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Том Сториз

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**АНГЛИЙСКИЙ  
ЯЗЫК ДЛЯ  
ШКОЛЬНИКОВ:  
рассказы  
и практика**

*Учимся понимать  
и говорить по-  
английски*



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**Английский язык для школьников:  
рассказы и практика. Учимся  
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«Издательские решения»

## **Сториз Т.**

Английский язык для школьников: рассказы и практика. Учимся понимать и говорить по-английски / Т. Сториз — «Издательские решения»,

Данное учебное пособие предназначено для школьников уровня В1 и соответствует школьной программе по английскому языку. Книга содержит короткие рассказы, основанные на жизненных ситуациях, а также задания для развития навыков чтения, понимания и устной речи. Материал направлен на расширение словарного запаса, формирование речевых умений и развитие уверенности в использовании английского языка в реальных ситуациях.

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# **Английский язык для школьников: рассказы и практика Учимся понимать и говорить по-английски**

**Том Сториз**

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## **Введение**

Данная книга представляет собой учебно-методический сборник текстов, предназначенных для учащихся средней школы с уровнем владения английским языком В1. Основная цель издания заключается в развитии навыков чтения, расширении активного словарного запаса и формировании умения понимать и использовать естественные языковые конструкции в контексте повседневных ситуаций.

Материал книги организован в виде отдельных глав, каждая из которых посвящена определённой жизненной ситуации, знакомой школьникам или потенциально значимой для них. Тематика охватывает учебную деятельность, межличностное общение, семейные обязанности, личный опыт, а также ситуации, связанные с преодолением трудностей и формированием навыков самостоятельности.

Каждая глава включает связный текст, написанный в естественном и доступном стиле, после которого представлены лексические единицы и устойчивые выражения с переводом на русский язык. Также в структуру включены речевые модели для практического использования, вопросы для рефлексии и задания на закрепление материала. Такой подход позволяет не только развивать понимание текста, но и стимулирует формирование навыков самостоятельного высказывания.

Особое внимание уделяется постепенному усложнению языкового материала и использованию лексики, характерной для реальных коммуникативных ситуаций. Это обеспечивает возможность практического применения изученных конструкций в устной и письменной речи.

Данное пособие может использоваться как в рамках школьного обучения, так и для самостоятельной работы учащихся. Оно ориентировано на системное развитие языковой компетенции и формирование уверенности при использовании английского языка в различных контекстах.

## **The Day I Forgot My Homework**

It was one of those mornings when everything felt a bit rushed. My alarm didn't go off on time, so I woke up later than usual. I jumped out of bed, got dressed in a hurry, and skipped breakfast because I was already running late. My mother called after me, asking if I had everything for school, but I just nodded and said yes without really thinking.

On the way to school, I sat on the bus and tried to go through my day in my head. Math first, then English, and after that history. Suddenly, I felt a strange feeling in my stomach. I had a small notebook in my backpack, but I couldn't remember putting my English homework inside it. I opened my bag quickly and started searching through my things. Books, pens, a half-eaten snack, old papers... but no homework.

That's when I realized the truth — I had completely forgotten to do it.

My heart started beating faster. I thought about what I should do. Should I tell the teacher the truth? Should I try to copy something from a classmate before the lesson starts? Or maybe I could say I left it at home and bring it tomorrow? But none of these options felt right.

When I arrived at school, I saw my friends standing near the classroom. They were talking and laughing, completely relaxed. I wished I could feel the same. One of them asked me if I was ready for the English lesson, and I just smiled nervously and said, «Of course.»

The lesson started a few minutes later. Our teacher walked in, placed her books on the table, and said, «Please take out your homework.» That moment felt like everything slowed down. I could hear papers moving, chairs shifting, and then... silence. I was just sitting there, looking at my empty hands.

The teacher noticed me and asked calmly, «Where is your homework?»

I felt my face getting hot. For a second, I thought about lying, but I knew I couldn't. So I told her the truth. I explained that I had forgotten it at home and didn't manage to do it.

She looked at me for a moment, and I couldn't tell if she was disappointed or just thinking. Then she said something I didn't expect. «Thank you for being honest. Please try to bring it tomorrow.»

I felt both relieved and a little embarrassed at the same time. The rest of the lesson wasn't as bad as I expected. I still had to listen carefully and take notes, but at least I wasn't hiding anything anymore.

After school, I walked home thinking about what happened. It wasn't just about forgetting homework. It was about responsibility and how small mistakes can create stressful moments. I decided that next time, I would check my homework before leaving home, even if I was in a hurry.

When I got home, I opened my notebook and started working on the assignment immediately. This time, I didn't wait until the last minute.

And strangely, I felt more focused than usual, as if that morning had quietly changed something in the way I think about my schoolwork.

Here are some useful expressions you might have noticed:

to be in a hurry — торопиться  
to skip breakfast — пропустить завтрак  
to go through the day in my head — мысленно представить свой день  
to have a strange feeling — испытывать странное чувство  
to search through my things — искать среди своих вещей  
to realize the truth — осознать правду  
my heart started beating faster — сердце начало биться быстрее  
to tell the truth — говорить правду  
to feel nervous — чувствовать себя нервно  
to take out homework — достать домашнее задание  
to look at someone calmly — спокойно посмотреть на кого-то  
to feel relieved — чувствовать облегчение  
at the same time — одновременно  
to take notes — делать записи  
to manage to do something — успеть что-то сделать  
to think about responsibility — думать об ответственности  
to feel embarrassed — чувствовать себя смущённым  
to check something carefully — внимательно проверять что-то  
in a hurry — в спешке  
to change the way you think — изменить способ мышления

You can use patterns like these in your own speech:

I usually forget about... — Я обычно забываю о...  
I felt nervous when... — Я чувствовал себя нервно, когда...  
I didn't manage to... — Мне не удалось...  
I decided to... because... — Я решил... потому что...  
It was difficult to... — Было трудно...  
I realized that... — Я понял, что...  
Next time I will... — В следующий раз я...  
I was surprised when... — Я был удивлён, когда...  
I think it is important to... — Я думаю, важно...  
I felt better after... — Я почувствовал себя лучше после...

Now think about your own experience:

1. Have you ever forgotten your homework?

Yes, I have. It usually happens when I am in a hurry in the morning and don't check my bag carefully. I felt nervous when the teacher asked me about it, but I told the truth.

2. How do you feel when you are not prepared for a lesson?

I feel stressed and a bit embarrassed because I know I should have prepared earlier. For example, I try to stay calm, but my heart starts beating faster.

3. What do you usually do when you make a mistake?



I try to tell the truth and fix the situation. I think it is better to be honest because it helps me learn from my mistakes.

4. Do you think responsibility is important for students? Why?

Yes, I do. Responsibility helps students stay organized and avoid problems. For example, if I check my homework every day, I feel more confident.

5. What helps you stay organized?

I use a small planner and write down my tasks. It helps me manage my time better and not forget important things.

6. How do you prepare for school in the morning?

I usually check my backpack and make sure I have everything I need. This simple habit helps me avoid stressful situations.

Complete the sentences:

I was in a hurry, so I decided to \_\_\_\_\_ my breakfast.

When I opened my bag, I realized I forgot my \_\_\_\_\_.

My heart started beating faster because I felt \_\_\_\_\_.

The teacher asked me to \_\_\_\_\_ my homework.

Next time, I will check everything more \_\_\_\_\_ before leaving home.

## A New Student in My Class

It was a normal Monday morning, the kind of day when everything feels predictable. Students were slowly entering the classroom, putting their bags next to their desks, and talking about homework or weekend plans. I was sitting near the window, half-listening to my classmates and thinking about the first lesson.

Then the door opened.

Our teacher came in, and behind her was a new student. He looked a bit nervous, holding his backpack tightly in one hand. He didn't say anything at first, just looked around the room as if he was trying to understand where he had arrived. The teacher smiled and said, «This is Alex. He is joining our class today.»

For a moment, the room became quiet. Everyone was looking at him. I noticed he was wearing a simple grey hoodie and seemed unsure where to sit. The teacher asked if anyone had a free seat, and I realized the desk next to me was empty.

«Here,» I said, maybe a little too quickly.

He walked over and sat down. «Thanks,» he said quietly.

The lesson started, but I could feel that he was still uncomfortable. He kept looking at his notebook without writing much, and sometimes he glanced around the classroom. I remembered how strange it felt when I was new in a place, so I tried to make things easier for him.

During a short break, I turned to him and asked, «Where are you from?»

«From another city,» he answered. «My family moved here last week.»

We talked a little more. At first, the conversation was slow and a bit awkward, but then it became more natural. He told me he liked football and video games, and I told him about our school and teachers. It turned out we had more in common than I expected.

In the next lesson, our teacher asked us to work in pairs. Without thinking too much, I turned to Alex. He looked surprised but also a bit relieved.

We worked on the task together. At some point, he didn't understand one of the questions, so I explained it. He listened carefully and nodded. Then he smiled and said, «Okay, I get it now.»

That small moment made everything easier. It felt like the distance between us was slowly disappearing.

By the end of the day, he didn't look as nervous as in the morning. Before leaving, he said, «Thanks for today. It was not as scary as I thought.»

I smiled and said, «First days are always a bit strange.»

On my way home, I thought about how quickly things can change. In the morning, he was a stranger sitting in a new classroom. By the afternoon, he was just another student I could talk to.

And I realized that sometimes, even a small conversation can make a big difference in how someone feels in a new place.

Here are some useful expressions you might have noticed:

a normal morning — обычное утро  
to enter the classroom — войти в класс  
to put a bag next to the desk — поставить сумку рядом с партой  
to feel predictable — чувствовать предсказуемость  
to be half-listening — слушать вполуха  
a new student — новый ученик  
to look around the room — оглядываться по комнате  
to feel nervous — чувствовать нервозность  
to hold something tightly — крепко держать что-то  
to be unsure where to sit — не знать, где сесть  
a free seat — свободное место  
to feel uncomfortable — чувствовать себя некомфортно  
a short break — короткая перемена  
to make conversation — завести разговор  
to have something in common — иметь что-то общее  
to work in pairs — работать в парах  
to explain a question — объяснить вопрос  
to feel relieved — чувствовать облегчение  
to make things easier — сделать ситуацию проще  
a small moment — небольшой момент  
to make a difference — изменить ситуацию

You can use patterns like these in your own speech:

I noticed that... — Я заметил, что...  
At first, I felt... — Сначала я чувствовал...  
It turned out that... — Оказалось, что...  
I decided to... — Я решил...  
He/She seemed to... — Он/она казался (ась)...  
I started to talk about... — Я начал говорить о...  
We worked together on... — Мы работали вместе над...  
I explained that... — Я объяснил, что...  
By the end of the day... — К концу дня...  
It made me realize that... — Это заставило меня понять, что...

Now think about your own experience:

1. Have you ever met a new student in your class?

Yes, I have. At first, the new student seemed quiet and nervous. I tried to talk to them during the break because I know how difficult the first day can be.

2. How do you usually feel when you are in a new place?

I usually feel a bit uncomfortable and unsure of what to do. For example, I need some time to look around and understand how things work.

3. Do you find it easy to make new friends? Why?

Sometimes yes, sometimes no. It depends on the situation, but I try to start a conversation because it makes everything easier.

4. What do you usually talk about when you meet someone new?

I usually talk about school, hobbies, or music. It helps to find something in common and feel more relaxed.

5. How can teachers help new students feel comfortable?

Teachers can introduce them to the class and help them find a seat. This makes the first day less stressful.

6. Why is it important to help new students?

It is important because they might feel lonely at first. A small friendly action can make a big difference in their experience.

Complete the sentences:

When the new student entered the room, everyone \_\_\_\_\_ at him.

I noticed he seemed a bit \_\_\_\_\_ and quiet.

We started to make conversation during the short \_\_\_\_\_.

It turned out that we had something in \_\_\_\_\_.

By the end of the day, he felt more \_\_\_\_\_ and relaxed.

## The Teacher Who Changed My Opinion

I used to think that school subjects were just something you had to survive. You learn the material, pass the test, and forget everything a week later. That was my honest opinion for a long time, especially when it came to literature. I didn't see the point of analyzing stories or discussing characters. It all felt a bit unnecessary.

Then we got a new teacher.

Her name was Mrs. Carter. On the first day, she didn't start with rules or textbooks. Instead, she asked a simple question: «What is the last thing that made you feel something strongly?» The classroom became quiet. It wasn't the kind of question we expected.

Some students mentioned movies, others talked about music or arguments with friends. I didn't answer at first. I wasn't sure what she wanted to hear. But she didn't rush anyone. She just waited, as if silence was part of the lesson.

In the following weeks, something slowly changed. Instead of just reading texts, we started talking about them like they were real situations. She asked us what we would do if we were in the character's place. At first, it felt strange. I was used to finding «correct answers,» not personal opinions.

One day, we read a short story about a boy who had to choose between telling the truth and protecting a friend. Normally, I would just summarize the plot and move on. But this time, Mrs. Carter asked, «What would you do?»

The classroom got louder. Everyone had an opinion. Some said honesty is always the most important thing. Others thought friendship matters more. When she looked at me, I hesitated, but then I said, «I think it depends on the situation. I would probably try to protect my friend, but I would also feel guilty.»

She nodded and said, «That's a very honest answer. There is no single correct choice here.»

That moment stayed with me.

Over time, I started paying more attention in her lessons. I realized that literature wasn't just about old stories. It was about understanding people, their decisions, and even yourself. I found myself thinking about characters outside of class, comparing them to real situations in life.

Once, after a difficult discussion, I stayed a bit after class. I asked her why she teaches this way. She smiled and said, «Because I don't want students to just memorize ideas. I want them to think.»

That sentence sounded simple, but it changed how I looked at school.

I started participating more, even when I wasn't completely sure of my answer. I stopped worrying so much about being right and started focusing on what I actually thought.

Looking back, I realize that my opinion about school didn't change overnight. It happened slowly, lesson by lesson, question by question. And it all started with a teacher who didn't give us easy answers, but instead asked the kind of questions that stay in your mind long after the lesson ends.

Here are some useful expressions you might have noticed:

to survive school subjects — «пережить» школьные предметы  
to pass the test — сдать тест  
to forget everything — всё забыть  
to see the point of something — понимать смысл чего-то  
to feel unnecessary — казаться ненужным  
to ask a simple question — задать простой вопрос  
to become quiet — становиться тихим  
to rush someone — торопить кого-то  
in the following weeks — в следующие недели  
to feel strange — чувствовать себя странно  
to be used to something — быть привычным к чему-то  
to find correct answers — находить правильные ответы  
to have an opinion — иметь мнение  
to hesitate for a moment — на мгновение сомневаться  
to depend on the situation — зависеть от ситуации  
to feel guilty — чувствовать вину  
to stay with someone — остаться в памяти  
to pay more attention — уделять больше внимания  
to think about something outside class — думать о чём-то вне уроков  
to participate more — больше участвовать  
to worry about being right — переживать из-за правильности  
to focus on ideas — сосредоточиться на идеях  
to change your opinion — изменить своё мнение

You can use patterns like these in your own speech:

I used to think that... — Раньше я думал, что...  
At first, I didn't understand... — Сначала я не понимал...  
I started to realize that... — Я начал понимать, что...  
It felt strange to... — Было странно...  
I would probably... — Я бы, наверное...  
I hesitated because... — Я сомневался, потому что...  
I think it depends on... — Я думаю, это зависит от...  
That moment changed... — Этот момент изменил...  
I became more interested in... — Я стал больше интересоваться...  
I stopped worrying about... — Я перестал переживать о...

Now think about your own experience:

1. Have you ever had a teacher who changed the way you think?

Yes, I have. One teacher made lessons more interactive and asked us to express our opinions. It helped me realize that learning is not only about memorizing facts.

2. What subjects do you enjoy most at school? Why?

I enjoy subjects where I can discuss ideas, like literature or history. I like them because they help me understand people and real-life situations.

3. Do you prefer memorizing or discussing ideas?

I prefer discussing ideas because it helps me remember information better. When I explain my opinion, I understand the topic more deeply.

4. How do you feel when a teacher asks for your opinion?

At first, I feel a bit nervous, but then I try to speak honestly. I think it is important to share ideas even if they are not perfect.

5. What makes a good teacher in your opinion?

A good teacher explains things clearly and also makes students think. For example, asking questions instead of only giving answers is very helpful.

6. How has your opinion about school changed over time?

My opinion changed because I started to see school as more than just tests. I now understand that it can help me develop thinking skills.

Complete the sentences:

I used to think that school subjects were \_\_\_\_\_ to survive.

The teacher asked a very \_\_\_\_\_ question on the first day.

At first, I felt \_\_\_\_\_ when discussing my opinion.

I realized there was no single \_\_\_\_\_ answer.

That lesson changed the way I \_\_\_\_\_ about school.

## **My First Day at a New School**

I still remember that morning very clearly, even though it was a few years ago. Everything felt slightly unfamiliar, like I was stepping into a place where I didn't fully belong yet. My bag felt heavier than usual, and I kept checking it, making sure I had everything I needed. It was my first day at a new school.

On the way there, I tried to stay calm. I told myself it was just another school, just another classroom, just another group of students. But deep inside, I knew it wasn't that simple. Changing schools always feels like starting over, even if you don't want it to.

When I arrived, I stood near the entrance for a moment, watching other students walk in groups, laughing and talking easily. They all seemed to know exactly where to go. I, on the other hand, was trying to find my classroom without looking lost. I finally saw a sign with the room number and walked in.

The classroom was already half full. Conversations stopped for a second when I entered, and I suddenly felt like everyone noticed me. The teacher smiled kindly and said, «You must be new. Please introduce yourself.»

That was the moment I had been quietly preparing for all morning.

I walked to the front of the class. My voice felt a little shaky at first, but I said my name, where I came from, and something small about myself. It didn't feel very impressive, but I finished without stopping, which already felt like a small success.

Then I had to choose a seat. I didn't want to sit alone, but I also didn't know anyone. After a short moment of hesitation, I sat near the middle of the room next to a student who looked friendly.

She turned to me and said, «Hi, I'm Emma.»

That simple sentence made things easier.

During the first lesson, I tried to focus on what the teacher was saying, but I also kept noticing small details — how the classroom worked, how students interacted, how quickly everyone understood the routine. I felt a bit slow at first, like I was always one step behind.

During a short break, Emma asked me where I was from, and we started talking. At first, the conversation was simple, just basic questions. But soon it became more natural. We talked about subjects, teachers, and even our favorite activities after school. I realized that starting a conversation wasn't as difficult as I thought.

By the end of the day, I wasn't completely comfortable yet, but I wasn't lost anymore either. I had learned where my classrooms were, I had spoken to a few classmates, and I had even laughed once during lunch.



On my way home, I thought about how strange it is that one day can feel so long and so important at the same time. In the morning, everything felt new and uncertain. By the afternoon, it already felt a little less scary.

And even though I knew there were many more days ahead, I felt like I had already taken the first step into something new.

Here are some useful expressions you might have noticed:

to remember something clearly — чётко помнить что-то

to feel unfamiliar — чувствовать себя незнакомо

to step into a place — войти в новое место

to check something carefully — внимательно проверять что-то

to stay calm — оставаться спокойным

deep inside — глубоко внутри

to feel lost — чувствовать себя потерянным

to walk in groups — ходить группами

to introduce yourself — представиться

a shaky voice — дрожащий голос

a small success — маленький успех

to choose a seat — выбрать место

a short moment of hesitation — короткое мгновение сомнения

to look friendly — выглядеть дружелюбно

to focus on something — сосредоточиться на чём-то

to notice small details — замечать мелкие детали

to be one step behind — быть на шаг позади

to start a conversation — начать разговор

to become more natural — становиться более естественным

to feel comfortable — чувствовать себя комфортно

to take the first step — сделать первый шаг

You can use patterns like these in your own speech:

I still remember when... — Я до сих пор помню, когда...

At first, I felt... — Сначала я чувствовал...

I tried to... but... — Я пытался..., но...

It was difficult to... — Было трудно...

I didn't know where to... — Я не знал, куда...

I decided to... — Я решил...

I started talking to... — Я начал разговаривать с...

It became easier when... — Стало легче, когда...

By the end of the day... — К концу дня...

I realized that... — Я понял, что...

Now think about your own experience:

1. Have you ever changed schools? How did you feel?

Yes, I have. At first, I felt nervous and unsure because everything was new. But after talking to a few classmates, I started to feel more comfortable.

2. What is the most difficult part of the first day at a new school?

The most difficult part is usually meeting new people and not knowing where to go. For example, it takes time to understand the school routine.

3. How do you usually introduce yourself to new people?

I usually say my name and where I am from. Then I try to ask a simple question to continue the conversation.

4. Do you find it easy to make new friends? Why?

Sometimes yes, sometimes no. It depends on the situation, but I try to stay open and friendly.

5. What helps you feel more comfortable in a new place?

It helps when someone talks to me first or shows me around. Small friendly actions make a big difference.

6. Why is the first day at a new school important?

It is important because it sets the first impression and helps you start building new relationships.

Complete the sentences:

I tried to stay \_\_\_\_\_ on my first day at a new school.

The classroom felt \_\_\_\_\_ and unfamiliar at first.

I had to \_\_\_\_\_ myself to the class.

I chose a seat after a short moment of \_\_\_\_\_.

By the end of the day, I felt more \_\_\_\_\_ and relaxed.

## A Group Project That Went Wrong

Group projects are supposed to teach teamwork, right? At least that's what our teacher always says. But for me, they usually feel like a mix of confusion, stress, and last-minute panic. This time was no different, except that everything went wrong in a more interesting way than usual.

We were given a history project about ancient civilizations. The task sounded simple: work in groups, prepare a presentation, and present it in front of the class. Our group had four students, including me. At first, everyone seemed motivated. We even agreed to meet after school to plan everything properly.

During the first meeting, we sat together in the library. We talked about dividing tasks, and it seemed like a good plan. One person would research, another would make slides, someone else would prepare speaking notes, and I would combine everything. It sounded organized and fair.

But things started to change quickly.

The first problem was communication. One group member didn't reply to messages. Another kept saying, «I'll do it later,» but later never came. I tried to stay calm and remind everyone about deadlines, but it didn't really help. Slowly, I realized that most of the work was falling on me.

A few days before the presentation, I asked everyone to send their parts. Only one person actually did it, and even that part was incomplete. I remember staring at my laptop late in the evening, thinking, «How is this going to work?»

So I started fixing everything myself. I rewrote the text, created the slides, and tried to make the presentation look at least acceptable. I didn't feel angry at first, just stressed. But later, that stress turned into frustration because I felt like I was doing a group project alone.

On the day of the presentation, we stood in front of the class. I could feel my heart beating faster than usual. The slides were ready, but I wasn't fully confident about the content because I had to put everything together so quickly.

When we started speaking, things didn't go smoothly. One person forgot their part completely and just stood there silently. Another read directly from the screen without looking at the class. I tried to guide the presentation and keep it moving, but it felt awkward.

At some point, the teacher asked a question, and no one could answer properly. That was probably the most uncomfortable moment. I remember looking at the floor for a second, wishing the presentation would just end.

After class, we sat down and didn't really say much. There was a strange silence. Finally, I said, «Next time, we need to plan better and actually work together.»

No one argued with that.

On my way home, I thought about what went wrong. It wasn't just about laziness or bad planning. It was also about responsibility and communication. When people don't take their part seriously, the whole group suffers.

Later, I realized something important. Even though the project was stressful, I learned how to manage situations when others don't do their part. I also understood that sometimes you have to step up and take control, even if it's not your job.

It wasn't the presentation I wanted, but it definitely stayed in my memory longer than any successful project probably would.

Here are some useful expressions you might have noticed:

group project — групповой проект

teamwork — командная работа

to feel like a mix of something — чувствовать как смесь чего-то

to divide tasks — разделить задачи

to stay motivated — оставаться мотивированным

to work properly — работать нормально

to reply to messages — отвечать на сообщения

to remind someone about deadlines — напоминать о дедлайнах

to fall on someone — ложиться на кого-то (об обязанностях)

to fix something — исправить что-то

to feel stressed — чувствовать стресс

to feel frustrated — чувствовать раздражение

to work alone — работать одному

to stand in front of the class — стоять перед классом

to feel nervous — чувствовать нервозность

to go smoothly — проходить гладко

to forget a part — забыть часть

to guide the presentation — вести презентацию

an uncomfortable moment — неловкий момент

to stay silent — оставаться в тишине

to take control — взять контроль

You can use patterns like these in your own speech:

At first, we planned to... — Сначала мы планировали...

Things started to go wrong when... — Всё начало идти не так, когда...

I tried to stay calm but... — Я пытался сохранять спокойствие, но...

Most of the work fell on me — Большая часть работы легла на меня

I ended up doing... — В итоге я сделал...

It felt like I was... — Казалось, что я...

No one managed to... — Никто не смог...

I realized that... — Я понял, что...

Next time, we should... — В следующий раз нам нужно...

It was difficult to... — Было трудно...

Now think about your own experience:

1. Have you ever worked on a group project? How was it?

Yes, I have. Sometimes it goes well, but other times it is difficult when people don't do their part. I usually try to organize the work to avoid problems.

2. What is the biggest problem in group work?

The biggest problem is communication. For example, when people don't reply or don't finish tasks on time, the whole project becomes stressful.

3. Do you prefer working alone or in a group? Why?

I prefer a mix of both. Group work is good for ideas, but I like working alone because I can control the result better.

4. What do you do when someone doesn't do their part?

I usually remind them politely first. If nothing changes, I try to adjust the plan so the work is still finished.

5. How can group work be improved?

It can be improved with clear planning and deadlines. Also, regular communication helps everyone stay responsible.

6. Why do teachers give group projects?

Teachers give them to develop teamwork and communication skills. It helps students learn how to work with different people.

Complete the sentences:

Our group project was about ancient \_\_\_\_\_.

We decided to divide \_\_\_\_\_ between group members.

One student didn't reply to \_\_\_\_\_.

I had to fix everything at the last \_\_\_\_\_.

The presentation did not go \_\_\_\_\_ smoothly.

## The Secret Behind the Locker

It started as a completely ordinary school day. Nothing felt unusual. The corridors were noisy as always, students were rushing to classes, and lockers were opening and closing with loud metallic sounds. I was just thinking about my next lesson when something small caught my attention.

Near the end of the corridor, there was a locker that everyone seemed to avoid. It wasn't broken or strange at first glance, but there was something about it that made people walk past it quickly. I had noticed it before, but that day I stopped for a moment longer than usual.

There was a small piece of paper taped to the locker door. It was old and slightly torn, and I couldn't read everything at first. But one word was clear: «Do not open.»

That should have been enough to ignore it and move on. But curiosity is a strange thing. The more you try not to think about something, the more it stays in your mind. I kept wondering why someone would put a message like that on a school locker.

During the break, I told my friend about it. She laughed and said it was probably just a joke from older students. «People do that all the time,» she said. But her answer didn't fully convince me. If it was a joke, why did it feel so serious?

After school, I went back to the corridor. It was almost empty, and everything felt quieter than during the day. The locker was still there, standing between two others like nothing was wrong. I looked around, hesitated for a moment, and then slowly reached for the handle.

My heart started beating faster.

For a second, I thought about stopping. It would have been easier to just walk away and forget everything. But I opened it anyway.

Inside, there was nothing dangerous or dramatic. Just a few old notebooks, some pens, and a small photo stuck to the back wall of the locker. The photo showed a group of students standing together, smiling, clearly from many years ago.

On the back of the photo, there was a message written in faded ink: «This locker belonged to our group. Don't forget us.»

At that moment, everything became clearer. It wasn't a warning. It was a memory. Someone had used the locker as a small time capsule, leaving something behind before graduating.

I stood there for a while, holding the photo, thinking about the students in the picture. They looked happy, like they had no idea that one day they would leave this place and become just a memory in a hallway.

Later, I showed it to my friend. She looked surprised and said, «So that's it? No mystery, just old memories?»

I nodded. «Sometimes that's what secrets are,» I said.

We decided to put the photo back exactly where we found it and leave the locker as it was. It felt wrong to take it away, like we were interrupting something that belonged to someone else's story.

On the way home, I kept thinking about how easily we walk past things without noticing their meaning. A simple locker, a small note, an old photo — all of it can look ordinary until you stop long enough to pay attention.

And I realized that not every mystery needs to be solved in a dramatic way. Some of them are just quiet reminders of people who were once here, living their own school days, just like us.

Here are some useful expressions you might have noticed:

ordinary school day — обычный школьный день  
to catch someone's attention — привлечь внимание  
to walk past something — проходить мимо чего-то  
a piece of paper — листок бумаги  
to be taped to something — быть приклеенным к чему-то  
to ignore something — игнорировать что-то  
to stay in your mind — оставаться в мыслях  
to tell someone about something — рассказать кому-то о чём-то  
to convince someone — убедить кого-то  
to go back to a place — вернуться в место  
to hesitate for a moment — на мгновение сомневаться  
to reach for something — потянуться к чему-то  
to feel your heart beating faster — чувствовать учащённое сердцебиение  
to walk away — уйти  
to open something anyway — всё равно открыть что-то  
a faded message — выцветшее сообщение  
a group of students — группа учеников  
to stand there for a while — постоять там некоторое время  
to become clearer — стать яснее  
a time capsule — капсула времени  
to leave something behind — оставить что-то после себя  
to pay attention — обращать внимание

You can use patterns like these in your own speech:

It started as... — Это началось как...  
At first, I thought... — Сначала я думал...  
I couldn't understand why... — Я не мог понять, почему...  
I decided to... — Я решил...  
I hesitated because... — Я сомневался, потому что...  
It turned out that... — Оказалось, что...  
I realized that... — Я понял, что...  
I stood there thinking... — Я стоял там, думая...  
We decided to... — Мы решили...  
It felt like... — Казалось, что...

Now think about your own experience:

1. Have you ever found something mysterious or interesting at school?

Yes, I have. Sometimes small things in school, like notes or old objects, make me curious. I usually try to find out the story behind them.

2. What would you do if you found a «Do not open» note?

At first, I would probably hesitate. But my curiosity might make me check it, especially if it seemed important or unusual.

3. Do you think curiosity is a good or bad thing? Why?

I think it is mostly good because it helps us learn and discover new things. However, sometimes it can lead to unnecessary risks.

4. What kinds of things make you curious?

I become curious when I see something unusual or unclear. For example, strange notes or hidden messages always make me want to know more.

5. How do you feel about old memories or photos?

I think they are interesting because they show real moments from the past. They help us understand how life was before.

6. Why do people leave messages or memories behind?

People do it to remember important moments or share something with others in the future. It is a way of keeping memories alive.

Complete the sentences:

The locker had a small piece of paper \_\_\_\_\_ to the door.

The message said «Do not \_\_\_\_\_ it.»

I felt my heart beating \_\_\_\_\_ when I reached for the handle.

Inside the locker, I found an old group \_\_\_\_\_.

It turned out to be a quiet \_\_\_\_\_ from the past.



## When I Missed an Important Test

It was one of those weeks when everything feels slightly out of control. I had several assignments, sports practice after school, and a long list of things I kept telling myself I would do «later.» The problem was that later kept turning into never.

On Tuesday, our teacher announced an important math test. It wasn't a surprise test, but it was serious enough to affect our final grade. I remember writing the date in my notebook and thinking, «I have enough time to prepare.» That thought, as I later realized, was the beginning of my mistake.

At first, I studied a little. I opened my textbook, looked through a few exercises, and solved one or two problems. Then I got distracted. I checked my phone for «just a minute,» which somehow turned into half an hour. After that, I told myself I would study properly the next day.

But the next day was the same. And the day after that, I was busy again. Slowly, I stopped thinking about the test altogether.

The evening before the test, I finally sat at my desk. I opened my notebook and felt a strange mix of stress and panic. There was too much to learn, and not enough time left. I tried to focus, but my mind kept jumping from one topic to another. I stayed up late, hoping I could somehow catch up, but it didn't really work.

In the morning, I felt tired and unprepared. Still, I went to school, telling myself that maybe it wouldn't be so bad.

When I arrived in the classroom, I noticed something strange. My classmates were calm, talking quietly, revising notes, and organizing their pens. I suddenly realized they had actually prepared properly. That made me even more nervous.

Then the teacher entered and said, «Take out everything from your desks. The test is starting.»

My heart sank.

I looked at the paper in front of me. Some questions looked familiar, but others felt completely unclear. I tried to remember what I had studied the night before, but my mind was blank. Time passed quickly, and I kept moving from one question to another without feeling confident about any of them.

When the test ended, I stayed in my seat for a second longer than everyone else. I didn't want to stand up. I already knew it hadn't gone well.

After class, I felt disappointed with myself. It wasn't because the test was too difficult, but because I hadn't prepared properly. I kept thinking about all the moments when I could have studied but chose not to.

Later that day, I talked to my teacher and honestly told her what happened. She didn't look surprised. Instead, she said something simple: «You still have time to improve. One test doesn't define you, but your habits do.»

That sentence stayed in my mind.

On the way home, I decided I needed to change how I manage my time. Not in a dramatic way, but in small, realistic steps. I started thinking about planning my study sessions earlier, avoiding distractions, and being more responsible with deadlines.

The test itself was over, but the lesson from that day stayed with me much longer than any score ever could.

Here are some useful expressions you might have noticed:

to feel out of control — чувствовать, что всё выходит из-под контроля

to keep telling myself — постоянно говорить себе

to turn into never — превращаться в «никогда»

to affect the final grade — влиять на итоговую оценку

to write something in a notebook — записывать в тетрадь

to realize a mistake — осознать ошибку

to get distracted — отвлекаться

to check your phone — проверять телефон

to study properly — нормально/как следует учиться

to stop thinking about something — перестать думать о чём-то

a mix of stress and panic — смесь стресса и паники

to catch up — наверстать

to stay up late — поздно ложиться спать

to feel unprepared — чувствовать себя неподготовленным

to revise notes — повторять записи

to take out everything from the desk — убрать всё со стола

to feel your heart sink — почувствовать, как сердце упало

to look familiar — казаться знакомым

to stay in your seat — оставаться на месте

to feel disappointed — чувствовать разочарование

to manage your time — управлять временем

to define you — определять тебя как личность

You can use patterns like these in your own speech:

I kept telling myself that... — Я постоянно говорил себе, что...

I thought I had enough time to... — Я думал, что у меня достаточно времени, чтобы...

I got distracted by... — Я отвлёкся на...

I decided to study later, but... — Я решил учиться позже, но...

It turned out that... — Оказалось, что...

I felt nervous when... — Я чувствовал себя нервно, когда...

I realized that I should have... — Я понял, что мне следовало...

I tried to focus, but... — Я пытался сосредоточиться, но...

The problem was that... — Проблема была в том, что...

I need to change the way I... — Мне нужно изменить то, как я...

Now think about your own experience:

1. Have you ever missed an important test or deadline?

Yes, it has happened before. Usually it is because I didn't manage my time properly or I left preparation for the last moment. After that, I try to plan better.

2. How do you usually prepare for tests?

I try to start preparing a few days in advance. I review notes and solve practice tasks to feel more confident.

3. What distracts you the most when you study?

My phone is the biggest distraction. If I start checking messages, I lose focus quickly.

4. What do you do when you realize you are not prepared?

I try to do as much as possible in the remaining time. Even a short review can sometimes help improve the result.

5. Do you think stress helps or hurts performance? Why?

A little stress can help because it makes me more focused. But too much stress makes it difficult to think clearly.

6. What lesson can come from a bad test result?

A bad result can show what needs to be improved. It helps to understand the importance of preparation and discipline.

Complete the sentences:

I had enough time to prepare, but I got \_\_\_\_\_.

The test affected my final \_\_\_\_\_ in math.

I tried to study, but I kept checking my \_\_\_\_\_.

The night before the test, I stayed up \_\_\_\_\_.

I realized I needed to manage my \_\_\_\_\_ better.

## The School Trip I Will Never Forget

School trips are usually something you look forward to for weeks. At least, that's how it was for me before this one. Our class had been talking about the trip to the natural history museum for a long time. It was supposed to be a normal educational visit: a few exhibits, some notes, a group activity, and then back to school. Nothing dramatic. Or so we thought.

That morning, everyone arrived earlier than usual. The atmosphere in the classroom was different — more excited, more noisy, and less focused on lessons. Teachers were checking attendance, reminding us about behavior, and making sure nobody forgot their bags or lunch. I remember feeling a mix of excitement and impatience, because waiting always feels longer when something interesting is about to happen.

The bus ride started well. We sat with our friends, talking, laughing, and looking out of the window as the city slowly changed into quieter streets and green areas. Some students listened to music, others played games on their phones. I was somewhere in between, enjoying the feeling that we were not in school anymore, even if just for a day.

When we arrived at the museum, the building looked much bigger than I expected. Tall columns, wide doors, and a feeling that history itself was waiting inside. Our teacher gathered us together and explained the plan for the visit. We were supposed to stay in groups and meet at a specific time near the entrance.

At first, everything went smoothly. We walked through the halls, looking at ancient fossils, old tools, and giant skeletons of animals. I was actually surprised by how interesting it was. Some exhibits felt like they belonged to another world completely.

Then something unexpected happened.

While we were moving from one section to another, I realized I couldn't see my group anymore. At first, I thought they were just ahead of me, so I kept walking. But after a few minutes, I understood I was alone. The museum suddenly felt much bigger and quieter.

I tried to go back the way I came, but everything looked similar. Corridors, signs, glass displays — everything started to mix in my mind. I felt a small wave of panic. I checked my phone, but the signal was weak, and I couldn't reach anyone.

For a moment, I stood still and tried to calm down. I told myself it wasn't a disaster, just a temporary situation. I walked slowly, reading signs carefully, hoping to find a familiar place.

After what felt like a long time, I finally saw my teacher and classmates near the exit area. They were talking to each other, and when they noticed me, someone said, «There you are! We were looking for you.»

I felt a strange mix of relief and embarrassment. I explained what happened, and my teacher just nodded calmly and said, «This is why we stay together.»

After that, we finished the visit as planned. Nothing else went wrong, but I couldn't stop thinking about those few minutes when I was lost inside the museum.

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