрових, освітніх та соціальних
технологій ЛНТУ, протокол № _____ від « _____ » _____ 2026 р.

Електронна копія друкованого видання передана для внесення в репозиторій
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відносини, D – Бізнес, адміністрування та право, F – Інформаційні технології.. /
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Видання містить добірку автентичних англомовних текстів професійного та
суспільно орієнтованого спрямування, систему завдань різного рівня складності
(тестові, аналітичні, критичного мислення, аргументативні письмові роботи),
спрямованих на розвиток навичок читання, аналізу, інтерпретації та письмової
комунікації англійською мовою.

Матеріали сприяють формуванню іншомовної комунікативної
компетентності, розвитку критичного мислення, розширенню професійного
словникового запасу та підготовці здобувачів до використання англомовних
джерел у майбутній професійній діяльності.

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Пояснювальна записка

Методичні вказівки для самостійної роботи здобувачів першого (бакалаврського) рівня вищої освіти розроблено відповідно до вимог чинних нормативних документів Міністерства освіти і науки України та освітньо-професійних програм підготовки фахівців галузей знань: А – Освіта, С – Соціальні науки, журналістика, інформація та міжнародні відносини, D – Бізнес, адміністрування та право, F - Інформаційні технології.

Метою видання є формування іншомовної комунікативної компетентності, розвиток навичок критичного мислення, удосконалення вмінь роботи з автентичними англomовними джерелами інформації та підготовка здобувачів до професійної діяльності в умовах глобалізації та цифрової трансформації суспільства.

Збірник містить тексти професійного й суспільно актуального спрямування, що супроводжуються системою різнорівневих завдань: тестових, аналітичних, творчих та аргументативних. Запропоновані матеріали спрямовані на розвиток навичок читання, аналізу, інтерпретації інформації, розширення словникового запасу та вдосконалення письмової комунікації англійською мовою.

Структура видання дозволяє організувати самостійну роботу здобувачів як у межах аудиторного навчання, так і в позааудиторний час. Матеріали можуть бути використані під час підготовки до практичних занять, модульного контролю, підсумкового оцінювання, а також для індивідуальної освітньої траєкторії.

Видання адресоване здобувачам вищої освіти, науково-педагогічним працівникам та всім, хто прагне підвищити рівень володіння англійською мовою у професійному контексті.

Text 1. YOUNG INVENTOR (TIM FREEMAN)

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began with Tim doing a short summer course on aerodynamics, the study of the movement of air around objects. He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol very efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. He had taught him on the summer course

when he was twelve. Along with two of the engineering students he worked with, he worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10–20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

Section A: Multiple-Choice Comprehension

1. What first inspired Tim to think about improving school buses?
 - A) A science competition at school
 - B) A summer course on aerodynamics
 - C) A government environmental campaign
 - D) His sister's engineering project
2. Why did Tim believe school buses were inefficient?
 - A) They were too old to function properly.
 - B) They travelled long distances every day.
 - C) Their square front increased air resistance.
 - D) They carried too many passengers.
3. How did Tim's idea aim to improve fuel efficiency?
 - A) By reducing the weight of the bus
 - B) By improving the engine system
 - C) By redirecting airflow around the bus
 - D) By changing the type of fuel used
4. What was the main difficulty Tim faced after developing his idea?
 - A) Lack of teacher support
 - B) Insufficient funding
 - C) Technical impossibility
 - D) Opposition from bus companies
5. How did Tim test his invention initially?
 - A) On a real school bus
 - B) Through computer simulations only
 - C) With a small-scale model in a homemade wind tunnel

6. Why did Tim later seek expert help?
- D) In a university laboratory
- A) His team lost interest in the project.
- B) The initial versions did not function at all.
- C) They needed specialised knowledge to develop the project further.
- D) The community withdrew financial support.
7. Who eventually helped Tim significantly in completing the project?
- A) A government engineer
- B) His school headteacher
- C) The instructor from his summer course
- D) A professional bus designer
8. How did the final version differ from the original idea?
- A) It used metal instead of plastic.
- B) It covered the entire bus.
- C) It was installed on the roof rather than the windscreen.
- D) It focused on improving the engine instead of airflow.
9. What was the measurable result of Tim's invention?
- A) Fuel efficiency improved by up to 20%.
- B) Bus speed increased by 30%.
- C) Passenger capacity doubled.
- D) Production costs decreased by 50%.
10. What overall message does the article convey?
- A) Innovation is impossible without government support.
- B) Young people can successfully contribute to environmental solutions.
- C) School projects rarely lead to real-world change.
- D) Engineering requires many years of formal training.

Section B: Analytical and Critical Thinking Tasks

- What problem did Tim identify in school buses and why was it significant?

- Identify three stages in the development of Tim’s invention.
- How does the text demonstrate persistence and long-term commitment?
- Explain the role of aerodynamics in Tim’s project.
- Find four academic or technical collocations in the text.
- How did financial challenges influence the progress of the project?
- Rewrite the paragraph describing the testing process in a more concise form.
- Discuss the environmental and economic implications of Tim’s invention.
- Does the article present Tim as an individual genius or as part of a collaborative effort? Justify your answer.

Section C: Argumentative Writing

Write an article (180 words): *How can young innovators contribute to solving environmental problems?*

Text 2. PLAYScheme

Six months ago I made a rash promise. The leader of the youth club in our village rang me in March saying, “We’re thinking of running a children’s playscheme for a day in October half-term. Would you be prepared to help?” My response was “Sure, why not?” In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don’t know if you’ve noticed this but time has a habit of speeding along faster than a police car chasing a robber, and before I knew it, the day was dawning.

I arrived at the youth centre that morning feeling full of trepidation. There was a gang of 12 helpers including me and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn’t I read through the copious lesson plans we were given beforehand? And wasn’t the average 10-year-old more interested in the latest Play Station game than making things with paper and glue?

All too quickly the children began arriving. The look of relief on parents' faces as they handed their offspring over to us was quite comical. A handful of the children were already members of the club but the other forty five or so were from the local primary schools. Again I asked myself why I had elected to spend a day with all these "little monsters" especially when I have two all of my own to contend with! I needn't have worried of course as it turned out to be a marvellous day. We watched entertaining dvd clips, learned 'action' songs, made clay pyramids, decorated biscuits, played memory games and spent some time in quiet reflection. I say "we" because I rediscovered my inner child and joined in all the activities.

The particular highlight for me was the final rendition of "He's got the whole world in his hands" in the closing part of the day. The children knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It's difficult to explain those moments, only that the body tingles with the pleasure of having witnessed something so magical.

Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so-casually that her mum was in hospital and would be there for a long time. It's easy for us adults to idealise childhood and forget that some children have their own burdens of anxieties and concerns. When I got home utterly exhausted, still with modelling clay under my fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the playscheme was only running for a day, and not the whole week. As I said farewell to my group, one of the children turned and said "Can we do it again in the next holiday, Miss?" My response was, "Sure, why not?"

Section A: Multiple-Choice Comprehension

1. Why did the narrator initially agree to help with the playscheme?
- A) She felt fully qualified for the role.
 - B) She was pressured by the youth club leader.
 - C) She was somewhat flattered to be asked.
 - D) She needed extra work experience.

2. What does the phrase “made a rash promise” suggest?
- A) The decision was carefully planned.
 - B) The promise was made without much thought.
 - C) The promise was impossible to keep.
 - D) The speaker was forced to agree.
3. Why did the narrator feel anxious on the morning of the event?
- A) She had never worked with children before.
 - B) She doubted her preparation and ability.
 - C) The other helpers were more experienced.
 - D) The children were known to misbehave.
4. What assumption did the narrator make about 10–11-year-olds?
- A) They would prefer creative activities.
 - B) They would behave very responsibly.
 - C) They would be more interested in video games.
 - D) They would already know each other well.
5. How did the parents seem when leaving their children?
- A) Nervous and unsure
 - B) Relieved and amused
 - C) Angry and impatient
 - D) Completely indifferent
6. How did the narrator’s attitude change during the day?
- A) She became more stressed and frustrated.
 - B) She remained doubtful about the activities.
 - C) She began to enjoy herself and participate fully.
 - D) She decided not to volunteer again.
7. Why was the final song particularly memorable?
- A) The children performed it perfectly.
 - B) It created a powerful emotional atmosphere.
 - C) It lasted longer than expected.
 - D) The parents joined in enthusiastically.
8. What deeper realization did the narrator have regarding childhood?
- A) Children are usually carefree and happy.
 - B) Modern children are under too much pressure.
 - C) Some children face serious personal difficulties.

- D) Childhood is easier than adulthood.
9. What does the word “poignancy” most nearly mean in this context?
- A) Excitement
B) Humour
C) Deep emotional impact
D) Confusion
10. What is the overall tone of the text?
- A) Critical and regretful
B) Reflective and appreciative
C) Humorous and sarcastic
D) Formal and instructional

Section B: Analytical and Critical Thinking Tasks

- What internal conflict does the narrator experience at the beginning of the text and why is it important?
- Identify three moments in the text that show a shift in the narrator’s attitude.
- How does the writer use humour to engage the reader? Provide two examples.
- Explain how the author contrasts expectations with reality.
- Find four expressive or descriptive collocations in the text.
- How does the text challenge the common perception of childhood?
- Rewrite the paragraph describing the final song in a more concise and formal style.
- Discuss the emotional impact of the “poignancy” episode and its significance in the narrative.
- Does the text present volunteering as rewarding, demanding, or both? Justify your answer with references to the text.

Section C: Argumentative Writing

Write an article (180 words): *The value of volunteering with children: personal growth and social impact.*

Text 3. WORKING FROM HOME

Firing a telecommuter is a lot easier than doing the same with an “in-house” employee, and working alone in remote solitude is not for everyone. It does have the advantage of avoiding the proverbial “rat race” on the motorway every day, and it does allow you to have more flexibility in your schedule. Telecommuters are not substantially different from any other type of employee, with the exception that you don’t see them while they are working; only what they produce. I’ve had a particular good experience with telecommuting.

Last fall, I happened to come across a site while looking for opportunities to telecommute and freelance write. One ad struck me, and I contacted the editor of that website through an e-mail message. At the time they were looking for writers and I pitched a column idea to them. Within a few days I was contacted and told that I could start writing a column on a biweekly basis. My column, Technosporting, was instantly welcomed with great enthusiasm. Within a month it was increased to weekly.

From that day on I’ve been asked to contribute with several articles in addition to my regular column. My employer is in Texas and I live in Florida. Although we’ve only met personally once, we have a wonderful working relationship. Now, what I do is not like working hourly. I get paid by what I turn in, but that’s fine by me, and it works well for my employer as well. It also allows me to work for more than one employer and I can earn as much as I am willing or able to work.

Of course, anybody considering getting into telecommuting had better think long and hard about it. While in examples like my case you can set your own hours, you’d better have the self-discipline to get your work done, and deliver things on deadline. There are no exceptions, no bad days, and failure is simply not an option. As for me, I’m quite proud of what I have accomplished as a telecommuter.

Section A: Multiple-Choice Comprehension

1. According to the author, one advantage of
- A) guarantees higher income.
 - B) eliminates all work-related stress.

- telecommuting is that it
2. The phrase “rat race” in the first paragraph refers to
3. Why did the author contact the website editor?
4. What was the initial frequency of the author’s column?
5. How did the author’s professional situation develop over time?
6. The author’s payment system is based on
7. What does the author suggest is essential for successful telecommuting?
8. The phrase “failure is simply not an option” emphasizes
- C) offers greater flexibility in scheduling.
D) ensures stronger team relationships.
A) office politics.
B) long and stressful daily commuting.
C) unhealthy competition among workers.
D) physical exhaustion at work.
A) He was dissatisfied with his current job.
B) He wanted to advertise his own website.
C) He saw an opportunity to work as a freelance writer.
D) He was invited personally by the editor.
A) Daily
B) Weekly
C) Biweekly
D) Monthly
A) His column was discontinued.
B) His work increased in frequency and variety.
C) He changed employers several times.
D) He returned to office-based work.
A) fixed monthly salary.
B) hourly wage.
C) performance and output.
D) commission only.
A) Advanced technical skills
B) Strong supervision
C) Self-discipline and meeting deadlines
D) Frequent in-person meetings
A) strict work standards.
B) unrealistic expectations.
C) job insecurity.
D) technological limitations.

9. How does the author describe his relationship with his employer?
- A) Distant and impersonal
 - B) Competitive
 - C) Positive and cooperative
 - D) Unstable
10. What overall message does the article convey?
- A) Telecommuting is easier than traditional work.
 - B) Remote work suits everyone.
 - C) Telecommuting offers opportunities but requires responsibility.
 - D) Office jobs are becoming obsolete.

Section B: Analytical and Critical Thinking Tasks

- What advantages and disadvantages of telecommuting does the author mention at the beginning of the text?
- Identify three stages in the development of the author's telecommuting career.
- How does the text demonstrate the importance of initiative and professional networking?
- Explain how the payment structure influences the author's motivation and productivity.
- Find four professional or business-related collocations in the text.
- How does geographical distance affect the working relationship between the author and his employer?
- Rewrite the paragraph describing how the author got his first column in a more concise and formal style.
- Discuss the role of self-discipline in successful telecommuting.

Section C: Argumentative Writing

Does the article present telecommuting as universally suitable? Justify your answer with references to the text. Write an article (180 words): *Is remote work the future of employment? Discuss advantages and challenges.*

Text 4. STUDENT LIFE AND TECHNOLOGY

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways.

Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught his eye and we exchanged a smile. But whereas she was thinking our grandfather was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources.

At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often

considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefited.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continually gathers speed, so we have to value each innovation as it happens.

Section A: Multiple-Choice Comprehension

1. The incident with the grandfather mainly serves to
A) criticise older generations.
B) highlight generational differences in technology use.
C) show the narrator's intelligence.
D) introduce a historical discussion.
2. The narrator's reaction to finding the song information suggests that using technology is
A) stressful.
B) complicated.
C) instinctive and routine.
D) unnecessary.
3. The grandfather believes that modern students
A) work harder than before.
B) have fewer resources.
C) have an easier life.

4. The narrator partially agrees with the grandfather because
- A) students avoid studying.
 - B) technology provides additional advantages.
 - C) libraries no longer exist.
 - D) education standards have declined.
5. Compared to the past, accessing academic resources is now
- A) slower but more reliable.
 - B) limited to libraries.
 - C) faster and more diverse.
 - D) more expensive.
6. Communication between students and tutors has changed mainly because
- A) face-to-face meetings are no longer possible.
 - B) students prefer writing letters.
 - C) digital tools allow constant and immediate interaction.
 - D) universities require daily contact.
7. The phrase “extra strain on the university’s academic support team” implies that
- A) staff benefit from technology.
 - B) staff are under increased pressure.
 - C) staff have fewer responsibilities.
 - D) staff work shorter hours.
8. Replacing textbooks with tablets is presented as
- A) controversial and risky.
 - B) costly and ineffective.
 - C) modern and beneficial.
 - D) unnecessary.
9. The author’s overall attitude toward technology is
- A) highly critical.
 - B) cautiously negative.
 - C) balanced but largely positive.
 - D) indifferent.
10. The final paragraph suggests that students today
- A) are completely different from previous generations.
 - B) misuse technological tools.

C) continue adapting to available resources.

D) depend entirely on digital devices.

Section B: Analytical and Critical Thinking Tasks

- What generational differences in attitudes toward technology are highlighted in the opening paragraph, and why are they significant?
- Identify three areas of student life that have been transformed by technological advances.
- How does the author balance appreciation of technology with subtle recognition of its drawbacks?
- Explain how access to academic resources has changed compared to previous generations.
- Find four academic or education-related collocations in the text.
- How has communication between students and university staff evolved, and what are the consequences of this shift?
- Rewrite the paragraph discussing digital communication with tutors in a more concise and formal style.
- Discuss the impact of replacing traditional textbooks with digital devices.
- Does the article present modern students as privileged, dependent, adaptable, or a combination of these? Justify your answer with textual evidence.

Section C: Argumentative Writing

Write an article (180 words): *Has technology improved university education, or has it created new challenges? Discuss.*

Text 5. CHAT GPT – ARTIFICIAL INTELLIGENCE

Chat GPT is a language model developed by OpenAI that uses deep learning techniques to generate human-like responses to text-based prompts or questions. GPT stands for “Generative Pre-trained Transformer,” which is a type of neural network architecture that has been trained on large amounts of text data.

The GPT model is capable of generating coherent and contextually relevant responses to a wide range of prompts, making it useful for a variety of applications, such as chatbots, language translation, and content creation. As a language model, Chat GPT is designed to learn and understand the structure of human language, enabling it to generate responses that sound like they were written by a human.

Chat GPT gets its information from a vast corpus of text data that has been preprocessed and used to train the model. This corpus includes a diverse range of sources, such as books, articles, web pages, and other forms of text-based content that are available on the internet. However, the responses it generates can incorporate knowledge and information that it has learned from this training data.

Will GPT Chat Destroy Jobs?

The development of advanced language models like Chat GPT has led to concerns that they could replace human workers and lead to job losses. While it is true that these models are capable of automating certain tasks that were previously performed by humans, they are not necessarily designed to replace human workers. Instead, language models like Chat GPT are often used to augment human labor, enabling workers to be more productive and efficient in their roles. For example, they can be used to assist customer service representatives by answering common questions, freeing up their time to focus on more complex issues. They can also be used to improve the accuracy and efficiency of translation services or to generate content for news articles, social media posts, and other forms of written content.

In some cases, the development of language models may lead to the displacement of certain jobs, but they also create new opportunities in fields such as machine learning, data science, and artificial intelligence. It is important to consider the potential impacts of these technologies on the job market and to take steps to ensure that workers are trained and equipped to adapt to these changes. Ultimately, the impact of language models like Chat GPT on the job market will depend on how they are implemented and used in various industries and sectors.

Section A: Multiple-Choice Comprehension

1. Chat GPT is described primarily as
 - A) a search engine.
 - B) a neural network-based language model.
 - C) a database of online articles.
 - D) a translation application only.
2. The acronym GPT stands for
 - A) General Processing Technology.
 - B) Global Programming Tool.
 - C) Generative Pre-trained Transformer.
 - D) Guided Predictive Translator
3. Chat GPT generates responses based on
 - A) live internet browsing only.
 - B) personal user data.
 - C) preprocessed training data.
 - D) government databases.
4. One example of Chat GPT's practical use mentioned in the text is
 - A) medical surgery.
 - B) financial investment planning.
 - C) assisting customer service representatives.
 - D) manufacturing hardware.
5. The main concern discussed in the text is that Chat GPT might
 - A) replace the internet.
 - B) cause widespread job losses.
 - C) reduce education quality.
 - D) eliminate creativity.
6. According to the text, language models can
 - A) fully replace human professionals in all fields.
 - B) only perform simple mechanical tasks.
 - C) support workers by increasing productivity.
 - D) operate independently without supervision.
7. The author suggests that AI development
 - A) guarantees unemployment.
 - B) creates both risks and opportunities.
 - C) has no economic impact.
 - D) should be stopped immediately.
8. The phrase "augment human labor" most nearly means
 - A) replace workers entirely.
 - B) supervise employees.

- C) enhance and support human work.
D) reduce working hours.
9. The tone of the article can best be described as
- A) alarmist and dramatic.
B) balanced and analytical.
C) sarcastic and humorous.
D) overly optimistic.
10. The final paragraph emphasizes that the impact of AI will depend on
- A) government bans.
B) public opinion only.
C) how the technology is implemented.
D) the speed of internet access.

Section B: Analytical and Critical Thinking Tasks

- How does the text define Chat GPT, and what technical elements are essential to this definition?
- Identify three main applications of Chat GPT mentioned in the text.
- How does the author balance concerns about job loss with arguments about productivity and innovation?
- Explain the difference between replacing human labor and augmenting human labor as described in the text.
- Find four technical or academic collocations related to artificial intelligence in the text.
- How does the training data influence the responses generated by Chat GPT?
- Rewrite the paragraph discussing job displacement in a more concise and formal academic style.
- Discuss the potential economic consequences of widespread AI implementation.
- Does the article present AI as a threat, an opportunity, or a balanced combination of both? Justify your answer with textual evidence.

Section C: Argumentative Writing

Write an article (180 words): *Will artificial intelligence transform or disrupt the future job market? Discuss.*

Text 6. THE INTERNET

The Internet is the greatest invention of the 20th century and it gives the great power to the users. It has changed the world we live in and has free access to every kind of information known to mankind. These days Googling and Facebooking are as common daily activities as shaving and sleeping.

More people, usually the younger set, educated, either studied or at the prime of their careers are using the Internet for selling and buying something, paying for different services, for entertainment (films, download music, games), communicating in social networks (Facebook, Google+, Contact). Young people are the best equipped to deal with the internet's various tools because computer courses are given in schools, even at the primary levels. The Internet has also overtaken the popularity of traditional media such as television, radio and newspapers. Its main advantage is that news appears on the screens as soon as things happen in real life and you don't have to wait for news time on TV.

The amount of time that students devote to the Web is increasing. It's impossible for today's students to complete coursework, communicate with instructors and classmates, or research job opportunities and career information without the help of the Internet.

Children and teenagers all over the world use the Internet every day. The most frequent uses are online games, looking for the information on subjects that are of interest or browsing for fun, looking for the information for schoolwork (reading books for the lessons, making reports, watching science-fiction films), communicating (instant messaging, having chats with friends, e-mailing), downloading (of music, films, games etc.).

However, kids and teenagers need to learn to be responsible for their own behavior on the Internet with guidance from their families and communities. The main danger relating to the use of the Internet to children is inappropriate access to

information. They also risk “friendship” with strangers that can be dangerous for them.

Older people can also face some risks when using the Internet. For instance, people shouldn’t put their personal information such as name and address online. Someone can invade their privacy without their knowledge. They should always be careful with their credit card when they do shop online or pay for something because the credit card information can be stolen.

Therefore, we should be critical users of the Internet, because a lot of information on the internet comes from many sources and not all is reliable.

Section A: Multiple-Choice Comprehension

1. The author describes the Internet as
 - A) a temporary technological trend.
 - B) the most important invention of the 21st century.
 - C) a powerful invention that has transformed society.
 - D) a tool mainly for entertainment.
2. According to the text, the Internet has replaced traditional media because it
 - A) is cheaper to produce.
 - B) delivers information instantly.
 - C) provides better quality programs.
 - D) is controlled by the government.
3. Young people are considered well-equipped to use the Internet because
 - A) they spend more time online.
 - B) they are naturally talented with technology.
 - C) they receive computer education at school.
 - D) they avoid traditional media.
4. Students rely on the Internet mainly for
 - A) sports and fitness.
 - B) academic and career-related purposes.
 - C) watching television programs.
 - D) avoiding communication.
5. The text suggests that children primarily use the Internet for
 - A) political discussions.
 - B) business activities.
 - C) gaming, research, and communication.

6. One of the main risks for children online is
- A) losing internet connection.
 - B) accessing inappropriate content.
 - C) downloading too many games.
 - D) spending too little time online.
7. The phrase “invade their privacy” most nearly means
- A) improve security.
 - B) protect personal data.
 - C) access private information without permission.
 - D) block online accounts.
8. Older people are advised to be cautious when
- A) watching online videos.
 - B) posting personal information.
 - C) sending emails to friends.
 - D) using social networks only.
9. The overall tone of the article is
- A) completely negative.
 - B) purely enthusiastic.
 - C) balanced, highlighting both benefits and risks.
 - D) sarcastic and critical.
10. The author concludes that Internet users should
- A) stop using social media.
 - B) avoid online shopping.
 - C) become critical and responsible users.
 - D) rely only on online information.

Section B: Analytical and Critical Thinking Tasks

- How does the text define the role of the Internet in modern society, and what arguments support this definition?
- Identify three main areas of daily life that have been transformed by the Internet.
- How does the author balance the advantages of the Internet with its potential dangers?

- Explain the difference between productive and risky uses of the Internet as presented in the text.
- Find four academic or technology-related collocations in the text.
- How does the Internet influence education and career development according to the author?
- Rewrite the paragraph discussing risks for children in a more concise and formal academic style.
- Discuss the social and psychological consequences of excessive Internet use among young people.
- Does the article present the Internet as an entirely positive development or as a tool that requires responsibility? Justify your answer with textual evidence.

Section C: Argumentative Writing

Write an article (180 words): *Has the Internet improved our lives, or has it created more problems than benefits? Discuss.*

Text 7. DON'T FORGET MY TIP!

Tipping waiters, taxi drivers, hairdressers or other people who serve one is a custom in many countries. People tip if they are satisfied with the service of an employee. But lately, self-checkout machines at cafés, sports stadiums, and airports are asking for tips – and customers aren't happy about giving extra money to machines.

The Wall Street Journal reported on the rise of digital, self-checkout kiosks and how customers have responded to tip prompts. Many customers who were asked to tip workers with whom they had no interaction were frustrated with these prompts, per the Journal.

The report spoke to a half dozen customers around the US. Though some people were willing to tack on the extra fees, the majority said tip cues were confusing and many said they were unsure where the money was going.

One customer, who took a beer from a self-service beer fridge at San Diego's Petco Park, was asked to include a tip on his order, the Journal reported. "I was confused, because it wasn't entirely clear who I was tipping," he told the Journal, adding that he still tipped 20% anyway.

A spokesperson for the stadium, which is the home of the San Diego Padres, told the Journal that all tips went to employees.

A traveler, who was prompted to include a 10% to 20% tip on a \$6 bottle of water at an OTG gift shop in Newark Liberty International Airport in New Jersey, said that the ask was a "bit of emotional blackmail," per the Journal. The customer did not tip.

A spokesperson for OTG told the journal that all tip money collected is pooled and then paid out to the staff members working that particular shift.

Tipping has been an increasingly controversial point of debate in the country, with many Americans experiencing "tipping fatigue," as they get asked to tip at more places and face the effects of inflation.

Section A: Multiple-Choice Comprehension

1. What is the main issue discussed in the article?
 - A. The decline of tipping culture
 - B. The introduction of tipping in Europe
 - C. The rise of digital tipping prompts
 - D. The benefits of self-checkout systems
2. Customers are frustrated mainly because:
 - A. tipping amounts are too low
 - B. they are asked to tip without interaction
 - C. employees refuse tips
 - D. tipping is illegal
3. Many customers felt confused because:
 - A. tipping was mandatory
 - B. the service was poor
 - C. they didn't know who would receive the tip
 - D. the system malfunctioned
4. One traveler described the tip as:
 - A. fair compensation

- request as:
- B. optional support
 - C. emotional blackmail
 - D. a technical error
5. According to the article, tipping fatigue refers to:
- A. physical exhaustion of workers
 - B. customers being tired of constant tipping requests
 - C. staff refusing tips
 - D. machines malfunctioning
6. What did the stadium spokesperson clarify?
- A. Tips go to the government
 - B. Tips are donated to charity
 - C. Tips are shared among employees
 - D. Tips are kept by companies
7. The journalist interviewed:
- A. only service workers
 - B. a small number of customers
 - C. government officials only
 - D. hundreds of travelers
8. Inflation has contributed to:
- A. increased wages
 - B. tipping becoming unnecessary
 - C. growing controversy about tipping
 - D. banning digital payments
9. What tone does the article have?
- A. Humorous
 - B. Informative and analytical
 - C. Highly emotional
 - D. Promotional
10. The article suggests that digital tipping:
- A. has no impact on customers
 - B. is universally accepted
 - C. may be reshaping traditional tipping norms
 - D. is disappearing

Section B: Analytical and Critical Thinking Tasks

- What social change does the article describe regarding tipping culture?
- Identify three reasons why customers feel frustrated about digital tipping.
- How does the article illustrate the idea of “tipping fatigue”?
- Explain how inflation contributes to the controversy.
- Find four expressions related to consumer behavior or economics.
- Rewrite one paragraph in a more formal, academic tone.
- Discuss how digital tipping may affect future service industries.
- Is the article neutral or slightly critical? Justify your answer with examples.
- Create a table comparing traditional tipping and digital tipping (differences in interaction, transparency, perception).

Section C: Argumentative Writing

Write an opinion article (180 words): *Should digital tipping be limited or regulated?*

Text 8. THE SHARING ECONOMY

The sharing economy is a modern way of using resources and services more efficiently by sharing them instead of owning them. It is also known as the “collaborative economy” or “peer-to-peer economy.” This system allows people to rent or borrow things from each other, which can be both cost-effective and environmentally friendly.

One popular example of the sharing economy is ride-sharing services like Uber and Lyft. Instead of owning a car, people can use an app to get a ride when they need one. This reduces the number of cars on the road and helps people save money on car maintenance and parking.

Another example is home-sharing platforms like Airbnb. People can rent out their homes or spare rooms to travelers. This not only helps people earn extra money but also gives travelers a more personal and often cheaper place to stay.

The sharing economy also includes things like tool libraries, where people can borrow tools instead of buying them, and clothing swaps, where people exchange clothes they no longer wear. These activities reduce waste and promote sustainability.

One of the key benefits of the sharing economy is that it can make goods and services more accessible. For example, someone who cannot afford to buy a new camera can rent one for a special occasion. This allows more people to enjoy experiences and products they might not otherwise be able to afford.

However, the sharing economy also has some challenges. For instance, it can be difficult to regulate and ensure the quality of services. Additionally, some people worry about safety and privacy when sharing personal items or spaces.

Overall, the sharing economy offers a new way of thinking about ownership and consumption. By sharing resources, people can save money, help the environment, and build stronger communities.

Section A: Multiple-Choice Comprehension

1. The sharing economy is primarily about:
 - A. increasing ownership
 - B. selling used goods
 - C. sharing access to resources
 - D. government support
2. Uber and Lyft are examples of:
 - A. retail businesses
 - B. ride-sharing platforms
 - C. manufacturing companies
 - D. online banks
3. One environmental benefit mentioned is:
 - A. more car production
 - B. reduced waste
 - C. increased ownership
 - D. higher fuel consumption
4. Airbnb allows people to:
 - A. buy properties abroad
 - B. rent hotel chains
 - C. rent out spare rooms
 - D. sell houses permanently
5. Tool libraries help people:
 - A. avoid repairing tools
 - B. exchange furniture

- C. borrow tools instead of buying them
D. buy cheaper equipment
6. A key economic advantage is: A. increased taxation
B. better regulation
C. improved accessibility to goods
D. fewer travel opportunities
7. One challenge of the sharing economy is: A. lack of popularity
B. difficulty regulating quality
C. too much ownership
D. absence of technology
8. Some people worry about: A. too many profits
B. safety and privacy
C. environmental damage
D. advertising
9. The author's overall attitude is: A. completely negative
B. neutral
C. balanced but positive
D. critical
10. The conclusion emphasizes: A. economic collapse
B. government intervention
C. community building and sustainability
D. banning platforms

Section B: Analytical and Critical Thinking Tasks

- What does the term “collaborative economy” suggest about ownership?
- Identify three environmental benefits and three economic benefits mentioned.
- What are the key concerns related to regulation and privacy?
- How does the author structure the argument (examples, benefits, challenges, conclusion)?
- Find four collocations related to sustainability or consumption.

- Rewrite the final paragraph in a more critical tone.
- Discuss how the sharing economy may reshape traditional business models.
- Does the author appear optimistic? Support your answer.
- Create a pros and cons comparison table of the sharing economy.

Section C: Argumentative Writing Write a discursive essay (180 words): *Is the sharing economy a sustainable long-term solution?*

Text 9. THE DAY THEY ABOLISHED SCHOOL

It was a hot early summer day when hazy clouds covered the sun and humidity made clothes stick to people like wet handkerchiefs. Mr. Mario Linden sat amidst boxes full of books, papers, and computer software in the room where he spent his last 33 years teaching. Mr. Linden had been teaching young people to read, explore, enjoy fine print and write. In his first years as a teacher he taught his students to appreciate literature and books. They wrote with pens on paper. Later on, computers were installed in all classrooms and Linden’s students learned how to use writing programs. Mr. Linden developed his skills with the technological progress.

“We have to keep up with the times,” he argued with his hard core old-school colleagues. “We are the ones who need to open all doors to success for our students. They need us to keep up with technology.” Little did he know that was the beginning of an end of union power and that the human factor would be completely deleted from schooling. This was twenty years ago.

Mr. Linden’s mobile phone rang echoing among the empty classroom walls, spilling the sound over the endless tangles of wires where once PCs stood. “Hi, honey,” he answered, and then continued in a sad voice after a pause, “I don’t feel happy. I feel betrayed and helpless. They finally did it. They abolished schools.” “Do you know what will take place exactly?” Mrs. Linden wanted to know.

“Well, a type of mechanical teacher/computer will be programmed for each child and one of those will be provided for each child in every household. The

computers will be connected to the central system supervised by the government,” he elaborated.

“But didn’t you tell me these computers are error prone in calculating individual needs and levels?” Mrs. Linden continued.

Mr. Linden sighed, “Of course. The mechanical teacher is a masterpiece of technological revolution, but it is, after all, just a machine. Such machines aren’t emotion sensitive, nor is there a way to make them compatible in this respect.”

“Oh dear, it’s awful. I had no idea. You always spoke so enthusiastically about all the innovations in high tech field...,” she sympathized with her husband’s disillusion. Then she remembered the times of the e-revolution, when her husband was the hopeful leader in bringing technology into classrooms. How his face beamed with pride when each and every child received a personal laptop. How she loved him. How she adored that young vibrant caring man. But now things acquired a different perspective. Now, her Mario was retiring with a sense of loss and bitterness. Apparently, things will never be the same again.

Section A: Multiple-Choice Comprehension

1. Mr. Linden felt betrayed because:
 - A. he lost his job
 - B. schools were replaced by machines
 - C. students refused to learn
 - D. technology failed
2. The “mechanical teacher” refers to:
 - A. a robot assistant
 - B. an online platform
 - C. a fully programmed computer system
 - D. a government official
3. Initially, Mr. Linden supported:
 - A. traditional methods only
 - B. technological innovation
 - C. homeschooling
 - D. remote education
4. The story suggests that
 - A. always improves education

- technology:
- B. eliminates human error
 - C. cannot replace emotional intelligence
 - D. is irrelevant
5. Mrs. Linden felt:
- A. excited
 - B. confused and sympathetic
 - C. angry
 - D. indifferent
6. The government would:
- A. train more teachers
 - B. supervise the new system
 - C. reduce funding
 - D. abolish exams
7. The phrase “human factor” refers to:
- A. student discipline
 - B. emotional interaction in teaching
 - C. computer coding
 - D. classroom design
8. The tone of the story is:
- A. optimistic
 - B. satirical
 - C. nostalgic and critical
 - D. humorous
9. Mr. Linden’s retirement symbolizes:
- A. progress
 - B. success
 - C. loss of traditional education
 - D. economic growth
10. The main theme of the text is:
- A. environmental crisis
 - B. economic reform
 - C. overreliance on technology
 - D. globalization

Section B: Analytical and Critical Thinking Tasks

- What does the “mechanical teacher” symbolize?

- Identify three arguments in favor of technology in education (past perspective).
- Identify three drawbacks presented in the story.
- How does the author use emotional language to create impact?
- Find four phrases expressing disappointment or loss.
- Rewrite the dialogue in a more concise narrative form.
- Discuss the risks of removing the “human factor” from education.
- Is the story dystopian? Justify your opinion.
- Create a comparison table between traditional schooling and technological schooling.

Section C: Argumentative Writing Write an argumentative essay (180 words): *Can artificial intelligence replace teachers?*

Text 10. LITERACY IN MOROCCO

More and more people are interested in literacy education programs in Morocco. According to recent statistics from the Ministry of National Education Literacy Department, the number of people benefiting from literacy programs rose to 709,155 – an increase of nearly 54,000 over the previous year. 190,941 of the participants are children.

This year’s program has had a richer success than previous years because new ideas have been introduced, such as the publication of literacy teaching books, and the creation of multimedia teaching aids. Now, more than 750 non-governmental organizations are involved in literacy education; some of them are international. Thanks to the collective efforts of these organizations, many people have learned to read and write.

Imane Jbili is one of the people who benefited from such programs. “I left school five years ago because my parents couldn’t afford to pay for my school expenses, but I was able to return to the non-formal education program this year. Now, I’m learning jewelry making so as to set up my own business in the future,” she said.

Even pupils at primary schools are participating in fighting illiteracy. They sensitize their parents and other people, particularly in rural areas, to the importance of learning. Ali Maarouf, one of those pupils, helped a friend to return to school, and he is quite proud of his initiative. “I insisted that my friend should come back to study. I did all I could to persuade him and help him catch up with his classmates. I am happy now that he has managed to get along with classes,” he said.

Nora Charaf, aged 42, learned to read and write over a period of two years. “Now, I understand a lot of things. I’m no longer ashamed of being illiterate. I feel that I’ve become someone else,” she said confidently.

Rachid Salimi, a teacher, points out that although many people benefit from literacy classes, there are still millions of illiterates in Morocco. The present illiteracy rate for the Moroccan population aged 10 and over is 38.45%. “Fighting illiteracy is a big challenge; we must redouble our efforts to win this battle,” he said.

Section A: Multiple-Choice Comprehension

1. The literacy programs in Morocco:
 - A. are declining
 - B. show increasing participation
 - C. are privately funded only
 - D. target only adults
2. The number of beneficiaries increased by:
 - A. 190,941
 - B. 709,155
 - C. nearly 54,000
 - D. 38.45%
3. NGOs play a role by:
 - A. funding universities only
 - B. creating multimedia teaching aids
 - C. replacing teachers
 - D. supervising exams
4. Imane Jbili returned to education because:
 - A. she failed exams
 - B. she wanted to become a teacher
 - C. she couldn’t afford school earlier

5. Primary pupils help fight illiteracy by:
- D. she moved abroad
 - A. teaching adults formally
 - B. persuading others to return to school
 - C. replacing NGOs
 - D. funding programs
6. Nora Charaf felt:
- A. embarrassed
 - B. unchanged
 - C. confident after learning
 - D. dissatisfied
7. The illiteracy rate in Morocco (age 10+) is:
- A. 64%
 - B. 38.45%
 - C. 90%
 - D. 54%
8. The teacher describes fighting illiteracy as:
- A. a minor issue
 - B. a completed mission
 - C. a major challenge
 - D. unnecessary
9. The text highlights:
- A. only problems
 - B. only statistics
 - C. both progress and challenges
 - D. government criticism
10. The overall message is that literacy programs:
- A. are ineffective
 - B. require continued effort
 - C. should be privatized
 - D. focus only on children

Section B: Analytical and Critical Thinking Tasks

- What statistical evidence shows progress in literacy?
- Identify three causes of illiteracy mentioned in the text.
- What role do NGOs play in improving literacy?

- How do personal testimonies strengthen the argument?
- Find four academic phrases related to education policy.
- Rewrite paragraph 6 in a concise summary.
- Discuss the social impact of improving literacy rates.
- Does the text present more progress or more challenges? Explain.
- Create a table showing achievements and ongoing problems.

Section C: Argumentative Writing Write an article (180 words): *Why literacy remains a global challenge.*

Text 11. THE FUTURE OF READING

Electronic books, or e-books, provide a new, cool, environmentally-friendly, and inexpensive way to read. Differing from their paper cousins only in the binding, e-books are stored and used as computer files rather than as ink on paper.

One area that might soon see the leap to e-book is the classroom. Students could take their handheld e-book readers to the electronic bookstore, load texts, carry the lot in their bookbag, and not notice the extra weight of a dozen full-length texts.

E-books can be purchased directly on the Internet from hundreds of publishers or retail e-bookstores. In either case, pay with your credit or debit card, then download it directly as with a free book, or wait for it to arrive as an e-mail attachment, a disk or a CD.

E-books can be viewed on a computer screen or using a book reader. About the size of a large trade paperback, these handheld e-book readers have high-resolution, easy-to-read screens, and a computer or telephone connector to obtain files. Better yet, they have enough memory to store many book files at once.

Few conventional bookstores carry e-books yet, but it's a simple matter for a savvy person to find them. The best bet is an Internet search engine, directory, or specialty information centre. There, locate e-books by author, subject, genre, ISBN, or title. The online versions of some giant bookstore chains also have searchable e-book sections.

E-publishers and many of their authors have web pages. These pages further information, plot summaries, reviews, pictures, and other good stuff. They usually provide several chapters to read free so you can try-before-you-buy, just as in a paper bookstore. If you read a book and like it, you could always write a review and send it to the author. Maybe it'll get published on the net with your name and web site attached.

A few big-name authors such as Stephen King, Anne Rice, Frederic Forsyth, Diana Gabaldon, and Colleen McCullough, as well as some large paper houses like Simon and Schuster have already put a toe in the e-book waters, and the field gets crowded all the time.

If you love paper books to death and just can't imagine reading any other way, don't panic. So far, e-books are an alternative to the traditional ones. They haven't replaced them... yet. However, you don't have to be much of a prophet to note that since distributing books electronically is easier, faster, cheaper, and offers greater variety, we should soon see a lot more of them.

Some promise to make the experience better than paper with multimedia readers. Others produce audio versions where the author reads it to you.

Ah, indulgence.

Keep in mind, you take the same chances buying an electronic book as a paper one. Maybe you won't like it after all. But the majority of electronic publishers screen their books carefully, insist on professional editing, and publish only the best. If you read an excerpt first and buy only from reputable publishers, you won't often be disappointed.

Section A: Multiple-Choice Comprehension

- | | |
|-----------------------------------|--------------------------|
| 1. According to the text, e-books | A) their content. |
| differ from traditional books | B) their storage format. |
| mainly in | C) their price. |
| | D) their authors |
| 2. One advantage of e-books for | A) eliminate homework. |

- students is that they
3. E-books can be purchased by
4. Handheld e-book readers are described as
5. The phrase “try-before-you-buy” suggests that readers can
6. The mention of famous authors implies that
7. The author reassures traditional readers by stating that
8. One potential future development mentioned is
9. The tone of the article can best
- B) reduce the physical weight of textbooks.
C) are always free.
D) replace teachers.
- A) visiting physical bookstores only.
B) downloading them from online publishers or retailers.
C) borrowing them from libraries exclusively.
D) requesting them from authors directly.
- A) heavy and complicated.
B) similar in size to large paperbacks.
C) larger than traditional books.
D) difficult to operate.
- A) return books easily.
B) read sample chapters for free.
C) exchange books without payment.
D) negotiate prices.
- A) e-books are unpopular.
B) only unknown writers publish digitally.
C) the digital publishing market is growing.
D) paper books are disappearing.
- A) paper books are superior.
B) e-books have already replaced printed books.
C) e-books are currently an alternative, not a replacement.
D) printed books will be banned.
- A) interactive multimedia readers.
B) handwritten digital books.
C) elimination of editing processes.
D) free distribution of all books.
- A) critical and sceptical.

be described as

B) enthusiastic and optimistic.

C) neutral and indifferent.

D) humorous and sarcastic.

10. The final paragraph suggests that readers should

A) avoid buying e-books.

B) only buy printed books.

C) choose reputable publishers and read excerpts first.

D) purchase books without research.

Section B: Analytical and Critical Thinking Tasks

- How does the text define e-books, and what characteristics distinguish them from traditional books?
- Identify three advantages of e-books mentioned in the text.
- How does the author use persuasive language to promote electronic reading?
- Explain how e-books may transform classroom learning.
- Find four technology- or publishing-related collocations in the text.
- How does the text address the concerns of readers who prefer traditional paper books?
- Rewrite the paragraph discussing how to purchase e-books in a more concise and formal academic style.
- Discuss the economic and environmental implications of e-books.
- Does the article present e-books as a replacement for printed books or as a complementary alternative? Justify your answer with references to the text.

Section C: Argumentative Writing Write an article (180 words): *Will electronic books eventually replace printed books? Discuss advantages and limitations.*

Text 12. TOO MUCH TECHNOLOGY

Have you ever walked down the street and noticed that almost every single person is walking with their face down watching a screen? It seems that technology

has completely taken over our lives today! Kids aren't getting outside and playing anymore so they don't have any imagination and they certainly aren't getting any exercise. Too much technology in our lives means that we don't have real conversations and therefore we are becoming disconnected from each other. Technology makes us stressed and frustrated so it is time that we take a break and drag our eyes away from the screens.

Children today lack imagination and aren't able to just go outside and play. They spend so much time staring at a screen and playing games that they no longer have the skills needed to be creative and have fun without technology. All this time spent sitting down using technology is definitely bad for the health of the children in our country. Kids should be out in the fresh air, running around and having fun, not shut in a dark, dreary room staring at a screen like a zombie.

Technology is also tearing families and friendships apart. Instead of having real conversations with our family and friends, we are having disjointed and unrealistic conversations using social media. This means that we aren't really showing each other our true selves. We need to have face-to-face conversations in order to truly connect with people. Is it really that hard to put down the phone and have a proper conversation with someone?

It is also important to realise that technology can make us frustrated and angry. This is especially true when things start to break down and not work. Staring down at a screen all day is not good for our mental health and makes us tired and irritable. Everyone would be so much happier if they gave up the technology and went outside for a lovely long walk or had a nice picnic. Technology is annoying, irritating and awful.

Overall, it is very clear that our lives would be so much better with less technology. Instead of playing computer games and using social media, children could get outside in beautiful fresh air and enjoy the sunlight. They would be healthier and fitter if it weren't for technology. All this technology is detaching people and preventing us from really connecting with each other. We would all be less grumpy and irritable if we weren't spending our days staring at a screen. It's time

to rally together and get rid of all this technology to create a happier, healthier society!

Section A: Multiple-Choice Comprehension

1. The author's main argument is that technology
A) has improved communication.
B) is necessary for modern success.
C) negatively affects social and physical well-being.
D) should be used more often in schools.
2. The description of people "walking with their face down watching a screen" suggests
A) concentration and productivity.
B) physical disconnection from their surroundings.
C) increased awareness of the world.
D) improved communication skills.
3. According to the text, children today lack imagination because they
A) spend too much time outdoors.
B) read fewer books.
C) rely heavily on screens for entertainment.
D) have too much homework.
4. The author believes technology affects physical health by
A) improving fitness levels.
B) encouraging outdoor activities.
C) promoting a sedentary lifestyle.
D) reducing stress completely.
5. The phrase "tearing families and friendships apart" implies that technology
A) strengthens family bonds.
B) weakens real-life relationships.
C) increases social gatherings.
D) improves communication quality.
6. The text suggests that social media conversations are often
A) deeper and more meaningful.
B) more realistic than face-to-face interactions.
C) fragmented and artificial.
D) necessary for strong relationships.

7. According to the author, constant screen use can cause people to feel
- A) energetic and focused.
B) calm and relaxed.
C) tired and irritable.
D) motivated and inspired.
8. The overall tone of the text is
- A) balanced and analytical.
B) strongly critical and emotional.
C) humorous and ironic.
D) neutral and informative.
9. The author suggests that reducing technology use would lead to
- A) economic problems.
B) healthier and happier lives.
C) less communication.
D) lower education standards.
10. The final paragraph implies that society should
- A) completely abandon technology.
B) increase screen time.
C) reconsider its dependence on digital devices.
D) rely solely on social media for communication.

Section B: Analytical and Critical Thinking Tasks

- What is the central argument of the text, and how does the author introduce it?
- Identify three negative consequences of excessive technology use mentioned in the text.
- How does the author use emotive language to strengthen the argument?
- Explain how the text connects technology use with physical and mental health issues.
- Find four strongly opinionated or persuasive expressions in the text.
- How does the author portray the impact of technology on social relationships?
- Rewrite the paragraph about children's health in a more neutral and academic tone.
- Discuss whether the argument presented in the text is balanced or one-sided.

- Does the text provide evidence to support its claims, or does it rely mainly on opinion? Justify your answer.

Section C: Argumentative Writing Write an argumentative article (180 words):

Is modern technology damaging our social lives, or is it simply changing them?

Discuss.

Text 13. MONEY

5 Ways to Become Rich

“Money makes the world go round,” is a well-known idiom in English. It means that if you want to buy a house, or travel round the world or study at a good college or university, you will need money and probably lots of it. So, how can you get more money, how can you become rich? Many people will give you lots of different advice. Below are five things you can do to make your bank account grow.

1. Save your money.

Don't always spend the money you make on things you don't really need. If you spend three dollars on a cup of coffee every day at work, that's \$15 per week, or about \$80 a month. Over a year, that will cost you about \$720, and over twenty years that will add up to \$14,000.

2. Choose your friends carefully.

Make friends who are rich or want to become rich like you do. When you do this, you will learn more about how to make money. Warren Buffett, one of the richest people in the world, gives this advice: “It's better to hang out with people better than you.”

3. Find out what you love to do and then focus your time and energy on that.

Steve Jobs, creator of Apple Computer, often talked about focus. You need to be so excited about what you do that it makes you get up early in the morning while other people are still sleeping.

4. Don't work.

Robert Kiyosaki, the famous author of *Rich Dad Poor Dad*, says that perhaps you should try to start your own successful business instead of working for someone

else. Does that mean you should be the boss? No, he says, being a boss takes too much time and hard work. Pay someone to be the company boss for you. Very simply, you should first own a business and then make your money do all the work.

5. Start young and keep learning from your money mistakes.

You are human and over time you will make many of them. But it's easier to lose ten thousand dollars when you are twenty-five than when you are sixty-five.

Section A: Multiple-Choice Comprehension

1. The main purpose of the text is to
A) criticise wealthy people.
B) provide financial advice.
C) explain economic theory.
D) describe famous entrepreneurs.
2. The example of buying coffee every day is used to show that
A) coffee is expensive.
B) small expenses can accumulate over time.
C) people drink too much coffee.
D) saving money is difficult.
3. The advice about choosing friends suggests that
A) wealth depends only on social status.
B) successful people influence your mindset and habits.
C) rich people are more generous.
D) friendships are not important.
4. Warren Buffett's quote implies that you should
A) compete with others constantly.
B) avoid ambitious people.
C) surround yourself with people who inspire improvement.
D) only socialise with wealthy individuals.
5. According to the text, passion for your work helps you
A) avoid making mistakes.
B) work longer hours unwillingly.
C) stay motivated and focused.
D) become famous quickly.

6. The advice “Don’t work” actually means
- A) stop earning money.
 - B) avoid full-time employment.
 - C) create income through ownership and investment.
 - D) retire early.
7. Robert Kiyosaki suggests that being the boss
- A) is easy and relaxing.
 - B) requires little responsibility.
 - C) involves significant effort and time.
 - D) guarantees immediate wealth.
8. The text encourages readers to
- A) avoid risks completely.
 - B) learn from financial mistakes.
 - C) invest all their money early.
 - D) spend money freely when young.
9. The tone of the text is
- A) formal and academic.
 - B) sarcastic and critical.
 - C) motivational and advisory.
 - D) pessimistic.
10. The overall message of the article is that wealth requires
- A) luck only.
 - B) discipline, strategy, and long-term thinking.
 - C) inheritance.
 - D) government support.

Section B: Analytical and Critical Thinking Tasks

- What is the central argument of the text, and how does the author introduce it?
- Identify three financial principles suggested as key to building wealth.
- How does the author use real-life examples and famous figures to strengthen the argument?
- Explain how the text connects small daily expenses with long-term financial outcomes.
- Find four business or finance-related collocations in the text.

- How does the concept of “making your money work for you” challenge traditional employment models?
- Rewrite the paragraph about saving money in a more formal and concise academic style.
- Discuss the role of mindset and social environment in financial success as presented in the text.
- Does the article present wealth-building as accessible to everyone or dependent on specific conditions? Justify your answer with textual references.

Section C: Argumentative Writing Write an argumentative article (180 words): *Is financial success more dependent on discipline and strategy or on external factors such as luck and opportunity? Discuss.*

Text 14. COMPUTERS

Who Was Steve Jobs?

Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)! Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy. It was difficult, but as Jobs later said, “I had no idea what I wanted to do with my life.” Two years later in 1974, he travelled to India, and while there he learned about Buddhism.

After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was

only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak.

Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56.

Section A: Multiple-Choice Comprehension

1. The introduction emphasizes Steve Jobs' importance because he
A) invented the first computer.
B) created products used by millions of people.
C) worked for several technology companies.
D) was the richest man in the world.
2. As a child, Steve Jobs showed interest in technology by
A) building robots.
B) writing computer programs.
C) taking apart and reassembling televisions.
D) repairing cars.
3. The fact that Jobs skipped a grade suggests he was
A) impatient with school.
B) academically talented.
C) socially isolated.
D) uninterested in studying.
4. Why did Jobs leave Reed College?
A) He failed his exams.
B) He lacked financial support.
C) He was unsure about his future direction.
D) He received a better job offer.
5. During his time in India, Jobs
A) started a business.
B) learned about Buddhism.
C) studied computer science.
D) met Steve Wozniak.
6. Before founding Apple, Jobs worked as
A) a teacher.
B) a video game designer.

7. Apple Computer was founded when Jobs was
8. The text mentions Steve Wozniak to show that
9. The tone of the biography can best be described as
10. The final paragraph highlights that Jobs' life was
- C) a computer engineer at IBM.
D) a software programmer.
A) seventeen.
B) twenty-one.
C) twenty-four.
D) thirty.
A) Jobs worked independently.
B) Apple was a team effort.
C) Wozniak was the company's leader.
D) Jobs needed financial support.
A) critical.
B) humorous.
C) informative and respectful.
D) sarcastic.
A) short but influential.
B) unsuccessful despite his efforts.
C) filled with controversy.
D) focused mainly on family life.

Section B: Analytical and Critical Thinking Tasks

- What achievements are presented in the introduction to highlight Steve Jobs' importance?
- Identify three early life experiences that may have influenced Jobs' future success.
- How does the text portray Jobs' decision to drop out of college?
- Explain how Jobs' personal interests and travels contributed to his development.
- Find four collocations related to education, career, or technology in the text.
- How does the text balance Jobs' professional success with details about his personal life?

- Rewrite the paragraph about Jobs' education in a more formal and concise academic style.
- Discuss the qualities that made Steve Jobs a successful entrepreneur.
- Does the article present Jobs as a risk-taker, a visionary, or both? Justify your answer with references to the text.

Section C: Argumentative Writing Write an article (180 words): *What qualities are necessary to become a successful innovator in the modern world? Discuss.*

Text 15. THE VALUE OF EDUCATION

Education is important both for an individual and for a country. Education develops the intellect and makes one know the good from the bad. Education is one of the fundamentals to make a society prosperous. That is why more and more schools, colleges, universities and institutes are being opened in all parts of the world to provide education.

In olden days, people could survive without education. An uneducated person led a simple life. They didn't have to communicate with other people much. Today is the age of globalization and information technology. The world becomes a small village. We cannot live alone. We have to deal with modern inventions and instruments such as computers to keep abreast with the modern world. Thus education plays a more important part in this age than before. It has become necessary for us to pursue education. Moreover, education broadens the mind and increases the power of one's thinking, reasoning and imagination. It helps us to understand the problems which we have to face in our life and gives us the solutions to them. When we have education, we become thoughtful and know more about people. In this way, education teaches us to live harmoniously with other people in a society.

Nowadays, we are transforming our country into a peaceful, modern and developed nation. In doing so, we need doctors, economists, technologists, educators and so on. Among them, I think education is the basis of all. Man has tried to

improve the world from age to age by improving the knowledge in every field. Since the dawn of civilization, great thinkers have done their best to spread education to every corner of the world. In this way, we know that the value of education is very great.

Section A: Multiple-Choice Comprehension

1. The main purpose of the text is to
A) criticise modern education systems.
B) explain why education is essential for individuals and society.
C) compare education in different countries.
D) describe the history of schools.
2. According to the first paragraph, education helps individuals to
A) become wealthy quickly.
B) distinguish between right and wrong.
C) avoid communication.
D) live independently from society.
3. In the past, uneducated people
A) travelled frequently.
B) depended on modern technology.
C) lived simpler lives.
D) communicated globally.
4. The phrase “the world becomes a small village” suggests that
A) countries are shrinking geographically.
B) global communication has increased.
C) villages are becoming modern cities.
D) technology is unnecessary.
5. The text suggests that education today is more important because
A) people are less intelligent.
B) life has become more complex and technological.
C) schools are cheaper.
D) globalization has reduced communication.
6. Education is said to improve
A) physical strength.
B) social media skills.

7. According to the text, education helps people to
- C) reasoning and imagination.
 - D) economic competition only.
 - A) avoid societal responsibilities.
 - B) live harmoniously in society.
 - C) ignore modern problems.
 - D) depend on others.
8. The author believes that education is
- A) less important than technology.
 - B) the foundation for national development.
 - C) unnecessary for professionals.
 - D) mainly useful for doctors.
9. The reference to “great thinkers” emphasizes that
- A) education has always been valued throughout history.
 - B) only philosophers need education.
 - C) education is a recent invention.
 - D) civilization began with technology.
10. The overall tone of the text is
- A) persuasive and appreciative.
 - B) critical and negative.
 - C) humorous and informal.
 - D) doubtful and sceptical.

Section B: Analytical and Critical Thinking Tasks

- What is the central thesis of the text, and how is it introduced in the first paragraph?
- Identify three ways in which education contributes to individual development.
- How does the text contrast life in the past with life in the modern globalized world?
- Explain how globalization and information technology increase the importance of education.
- Find four academic or education-related collocations in the text.

- How does the author connect education with national development and social progress?
- Rewrite the paragraph discussing modern society and globalization in a more concise and formal academic style.
- Discuss the role of education in promoting social harmony according to the text.
- Does the article present education as a necessity or as a choice in modern society? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words): *Is education the most important factor in building a successful and developed society? Discuss.*

Text 16. THE ADVANTAGES OF HAVING COMPUTER KNOWLEDGE

Computer knowledge has become essential in today's modern world. Almost every profession now requires at least basic computer skills. From students and teachers to doctors and engineers, everyone benefits from understanding how to use computers effectively.

One of the main advantages of having computer knowledge is better job opportunities. Many companies require employees to work with documents, spreadsheets, presentations, and online communication tools. People who know how to use computers can complete tasks faster and more efficiently. As a result, they are often more competitive in the job market.

Another important benefit is access to information. The Internet provides unlimited resources for learning, research, and communication. With computer knowledge, students can complete assignments more easily, find reliable sources, and improve their academic performance. Online courses also allow people to continue their education from anywhere in the world.

Computer skills also improve communication. Email, video calls, and messaging platforms make it possible to connect instantly with people around the

globe. This is especially important for businesses, education, and maintaining personal relationships.

In addition, computers help increase productivity. Many tasks that once took hours can now be completed in minutes using specialized software. For example, creating reports, organizing data, or designing graphics has become much simpler with the right tools.

However, it is important to use computer technology responsibly. Spending too much time in front of a screen can negatively affect health and social life. Therefore, people should balance computer use with physical activity and face-to-face interaction.

In conclusion, having computer knowledge offers many advantages, including better career prospects, easier access to information, improved communication, and increased productivity. In today's digital age, computer literacy is no longer optional – it is a necessity.

Section A: Multiple-Choice Comprehension

1. The main idea of the text is that computer knowledge
A) is only useful for engineers.
B) has become essential in modern society.
C) replaces traditional education.
D) is mainly important for entertainment.
2. According to the text, basic computer skills are required in
A) only technical professions.
B) most modern professions.
C) government jobs only.
D) creative industries exclusively.
3. One major benefit of computer knowledge is
A) guaranteed high salaries.
B) easier access to job opportunities.
C) reduced working hours.
D) automatic promotion.
4. Computer skills make employees more competitive because they
A) work fewer hours.
B) complete tasks more efficiently.

5. The Internet mainly helps students by
6. Online courses are mentioned as an example of
7. The text suggests that computer skills improve communication through
8. Increased productivity is achieved because computers
9. The author warns that excessive computer use can negatively affect
10. The overall tone of the text is
- C) depend on others less.
D) avoid teamwork.
A) replacing teachers completely.
B) providing unlimited learning resources.
C) eliminating homework.
D) reducing academic standards.
A) social networking.
B) entertainment.
C) distance learning opportunities.
D) digital advertising.
A) handwritten letters.
B) face-to-face meetings only.
C) digital tools such as email and video calls.
D) printed documents.
A) reduce creativity.
B) replace all workers.
C) simplify and speed up complex tasks.
D) eliminate responsibility.
A) career growth.
B) financial income.
C) physical and social well-being.
D) academic performance only.
A) critical and negative.
B) neutral and indifferent.
C) supportive but cautious.
D) humorous and informal.

Section B: Analytical and Critical Thinking Tasks

- What is the central thesis of the text, and how is it introduced in the first paragraph?

- Identify three ways in which computer knowledge contributes to professional success.
- How does the text connect computer literacy with competitiveness in the job market?
- Explain how access to information through the Internet enhances educational opportunities.
- Find four technology- or workplace-related collocations in the text.
- How does the author balance the advantages of computer use with potential health and social risks?
- Rewrite the paragraph discussing communication technologies in a more concise and formal academic style.
- Discuss the role of computer literacy in shaping global communication and business development.
- Does the article present computer knowledge as a fundamental skill or as an additional advantage? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words): *Should digital literacy be considered as important as traditional literacy in the 21st century? Discuss.*

Text 17. SHOULD CHILDREN LEARN A SECOND LANGUAGE AT SCHOOL?

Learning new languages increases our knowledge and improves learning. When we learn new things it can stay with us. Don't you want to learn a new language and increase your knowledge? If you do, read on.

To start off, learning a different language has many benefits. For example, if you learn a different language it can help with your memory power. If you're learning Indonesian and the colour you're learning is brown, which in Indonesian is *coklat*, it can make you remember chocolate because chocolate is usually brown.

Continuing to learn a new language helps with connecting with others, which is great because we can learn more about people, their culture and the foods they eat. This can increase our knowledge about the way those people live and make it easier to talk to and understand them and how they live their day-to-day lives – the weather conditions, their struggles and the things they have that we don't.

Last but not least, we gain a new perspective when we compare words we know with another language. This provides us with a better understanding of the similarities and the differences between both languages that we speak. It is another way that we gain a new perspective on the way we see the world and its surroundings.

To conclude, if students learn a different language it expands their knowledge as well as their social circle, giving us a new perspective of the language and how the culture and food help us learn more. So why don't you start learning a new language?

Section A: Multiple-Choice Comprehension

1. The main purpose of the text is to
A) describe different languages.
B) argue in favour of learning a second language.
C) compare school systems.
D) criticise language education.
2. The author believes that learning a new language improves
A) physical strength.
B) memory and knowledge.
C) financial success.
D) artistic skills.
3. The example of the Indonesian word “coklat” is used to show that
A) some languages are difficult to pronounce.
B) language learning improves spelling.
C) associations help strengthen memory.
D) Indonesian is easy to learn.
4. According to the text, learning another language helps people to
A) avoid cultural differences.
B) understand other cultures better.
C) replace their native language.

5. The phrase “gain a new perspective” most nearly means
6. The author suggests that language learning expands
7. The tone of the article can best be described as
8. The author uses questions at the beginning mainly to
9. The text implies that learning a second language makes communication
10. The conclusion of the article mainly
- D) travel without preparation.
A) forget your original language.
B) see the world in a different way.
C) improve eyesight.
D) compare weather conditions.
A) physical abilities.
B) economic status.
C) social connections.
D) school holidays.
A) critical and negative.
B) persuasive and encouraging.
C) neutral and academic.
D) humorous and ironic.
A) test the reader’s knowledge.
B) introduce statistical data.
C) engage and involve the reader.
D) present a counterargument.
A) more complicated.
B) easier across cultures.
C) unnecessary.
D) less important.
A) introduces new arguments.
B) repeats and reinforces the main idea.
C) criticises students.
D) discusses grammar rules

Section B: Analytical and Critical Thinking Tasks

- What is the central argument of the text, and how does the author introduce it in the opening paragraph?

- Identify three cognitive and social benefits of learning a second language mentioned in the text.
- How does the example of the Indonesian word “*coklat*” support the author’s argument?
- Explain how language learning contributes to intercultural understanding.
- Find four education- or cognition-related collocations in the text.
- How does the author use persuasive language to encourage readers to learn a new language?
- Rewrite the paragraph about gaining a new perspective in a more concise and formal academic style.
- Discuss the role of language learning in developing global awareness.
- Does the article present strong evidence or mainly personal opinion? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):
Should learning a second language be compulsory in all schools? Discuss.

Text 18. MADAME CURIE

She was the first woman to win the Nobel Prize. She was the first person ever to win it twice. Her discovery has saved thousands of lives. She is one of the very few women whose name will probably be remembered for a thousand years. She was Marie Sklodowska Curie, popularly known as Madame Curie.

Maria Sklodowska was born in Warsaw, Poland on November 7, 1867. She was the youngest of five children. Her parents were teachers, and she learned at an early age the importance of education. She went to local schools and at age fifteen she graduated from high school at the top of her class. She had an exceptional memory and was very hardworking. She is known to have neglected food and even sleep in order to study.

Although her family was learned and cultured, they struggled financially. Poland was occupied by Russia and Germany during that time and it was difficult to

get jobs. When her father lost his job, the family took in student boarders to help meet living expenses. The crowded living conditions helped to spread tuberculosis, a major infectious disease in the late nineteenth century. Marie's mother got the disease and died in 1878 when Marie was nine years old. Then her sister died of typhus. To cope with these painful losses, the children pretended they were genius doctors who would discover a miracle cure.

This fantasy became a real-life plan of going to Paris to study medicine. Bronia, Marie's sister, would go first and Marie would follow her to study at the Sorbonne University, France. The only problem was preparing for the university level coursework and, of course, money. Marie attended science classes at a secret school for women called "the flying university". It was called flying because there was no campus, only meetings in people's homes in secret. Women were not allowed to attend college in Poland then.

Section A: Multiple-Choice Comprehension

1. The introduction emphasizes Marie Curie's importance because she
A) invented modern medicine.
B) was the first female scientist in history.
C) achieved unique success in winning Nobel Prizes.
D) discovered electricity.
2. Marie Curie's parents influenced her by
A) encouraging her artistic talents.
B) teaching her the value of education.
C) sending her abroad at a young age.
D) supporting her financially.
3. The text suggests that Marie was an excellent student because she
A) avoided difficult subjects.
B) studied only when necessary.
C) had a strong memory and worked hard.
D) received private tutoring.
4. The family's financial difficulties were mainly caused by
A) poor business decisions.
B) political occupation of Poland.

5. The deaths of Marie’s mother and sister
6. The “flying university” was
7. Women were not allowed to attend college in Poland because
8. Marie and her sister Bronia planned to study in Paris because
9. The tone of the biography can best be described as
10. The overall message of the text suggests that Marie Curie’s success was the result of:
- C) illness in the family.
D) lack of education.
A) discouraged her from studying medicine.
B) made her abandon her goals.
C) inspired her desire to find cures.
D) forced her to leave school.
A) a well-known public institution.
B) an international medical school.
C) a secret educational network for women.
D) a private French college.
A) universities were too expensive.
B) they lacked qualifications.
C) of social and political restrictions.
D) there were no universities available.
A) education opportunities were limited in Poland.
B) their family moved there permanently.
C) they received scholarships immediately.
D) they preferred French culture.
A) humorous and casual.
B) informative and admiring.
C) critical and doubtful.
D) sarcastic and ironic.
A) luck and opportunity.
B) family wealth.
C) determination and perseverance.
D) political influence.

Section B: Analytical and Critical Thinking Tasks

- What achievements are highlighted in the introduction to demonstrate Marie Curie’s historical importance?

- Identify three personal qualities that contributed to Curie’s academic success.
- How did political and social conditions in Poland influence her educational opportunities?
- Explain how the deaths in Marie’s family affected her motivation and future ambitions.
- Find four education- or career-related collocations in the text.
- How does the text portray the role of perseverance in overcoming financial and social obstacles?
- Rewrite the paragraph describing the “flying university” in a more concise and formal academic style.
- Discuss the significance of the “flying university” as a symbol of resistance and determination.
- Does the article present Marie Curie mainly as a victim of circumstances or as a determined achiever? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):
Can personal determination overcome social and financial barriers to success?
Discuss.

Text 19. STUDY LIKE RORY

"Who cares if I'm pretty if I fail my finals?"

Change from topic to topic during study time

In order not to get bored with a topic or subject, Rory switches from one topic to another, keeping the study interesting. Make a list of all the subjects you have to study and the topics. Arrange all study materials in front of you: plan to study on the floor, on the couch or on a large table where you have a chance to oversee everything. Don't forget to sort the material by subject.

Wherever you go, a book goes with you

Wherever Rory goes, a book goes with her – it has become a habit. The goal is to live in two worlds and one of them is a world of books. Make a list of books you

want to read because you have to read them for school or university or just for fun. Get the digital or print version of the book and be sure to read a few pages of it in your own time, such as while waiting. You can also get the audio version of the book and listen to it, depending on how you memorize things best.

Limit distractions – study outdoors

To limit distractions and loud noises that might distract her, Rory seeks a place where she can learn in peace. In her case it is mostly in the shade of a tree. Once she is in the “zone,” nothing can capture her attention and distract her anymore.

Keep lists and start journaling

Rory is known for her organization, which is why she keeps lists of everything. So another of her habits is to write down her tasks and make sure she sticks to them. Rory also keeps diaries. Rory started journaling at a young age. The good thing is that it is never too late to start writing. Writing is known to be one of the best self-therapies.

Improve your memory

Rory has a very good memory and this helps her to get one A after another. There are several methods to improve memory. As you study, make sure to structure and organize information. You can also use bright colors to highlight the most important information. Using mnemonic devices or visualization can also help you remember information.

Get someone to quiz you

Before important exams, Rory gets someone to quiz her with flashcards. This way she is able to repeat what she has learned and fix her knowledge.

Section A: Multiple-Choice Comprehension

1. The opening quote suggests that Rory
- A) is more interested in appearance than grades.
 - B) values academic success over physical appearance.
 - C) dislikes studying.

- D) is insecure about her exams.
2. Rory changes from topic to topic in order to
- A) finish her work faster.
B) avoid boredom and maintain interest.
C) reduce the amount of homework.
D) prepare for only one subject.
3. Studying in different locations helps Rory because it
- A) allows her to socialize more.
B) improves her physical health.
C) helps her oversee and organize materials.
D) eliminates the need for notes.
4. The habit of always carrying a book shows that Rory
- A) reads only when required.
B) enjoys multitasking.
C) integrates reading into daily life.
D) prefers digital devices only.
5. Listening to audio versions of books is recommended because it
- A) replaces traditional reading completely.
B) supports different memory styles.
C) saves money.
D) improves pronunciation only.
6. Studying outdoors helps Rory mainly because it
- A) improves her mood.
B) limits distractions.
C) allows her to exercise.
D) reduces study time.
7. Keeping lists and journaling help Rory to
- A) express emotions only.
B) avoid studying.
C) stay organized and disciplined.
D) impress others.
8. Highlighting information in bright colors is a strategy used to
- A) decorate notes.
B) reduce reading time.
C) improve memory retention.
D) replace textbooks.
9. Using flashcards before exams
- A) memorize answers passively.

- helps Rory to
- B) test and reinforce her knowledge.
 - C) avoid difficult questions.
 - D) shorten exam duration.
10. The overall tone of the text is
- A) critical and negative.
 - B) motivational and advisory.
 - C) humorous and ironic.
 - D) neutral and analytical.

Section B: Analytical and Critical Thinking Tasks

- What is the central message of the text, and how is it introduced in the opening quote?
- Identify four study strategies that Rory uses to improve her academic performance.
- How does switching between topics help maintain motivation and concentration?
- Explain the importance of reading regularly as described in the text.
- Find four education- or learning-related collocations in the text.
- How does the text connect organization and journaling with academic success?
- Rewrite the paragraph about improving memory in a more concise and formal academic style.
- Discuss the psychological benefits of journaling and structured studying.
- Does the article present Rory's success as a result of talent, discipline, or a combination of both? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words): *Are study habits more important than natural intelligence in achieving academic success? Discuss.*

Text 20. CREATIVE THINKING

Skills and strategies for creativity

What is creativity?

A simple definition is that creativity is the ability to imagine or invent something new. As you will see in this chapter, creativity is not the ability to create something out of nothing (only God can do that). But it is the ability to generate new ideas by combining and changing ideas that are already there.

Some creative ideas are astonishing and brilliant, while others are just simple but good ideas that no one seems to have thought of yet.

Believe it or not, everyone has a good amount of creative ability. It's not only the scientists, artists and writers. You have that ability too. This ability is inside you. You have to learn to express it. This chapter will help you to do that.

Warm up

Creative thinking is also called "thinking outside the box". Here is a nice exercise to explain what it means.

Look at the nine dots inside the box (see next page). Take a pencil and connect all the nine dots by drawing four straight lines. But you are not allowed to lift your pencil off the paper while drawing the lines.

Go ahead and do it.

Section A: Multiple-Choice Comprehension

1. The text defines creativity as the ability to
A) copy other people's ideas.
B) invent something entirely from nothing.
C) combine and modify existing ideas to create something new.
D) memorize information quickly.
2. According to the author, creativity
A) belongs only to artists and scientists.
B) is a rare natural talent.
C) exists in everyone.
D) develops automatically with age.
3. The phrase "thinking outside the box" most nearly means
A) following strict rules.
B) solving problems in unconventional ways.

4. The author states that creativity is not
- C) drawing geometric shapes.
 - D) avoiding creative tasks.
 - A) about imagination.
 - B) about combining ideas.
 - C) about creating something from nothing.
 - D) about generating new solutions.
5. The purpose of the “warm up” activity is to
- A) test artistic skills.
 - B) demonstrate creative problem-solving.
 - C) assess mathematical knowledge.
 - D) entertain students only.
6. The nine-dot exercise encourages learners to
- A) work faster.
 - B) follow instructions strictly.
 - C) challenge their usual way of thinking.
 - D) draw carefully within limits.
7. The tone of the text is
- A) critical and formal.
 - B) motivational and encouraging.
 - C) humorous and sarcastic.
 - D) neutral and detached.
8. According to the text, creative ideas can be
- A) only complex and brilliant.
 - B) simple but original.
 - C) always revolutionary.
 - D) impossible to explain.
9. The author suggests that expressing creativity requires
- A) professional training only.
 - B) natural intelligence.
 - C) learning how to use one’s ability.
 - D) advanced technology.
10. The overall purpose of the text is to
- A) define creativity and encourage its development.
 - B) criticize traditional education.
 - C) explain artistic techniques.

D) describe scientific discoveries.

Section B: Analytical and Critical Thinking Tasks

- What is the central definition of creativity presented in the text, and how is it explained in the opening paragraph?
- Identify three characteristics of creative thinking mentioned by the author.
- How does the text challenge the common misconception about creativity?
- Explain the importance of combining existing ideas in the creative process.
- Find four creativity- or thinking-related collocations in the text.
- How does the author use motivational language to encourage readers to develop their creativity?
- Rewrite the paragraph explaining what creativity is in a more concise and formal academic style.
- Discuss the educational value of the “nine dots” exercise.
- Does the article present creativity as an innate ability, a learned skill, or both? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):

Can creativity be taught, or is it something people are born with? Discuss.

Text 21. STUDYING ABROAD

If you've always dreamed of travelling the world but would rather not give up on your education, then why not combine the two? Record numbers of people are now studying abroad, gaining once-in-a-lifetime travel experiences in far-flung places and improving their job prospects in the process. You can choose to spend a week away, a summer, or even a year. You can go to China, Spain, or you can pick English by studying in an English-speaking country like Canada or Australia. Quite literally, there is a whole world of options to choose from.

Just a couple of decades ago, the options for studying abroad were very few and far between. Today the marketplace is positively crowded, so much so that it's difficult to know where to start. On the upside, this means you're very much the master of your own destiny. So, if you're serious about studying abroad (as opposed to just travelling for fun), it's time to get planning. Where would you like to go? Is there a specific country, course or university that appeals to you? How does your "study abroad" plan fit with your long-term goals? Could you be happy in a foreign country, far from your friends and the usual home comforts? More importantly, if you're already studying, will your home university or college credit you for the things that you learn abroad?

Studying abroad can also be expensive. Apart from the cost of the actual education you receive, there are additional expenses to think about — from flights and accommodation to food, sightseeing and insurance. "Eighty percent of American high school students say they want to travel, but only 1 to 3 percent of them actually do it," says Samantha Martin, "and we know finances are a huge part of the problem." Last year Samantha and her colleague Jennifer Thomas launched Project Travel, a specialist website, to help more students "get on the plane or bus." Students can launch individual fundraising projects on the Internet for study, internships, volunteer work, teaching and other types of educational travel. This type of initiative, known as crowdfunding, isn't necessarily for everyone, and there are other avenues you can explore if you want to reduce the overall cost of studying abroad.

These are tricky issues to get to grips with, but program advisors, lecturers, fellow students, friends and parents can all give advice and help you find a "study abroad" program that fits with your academic goals, your finances and, just as importantly, your personal interests.

Section A: Multiple-Choice Comprehension

1. The main purpose of the text is to

A) discourage students from travelling.
B) advertise a specific university.
C) explain the advantages and challenges of

2. The phrase “once-in-a-lifetime travel experiences” suggests that studying abroad is
3. Compared to the past, opportunities for studying abroad today are
4. The expression “master of your own destiny” implies that students
5. Before choosing a program, students should consider
6. One of the main obstacles to studying abroad is
7. Project Travel was created to
8. Crowdfunding is described as
- studying abroad.
- D) compare different airlines.
- A) common and ordinary.
- B) unique and memorable.
- C) risky and dangerous.
- D) expensive and unnecessary.
- A) more limited.
- B) more competitive.
- C) much more numerous.
- D) less accessible.
- A) must travel alone.
- B) have full control over their choices.
- C) are responsible for funding others.
- D) cannot change their plans.
- A) only the country’s climate.
- B) their long-term academic goals.
- C) how many friends are going.
- D) the popularity of the city.
- A) lack of interest.
- B) limited university options.
- C) financial cost.
- D) language barriers only.
- A) provide free flights.
- B) promote tourism.
- C) help students raise money for educational travel.
- D) replace universities abroad.
- A) a mandatory funding method.
- B) suitable for every student.
- C) one possible way to finance study abroad.

9. The text suggests that students should seek advice from
- D) the cheapest option available.
 - A) travel agencies only.
 - B) friends and academic advisors.
 - C) airline companies.
 - D) social media influencers.
10. The overall tone of the article is
- A) critical and pessimistic.
 - B) informative and balanced.
 - C) humorous and ironic.
 - D) strongly persuasive and emotional.

Section B: Analytical and Critical Thinking Tasks

- What is the central message of the text, and how is it introduced in the opening paragraph?
- Identify four benefits of studying abroad mentioned in the text.
- How does the author contrast past and present opportunities for studying abroad?
- Explain the meaning of the phrase “the marketplace is positively crowded” in context.
- Find four education- or travel-related collocations in the text.
- How does the text present financial challenges and possible solutions?
- Rewrite the paragraph discussing financial difficulties in a more concise and formal academic style.
- Discuss the importance of long-term planning when considering studying abroad.
- Does the article present studying abroad as purely beneficial, or does it acknowledge potential difficulties? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):

Is studying abroad worth the financial and emotional challenges? Discuss.

Text 22. SCHOOLS IN BRITAIN

In Britain, children start school at the age of five. The first school they attend is called primary school. Primary education lasts for six years. During this time, pupils learn basic subjects such as English, Mathematics, Science, History, Geography, Art and Physical Education.

At the age of eleven, children move on to secondary school. Secondary education usually continues until the age of sixteen. At sixteen, students take important examinations called GCSEs (General Certificate of Secondary Education). These exams are taken in a variety of subjects and are very important for a student's future education and career.

After the age of sixteen, students can choose to continue their education. They may stay at school in the sixth form, attend a sixth-form college, or go to a further education college. During these two years, students usually prepare for A-level examinations. A-levels are necessary if students want to enter a university.

School life in Britain includes not only academic lessons but also many extracurricular activities. Students can join sports teams, drama clubs, music groups and various other clubs depending on their interests. School uniforms are common in many British schools. The school year is divided into three terms with holidays in between, including a long summer holiday.

Education in Britain is compulsory from the age of five to eighteen. The British education system aims to provide students with knowledge, skills and personal development to prepare them for adult life and future careers.

Section A: Multiple-Choice Comprehension

1. In Britain, children begin compulsory education at the age of
A) four.
B) five.
C) six.
D) seven.
2. Primary education in Britain lasts for
A) four years.
B) five years.

3. At the age of eleven, pupils move from
4. GCSE examinations are taken at the age of
5. GCSE results are important mainly because they
6. After the age of sixteen, students who wish to attend university usually prepare for
7. The sixth form is
8. British schools often require students to
9. The school year in Britain is divided
- C) six years.
D) seven years.
A) secondary school to university.
B) primary school to secondary school.
C) nursery school to primary school.
D) sixth form to college.
A) fourteen.
B) fifteen.
C) sixteen.
D) eighteen.
A) determine university admission directly.
B) influence future education and career opportunities.
C) replace A-level examinations.
D) allow students to skip secondary school.
A) GCSE retakes.
B) vocational certificates only.
C) A-level examinations.
D) international exams exclusively.
A) part of primary education.
B) a stage of education after age sixteen.
C) a university program.
D) a compulsory club activity.
A) choose their own timetable.
B) wear school uniforms.
C) attend school all year without holidays.
D) specialize at age eleven.
A) two semesters.

into

B) three terms.

C) four quarters.

D) one continuous period.

10. The overall aim of the British education system is to

A) prepare students only for exams.

B) focus mainly on sports.

C) develop knowledge, skills, and personal growth.

D) reduce the number of university students.

Section B: Analytical and Critical Thinking Tasks

- What is the central purpose of the text, and how is it introduced in the first paragraph?
- Identify four key stages in the British education system described in the text.
- How does the text explain the importance of GCSE and A-level examinations?
- Explain the role of extracurricular activities in British school life.
- Find four education-related collocations in the text.
- How does compulsory education shape students' academic and personal development?
- Rewrite the paragraph about post-16 education (sixth form and A-levels) in a more concise and formal academic style.
- Discuss how the British education system prepares students for adult life and careers.
- Does the article present the education system as exam-focused, development-focused, or balanced? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):
Are examinations the best way to measure students' abilities? Discuss.

Text 23. COMMUNICATION

In today's world we find ourselves communicating more and more through online channels such as messaging, social media and video calls, often at the expense of face-to-face dialogue. There are certain situations where online communication is unavoidable but others where we opt for virtual over real-life conversation. Which begs the question: is online communication preferable in today's world?

To begin with, I'd like to outline the advantages of online communication. One of the main arguments in its favour is that it opens up the possibility of communicating with people in different places around the globe. This has considerable benefits in the workplace as meetings can take place via videoconferencing between Stockholm, San Francisco and Shanghai without the need for time-consuming, exhausting, long-haul business trips. Furthermore, it provides opportunities for long-distance families and friends to keep in touch on a daily basis. Another point is that written online communication gives us the option of responding either immediately or at a time that suits us as well as allowing us to edit and polish our message.

On the other hand, there are several significant drawbacks to over-reliance on online communication. Some experts are concerned that a lack of face-to-face interaction impedes the development of vital social skills such as empathising and reacting to situations in real time. Also, the very nature of conversation is different in the virtual world. If short snippets of dialogue embellished with emoticons replace longer stretches of direct conversation with emotions expressed on real faces, we're running the risk of losing the art of real conversation.

On balance, I believe that online communication brings an overall advantage in today's fast-paced, global society. However, we should take care not to overlook the benefits of engaging in face-to-face dialogue.

Section A: Multiple-Choice Comprehension

1. The main purpose of the text is to
- A) criticise social media platforms.
 - B) argue that face-to-face communication should

- disappear.
- C) evaluate the advantages and disadvantages of online communication.
- D) explain how to use video conferencing tools.
2. The phrase “at the expense of face-to-face dialogue” suggests that
- A) online communication is cheaper.
- B) traditional interaction is decreasing.
- C) face-to-face meetings are expensive.
- D) online communication is less effective.
3. One major advantage of online communication is that it
- A) eliminates misunderstandings completely.
- B) replaces the need for travel.
- C) strengthens all relationships.
- D) improves social skills automatically.
4. According to the text, videoconferencing benefits businesses by
- A) reducing travel time and costs.
- B) increasing personal interaction.
- C) improving language skills.
- D) replacing employees.
5. Written online communication allows people to
- A) avoid responding completely.
- B) reply immediately without thinking.
- C) edit and improve their messages.
- D) express emotions more clearly than in person.
6. Some experts worry that overusing online communication may
- A) improve empathy.
- B) reduce essential social skills.
- C) strengthen emotional intelligence.
- D) eliminate misunderstandings.
7. The expression “losing the art of real conversation” implies that
- A) traditional communication skills may decline.
- B) online conversations are more artistic.
- C) people prefer long speeches.
- D) emotions are unnecessary in communication.
8. The author’s overall position can best be described as
- A) completely supportive of online communication.

- B) strongly opposed to digital interaction.
C) balanced but slightly in favour of online communication.
D) neutral and undecided.
9. The text suggests that emoticons
- A) fully replace facial expressions.
B) are superior to real emotions.
C) may reduce the depth of communication.
D) improve empathy.
10. In conclusion, the author believes that society should
- A) abandon online communication.
B) rely only on face-to-face interaction.
C) balance online and face-to-face communication.
D) avoid global communication.

Section B: Analytical and Critical Thinking Tasks

- What is the central argument of the text, and how is it introduced in the opening paragraph?
- Identify three advantages of online communication mentioned in the text.
- How does the author support the argument that online communication benefits the workplace?
- Explain the social concerns related to over-reliance on virtual communication.
- Find four communication- or technology-related collocations in the text.
- How does the author balance the advantages and disadvantages of online communication?
- Rewrite the paragraph discussing the drawbacks in a more concise and formal academic style.
- Discuss how online communication may influence the development of social skills.
- Does the article present a one-sided or balanced argument? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words):
Is online communication replacing meaningful human interaction, or simply transforming it? Discuss.

Text 24. BETTER TEACHERS, BETTER RESULTS

Meet Laura. She is a woman from Switzerland. She works in an international non-governmental organisation in Nepal. She has been staying in Nepal since 2008. She works with teachers and students in the public schools of Nepal. She trains teachers on how to teach more effectively and she gives basic life skills training to students. Currently she is working on a project titled “Better teachers, better results.” Two out of every three children in Nepal attend public school. In the year 2012, 64% of the students from public schools failed their School Leaving Certificate (SLC) exams. Over 90% of the students who fail SLC fail in Maths, Science or English. This is happening because the public schools do not have enough qualified teachers.

Therefore, she is training the teachers on better ways of teaching Maths, Science and English in schools. She is also gathering university graduates to train them to be public school teachers.

Most public schools struggle to get and retain good teachers. Even the society of Nepal discourages the brightest minds to become teachers. Through “Better teachers, better results”, she is helping the public schools to get qualified and trained teachers. She believes that with better teachers come better results.

Section A: Multiple-Choice Comprehension

1. Laura works in Nepal as
 - A) a university lecturer.
 - B) a school principal.
 - C) a member of an international NGO.
 - D) a government official.

2. The main goal of Laura’s project is to
 - A) build new schools.
 - B) improve teaching quality.
 - C) provide free textbooks.

3. According to the text, in 2012
- D) reduce school fees.
 - A) most students passed the SLC exams.
 - B) public schools had enough teachers.
 - C) a majority of public school students failed the SLC exams.
 - D) private schools performed worse than public schools.
4. Most students who fail the SLC exams struggle mainly with
- A) History and Geography.
 - B) Physical Education and Art.
 - C) Maths, Science, and English.
 - D) Computer Studies.
5. One major reason for poor exam results is
- A) lack of student motivation.
 - B) insufficient qualified teachers.
 - C) limited school facilities.
 - D) high exam difficulty.
6. Laura addresses the problem by
- A) replacing old textbooks.
 - B) training teachers to improve their teaching methods.
 - C) reducing the number of exams.
 - D) closing underperforming schools.
7. She also works to
- A) recruit university graduates as teachers.
 - B) send students abroad.
 - C) increase school funding.
 - D) introduce online learning only.
8. Public schools in Nepal often struggle to
- A) admit students.
 - B) organize extracurricular activities.
 - C) attract and keep qualified teachers.
 - D) provide school uniforms.
9. Nepalese society sometimes discourages
- A) students from taking exams.
 - B) talented individuals from becoming teachers.

10. The overall message of the text is that
- C) girls from attending school.
 - D) foreign workers.
 - A) exam systems need to change.
 - B) education reform depends on teacher quality.
 - C) students should study harder.
 - D) NGOs should control public schools.

Section B: Analytical and Critical Thinking Tasks

- What is the central argument of the text, and how is it introduced in the opening paragraph?
- Identify three major educational problems in Nepal described in the text.
- How does the author use statistical evidence to highlight the seriousness of the issue?
- Explain why teacher qualification is presented as the key factor in improving exam results.
- Find four education- or training-related collocations in the text.
- How does the text describe the social attitude toward the teaching profession in Nepal?
- Rewrite the paragraph explaining the SLC exam failure rates in a more concise and formal academic style.
- Discuss the long-term impact that improving teacher quality could have on public education.
- Does the article present the solution as simple or complex? Justify your answer with references to the text.

Section C: Argumentative Writing Write an argumentative article (180 words): *Is teacher quality the most important factor in determining students' academic success? Discuss.*

Text 25. LOST MONEY

Story by: Andrew Frinkle

Idalia was smiling ear to ear. She'd picked out the perfect doll to add to her collection, and it came with the cutest accessories ever! They were going to be fun to play with, and her best friend Susan was sure to be jealous.

She got in line for the cashier behind a young boy who was buying a robot. She smiled, because he reminded her of her younger brother. She waited her turn, and then took her purchase up to the register. She smiled and handed it over.

The lady scanned it and read off the price. So far, everything was going like it should. Then Idalia reached for her money. She always kept it in her back pocket, but when she reached for it, there was nothing there. A cold sweat broke across her forehead, and a sick feeling hit her like a punch in the guts.

She frowned and patted down her pocket and searched her other pockets while the woman looked at her expectantly. She felt a blush filling her cheeks as she stood there without any money. "I'm sorry, but I seem to have lost my money." She smiled weakly and helplessly and looked around on the floor around her.

"No money, no doll." The cashier said unsympathetically, smacking her gum as she spoke.

"I know... I just..." Idalia stammered.

"Go look back through the store. Retrace your steps to see if you can find it." A helpful granny who was next in line suggested.

"I'll hold the item while you look." The cashier remarked, punching some buttons to put the transaction on hold. She didn't sound very hopeful.

Idalia fled the scene, rushing past the granny to run around the store. She tried to visualize where she'd walked before. It was so hard to remember. Had she walked past the stuffed animals? Had she paused to look at the magazines? Which way had she gone?

She wandered from aisle to aisle, looking with rapidly fading hope. She felt like crying; she felt like throwing up. She felt like grabbing her doll and running from the store, but that would be stealing.

Just then, she noticed a boy stooping down in front of the dolls to pick something off the floor. Her eyes went wide. She had bent down to inspect the items on the bottom shelf, and her money must have fallen out!

“That’s mine!” She shouted, racing over.

The boy was so startled that he jumped back and she snatched it up. “Hey!” he shouted.

“I’m sorry, but I dropped this when I was shopping.” He looked like he might argue with her, so she flipped through the bills and handed him a dollar. “Thanks for helping me find it.” She said with a smile.

He couldn’t really argue with free money, so he closed his mouth, took the dollar, and nodded. She strode off then to claim her doll, stopping only to choose a small coin purse to buy to keep her money in for the future. She’d learned her lesson, nearly the hard way, but the scare had been enough.

Section A: Multiple-Choice Comprehension

1. At the beginning of the story, Idalia feels
A) nervous and unsure.
B) excited and proud of her choice.
C) angry at her brother.
D) disappointed with the store.
2. Idalia plans to buy the doll mainly because
A) it is on sale.
B) her parents asked her to.
C) she wants to add it to her collection.
D) she wants to sell it later.
3. When Idalia reaches for her money, she
A) finds it immediately.
B) realizes it is missing.
C) discovers she has extra cash.
D) gives it to the boy by mistake.
4. The phrase “a cold sweat broke across her forehead” suggests that she felt
A) relieved.
B) excited.
C) frightened and anxious.

5. The cashier's reaction can best be described as
- D) angry.
 - A) sympathetic and kind.
 - B) indifferent and strict.
 - C) cheerful and helpful.
 - D) confused and patient.
6. The granny in line shows
- A) impatience.
 - B) annoyance.
 - C) helpfulness.
 - D) suspicion.
7. Idalia considers grabbing the doll and running, but she decides not to because
- A) she is too tired.
 - B) she is afraid of being caught immediately.
 - C) she knows it would be stealing.
 - D) the cashier stops her.
8. Idalia realizes where her money is when she sees
- A) the cashier holding it.
 - B) a boy picking something up from the floor.
 - C) her friend Susan.
 - D) the granny waving at her.
9. She gives the boy a dollar because
- A) he demands it.
 - B) she feels guilty.
 - C) she wants to thank him and avoid an argument.
 - D) he actually found the money first.
10. At the end of the story, Idalia learns that
- A) shopping is stressful.
 - B) money is easy to lose.
 - C) she should keep her money safely.
 - D) she should never trust strangers.

Section B: Analytical and Critical Thinking Tasks

- What is the central theme of the story, and how is it introduced in the opening paragraph?
- Identify three emotions Idalia experiences throughout the story.
- How does the author build tension after Idalia realizes her money is missing?
- Explain the significance of the cashier's reaction in shaping the atmosphere of the scene.
- Find four narrative or emotion-related collocations in the text.
- How does the story illustrate the concept of honesty and moral choice?
- Rewrite the paragraph describing Idalia searching the store in a more concise and formal narrative style.
- Discuss how the interaction with the boy contributes to the development of the story.
- Does the story present Idalia as careless, responsible, or both? Justify your answer with references to the text.

Section C: Argumentative Writing Write a short reflective essay (180 words):
What can small mistakes teach us about responsibility and integrity? Discuss.

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NOTES

NOTES

I-67 Іноземна мова за професійним спрямуванням: Методичні вказівки для самостійної роботи для здобувачів першого (бакалаврського) рівня вищої освіти ГАЛУЗІ ЗНАНЬ: А – Освіта, С – Соціальні науки, журналістика, інформація та міжнародні відносини, D – Бізнес, адміністрування та право, F – Інформаційні технології. / уклад. О.М. Ковальчук. О.В. Мельничук. Луцьк: ЛНТУ, 2026. 88с.

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