

Коммунальное государственное учреждение «Токушинская школа-гимназия» коммунального государственного учреждения «Отдел образования Аккайынского района» коммунального государственного учреждения «Управление образования акимата Северо-Казахстанской области»



Advanced

Pathways

Reading

Коммунальное государственное учреждение «Токушинская школа-гимназия» коммунального государственного учреждения «Отдел образования Аккайынского района» коммунального государственного учреждения «Управление образования акимата Северо-Казахстанской области»

Advanced Reading Pathways

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Advanced reading pathways/ методическое пособие

Данное методическое пособие содержит тексты, упражнения и задания для развития навыков чтения и критического мышления на английском языке. Материалы разделены по уровням сложности и направлены на формирование умений анализа, интерпретации и обсуждения прочитанного. Пособие может быть использовано на уроках английского языка, факультативах и внеклассных занятиях; универсально, может выступать как дополнение к любому учебно-методическому комплексу.

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В 2023 году закончил Северо – Казахстанский университет имени Манаша Козыбаева по специальности «Иностранный язык: два иностранных языка».

Призёр районного этапа республиканского конкурса молодых педагогов «Дебют», спикер первого международного форума «Функциональная грамотность учащихся начальных классов» (ЦМРиТО, 2024г.) , автор публикации «Дифференцированные методы обучения английскому языку как средство повышения качества знаний младших школьников» по итогам работы форума.

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Введение

Данное методическое пособие содержит систему текстов и заданий по чтению, разработанных для формирования и развития навыков осмысленного чтения, критического мышления и коммуникативной компетенции учащихся. Материалы распределены по уровням сложности (А, В, С) и ориентированы на постепенное усложнение языкового материала, структуры заданий и когнитивных операций.

Пособие может использоваться на уроках английского языка, факультативах, внеклассных занятиях, а также для самостоятельной работы учащихся. Оно направлено не только на развитие языковых умений, но и на формирование личностных качеств — любознательности, самостоятельности и творческого подхода к обучению.

В результате работы с материалами данного методического пособия учащиеся:

1. Разовьют навыки чтения — научатся понимать основное содержание, выделять ключевую информацию и делать выводы.
2. Повысится лексико-грамматическая компетенция, благодаря системной работе с новыми словами и выражениями в контексте.
3. Сформируют навыки критического мышления, научатся анализировать тексты и выражать собственное мнение.
4. Улучшат коммуникативные способности, применяя изученный материал в устной и письменной речи.
5. Расширят культурный кругозор, познакомятся с актуальными темами современной жизни и ценностями разных культур.
6. Станут более самостоятельными в обучении, овладеют стратегиями активного чтения и самоконтроля.

Таким образом, “Advanced Reading Pathways” способствует развитию функциональной грамотности, языковой компетенции и устойчивой мотивации к изучению английского языка через осмысленное чтение и творческое взаимодействие.



LEVEL A.

Text A1. My Morning

Pre-reading tasks

Task 1. Brainstorming. Answer the question: *What do you usually do in the morning?*

Reading:

Every day I wake up at seven o'clock. I wash my face and brush my teeth. Then I have breakfast. I usually eat bread and eggs, and I drink tea. After breakfast, I go to school. My school starts at nine o'clock.

While-reading tasks

Task 2. Skimming. Answer the question: *What is the text about?*

Task 3. Scanning. Find the information

- What time does he wake up?
- What does he eat for breakfast?
- What time does school start?

Task 4. True/False. Read the statements and decide if they are True (T) or False (F).

- He wakes up at six.
- He eats bread and eggs.
- School starts at nine.

Post-reading tasks

Task 5. Writing. Write 3 sentences about your own morning.

Task 6. Speaking. Work in pairs and discuss the questions:

- What time do you wake up?
- What do you eat for breakfast?
- What time do your lessons start?



Text A2. My family

Pre-reading tasks

Task 1. Prediction. Look at the title. What do you think the text is about?

Task 2. Vocabulary. Match the words with the pictures



Brother


Mother

Father

Sister

Reading:

I have a small family. I live with my mother, father, and sister. My mother is a teacher. My father is a doctor. My sister goes to school. We often watch TV together in the evening.

 **While-reading tasks**

Task 3. Multiple choice. Choose the correct answer.

1. Who is a teacher?
 - a) Mother
 - b) Father
 - c) Sister
2. Who goes to school?
 - a) Mother
 - b) Father
 - c) Sister
3. What do they do together in the evening?
 - a) Eat dinner
 - b) Watch TV
 - c) Play football

Task 4. Fill in the blanks. Complete the sentences with one word from the text.

1. My _____ is a doctor.
2. My _____ is a teacher.
3. We watch _____ together in the evening.

 **Post-reading tasks**

Task 5. Speaking. Work in pairs. Ask and answer:

- How many people are in your family?
- What do your parents do?
- What do you usually do with your family?





Task 6. Writing. Write 3 sentences about your family. Use words: *mother, father, sister/brother, together.*

Text A3. My Pet

💡 **Pre-reading tasks**

Task 1. Discussion. Work in pairs. Do you have a pet? If yes, what is it? If not, what pet would you like to have?

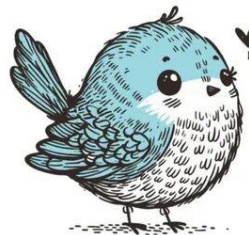
Task 2. Vocabulary. Match the words with the pictures



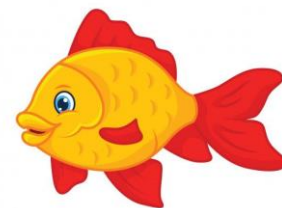
Dog



Bird



Fish



Cat

Reading:

I have a dog. His name is Rex. He is brown and white. Rex is very friendly. Every morning, I take him for a walk. In the evening, we play in the garden. I love my dog very much.

💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. What is the pet's name?
2. What colour is Rex?
3. What do they do in the evening?

Task 4. True/False. Decide if the statements are True (T) or False (F)

1. Rex is a cat.
2. They walk in the morning.
3. They play in the garden in the evening.

💡 **Post-reading tasks**

Task 5. Writing. Write 3 sentences about your pet or an animal you would like to have.

Task 6. Speaking. Show and Tell. Choose an animal (real or imaginary) and tell your partner:

- What it is
- What colour it is
- What it likes to do



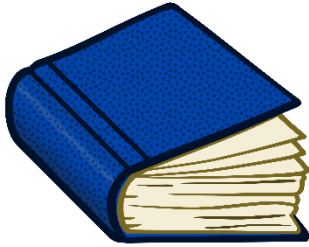


Text A4. My School Day

Pre-reading tasks

Task 1. Prediction. Look at the title and picture. What do you think the text is about?

Task 2. Vocabulary. Match the words with the pictures



Desk

Teacher

Book

Lesson

Reading:

My name is Anna. I am a pupil. I go to school from Monday to Friday. My lessons start at nine o'clock. I study Math, English, and History. At school, I sit with my best friend. We read books and write in our copybooks. After school, I go home and do my homework.

While-reading tasks

Task 3. Ordering. Put the sentences in the correct order according to the text.

- Anna does her homework.
- She studies Math, English, and History.
- The lessons start at nine o'clock.

Task 4. Multiple choice. Choose the correct answer

- When do her lessons start?
 - At eight o'clock
 - At nine o'clock
 - At ten o'clock
- What subjects does she study?
 - Math and Science
 - English and History
 - Math, English and History
- What does she do after school?
 - Plays football





- b) Does homework
- c) Watches TV

💡 **Post-reading tasks**

Task 5. Writing. Write 3-4 sentences about your school day. Use words: *lesson, friend, homework.*

Task 6. Speaking. Work in pairs. Ask and answer:

- What time do your lessons start?
- What subjects do you study?
- What do you usually do after school?

Text A5. My Friend

💡 **Pre-reading tasks**

Task 1. Brainstorming. Work in groups. What words can describe a person?
(*Example: tall, skinny, fat, funny, kind*)

Task 2. Vocabulary. Match the words with the pictures



Short



Happy



Tall

Sad

Reading:

My best friend is Tom. He is ten years old. Tom is tall and thin. He has short brown hair. Tom is very kind and friendly. He likes football and computer games. We often play together after school.

💡 **While-reading tasks**

Task 3. True/False. Decide if the statements are True (T) or False (F)

1. Tom is nine years old.
2. He has short brown hair.
3. Tom likes football and computer games.





Task 4. Fill in the blanks. Complete the sentences with one word from the text.

1. My best friend is _____.
2. He is _____ years old.
3. He likes _____.

💡 **Post-reading tasks**

Task 5. Writing. Write 3-4 sentences about your best friend. Use words: *name, age, hair, hobby.*

Task 6. Speaking (Matching game). Work in pairs. Match the descriptions with the pictures. Then describe your own friend.

Text A6. At the Park

💡 **Pre-reading tasks**

Task 1. Discussion. What do people usually do in the park?

Task 2. Vocabulary. Match the words with the pictures



Bike



Swing



Ball



Tree

Reading:

On Sunday, I go to the park with my family. We walk and play with a ball. My sister rides her bike. My father sits on a bench and reads a newspaper. My mother takes photos. I play on the swing. We are happy in the park

💡 **While-reading tasks**

Task 3. Ordering. Put the sentences in the correct order.

- a) My father reads a newspaper.
- b) My sister rides her bike.
- c) I play on the swing.

Task 4. Answer the questions.

1. When do they go to the park?
2. Who rides a bike?
3. What does the mother do?

💡 **Post-reading tasks**





Task 5. Speaking. Work in pairs. Tell your partner: What do you usually do in the park?

Task 6. Writing (Creative). Draw your favourite place in the park and write 3 sentences about it.

Text A7. My House

 **Pre-reading tasks**

Task 1. Brainstorming. Work in groups. What rooms can be in a house?

Task 2. Vocabulary. Match the words with the pictures



Table



Sofa



Chair




Bed



Reading:

I live in a house. My house is small but nice. There are four rooms: a kitchen, a living room, a bedroom, and a bathroom. In my bedroom, there is a bed and a desk. In the living room, we have a sofa and a TV. My family often sits there in the evening. I like my house very much.

 **While-reading tasks**

Task 3. True/False. Decide if the statements are True (T) or False (F)

1. There are five rooms in the house.
2. There is a bed in the bedroom.
3. The family sits in the living room in the evening.

Task 4. Fill in the blanks. Complete the sentences with one word from the text.

1. There are four _____ in the house.
2. In the living room, we have a _____.
3. In the bedroom, there is a _____.

 **Post-reading tasks**

Task 5. Writing. Draw a plan of your house (or flat) and write 3 sentences about it.

Task 6. Speaking. Work in pairs. Describe your favourite room. Say:



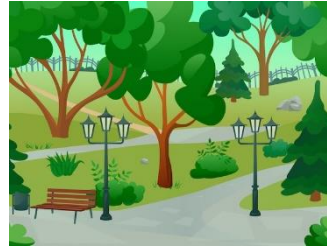
- What room it is
- What is in it
- Why you like it

Text A8. My Town

💡 *Pre-reading tasks*

Task 1. Prediction. Look at the title. What places can be in a town?

Task 2. Vocabulary. Match the words with the pictures



Park

Shop

School

Hospital

Reading:

I live in a town. My town is not very big, but it is beautiful. There is a park with many trees and flowers. There are shops and a school. Sometimes I go to the park with my friends. My family goes shopping at the weekend. I like my town very much.



💡 *While-reading tasks*

Task 3. Scanning. Answer the questions.

1. Is the town big or small?
2. What is in the park?
3. When does the family go shopping?

Task 4. True/False. Decide if the statements are True (T) or False (F).

1. There is a school in the town.
2. The family goes shopping every day.
3. The park has many trees and flowers.

💡 *Post-reading tasks*

Task 5. Writing. Write 3-4 sentences about your town or village. Use words: park, shop, school.

Task 6. Speaking. Work in pairs. Ask and answer:

- What places are there in your town/village?
- Do you have a park in your town (village)?
- Where do you usually go with your friends?

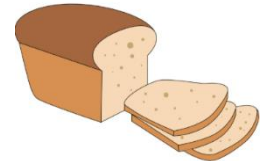


Text A9. My Favourite Food

Pre-reading tasks

Task 1. Brainstorming. What food do you like? Name 3 things

Task 2. Vocabulary. Match the words with the pictures



Apple

Soup

Bread

Pizza

Reading:

My favourite food is pizza. It is round and tasty. I like pizza with cheese and tomatoes. I also like apples and bread. I often eat apples after school. My mother cooks soup for dinner, but pizza is my favourite food.

While-reading tasks

Task 3. Scanning. Answer the questions.

1. What is his favourite food?
2. What does he like on his pizza?
3. What does his mother cook for dinner?

Task 4. Multiple choice. Choose the correct answer.

1. What shape is the pizza?
 - a) Square
 - b) Round
 - c) Triangle
2. When does he eat apples?
 - a) In the morning
 - b) At school
 - c) After school
3. What is his favourite food?
 - a) Soup
 - b) Pizza
 - c) Bread

Post-reading tasks





Task 5. Writing. Write 3-4 sentences about your favourite food. Use words: *like, eat, favourite.*

Task 6. Speaking. Ask your partner:

- What is your favourite food?
- When do you eat it?
- Who cooks it for you?

Text A10. My Hobby

💡 **Pre-reading tasks**

Task 1. Discussion. Work in pairs. What hobbies do you know? Name at least 3.

Task 2. Vocabulary. Match the words with the pictures



Drawing



Swimming



Dancing



Reading

Reading:

My hobby is drawing. I like to draw animals, houses, and sometimes people. I usually draw in the evening after school when my homework is finished. At the weekend, I often draw outside in the park, because there are many trees and flowers there. Sometimes my best friend draws with me, and we talk about our pictures. Drawing makes me happy, and I want to become a good artist in the future.

💡 **While-reading tasks**

Task 3. Matching. Match the questions with the answers.

1. What is his hobby?
2. When does he usually draw?
3. Where does he draw at the weekend?

- a) In the park
- b) Drawing
- c) In the evening

Task 4. True/False. Decide if the statements are True (T) or False (F).





1. He likes to draw animals, houses, and people.
2. He usually draws before school.
3. He sometimes draws with his best friend.

💡 **Post-reading tasks**

Task 5. Writing. Write 3-4 sentences about your hobby. Use words: *like, usually, sometimes.*

Task 6. Speaking (Interview). Work in pairs. Ask and answer:

- What is your hobby?
- When do you usually do it?
- Why do you like it?

Text A11. A Day at the Zoo

💡 **Pre-reading tasks**

Task 1. Prediction. Look at the title and picture. What animals do you think you will read about?

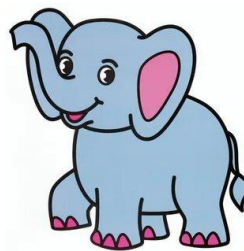
Task 2. Vocabulary. Match the words with the pictures



Elephant



Monkey



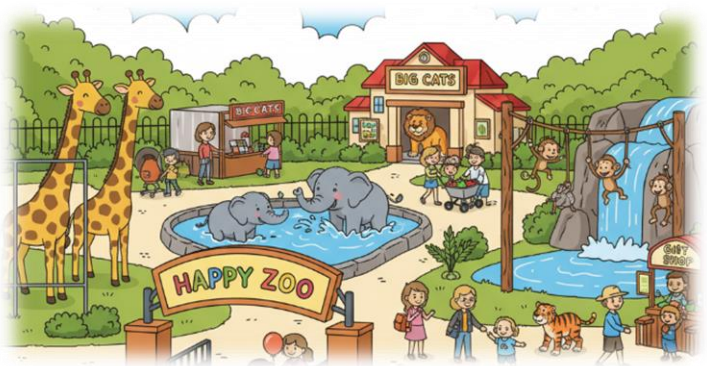
Giraffe



Lion

Reading:

Last Saturday, my family and I went to the zoo. The weather was sunny and warm. First, we saw the lions. They were very big and strong. Then we went to the monkey house. The monkeys were jumping and playing. I laughed a lot. After that, we saw the elephants. They were eating grass and moving slowly. My favourite animals were the giraffes. They were tall and beautiful. I took many photos and bought an ice cream. It was a wonderful day at the zoo.



💡 **While-reading tasks**

Task 3. Multiple Choice. Choose the correct answer.

1. When did they go to the zoo?



- a) On Sunday
 - b) On Saturday
 - c) On Friday
2. What were the monkeys doing
 - a) Sleeping
 - b) Eating
 - c) Jumping and playing
 3. What animals were the tallest?
 - a) Elephants
 - b) Giraffes
 - c) Lions

Task 4. Ordering. Put the animal in the order they saw them.

- a) Elephants
- b) Monkeys
- c) Lions
- d) Giraffes

💡 **Post-reading tasks**

Task 5. Writing. Write 4 sentences about an animal you like. Use words: *big, small, favourite, like.*

Task 6. Speaking (Role-play). Work in pairs. Imagine you are at the zoo. One is a visitor, the other is a guide. Ask and answer:

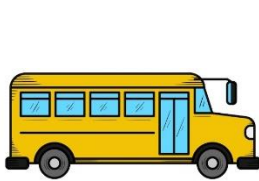
- What animal can I see here?
- What do they eat?
- Which is your favourite animal?

Text A12. Going to School by Bus

💡 **Pre-reading tasks**

Task 1. Brainstorming. How do you usually go to school?

Task 2. Vocabulary. Match the words with the pictures



Driver

Bus

Seat

Ticket



Reading:

Every morning, I go to school by bus. The bus stop is near my house. I wait for the bus with other children. The driver is always friendly, and I say “Good morning!” when I get on the bus. I usually sit near the window, because I like to look outside. I see shops, cars, and people on the street. The bus takes about fifteen minutes to get to school. I like going to school by bus, because I can talk with my friends on the way.



💡 *While-reading tasks*

Task 3. Scanning. Answer the questions.

1. Where is the bus stop?
2. Who waits for the bus with the boy?
3. How long does it take to get to school?

Task 4. True/False. Decide if the statements are True (T) or False (F).

1. The driver is always angry.
2. The boy usually sits near the window.
3. The bus takes about fifteen minutes to get to school.

💡 *Post-reading tasks*

Task 5. Writing. Write 3-4 sentences about how you go to school. Use words: *bus, walk, car, bike.*

Task 6. Speaking. Ask your partner:

- How do you go to school?
- Who do you go with?
- What do you see on the way?

Text A13. My Favourite Season

💡 *Pre-reading tasks*

Task 1. Discussion. What seasons do you know? Which one do you like?

Task 2. Vocabulary. Match the words with the pictures



Autumn

Winter

Summer

Spring



Reading:



My favourite season is summer. The days are long, sunny, and warm. I like to play outside with my friends. We often go to the river and swim, or ride bikes near the park. Sometimes my family has a picnic in the park, and we play games together. I eat ice cream almost every day, because it is hot.

I also like summer because we don't go to school, so I have a lot of free time.

I usually spend it with my friends or read books in the garden. Summer is a happy and fun time for me.

While-reading tasks

Task 3. Scanning. Answer the questions.

1. What is his favourite season?
2. What does he do with his friends in summer?
3. Why does he eat ice cream?
4. Why does he have a lot of free time in summer?

Task 4. True/False. Decide if the statements are True (T) or False (F).

1. The days are short and cold in summer.
2. The family sometimes has a picnic in the park.
3. He often rides a bike with his friends.
4. He goes to school in summer.

Post-reading tasks

Task 5. Writing. Write 3-4 sentences about your favourite season. Use words: *like, usually, sometimes.*

Task 6. Speaking. Work in pairs. Ask your partner:

- What is your favourite season?
- What do you usually do in this season?
- Why do you like it?

Text A14. New Year's Eve

Pre-reading tasks

Task 1. Brainstorming. What holidays do you know? Which is your favourite holiday?

Task 2. Vocabulary. Match the words with the pictures



Fireworks



Tree

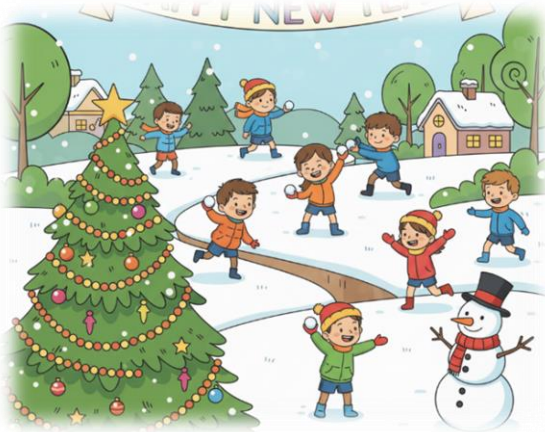


Family



Present


Reading:



New Year's Eve is my favourite holiday. We usually celebrate it on the 31st of December. In the evening, my family and I decorate the New Year tree with balls and lights. My mother cooks a tasty dinner, and we eat together. At midnight, we watch fireworks in the sky. They are colourful and beautiful.

I always get presents from my parents. Sometimes we have guests, and we play games together. I like New Year because my family is happy, and we spend time

together. It is a special and fun holiday for me.

 **While-reading tasks**

Task 3. Complete the table. Fill in the information from the text.

What they do before New Year	What they do at midnight	Why he likes New Year

Task 4. Multiple choice. Choose the correct answer.

1. When do they celebrate New Year's Eve?
 - a) 25th December
 - b) 31st December
 - c) 1st February
2. What do they decorate?
 - a) A house
 - b) A tree
 - c) A shop
3. What do they see in the sky?
 - a) Balloons
 - b) Birds



c) Fireworks

💡 **Post-reading tasks**

Task 5. Writing (Creative). Imagine your perfect New Year's Eve. Write 4-5 sentences: What do you do? Who are you with? What do you eat?

Task 6. Speaking (Survey). Walk around the class and ask 3 classmates. Write down their answers and tell the class.

- Do you celebrate New Year with your family?
- Do you get presents?
- Do you watch fireworks?

LEVEL B.

Text B1. A Trip to the Mountains

💡 **Pre-reading tasks**

Task 1. Prediction. Look at the title. What do you think the text is about?

Task 2. Discussion. Work in pairs. Have you ever been to the mountains? What can people do there?

Reading:

Last weekend, my family and I went to the mountains. The weather was sunny, but a little windy. We took a bus in the morning, and the trip took about two hours. When we arrived, we started walking along a small path. There were many tall trees, and we saw a river with very clear water.

At lunchtime, we had a picnic on the grass. My mother made sandwiches, and my father brought juice. After lunch, my sister and I played near the river and collected stones. In the evening, we returned home. We were tired but very happy, because the trip was fun and beautiful.

💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. How did the family get to the mountains?
2. What did they see on the way?
3. What did they eat for lunch?
4. How did they feel after the trip?

Task 4. Ordering. Put the sentences in the correct order.

- a) They had a picnic on the grass.
- b) They walked along a small path.





- c) They went home in the evening.
- d) They collected stones near the river.

💡 **Post-reading tasks**

Task 5. Writing. Write 4–5 sentences about a trip you had (to the park, the village, or another place). Use words: *went, saw, ate, felt*.

Task 6. Speaking (Role-play). Work in pairs. Imagine you are talking about your last weekend. Ask and answer:

- Where did you go?
- What did you do there?
- Did you like it? Why?

Text B2. At the Seaside

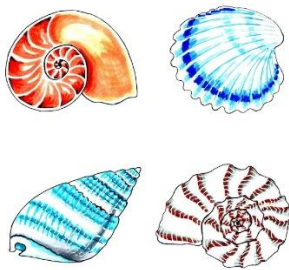
💡 **Pre-reading tasks**

Task 1. Brainstorming. What do people usually do at the seaside? Make a list

Task 2. Vocabulary. Match the words with the pictures



Shell



Waves



Beach



Umbrella



Reading:

Last summer, my family and I went to the seaside. We stayed in a small hotel near the beach. Every morning, we went swimming in the sea. The water was warm, and the waves were not very big

In the afternoon, we usually walked along the beach and collected colourful shells. Sometimes we made sandcastles with my little brother. In the

evening, we sat under a big umbrella and watched the sunset. It was a beautiful and relaxing holiday.



💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. Where did the family stay?
2. What did they do in the morning?
3. What did they collect on the beach?
4. What did they watch in the evening?

Task 4. Matching. Match the activity with the time of the day.

1. Morning	a) Collected shells
2. Afternoon	b) Watched the sunset
3. Evening	c) Went swimming

💡 **Post-reading tasks**

Task 5. Writing. Write 7-8 sentences about a holiday you had.

Task 6. Speaking (Group work). Discuss with your classmates:

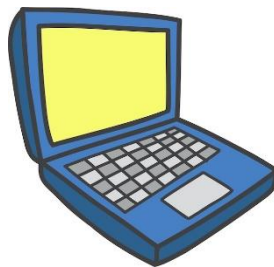
- Do you like the sea or the mountains more? Why?
- What do you usually do when you are on holiday?
- Describe your perfect holiday

Text B3. Modern Technology in Our Lives

💡 **Pre-reading tasks**

Task 1. Brainstorming. What gadgets do you use every day? How do they help you?

Task 2. Vocabulary. Match the words with the pictures



Laptop

Internet

Social media

Smartphone



Reading:

Today, technology plays an important role in people's lives. Smartphones, laptops, and the internet help us to communicate, study, and work. Many students use their computers to do homework, watch educational videos, or search for information online. Parents often use their phones to stay in touch with family and colleagues.



Technology is also important for entertainment. Teenagers like playing computer games or listening to music on their phones. Many people watch films online or chat with friends on social media. However, sometimes people spend too much time in front of screens, which is not always healthy.

Although technology can be distracting, it makes our lives easier and faster. It helps us learn new things, share ideas with people around the world, and solve problems more quickly. For many people, life without modern technology would be difficult to imagine.

While-reading tasks

Task 3. Scanning. Answer the questions.

1. What do students use computers for?
2. How do parents use their phones?
3. What do teenagers usually do for entertainment?
4. Why can technology be unhealthy sometimes?

Task 4. Multiple choice. Choose the correct answer.

1. People watch films:
 - a) In the cinema only
 - b) Online
 - c) At school
2. Technology helps us:
 - a) Communicate and learn
 - b) Sleep better
 - c) Cook food
3. Life without technology would be:
 - a) Easy



- b) Difficult
- c) Boring

Task 5. Vocabulary in context. Find words in the text that mean:

1. To speak or write to another person - _____
2. A person who is not an adult - _____
3. A place where people share photos and messages online - _____
4. Something that helps but can also cause problems - _____

💡 **Post-reading tasks**

Task 6. Writing. Write 7-8 sentences about how you use technology every day.

Task 7. Speaking. Work in pairs. Discuss:

- What is the best thing about technology?
- What is the worst thing about technology?
- Could you live one week without your phone? Why or why not?

Text B4. Space Exploration

💡 **Pre-reading tasks**

Task 1. Prediction. Look at the title. What do you know about space? What do people use rockets for?

Task 2. Vocabulary. Match the words with their definitions.

1. Astronaut	a) A large round object in space that moves around a star
2. Rocket	b) A person who travels into space
3. Planet	c) A vehicle used to travel into space
4. Satellite	d) A machine that goes around the Earth or another planet to collect information




Reading:

Space exploration is one of the greatest achievements of modern science. People have always looked at the sky and wondered what is beyond the stars. In the twentieth century, rockets and satellites made it possible to study space more closely. The first satellite, Sputnik 1, was launched by the Soviet Union in 1957. Four years later, in 1961, Yuri Gagarin became the first human to travel into space.

Today, astronauts live and work on the International Space Station (ISS). They study how the human body changes in space, grow plants, and test new technologies. Scientists use satellites to predict the weather, explore other planets, and connect people on Earth through communication systems.

Space travel is exciting but also very expensive and dangerous. Astronauts must train for many years, and missions cost millions of dollars. Some people think that this money should be spent on Earth's problems, such as climate change or poverty. Others believe that exploring space is important for the future, because one day humans may live on another planet.

 **While-reading tasks**

Task 3. Table. Complete the information from the text.

Year	Event	Country/Place
1957	First satellite launched	
1961	First man in space	
Today	Astronauts live on	

Task 4. Matching. Match the people/things with their description.

1. Sputnik 1	a) The first man in space
2. Yuri Gagarin	b) Help to study space and weather
3. International Space Station	c) The first satellite in orbit
4. Satellites	d) Place where astronauts live and work today

Task 5. Open questions. Answer the questions in 1-2 sentences.

1. What do astronauts do on the ISS?



2. Why is space travel dangerous?
3. Why do some people think we should not spend money on space?

💡 **Post-reading tasks**

Task 6. Writing (Opinion). Do you think space exploration is important? Write 7-8 sentences

Task 7. Speaking (Debate). Work in two groups.

- *Group A:* Space exploration is important for the future.
- *Group B:* We should spend money on Earth's problems.

Prepare 3-4 arguments and discuss

Text B5. Protecting the Environment

💡 **Pre-reading tasks**

Task 1. Brainstorming. Write down 5 things that people do that are bad for the environment.

Task 2. Opinion. Work in pairs. Which problem do you think is the most serious: air pollution, water pollution, or deforestation? Why?

Reading:


Many people today are worried about the environment. The air in big cities is often dirty because of cars and factories. Water pollution is also a serious problem, as some rivers and seas are not clean. People throw away too much rubbish, and it often goes to landfills.

One way to help the environment is recycling. When we recycle paper, glass, or plastic, we use them again instead of making new things. This saves energy and reduces waste. Another way is to use public transport or ride a bike instead of driving a car, because it makes less pollution.

Forests are very important for our planet, because they give us clean air. That is why we must protect them and plant new trees. If every person does something small — like turning off the light when they leave the room or using a reusable bag — it will make our planet cleaner and safer.





 **While-reading tasks**

Task 3. Matching. Match the problems with possible solutions from the text.

1. Dirty air in cities	a) Planting new trees
2. Too much rubbish	b) Recycling paper, glass, plastic
3. Disappearing forests	c) Using public transport or bikes

Task 4. Open questions. Answer the questions in 1-2 sentences.

- Why is recycling important?
- Why are forests important for people?
- What small things can people do every day to help the planet?

 **Post reading tasks**

Task 5. Creative writing. Imagine it's the year 2050. Write a short paragraph (7-8 sentences) describing what the world will look like if people don't protect the environment.

Task 6. Project. Work in groups of 3-4. Create a short "Green Plan" for your school. Decide together:

- What can students recycle?
- How can they save energy?
- What small actions will make the school more eco-friendly?

Text B6. Living a Healthy Lifestyle

 **Pre-reading tasks**

Task 1. Discussion. In pairs, talk about what you usually do to stay healthy.

Task 2. Vocabulary. Match the words with their definitions

1. Exercise	a) A state of mental or emotional tension
2. Balanced diet	b) Activities like running, swimming, or playing football
3. Sleep	c) Eating different types of food in the right amounts
4. Stress	d) Resting at night for energy and health



Reading:

Many people today are trying to live a healthy lifestyle. There are several important things we should do to stay healthy.

First, we need to eat a balanced diet. This means eating fruit, vegetables, meat or fish, and not too much fast food. Drinking enough water is also important.



Second, exercise helps us keep our bodies strong. People can run, swim, or play sports. Even walking for thirty minutes a day makes a big difference.

Third, good sleep is necessary. Most teenagers need about eight hours of sleep every night. Without enough sleep, we feel tired and cannot study well.

Finally, we should learn how to manage stress. Sometimes we have a lot of homework or problems, but relaxing, talking to friends, or doing hobbies can help us feel better.

A healthy lifestyle is not always easy, but it gives us more energy, better mood, and a longer life.

While-reading tasks

Task 3. True/False/Not mentioned. Read the statements and decide if statements are True (T), False (F) or Not mentioned (N)

1. Eating only fast food is part of a balanced diet.
2. Walking every day can help us stay healthy.
3. Teenagers need at least eight hours of sleep.
4. The text says that everyone should play football.
5. Stress can be reduced by hobbies or friends.

Task 4. Vocabulary in context. Find in the text words that mean:

1. Different kinds of food in the right amount - _____
2. To make stronger - _____
3. To take away or make smaller (about stress) - _____
4. A period of rest at night - _____

Post-reading tasks

Task 5. Writing. Write a short paragraph (8-10 sentences) about your daily routine. Include:

- What you eat
- How much you sleep
- What exercise you do
- How you relax



Task 6. Speaking (Mini-debate). Work in pairs. One student argue: “*Eating healthy food is the most important thing for health*”. The other argues: “*Exercise is more important than food*”. Give your reasons and examples.

Text B7. The Invention of the Telephone

💡 **Pre-reading tasks**

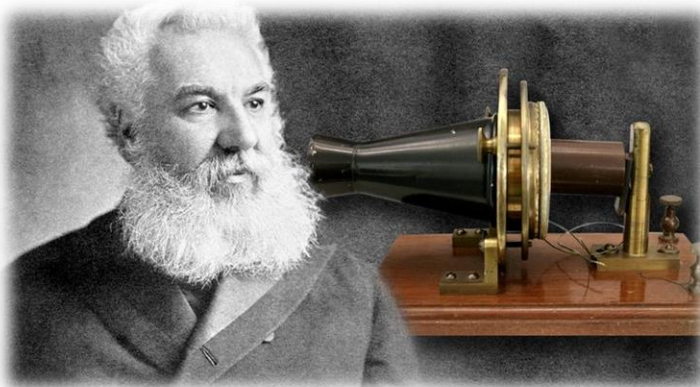
Task 1. Prediction. Look at the title. How do you think people lived before the telephone?

Task 2. Discussion. Work in pairs. Which invention do you think is the most important in history? Why?

Reading:

Before the telephone was invented, people could only send letters if they wanted to communicate with someone far away. Letters sometimes took days or even weeks to arrive. This made life slow and difficult.

The telephone was invented in 1876 by Alexander Graham Bell. His invention changed the world. For the first time, people could hear each other’s voices across long distances. It was faster and easier than writing letters.



In the beginning, not everyone had a telephone at home. It was expensive, and only a few families could afford it. But during the 20th century, telephones became more common. Later, mobile phones appeared, and today almost everyone has a smartphone.

The invention of the telephone made the world more connected. It has also changed the way people work, study, and keep in touch with friends and family.

💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. How did people communicate before the telephone?
2. Who invented the telephone and when?
3. Why was it difficult for everyone to have a telephone at first?
4. How has the telephone changed people’s lives?

Task 4. Matching. Match the words from the text with their meanings.

1.	Invented	a)	Not cheap
2.	Expensive	b)	Made something new
3.	Connected	c)	Something that many people have
4.	Common	d)	Linked or joined together



 **Post-reading tasks**

Task 5. Writing (Opinion). Write 8-10 sentences: Which invention do you think is more important – the telephone or the computer? Why? Give at least three reasons.

Task 6. Speaking (Role-play). Work in pairs. One student is Alexander Graham Bell, the other is a reporter. The reporter asks questions like:

- Why did you invent the telephone?
- How did people react to your invention?
- Do you think the telephone will be useful in the future?

Text B8. The Lantern Festival in China

 **Pre-reading tasks**

Task 1. Brainstorming. What festivals do you know in your country? How do people usually celebrate them?

Task 2. Vocabulary. Match the words with pictures: lantern, dragon, fireworks, family.



Dragon Family Fireworks Lantern

Reading:

The Lantern Festival is a traditional Chinese festival that takes place on the 15th day of the first month of the lunar calendar. It marks the end of the Chinese New Year celebrations.

On this day, families go outside to watch beautiful lanterns of different shapes and colours. Some lanterns are made in the form of animals, flowers, or even famous characters. People also write riddles on lanterns, and others try to solve them.



Another important part of the festival is the dragon dance. Dancers hold a long colourful dragon and move together as if it is alive. At night, fireworks light up the sky, creating a magical atmosphere.

Families also eat sweet rice balls called tangyuan. They are round, symbolizing unity and family togetherness. The Lantern Festival is not only fun but also a time to celebrate traditions and spend time with loved ones.



💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. When does the Lantern Festival take place?
2. What do people write on lanterns?
3. What do the dancers do with dragon?
4. What food do families eat during the festival?

Task 4. True/False. Decide if the statements are True (T) or False (F).

1. The Lantern Festival is the start of the Chinese New Year.
2. Lanterns can have different shapes.
3. Tangyuan symbolizes family togetherness.
4. People dance with a lion during the festival.

💡 **Post-reading tasks**

Task 5. Writing (Compare). Write 8-10 sentences comparing the Lantern Festival with a holiday in your country. Think about:

- Decorations
- Food
- Family traditions

Task 6. Speaking (Group activity). Work in groups. Imagine you are preparing a festival in your town. Present your ideas to the class. Decide:

- What is the name of the festival?
- What do people do there?
- What food and music will you have?



4. Only young people can do sport.



Post-reading tasks

Task 5. Writing. Write 8-10 sentences about your favourite sport. Include:

- Why you like it
- How often you do it
- How it helps your health

Task 6. Speaking. (Group discussion). Work in groups of 3-4. Answer the questions:

- Which sports are most popular in your country?
- Do people do enough sport nowadays? Why or why not?
- What advice would you give to someone who wants to be healthier?

Text B10. After School Plans



Pre-reading tasks

Task 1. Prediction. Look at the title. What do you think the students are going to talk about?

Task 2. Vocabulary (Odd one out). Which word does not belong to the group? Why?

1. Cinema – library – café – bookshop
2. Football – swimming – painting – basketball
3. Weekend – holiday – homework – vacation

Reading:



Anna: Hi, Tom! What are you doing after school today?

Tom: Hi, Anna! I'm not sure yet. Maybe I'll go to the sports centre. There's a new swimming pool.

Anna: Oh, that sounds fun! I usually go to the library on Fridays, but today I want to watch a film at the cinema.

Tom: Really? What film are you going to see?

Anna: A new comedy. I'm going with my cousin. Do you want to come with us?

Tom: Hmm... I like comedies, but I promised my friend to play football in the park.

Anna: No problem! Maybe we can go to the cinema together next week.

Tom: That's a great idea. Let's plan it on Monday!



While-reading tasks

Task 3. Multiple choice. Choose the correct answer.


1. Where might Tom go after school?
 - a) To the library



- b) To the sports centre
 - c) To the cinema
2. What does Anna usually do on Friday?
 - a) She goes to the cinema
 - b) She goes to the sports centre
 - c) She goes to the library
 3. Why can't Tom go to the cinema today?
 - a) He doesn't like comedies
 - b) He is busy with football
 - c) He has to do homework

Task 4. Complete the sentences.

1. Tom wants to try the new ____.
2. Anna is going to the cinema with her ____.
3. They decide to go to the cinema together ____.

 **Post-reading tasks**

Task 5. Role-play. Work in pairs. Make your own short dialogue about after-school or weekend plans.


Task 6. Writing (Creative). Imagine you and your friend are planning the weekend. Write 8-10 sentences:

- What will you do?
- Who will you go with?
- Why is it interesting?

Task 7. Speaking (Opinion). Discuss in small groups:

- Is it better to spend free time studying or relaxing?
- Do you prefer going out with friends or staying at home? Why?
- What was the most fun thing you did last weekend?

Text B11. An Email to a Friend

 **Pre-reading tasks**

Task 1. Discussion. Do you ever write messages or emails to your friends? What do you usually write about?

Task 2. Guessing game. Match the sentences with the correct word.

1. You go here to swim and play in the sand	a) Holiday
2. You take these with a camera	b) Cousin
3. A special time when people don't go to school or work	c) Beach
4. The child of your aunt or uncle	d) Photos



Reading:

From: Emily

To: Sarah

Hi Sarah,

How are you? I want to tell you about my holiday in Spain. I stayed there for two weeks with my parents and my little brother. We lived in a small hotel near the beach. The weather was sunny every day, and we went swimming almost every morning.

In the afternoon, we often visited interesting places. We saw an old castle, went shopping in the city, and ate delicious Spanish food. I really loved paella, a traditional dish with rice and seafood.

I also took a lot of photos, especially of the sea and the mountains. In the evening, we sometimes walked along the beach and watched the sunset. It was beautiful!

I miss you, and I hope we can meet soon. What did you do in the holidays? Write me back!

Love,

Emily



While-reading tasks

Task 3. True/False. Decide if the statements are True (T) or False (F).

1. Emily stayed in Spain for two weeks.
2. The weather was rainy every day.
3. She liked paella, traditional Spanish dish.
4. She took photos of the beach and the mountains.

Task 4. Scanning. Answer the questions.

1. Who did Emily go on holiday with?
2. Where did she live during the holiday?
3. What did she see in the afternoon?
4. What did she and her family sometimes do in the evening?



Post-reading tasks

Task 5. Writing (Email). Imagine you are on holiday in another place. Write a short email (10-12 sentences) to your friend. Say:

- Where you are
- Who you are with
- What you do every day
- What you like most about the holiday





Task 6. Speaking (Interview). Work in pairs. Ask your partner:

- Where did you go on your last holiday?
- What did you do there?
- Did you like the food?
- Would you like to go there again?

Task 7. Vocabulary in use. Fill in the gaps with the correct words.

1. We ate very tasty _____.	a) Cousin
2. I visited an old _____.	b) Photos
3. I took many _____ of the sea.	c) Beach
4. My _____ came with me on holiday.	d) Castle
5. We swam every morning at the _____.	e) Food

Text B12. A Visit to the Museum

Pre-reading tasks

Task 1. Brainstorming. What places can you visit in your town? Which do you like the most?

Task 2. Odd one out. Find the word that doesn't belong in each group:

1. Painting – statue – teacher-photograph
2. Ticket – entrance – exit – fruit
3. History – science – art – pizza

Reading:

Last Saturday, Daniel's class went on a school trip to the city museum. They travelled there by bus, and the trip took about thirty minutes. When they arrived, the teacher gave everyone a ticket and explained the rules. First, they visited the history section, where they saw old clothes, coins, and weapons. Daniel liked the coins because they were small but very beautiful.





Next, the class went to the art gallery. They looked at paintings and statues. Some paintings were very big and colourful. Daniel's friend took photos of the statues to show his parents later.

At the end of the trip, the teacher asked the students to write about their favourite object in the museum. Daniel wrote about the coins, because he thought they told many interesting stories about the past.

💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. How did Daniel's class travel to the museum?
2. What did they see in the history section?
3. What did Daniel's friend take photos of?
4. What did Daniel write about?

Task 4. Multiple choice. Choose the correct answer.

1. How long did the trip take?
 - a) 20 minutes
 - b) 30 minutes
 - c) 40 minutes
2. What did Daniel like most?
 - a) The paintings
 - b) The coins
 - c) The statues
3. Where did the students go after the history section?
 - a) To the park
 - b) To the art gallery
 - c) To the cinema

💡 **Post-reading tasks**

Task 5. Writing. Imagine you visited a museum. Write 10-12 sentences: What did you see? What was your favourite object? Why?

Task 6. Speaking. Work in pairs. Talk about visiting museums:

- Do you like museums? Why? Why not?
- What kind of museum would you like to visit: history, science, or art?
- What can people learn in museums?

Text B13. An Interview with a Young Musician

💡 **Pre-reading tasks**

Task 1. Prediction. Look at the title. What questions would you ask a young musician?

Task 2. Vocabulary. Match the words with their definitions.



1.	Instrument	a)	A group of people who play music together
2.	Concert	b)	To do something again and again to get better
3.	Practice	c)	A show where people play music
4.	Band	d)	Something you use to make music (guitar, piano, etc.)

Reading:

Reporter: Hello, Sarah! Can you tell us about yourself?

Sarah: Hi! My name is Sarah, I'm 14, and I play the guitar in a school band.

Reporter: How long have you been playing the guitar?

Sarah: For about three years. I practice almost every day for at least one hour.

Reporter: Do you play alone or with other people?

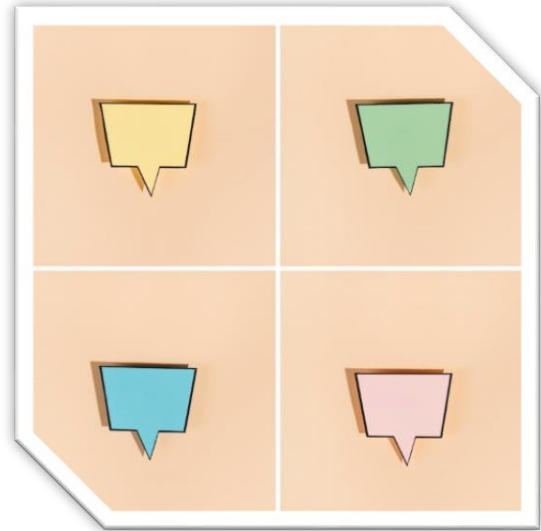
Sarah: Both. I enjoy playing at home, but it's more fun to play with my band at school.

Reporter: Have you ever performed in front of people?

Sarah: Yes, last month we had a small concert at school. Many parents and students came. I was nervous at first, but then it was really exciting.

Reporter: What do you like about music?

Sarah: Music makes me feel happy, and I can share my feelings with other people. I also want to be in a bigger band in the future.



While-reading tasks

Task 3. True/False/Not mentioned. Decide if the statements are True (T), False (F) or Not Mentioned (N).

1. Sarah plays the piano.
2. She has been playing the guitar for three years.
3. Sarah practices every day for two hours.
4. She wants to be in a bigger band one day.

Task 4. Matching. Match the questions with the answers from the interview.

1. How long has Sarah been playing the guitar?	a) Because it makes her happy.
2. Has she ever performed in front of people?	b) For about three years.



3. Why does she like music?

c) Yes, at a school concert.

💡 **Post-reading tasks**

Task 5. Writing. Imagine you are a musician. Write a short paragraph (10-12 sentences): What instrument do you play? How often do you practice? Have you ever performed?

Task 6. Speaking (Role-play). Work in pairs. One student is a reporter, the other is a young musician. Make your own short interview (5-6 questions and answers).

Text B14. A Young Athlete

💡 **Pre-reading tasks**

Task 1. Discussion. Work in pairs. What sports do young people usually do? Which sport do you like?

Task 2. Vocabulary. Choose the correct word.

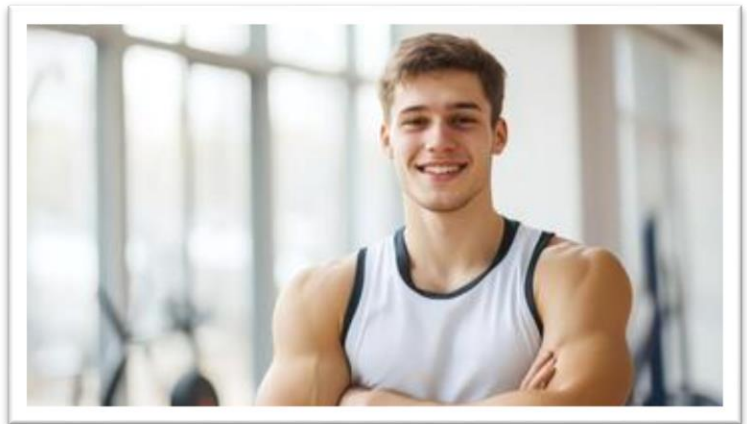
1. A place where people run – Stadium/Classroom
2. Someone who plays football – Athlete/Teacher
3. To try and win a game – Compete/Listen
4. A big event with many sports – Competition/Lesson

Reading:

David is 15 years old, and he is a young athlete from Canada. His favourite sport is athletics, especially running. He started training when he was 11, and now he runs almost every day after school.

David's coach says that he is very fast and hardworking. Last month, David took part in a school competition and won a gold medal in the 100-metre race. He felt very proud because all his classmates were cheering for him.

Running is not the only thing David likes. He also enjoys playing basketball with his friends, because it helps him relax and have fun. In the future, David wants to continue his training and maybe become a professional runner.



💡 **While-reading tasks**

Task 3. Scanning. Answer the questions.

1. Where is David from?
2. What is his favourite sport?
3. What did he win in the competition?



4. What other sport does he enjoy?

Task 4. Gap-fill. Complete the sentences with one word from the text.

1. David is from _____.
2. He started training when he was _____ years old.
3. His classmates were _____ for him.
4. He wants to become a professional _____.



Post-reading tasks

Task 5. Writing. Write 5-6 sentences about your favourite sport. Say:

- What it is
- When you started doing it
- Why you like it

Task 6. Speaking (Debate). Work in group of 3-4. Discuss:

- What is better: team sport (football, basketball) or individual sport (running, swimming)? Why?

Text B15. A Visit to the Cinema



Pre-reading tasks

Task 1. Brainstorming. What films do you know? Make a list of 7.

Task 2. Prediction. Look at the title. What do you think the text will be about?

Reading:

Last Friday, Daniel and his friends went to the cinema. They wanted to watch a new adventure film. The cinema was big, with many lights and posters of famous movies. They bought tickets and popcorn before the film started.

The film was about a group of explorers who travelled to a mysterious island. There were many exciting scenes with wild animals, storms, and hidden treasures. Daniel liked the special effects, and his friend Sarah said the music was amazing.



After the film, they all talked about their favourite moments. Some of them wanted to see it again next week. Daniel thought that going to the cinema is not only about watching a film but also about spending time with friends.



While-reading tasks

Task 3. Multiple choice. Choose the correct answer.

1. What kind of film did Daniel and his friends watch?
 - a) A comedy
 - b) An adventure film
 - c) A cartoon



2. What did they buy before the film started?
 - a) Ice cream
 - b) Tickets and popcorn
 - c) Books
3. What did Sarah like about the film?
 - a) The music
 - b) The animals
 - c) The island

Task 4. Matching. Match the characters with what they liked most

1. Daniel	a) Talking about favourite moments
2. Sarah	b) Music
3. Friends	c) Special effects

 **Post-reading tasks**

Task 5. Writing. Write 12-14 sentences about a film you watched. Include:

- What kind of film it was
- Who you watched it with
- What you liked about it

Task 6. Speaking (Debate). Work in groups of 3-4. Answer the question:

- Which is better – watching films at the cinema or at home? Why?

LEVEL C.

Text C1. The Impact of Social Media on Teenagers

 **Pre-reading tasks**

Task 1. Prediction. Read the title. What possible positive and negative effects of social media on teenagers can you predict?

Task 2. Vocabulary. Match the words to their definitions

1. Self esteem	a) The ability to use imagination and original ideas to create something.
2. Anxiety	b) A group of people born and living around the same time.
3. Mobilize	c) A strong feeling of worry, nervousness, or fear.
4. Generation	d) The confidence and value a person feels about themselves.
5. Creativity	e) To organize people or resources for action.



Reading:

In the last two decades, social media has dramatically changed the way young people interact, learn, and even think about themselves. Platforms such as Instagram, TikTok, and Twitter allow teenagers to connect with friends, share experiences, and express creativity in ways that were impossible for previous generations. For many, these platforms create a sense of belonging and community.

However, psychologists also point out the dangers of constant online presence.



Studies suggest that the more time teenagers spend scrolling through social media feeds, the more likely they are to compare themselves to others. This can lead to anxiety, low self-esteem, and even depression. The “perfect” lives displayed online often hide the reality behind the photos and videos, yet many young people feel pressured to keep up.

At the same time, social media has undeniable educational value. Young people can access information instantly, join global conversations, and even participate in social movements. During events like climate change protests, for instance, social media played a key role in mobilizing students worldwide.

So, is social media a blessing or a curse? The truth seems to lie somewhere in between. Like any tool, it can be beneficial when used wisely, but harmful when used without limits. The challenge for today’s teenagers is not whether to use social media, but how to balance its advantages with its risks.

While-reading tasks

Task 3. Critical reading (Short answer). Answer the questions.

1. What psychological risks are associated with social media use?
2. In what ways can social media be educational?
3. Why is the question “Is social media a blessing or a curse?” important?

Task 4. Note-taking. Fill in the table:

Positive effects	Negative effects



💡 **Post-reading tasks**

Task 5. Writing (Opinion essay). Write 150-200 words: “*Social media does more harm than good for young people*”. Do you agree or disagree? Give arguments and examples.

Task 6. Speaking (Discussion). Work in groups:

- Do you think schools should teach students how to use social media responsibly?
- Is it possible to completely avoid the negative influence of social media?

Task 7. Creative. Imagine you are designing a campaign for healthy social media use among teenagers. Create a slogan and three key rules.

Text C2. Globalization and Its Impact

💡 **Pre-reading tasks**

Task 1. Brainstorming. In pairs, write down 5 things in your daily life that are influenced by globalization. Be ready to share with the class.

Task 2. Vocabulary in context. Match the words with their synonyms.

1. Interconnected	a) Variety
2. Diversity	b) Traditions
3. Economy	c) Linked
4. Consumer	d) Buyer
5. Culture	e) Financial system

Reading:



Globalization is the process of the world becoming more connected through trade, communication, culture, and technology. Today, people from different countries can interact more easily than ever before. For example, you can buy clothes made in another part of the world, talk to someone thousands of kilometers away using your phone, or watch films from different countries on the same platform.


One positive impact of globalization is cultural exchange. People learn about new traditions, foods, and lifestyles, which helps them understand each other better.



Globalization also helps economies grow because countries can trade goods and services across borders.

However, globalization also has negative effects. Small local businesses often cannot compete with large international companies. In addition, many people are worried that unique cultures and languages may disappear, as global trends dominate. Another concern is inequality: while some people benefit from global connections, others are left behind.

In the future, globalization will probably continue to grow, but societies will need to find ways to balance economic progress with cultural preservation and social fairness.

 **While-reading tasks**

Task 3. Gap-fill (paraphrasing). Complete the sentences with words from the text.

1. One positive effect of globalization is cultural _____.
2. Countries can trade goods and services across _____.
3. Some people fear that local _____ and languages may disappear.
4. Globalization makes the world more _____.
5. Not everyone benefits equally from _____.

Task 4. Matching ideas. Match the positive and negative effects mentioned in the text.

Negative effects		Positive effects	
1.	Local businesses suffer	a)	Cultural exchange
2.	Cultural traditions disappear	b)	Economic growth
3.	Inequality between people	c)	Better communication

 **Post-reading tasks**

Task 5. Writing (Compare & Contrast). Write 120-150 words comparing two sides of globalization: advantages vs. disadvantages. Use at least 3 linking words (however, on the other hand, for example, moreover, etc.)

Task 6. Speaking (Case study). Imagine your town is opening a new international supermarket chain. Discuss in groups:

- What are the advantages for local people?
- What problems might appear?
- Do you think it is good or bad for your community?

Text C3. Climate Change: A global Challenge

 **Pre-reading tasks**

Task 1. Discussion. What environmental problems are most visible in your country? How do they affect people's lives?



Task 2. Vocabulary. Word formation. Complete the table.

Noun	Verb	Adjective
Pollution		
Destruction		
Danger		
Responsibility		

Reading:


Climate change is one of the most urgent problems in the modern world. It is caused mainly by human activities such as burning fossil fuels, cutting down forests, and intensive agriculture. As a result, the Earth's temperature is rising, leading to melting ice caps, stronger storms, and long periods of drought.



Scientists warn that if global temperatures continue to increase, millions of people may lose their homes due to floods or desertification. Moreover, many species of animals and plants are at risk of extinction.

At the same time, governments and organizations are working together to reduce greenhouse gas emissions. Renewable energy, such as solar and wind power, is becoming more popular. People are also encouraged to recycle, use public transport, and reduce waste.

Climate change is a global challenge, but every individual can take small steps to make a difference.

 **While-reading tasks**

Task 3. True/False/Not Mentioned. Decide whether the statements are True (T), False (F), or Not mentioned (N).

- Climate change is caused only by natural factors.
- Millions of people might lose their homes because of rising sea levels.
- Solar and wind power are examples of renewable energy.
- Recycling is the only way to stop climate change.

Task 4. Open questions. Answer in full sentences.

- What are the main causes of climate change?
- What consequences does it have for people and animals?
- What solutions are mentioned in the text?
- What can individuals do to help?

 **Post-reading tasks**



Task 5. Writing (Opinion essay). Write 150-180 words on the topic: “*Do you think governments or individuals are more responsible for fighting climate change?*”. Give arguments for both sides and your conclusion.

Task 6. Speaking (Debate). Split into two groups:

- *Group A:* Governments should take the main responsibility.
- *Group B:* Individuals can make a bigger difference.

Prepare arguments and debate in class.

Text C4. The Value of Art in Modern Society

Pre-reading tasks

Task 1. Discussion. Work in pairs. Do you think art can change people’s opinions or even society? Give examples if possible.

Task 2. Prediction. Look at the title. Make three questions you expect the text to answer. After reading, check if you found the answers.

Reading:

Art has always been an essential part of human culture. From the earliest cave paintings to contemporary digital installations, it reflects people’s emotions, ideas, and identities. In modern society, art is not only a source of beauty but also a way to raise questions about politics, history, and the environment.



Museums and galleries allow people to connect with the past and discover new perspectives. For example, paintings from centuries ago can show us how people lived, what they believed, and what values they had. Modern art, on the other hand, often challenges us: it may shock, confuse, or inspire.

Some people argue that art is less important today because of the rise of technology and entertainment industries. However, others believe that art is more necessary than ever, because it helps us slow down, think critically, and feel emotions that cannot be replaced by machines.

Ultimately, art continues to play a vital role in education, communication, and personal growth. It is not just decoration, but a mirror of society and a tool for change.

While-reading tasks

Task 3. Note-taking. While reading the text again, make a list of:

- 2 functions of traditional art
- 2 functions of modern art



- 2 reasons why art is still important today

Task 4. Matching. Match the ideas with the paragraph they belong to.

1. Art can inspire or shock people.
2. Some people think art is less necessary today.
3. Art has always reflected human life.
4. Museum help us understand the past.

💡 **Post-reading tasks**

Task 5. Writing (Summary). Summarize the text in 100-120 words. Focus on the main idea of each paragraph.

Task 6. Speaking (Round table). In group of 4-5, discuss:

- Is art more important for education or for entertainment?
- Should governments spend money on art or on other areas (like healthcare, technology, sports)?
- Do young people really care about art today? Why/Why not?

Text C5. Digital Identity

💡 **Pre-reading tasks**

Task 1. Warm-up discussion. Work in pairs and discuss:

- What social media do you use most?
- Do you think your online self is different from your real self? How?

Task 2. Vocabulary. Match the words with their meanings.

1. Insecurity	a) To feel sure about yourself and your abilities
2. Compare	b) People who regularly see your posts online
3. Worth	c) To look at two things and find differences or similarities
4. Confident	d) A feeling of not being safe or good enough
5. Followers	e) The value or importance of something



Reading:

In the digital age, people live two lives: one in the real world and one online. Every photo we post, every comment we write, and every “like” we give becomes part of our digital identity. For many, this online version of themselves looks perfect — smiling, confident, and successful.

However, social media often shows only the best parts of life. Behind the pictures, there can be stress, loneliness, or insecurity. Some people start comparing

themselves to others and feel unhappy because they think their lives are not as good.

Building a healthy digital identity means being honest about who you are. It’s okay to share good moments, but it’s also important to remember that social media is not real life. Your true worth is not measured by followers or likes, but by how you treat others and how you feel about yourself.

While-reading tasks

Task 3. True/False. Decide if the statements are True (T) or False (F).

1. People usually show both the good and bad sides of life online.
2. Some people feel unhappy because they compare themselves to others.
3. A healthy digital identity means being honest about who you are.
4. The text says your worth depends on the number of followers.

Task 4. Answer the questions.

1. What makes up your digital identity?
2. Why can social media create stress or sadness?
3. What is real worth according to the text?

Post-reading tasks

Task 5. Writing (Argumentative.) Write a short essay (150-170 words): “*Can social media show who we really are?*” Give at least two arguments and one example.

Task 6. Speaking (Debate). Form two groups:

- *Group A:* Social media helps people express themselves.
- *Group B:* Social media makes people fake.

Prepare your arguments and have a short class debate.

Text C6. Cultural Diversity in a Global World

Pre-reading tasks

Task 1. Discussion. Work in pairs and answer:

1. What comes to your mind when you hear the phrase “Cultural diversity”?
2. Do you think your country is cultural diverse? In what ways?



Task 2. Vocabulary Focus. Complete the sentences using the correct words: *tolerance, diversity, misunderstanding, respect, curiosity*

1. _____ helps people accept differences instead of judging them.
2. Without _____, communication between cultures can be difficult.
3. _____ makes our world more creative and colourful.
4. We should treat other cultures with _____.
5. _____ leads us to learn about other and grow as individuals.

Reading:

In today's globalized world, people from different cultures meet, study, and work together more than ever before. This diversity can make our societies richer and more creative. When people from various backgrounds share ideas, they can find new ways to solve problems and create something truly unique.

However, cultural diversity also brings challenges. Sometimes people misunderstand each other because of different traditions, values, or communication styles. What is polite in one culture may be seen as rude in another. For example, in some countries it's common to make direct eye contact, while in others it can be considered disrespectful.

To live peacefully in a multicultural society, we need tolerance and curiosity. Learning about other cultures helps us see the world through different eyes. When we respect differences instead of fearing them, diversity becomes our greatest strength.



💡 *While-reading tasks*

Task 3. True/False. Decide if the statements are True (T) or False (F). Correct the false ones.

1. Cultural diversity always makes life easy and simple.
2. People from different backgrounds can find creative solutions together.
3. Eye contact has the same meaning in every culture.
4. Tolerance and curiosity help people live peacefully in multicultural societies.

Task 4. Critical thinking. Answer in 2-3 sentences:

1. Why do misunderstandings happen between people from different cultures?



2. What can schools or workplaces do to promote cultural understanding?

💡 **Post-reading tasks**

Task 5. Writing (Reflective). Write a short essay (120-150 words) on the topic: “*Learning about other cultures helps us understand ourselves*”. Use examples or experiences to support your ideas.

Task 6. Speaking (Mini-debate). Form two groups. Discuss the statement: “Cultural differences cause more problems than benefits.”

- *Group A* – agree
- *Group B* – disagree

Each group prepares 2-3 arguments and presents them to the class.

Task 7. Creative task (Optional). Create a poster or short presentation titled “*One World, Many Cultures*”. Include examples of traditions, festivals, or customs that show cultural diversity in a positive way.

Text C7. Technology and Human Connection

💡 **Pre-reading tasks**

Task 1. Discussion. Work in pair and discuss:

1. How many hours a day do you spend using technology?
2. Do you think technology brings people closer together or pushes them apart? Why?

Task 2. Vocabulary. Match the words to their definitions

1. Remote	a) To separate from other
2. Isolate	b) In a way connected to feelings
3. Emotionally	c) Having a clear reason or goal
4. Balance	d) Being far away or working from a distance
5. Purpose	e) A state where different things are equal or in a harmony

Reading:

Technology has changed the way we communicate, work, and live. Today, it is possible to talk to someone on the other side of the world instantly, share ideas online, and even work remotely without leaving home. Social media, video calls, and messaging apps have made it easier to stay in touch with family and friends.

However, many people worry that technology also makes us more distant from each other. Instead of having real





conversations, people often send short messages or emojis. Families may sit together in the same room, but everyone is looking at their own screen. Some psychologists believe that while we are more “connected” digitally, we may be losing emotional closeness.

The key may lie in how we use technology. When used with purpose — to communicate, learn, and create — it can bring people together. But if we use it only for distraction, it can isolate us. Finding balance between online and offline life is one of the greatest challenges of our time.

💡 **While-reading tasks**

Task 3. Choose the best answer.

1. What is one positive effect of modern technology?
 - a) It makes real conversations harder.
 - b) It helps people communicate across long distances.
 - c) It replaces emotional connection.
2. What problem does the text mention about technology?
 - a) It is too expensive for most people.
 - b) It can make people feel distant from each other.
 - c) It prevents people from working remotely.
3. What does the author suggest at the end of the text?
 - a) We should stop using technology completely.
 - b) Technology is bad for society.
 - c) We need to use technology wisely and find balance.

Task 4. Fill in the blanks. Use the words: *screen, purpose, balance, emotionally, messages*

1. Some people are together physically, but they are not connected _____.
2. It's important to use technology with a clear _____.
3. People often send short _____ instead of having real talks.
4. Many families spend time looking at their _____ instead of each other.
5. Finding _____ between online and real life is not easy.

💡 **Post-reading tasks**

Task 5. Critical thinking. Answer the questions in 2-3 sentences each:

1. Can online communication ever replace face-to-face contact? Why or why not?
2. What are some ways people can use technology to build stronger relationships?

Task 6. Writing (Opinion essay). Write 120-150 words on the topic: “*Technology connects us – but also separates us.*”. Give your opinion and support it with examples.

Task 7. Speaking (Survey and Discussion). Ask 3 classmates:

- How do you mostly communicate with your friends? (chat, call, meet in person)



- How often do you spend a day without your phone or computer?
- What’s one thing you could do to improve your digital balance?

Share the results with the class and discuss: Are students today too dependent on technology?

Text C8. The Power of Mindset

Pre-reading tasks

Task 1. Warm-up. Mind map. Write the word “SUCCESS” in the center of your notebook. Around it, write 5-6 words or phrases that you associate with success. Then compare your ideas with classmates.

Task 2. Vocabulary in Context. Match the words from the text with their synonyms.

1. Ability	a) Believe in yourself
2. Effort	b) Skill or talent
3. Failure	c) Try hard to do something
4. Improve	d) Become better
5. Confident	e) Not succeed

Reading:

People often believe that talent is something you are born with — you either have it or you don’t. But psychologists have discovered that success depends more on mindset than on natural ability.



Carol Dweck, a well-known researcher, describes two types of mindset: fixed and growth. People with a fixed mindset believe their abilities are unchangeable. If they fail at something, they give up easily, thinking they are “just not good at it.” In contrast, people with a growth mindset believe that skills can be developed through effort and learning. For them, failure is not the end — it is an opportunity

to improve.

Mindset affects how we face challenges, how we study, and even how we interact with others. A growth mindset helps people stay motivated, open-minded, and



confident in their ability to progress. The good news is that anyone can change their mindset with practice. It starts by replacing thoughts like “I can’t do this” with “I can’t do this yet.”

💡 **While-reading tasks**

Task 3. Multiple choice. Choose the correct answer.

1. What does the text say about people with a fixed mindset?
 - a) They believe they can always learn something new.
 - b) They think their skills can’t be changed.
 - c) They like trying difficult things.
2. Why do people with a growth mindset see failure differently?
 - a) They believe failure helps them learn.
 - b) They don’t care about success.
 - c) They never fail.
3. According to the text, what can help you change your mindset?
 - a) Ignoring problems
 - b) Thinking differently
 - c) Competing with others

Task 4. Cause and Effect. Complete the sentences using the text.

1. If a person has a fixed mindset, they often _____.
2. If a person believes effort helps them grow, they probably _____.
3. If you replace negative thoughts with positive ones, you can _____.

💡 **Post-reading tasks**

Task 5. Discussion. Think and Share. Work in small groups. Discuss the questions:

- Can failure ever be useful? Why or why not?
- Which type of mindset do you think most students have?
- What can teachers do to help students develop a growth mindset?

Task 6. Writing (Argumentative paragraph). Write 120-150 words on the topic: “*Our success depends more on attitude than on talent*”. Include:

- An introduction (your opinion)
- One argument with an example
- A short conclusion

Task 7. Speaking (Case study). In pairs, read the situation and discuss what advice you would give.

- *Alex failed his math test and says: “I’m just bad at math. I’ll never be good at it”.*
 - a) What type of mindset does Alex have?
 - b) What could he do to change his mindset?
 - c) What would you tell him as a friend?



Task 8. Critical thinking (Quote Analysis). Read the quote and answer the question: “*Whether you think you can or you think you can’t – you’re right.*” – Henry Ford

1. What do you think this quote means?
2. How does it connect to the idea of mindset?

Text C9. Creativity in the Future

Pre-reading tasks

Task 1. Brainstorming. “Human or Machine?”. List three things that humans can do better than machines. Then, list three things machines can do better than humans. Discuss in pairs: Which skills do you think will be most important in the future?

Task 2. Vocabulary. Match the words with their meanings.

1.	Automation	a)	Work together with others
2.	Innovation	b)	Creating something new and original
3.	Sustainable	c)	Using technology to replace human work
4.	Entrepreneur	d)	Lasting and environmentally friendly
5.	Collaborate	e)	A person who starts and runs a business

Reading:

In the age of artificial intelligence, many people worry that machines will replace humans in most jobs. However, one skill that still sets people apart from technology is creativity — the ability to generate original ideas and find new solutions. While computers can process data and perform tasks faster, they still struggle to think imaginatively or emotionally.

Experts believe that in the future, creativity will become even more valuable. As automation grows, routine work will disappear, and human workers will need to focus on innovation, problem-solving, and design. Schools and universities are already beginning to change their approach, teaching students to think critically, collaborate, and express their ideas in creative ways.

Interestingly, creativity will not only be needed in the arts but also in science, business, and technology. For example, engineers will have to design sustainable cities, doctors will need to create new medical solutions, and entrepreneurs will need to invent products that improve lives.





In short, the future will belong to those who can imagine new possibilities — people who see beyond what already exists and dare to create something new.

💡 **While-reading tasks**

Task 3. True/False/Not mentioned. Decide if the statements are True (T), False (F) or Not mentioned (N)

1. In the future, most jobs will require routine work.
2. Creativity is only important in art and design.
3. Schools are beginning to help students develop creativity.
4. Machines can already think and feel like humans.
5. Creativity thinking will be needed in science and business.

Task 4. Gap – fill summary. Complete the summary using the words below: *innovation, automation, creativity, humans, design*

In the future, _____ will change the world of work. To stay important, _____ will need to focus on _____ and new ways of thinking. Creativity will be valuable not only in art but also in technology and _____. People who can imagine and build new ideas will lead the next wave of _____.

💡 **Post – reading tasks**

Task 5. Discussion. “Creative jobs of the future.” Work in small groups. Think of 3-4 jobs that don’t exist yet but might appear in the next 20 years. For each job, describe:

- What will the person do?
- What skills will they need?
- How will it help society?

Task 6. Writing (Opinion essay, 150-180 words). Topic: “*Technology cannot replace human creativity*”. Include:

- Introduction
- 2 arguments
- 1 counterarguments
- Conclusion

Task 7. Speaking (Mini debate). Work in pairs. *Student A* agrees, *Student B* disagrees.

“*Artificial intelligence will become more creative than humans one day.*”

Prepare your arguments and present your short debate (1-2 minutes each).

Task 8. Critical thinking (Quote Interpretation). Read the quote and discuss in pairs: “*Creativity is intelligence having fun.*” – *Albert Einstein*

1. What do you think Einstein meant?
2. How can this idea be applied to the future of work and learning?
3. Do you agree that creativity can be learned, or is it something we are born with?



Text C10. The Power of Volunteering

💡 *Pre-reading tasks*

Task 1. Warm – up. Discussion. Answer the questions:

1. Have you ever taken part in volunteering? If yes, what did you do?
2. Why do you think people choose to volunteer?
3. What kinds of volunteering are most needed in your community?

Task 2. Vocabulary. Match the words with their definitions.

1. Empathy	a) A place that gives protection or temporary home to people or animals
2. Shelter	b) A feeling of being accepted and part of a group
3. Belonging	c) Working together to achieve a common goal
4. Inequality	d) The difference in opportunity or wealth between people
5. Teamwork	e) The ability to understand how others feel



Reading:

In today's busy world, many people focus on their careers, studies, and personal goals. However, there is another activity that brings deep satisfaction and benefits both individuals and society — volunteering.

Volunteering means offering your time, skills, or energy to help others without expecting payment. It can take many forms: teaching children, helping in hospitals, cleaning up the environment, or working in shelters. Each act of kindness makes a difference.

Research shows that people who volunteer regularly often feel happier and healthier. Helping others can reduce stress, build confidence, and create a sense of belonging. Moreover, volunteering teaches teamwork, leadership, and empathy — qualities that are valuable not only in personal life but also in professional careers.

On a global scale, volunteering can help address major challenges such as poverty, inequality, and climate change. By working together, volunteers prove that ordinary people have the power to make extraordinary changes.

💡 *While-reading tasks*

Task 3. Comprehension check. Choose the correct answer.

1. Volunteering is defined as:



- a) Paid work for social organizations
 - b) Helping others without expecting money
 - c) Governmental work for citizens
2. What are the personal benefits of volunteering?
 - a) More free time and less work
 - b) Financial rewards
 - c) Happiness, confidence, and reduced stress
 3. What global problems can volunteering help solve?
 - a) Poverty and climate change
 - b) Sports and entertainment
 - c) Technology and innovation

Task 4. Find and explain. Find in the text words or phrases that mean the same as:

1. To make a difference
2. Challenges
3. To take many forms
4. Deep satisfaction

Explain what each phrase means in your own words.

💡 **Post-reading tasks**

Task 5. Critical Thinking. Discuss in groups:

- Can volunteering be considered more valuable than a paid job? Why or why not?
- Should schools or universities require students to volunteer?
- How does volunteering connect people from different cultures?

Task 6. Writing (Formal email, 120-150 words.) You've seen an advertisement for a youth volunteering program in another country. Write an email to the organizers. Include:

- Why you are interested
- What kind of volunteering you'd like to do
- What skills and qualities you can offer
- A question about accommodation or schedule

Task 7. Speaking (Project Pitch). Work in pairs. Prepare a 2 – minute presentation for a volunteering project you would like to start in your school or community. Describe:

- The purpose of the project
- Who will benefit from it
- How to organize it
- What resources or help you'll need

Task 8. Vocabulary Extension. Complete the sentences with one of the words below: *community, support, difference, purpose, global*

1. Our school wants to make a real _____ by helping elderly people.



2. The main _____ of the project is to protect nature.
3. Students worked together to clean the _____ park.
4. Students worked together to clean the _____ to those in need.
5. Many organizations connect local work to _____ issues.

Заключение

Методическое пособие “Advanced Reading Pathways” направлено на комплексное развитие умений чтения, аналитического и творческого мышления учащихся. Через системную работу с аутентичными текстами, разнообразными типами заданий и ситуациями межкультурного общения учащиеся постепенно осваивают не только язык, но и способы осмысления информации, необходимые в реальной жизни и будущей профессиональной деятельности.

Особое внимание уделено формированию умений работать с текстом как с источником знаний, идей и смыслов, а не только как с языковым материалом. Это позволяет развивать критическое мышление, расширять словарный запас и углублять понимание культурных особенностей англоязычного мира.

Пособие может использоваться как самостоятельный ресурс, так и в составе учебно-методического комплекса. Оно способствует формированию у учащихся устойчивого интереса к изучению английского языка, развитию уверенности в собственных силах и готовности применять полученные знания в практических ситуациях.

Таким образом, “Advanced Reading Pathways” — это не просто сборник текстов, а инструмент, направленный на осознанное чтение, развитие личности и подготовку учащихся к активному участию в современном мире общения и знаний.

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