

Джонас Тичерман

**АДАПТИРОВАННЫЕ
ТЕКСТЫ
НА АНГЛИЙСКОМ ЯЗЫКЕ
ДЛЯ ШКОЛЬНИКОВ
УРОВНЯ А2**

Внеклассное чтение с заданиями
и словарём

Джонас Тичерман

**Адаптированные тексты
на английском языке для
школьников уровня А2.
Внеклассное чтение
с заданиями и словарём**

«Издательские решения»

Тичерман Д.

Адаптированные тексты на английском языке для школьников уровня А2. Внеклассное чтение с заданиями и словарём / Д. Тичерман — «Издательские решения»,

Книга предназначена для школьников уровня А2 и содержит адаптированные тексты на английском языке для внеклассного чтения. Каждая история сопровождается упражнениями на понимание текста, закрепление лексики и грамматики, а также блоком заданий на заполнение пропусков. В конце книги представлен словарь основных слов и выражений, что делает материал удобным для самостоятельного изучения и работы в классе.

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Предисловие

Дорогие читатели,

Эта книга предназначена для школьников уровня А2, изучающих английский язык как иностранный. Основная цель издания — предоставить учащимся адаптированные тексты для внеклассного чтения, которые способствуют развитию навыков понимания письменной речи, расширению словарного запаса и закреплению грамматических конструкций в контексте реальных жизненных ситуаций.

Каждая история сопровождается блоком упражнений, включающим вопросы по содержанию текста, задания на заполнение пропусков и упражнения на закрепление ключевой лексики. Такой подход позволяет учащимся не только читать, но и активно работать с материалом, что способствует лучшему усвоению изучаемого языка.

Книга рассчитана как на самостоятельное чтение, так и на работу в классе под руководством преподавателя. Рекомендую уделять внимание следующим аспектам:

Понимание текста: прочитайте историю полностью, чтобы понять основные события и смысл текста.

Работа с лексикой: используйте словарь для проверки и повторения новых слов и выражений.

Грамматические и лексические упражнения: выполняйте задания после прочтения текста, чтобы закрепить изученные конструкции на практике.

Обсуждение и пересказ: пересказывайте историю своими словами, отвечайте на вопросы вслух или письменно, что развивает навыки говорения и письма на английском языке.

Книга предназначена для учащихся, которые хотят улучшить навыки чтения на английском языке и приобрести уверенность в использовании языка в повседневных ситуациях. Надеюсь, представленные тексты и упражнения окажутся полезными как для самостоятельного изучения, так и для работы в учебной группе.

Желаю успехов!

My New School

Tom looked out of the bus window and felt a little nervous. Today was his first day at a new school. His family moved to a new city last week, and everything was still strange for him.

«I hope I make some friends,» Tom thought.

The bus stopped in front of a big, modern building. There were many students outside. Some were talking and laughing, others were checking their phones. Tom took a deep breath and got off the bus.

Inside the school, the hall was loud and busy. Tom did not know where to go. He looked around and saw a teacher.

«Excuse me,» Tom said. «I'm new here. Where is Class 7B?»

The teacher smiled. «Welcome! Class 7B is on the second floor. Go straight and then turn left.»

«Thank you,» Tom said.

He walked slowly down the corridor. His heart was beating fast. When he found the classroom, he stopped at the door for a second and then walked in.

The classroom was already full. Students were sitting at their desks and talking. The teacher, a tall woman with glasses, looked at Tom.

«Hello. You must be Tom,» she said. «I'm Ms. Brown. Please come in.»

Tom nodded and walked to the front of the class.

«Class, this is Tom. He is new in our school,» Ms. Brown said. «Please be nice and help him.»

Some students smiled at him. Tom felt a little better.

«You can sit next to Anna,» Ms. Brown said.

Tom saw a girl with long brown hair. She smiled and moved her bag.

«Hi,» she said quietly. «You can sit here.»

«Thanks,» Tom said.

During the lesson, Tom tried to listen carefully, but it was not easy. Everything was new: the teacher, the students, the books. He wrote notes and looked at the board.

After the lesson, Anna turned to him.

«Do you like the school?» she asked.

«It's okay,» Tom said. «But I feel a bit lost.»

«That's normal,» Anna said. «I can show you around.»

«Really? Thank you!» Tom said.

At the break, they walked around the school together. Anna showed him the cafeteria, the library, and the gym.

«This is the cafeteria,» she said. «The food is good, but sometimes the lines are long.»

Tom laughed. «Good to know.»

Then they went to the school yard. Some students were playing football, others were sitting on benches.

«Do you play football?» Anna asked.

«Yes, I do,» Tom said. «I love it.»

«You can join them later,» Anna said.

After school, Tom waited for the bus again. This time, he felt different. He was still a little nervous, but also happy.

Anna came to him.

«See you tomorrow!» she said.

«See you,» Tom said. «And thank you for your help.»

«No problem,» Anna said. «Welcome to your new school.»

Tom smiled. Maybe this school was not so scary after all.

Activities

1. Comprehension Questions

Answer the questions:

Why is Tom nervous at the beginning of the story?

Where does the bus stop?

Who helps Tom find his classroom?

What is the teacher's name?

Who does Tom sit next to?

What does Anna show Tom?

How does Tom feel at the end of the day?

2. True or False

Write True or False:

Tom has lived in the city for many years.

The classroom is empty when Tom arrives.

Ms. Brown is Tom's teacher.

Anna is unfriendly.

Tom likes football.

Tom feels better at the end of the day.

3. Fill in the Gaps (Prepositions)

Tom gets ___ the bus.

The classroom is ___ the second floor.

He sits ___ Anna.

The teacher is ___ the classroom.

Anna shows him ___ the school.

Tom looks ___ the window.

4. Vocabulary Match

Match the words with their meanings:

nervous

corridor

classroom

cafeteria

break

a) a place where students eat

b) a short rest time

c) a room where students learn

d) a long passage in a building

e) feeling worried

5. Speaking

Answer the questions:

Do you remember your first day at school?

Do you like meeting new people? Why / Why not?

What do you do at school during breaks?

The First Day of Classes

It was Monday morning, and Lisa woke up early. Today was the first day of classes after the holidays. She felt excited but also a little tired.

«Five more minutes,» she said and closed her eyes again.

«Lisa! Get up! You will be late!» her mom called from the kitchen.

Lisa jumped out of bed. «Oh no!» she said. She quickly got dressed, brushed her teeth, and ran to the kitchen.

«Eat your breakfast,» her mom said.

«I don't have time,» Lisa answered.

«You always need time for breakfast,» her mom said строго.

Lisa took a piece of toast and a glass of milk. She ate quickly and looked at the clock.

«I have to go now!» she said.

«Have a good day!» her mom smiled.

Lisa ran to the bus stop. When she arrived, the bus was already there.

«Wait!» she shouted.

The driver saw her and opened the door. «Hurry up,» he said.

«Thank you!» Lisa said and got on the bus.

On the bus, she saw her friend Mia.

«Hi!» Mia said. «How was your holiday?»

«It was great!» Lisa said. «I visited my cousins.»

«That sounds fun,» Mia said. «I stayed at home and watched movies.»

When they arrived at school, many students were in the yard. Everyone was talking about their holidays.

«I don't want the holidays to end,» Mia said.

«Me too,» Lisa laughed.

The bell rang, and students went to their classrooms.

In the classroom, their teacher, Mr. Davis, was waiting.

«Good morning, everyone,» he said. «Welcome back!»

«Good morning,» the class answered.

«Today we will talk about your holidays,» Mr. Davis said. «Who wants to start?»

Mia raised her hand.

«I watched many movies and read two books,» she said.

«Very good,» Mr. Davis said.

Then Lisa spoke.

«I visited my cousins in another city. We played games and went to the park every day.»

«That sounds nice,» the teacher said.

After that, they started their lessons. First, they had English. Lisa liked English, so she listened carefully and answered questions.

Then they had Math. It was more difficult.

«I don't understand this,» Lisa whispered to Mia.

«I can help you later,» Mia said.

At break time, Lisa and Mia went to the cafeteria. It was very busy.

«I'm so hungry,» Lisa said.

They bought sandwiches and juice and sat at a table near the window.

«So, what is your favorite subject this year?» Mia asked.

«English,» Lisa said. «And you?»

«I like Art,» Mia said. «I love drawing.»

After the break, they had a new subject — Science.

«This year will be interesting,» Lisa thought.

At the end of the day, Lisa felt tired but happy.

«How was your first day?» her mom asked in the evening.

«It was good,» Lisa said. «I saw my friends, and the classes were interesting.»

«Are you ready for tomorrow?» her mom asked.

Lisa smiled. «Yes... but I want to sleep first.»

Activities

1. Comprehension Questions

Why does Lisa wake up early?

Why is she almost late?

Who does she meet on the bus?

What does Mia do during the holidays?

What subjects do they have at school?

Which subject is difficult for Lisa?

Where do Lisa and Mia go during the break?

How does Lisa feel at the end of the day?

2. True or False

Lisa wakes up late on purpose.

She eats a big breakfast.

The bus driver helps Lisa.

Mia traveled during the holidays.

Lisa likes English.

They have Science for the first time.

Lisa feels sad after school.

3. Fill in the Gaps (Prepositions)

Lisa wakes up ___ Monday morning.

She runs ___ the bus stop.

They arrive ___ school together.

Students go ___ their classrooms.

They talk ___ their holidays.

Lisa eats lunch ___ the cafeteria.

She goes home ___ school.

4. Vocabulary Match

holiday

tired

subject

break

hungry

a) wanting to eat

b) time without school

c) feeling you need rest

d) a short rest time

e) a school lesson

5. Speaking

What do you usually do after holidays?

What is your favorite school subject? Why?

Do you like the first day of school? Why / Why not?

A Busy Morning

It was a cold Tuesday morning, and Alex did not want to get out of bed. His alarm clock rang loudly.

«Beep! Beep! Beep!»

Alex opened one eye and looked at the clock.

«7:30? Oh no!» he said and jumped out of bed.

He was late.

Alex ran to the bathroom and brushed his teeth very fast. Then he looked for his clothes.

«Where is my T-shirt?» he asked.

He checked the chair, the bed, and the floor. Finally, he found it under his school bag.

«Why is everything always in the wrong place?» he said.

In the kitchen, his dad was drinking coffee.

«Good morning,» his dad said спокойно.

«I don't have time!» Alex answered. «I'm late!»

«You should wake up earlier,» his dad said.

«I know, I know,» Alex said.

He took a banana and put it in his bag.

«Breakfast is important,» his dad said.

«I will eat it at school,» Alex said and ran to the door.

«Don't forget your homework!» his dad called.

Alex stopped.

«My homework!» he said.

He ran back to his room, found his notebook, and put it in his bag.

«Okay, now I'm ready!»

He ran out of the house and down the street. The bus stop was not far, but Alex was very nervous.

«Please don't go, please don't go,» he said quietly.

When he arrived, he saw the bus at the stop.

«Wait!» he shouted.

But the doors closed.

«No!» Alex said.

The bus started to move.

Then suddenly, it stopped again. The driver opened the door.

«Next time, be on time,» the driver said.

«Thank you so much!» Alex said and got on the bus.

He sat down and tried to relax.

«That was close,» he thought.

At school, Alex ran to his classroom. The bell rang just as he opened the door.

Mr. Green looked at him.

«Good morning, Alex,» he said.

«Good morning,» Alex answered, breathing fast.

«Why are you late?» the teacher asked.

«I woke up late,» Alex said.

Mr. Green nodded. «Please sit down. Try to be on time tomorrow.»

«Yes, Mr. Green,» Alex said.

During the lesson, Alex felt tired. He did not listen carefully and missed some important information.

After class, his friend Ben came to him.

«You look tired,» Ben said.

«I had a busy morning,» Alex answered.

«I can see that,» Ben laughed. «You need to sleep more.»

«I know,» Alex said. «Tomorrow I will wake up earlier.»

«Good idea,» Ben said.

At lunch, Alex finally ate his banana.

«This is my breakfast,» he said.

Ben smiled. «Better late than never.»

At the end of the day, Alex felt better.

When he came home, his dad asked, «How was your day?»

«Very busy,» Alex said. «But tomorrow will be better.»

That evening, Alex set his alarm clock earlier.

«7:00,» he said. «Perfect.»

He went to bed and closed his eyes.

«Tomorrow, I will not be late,» he thought.

Activities

1. Comprehension Questions

- Why does Alex wake up late?
- Where does he find his T-shirt?
- What does he take for breakfast?
- What almost happens at the bus stop?
- Who is his teacher?
- Why is Alex tired in class?
- Who talks to Alex after the lesson?
- What does Alex decide to do in the evening?

2. True or False

- Alex wakes up early.
- His dad drinks coffee in the kitchen.
- Alex eats breakfast at home.
- He misses the bus completely.
- Mr. Green is angry.
- Alex listens carefully in class.
- Alex sets his alarm earlier in the evening.

3. Fill in the Gaps (Prepositions)

- Alex jumps ___ bed.
- He runs ___ the bathroom.
- The T-shirt is ___ his bag.
- He goes ___ the bus stop.
- He gets ___ the bus.
- He runs ___ the classroom.
- He comes home ___ school.

4. Vocabulary Match

- alarm clock
- late
- nervous
- relax
- miss

- a) to feel calm
- b) not on time
- c) to not catch something
- d) a clock that wakes you up
- e) worried or afraid

5. Speaking

- What do you do when you are late?
- Do you like mornings? Why / Why not?
- What is your morning routine?

After School Activities

It was Wednesday afternoon, and Maria was excited. School was over, and she had many activities planned.

After the last lesson, she packed her bag quickly and said goodbye to her friends.

«See you tomorrow!» she shouted.

Maria's first activity was swimming. She walked to the local sports center. Her coach, Mr. Lopez, greeted her.

«Hello, Maria! Are you ready?» he asked.

«Yes!» Maria said. She changed into her swimsuit and went to the pool.

She practiced swimming for one hour. She learned new techniques and swam very fast. After swimming, she took a shower and put on her clothes.

Then, Maria went to her music lesson. She played the piano. Her teacher, Ms. Carter, smiled.

«Very good, Maria! Your practice is helping a lot,» she said.

Maria played her favorite song and felt proud.

After music, Maria went home. She had a snack and started her homework. It was a lot of work, but she wanted to finish it.

While she worked, her little brother, Leo, played with his toys.

«Can you help me with this puzzle?» Leo asked.

«Of course,» Maria said. She helped him finish the puzzle.

After homework, Maria called her friend Anna.

«Do you want to go to the park?» Maria asked.

«Yes! I'm free,» Anna said.

They met in the park. They talked, laughed, and played basketball with other children.

When the sun began to set, Maria returned home. Her mom asked, «How was your afternoon?»

«Great! I swam, played the piano, did homework, helped Leo, and went to the park with Anna,» Maria said.

«That sounds like a busy day,» her mom said.

«Yes,» Maria said, «but I love it.»

Before bed, Maria prepared her bag for school and went to sleep. She dreamed about swimming, music, and playing with her friends.

Activities

1. Comprehension Questions

What is Maria's first activity after school?

Who is her swimming coach?

What instrument does Maria play?

Who does Maria help with a puzzle?

Where does Maria meet her friend Anna?

What do Maria and Anna do in the park?

How does Maria feel at the end of the day?

2. True or False

Maria goes home immediately after school.

She practices swimming for one hour.

Maria plays the violin.

Leo asks for help with a puzzle.

Maria and Anna play basketball.

Maria feels tired but happy.

3. Fill in the Gaps (Prepositions)

Maria packs her bag quickly and says goodbye ___ her friends.

She changes ___ her swimsuit.

Maria practices swimming ___ one hour.

She plays the piano ___ her music teacher.

Maria helps Leo ___ a puzzle.

They play basketball ___ the park.

Maria goes home ___ the sun sets.

4. Vocabulary Match

activity

lesson

puzzle

coach

snack

a) a small meal between main meals

b) a person who trains someone in sports

c) something fun or interesting to do

d) a game or problem to solve

e) a period of learning

5. Speaking

What activities do you do after school?

Which activity do you like the most and why?

Do you prefer to do activities alone or with friends?

A Weekend with Friends

It was Saturday morning, and Daniel woke up early. He was excited because today he would spend the day with his friends.

First, he called his best friend, Tom.

«Hi Tom! Are you ready for today?» Daniel asked.

«Yes! I can't wait,» Tom answered.

They decided to meet at the park at ten o'clock. Daniel quickly got dressed, ate breakfast, and packed his backpack. He put some sandwiches, a bottle of water, and a football inside.

When he arrived at the park, Tom was already there. Soon, their friends Mia and Sara joined them.

«Good morning, everyone!» Daniel said.

«Hi!» his friends shouted.

They decided to play football first. Daniel kicked the ball, ran, and scored a goal. Everyone laughed and had fun.

After playing football, they went to the playground. They tried the swings, the slide, and the climbing frames.

«I haven't played on the swings for a long time,» Mia said. «This is fun!»

Then they had lunch. They sat on the grass and ate sandwiches and apples.

«This is a perfect day,» Sara said.

After lunch, they went for a walk around the park. They found a small lake and saw ducks swimming.

«Look at the ducks!» Tom said. «They are so cute.»

Daniel took out his camera and took some photos.

In the afternoon, they went to an ice cream shop near the park. Everyone chose their favorite flavor. Daniel chose chocolate, Mia chose strawberry, Tom chose vanilla, and Sara chose mint.

«Delicious!» they said together.

When the sun started to set, it was time to go home.

«See you tomorrow!» Daniel said.

«Bye! It was a great day,» his friends answered.

Daniel went home happy and tired. He told his mom everything about his day.

«I'm glad you had fun,» his mom said.

Daniel went to bed and thought about how lucky he was to have such good friends.

Activities

1. Comprehension Questions

Who does Daniel call first on Saturday morning?

Where do the friends meet?

What do they do first in the park?

What do they eat for lunch?

What animals do they see in the park?

Where do they go after the walk?

What ice cream flavors do the friends choose?

How does Daniel feel at the end of the day?

2. True or False

Daniel wakes up late on Saturday.

The friends play football in the park.

They eat lunch on a bench.

They see ducks swimming in a lake.

Daniel takes photos with his camera.

They buy ice cream at a shop.

Daniel feels unhappy at the end of the day.

3. Fill in the Gaps (Prepositions)

Daniel calls Tom ____ Saturday morning.

They meet ____ the park.

Daniel packs sandwiches ____ his backpack.

They sit ____ the grass for lunch.

They go ____ a walk around the park.

Daniel takes photos ____ his camera.

They go home ____ sunset.

4. Vocabulary Match

backpack

playground

lake

goal

ice cream

a) a small bag for school or travel

b) a place to play with swings and slides

c) frozen sweet dessert

d) water area with ducks

e) point scored in football

5. Speaking

What do you usually do with your friends on weekends?

Which is your favorite outdoor activity and why?

Do you prefer parks, playgrounds, or other places to meet friends?

My Favorite Teacher

Emma loved going to school, but there was one reason she looked forward to her lessons more than anything else — her favorite teacher, Mrs. Wilson.

Mrs. Wilson was kind and friendly. She always smiled when she entered the classroom and greeted every student. Emma liked the way she explained lessons. She made even difficult topics easy to understand.

One Monday morning, Emma arrived at school and saw Mrs. Wilson writing on the board. Today they were going to learn about plants in Science class.

«Good morning, everyone!» Mrs. Wilson said. «Are you ready for an interesting lesson?»

«Yes!» the class answered.

Mrs. Wilson showed pictures of flowers, trees, and leaves. She explained how plants grow and why they are important for the environment. Emma listened carefully and took notes.

«Can anyone tell me the name of this plant?» Mrs. Wilson asked, pointing to a picture.

Emma raised her hand. «It is a sunflower,» she said.

«Very good, Emma!» Mrs. Wilson said. «I am proud of you.»

After Science, they had English. Mrs. Wilson loved reading stories with the students. Today, they read a story about a brave little girl who helped her village. Emma liked the story and shared her opinion with the class.

«You always have good ideas,» Mrs. Wilson said. «I like the way you think.»

During breaks, Mrs. Wilson talked to students and asked how they were feeling. She listened carefully and gave advice if someone had a problem.

Emma remembered last week when her friend Lily was sad because she lost her notebook. Mrs. Wilson helped Lily find it and made her feel better.

Emma thought that Mrs. Wilson was not only a teacher but also a friend. She was patient, kind, and funny. The students liked her very much.

At the end of the day, Emma packed her bag and said goodbye.

«See you tomorrow, Mrs. Wilson!» Emma said.

«See you, Emma. Have a good afternoon!» Mrs. Wilson answered.

Emma walked home happily. She felt lucky to have such a wonderful teacher.

Activities

1. Comprehension Questions

Why does Emma like going to school?
What subject is Mrs. Wilson teaching on Monday?
How does Mrs. Wilson explain lessons?
What plant does Emma identify in class?
What story do they read in English?
How does Mrs. Wilson help students during breaks?
Why does Emma think Mrs. Wilson is special?
How does Emma feel at the end of the day?

2. True or False

Mrs. Wilson is a strict and serious teacher.
Emma likes Science lessons with Mrs. Wilson.
The students read a story about a brave little girl.
Mrs. Wilson ignores students' problems.
Emma thinks Mrs. Wilson is kind and funny.
Emma feels unhappy at the end of the day.

3. Fill in the Gaps (Prepositions)

Mrs. Wilson explains lessons ___ pictures and examples.
Emma listens carefully ___ class.
The teacher talks ___ students during breaks.
Emma shared her opinion ___ the story.
Mrs. Wilson helps students ___ their problems.
Emma walks home happily ___ the end of the day.

4. Vocabulary Match

favorite
environment
patient
advice
opinion

- a) a place where we live and nature around us
- b) something you think or believe
- c) a suggestion to help someone
- d) the person you like the most
- e) able to wait calmly

5. Speaking

Who is your favorite teacher and why?
What makes a teacher kind and helpful?
Do you prefer Science, English, or another subject? Why?

The School Project

It was Thursday morning, and the students of Class 6B were excited. Their teacher, Mr. Johnson, had announced a new school project last week, and today they had to start working on it.

«Good morning, everyone,» Mr. Johnson said. «Your project is about famous inventors. You will work in pairs, research information, and make a small presentation. You can use books, the internet, or posters. The project is due next Friday.»

The students whispered and looked at each other. Emma was excited. She liked projects and creative work. She looked for a partner.

«Do you want to work with me?» she asked her friend Lily.

«Sure!» Lily said. «I like inventors.»

The two girls decided to choose Thomas Edison for their project. They started by writing questions they wanted to answer:

When was he born?
What did he invent?
Why is he famous?

During the next lesson, they went to the library to find books about Edison. Emma read carefully and took notes. Lily wrote down important facts.

After school, they met at Emma's house to work on the project. They made a colorful poster with pictures of light bulbs, phonographs, and other inventions.

«Look! Our poster is great!» Emma said.

«Yes, and we have all the information we need,» Lily replied.

The next day, they practiced their presentation. Emma spoke first. «Thomas Edison was born in 1847. He invented many things, including the light bulb and the phonograph.»

Lily added, «He is famous because his inventions helped people in many ways. He worked very hard and never gave up.»

When Friday came, the girls were ready. They presented their project in front of the class. Everyone clapped.

«Very good job, Emma and Lily,» Mr. Johnson said. «Your poster is excellent, and your presentation is clear. Well done!»

Emma and Lily felt proud. They had worked hard, helped each other, and learned a lot.

After school, Emma told her mom about the project.

«It was fun and interesting,» she said. «I like working with friends.»

Her mom smiled. «I'm glad you enjoyed it.»

Emma knew that school projects were not only about grades but also about learning new things and working together.

Activities

1. Comprehension Questions

- What is the topic of the school project?
- Who is Emma's partner for the project?
- Which inventor do they choose?
- Where do they go to find information?
- What did they make for the project?
- What information does Emma present?
- Why is Thomas Edison famous?
- How do Emma and Lily feel after presenting?

2. True or False

- The project is about famous writers.
- Emma works alone on the project.
- They choose Thomas Edison.
- They make a poster and a presentation.
- Mr. Johnson is unhappy with their work.
- Emma learns a lot from the project.

3. Fill in the Gaps (Prepositions)

- The project is ___ famous inventors.
- Emma works ___ her friend Lily.
- They make a poster ___ their presentation.
- They find information ___ the library.
- Edison is famous because of his inventions ___ people.
- Emma talks ___ her mom after school.

4. Vocabulary Match

- project
- presentation
- invention
- library
- research

- a) a place with many books
- b) a talk to show information to others
- c) a creative thing that someone makes
- d) work done to learn about a topic
- e) a school assignment to do over time

5. Speaking

- Have you ever done a school project? What was it about?
- Do you prefer working alone or with a partner? Why?
- Who is your favorite inventor or scientist?

A Surprise Test

It was Friday morning, and Kevin felt nervous. He knew that Mr. Adams, his Math teacher, liked to give surprise tests. Today, Kevin hoped he would not get one.

The bell rang, and students walked into the classroom. Kevin sat at his desk and tried to relax.

«Good morning, class,» Mr. Adams said. «Today, we will start with a short test.»

Kevin's heart jumped. He had not studied enough last night.

«Please take out your pens and notebooks,» Mr. Adams continued. «You have twenty minutes.»

Kevin opened his notebook and looked at the first question. It was about fractions. He tried to remember the lesson, but his hands were shaking.

The student next to him, Sarah, smiled. She looked confident. Kevin whispered, «Do you understand this?»

«Yes,» Sarah said. «I studied yesterday.»

Kevin tried his best. He wrote answers carefully and checked them twice. Some questions were easy, but others were difficult.

After twenty minutes, Mr. Adams collected the notebooks.

«Good job, everyone,» he said. «I know some of you found it difficult, but don't worry. I will check your tests and give feedback next week.»

Kevin felt relieved. He was not sure if all his answers were correct, but he was glad the test was over.

At the break, he talked to his friend Leo.

«That was hard!» Kevin said.

«Yes, but I think I did okay,» Leo said.

Kevin nodded. «I should study more next time.»

When the test results came back, Kevin got a good grade. He was happy and promised himself to study more regularly.

From that day, Kevin learned that surprise tests could be stressful, but they were also useful to check what he had learned.

Activities

1. Comprehension Questions

Why was Kevin nervous on Friday morning?

Who is Kevin's Math teacher?

What subject is the surprise test in?

How long do students have to complete the test?

How does Sarah feel during the test?

How does Kevin feel after the test?

What does Kevin learn from this experience?

2. True or False

Kevin studied well for the test.

The test is about fractions.

Kevin's hands were shaking during the test.

Mr. Adams did not collect the notebooks.

Kevin was happy with his grade.

Kevin decides to study more regularly in the future.

3. Fill in the Gaps (Prepositions)

Kevin felt nervous ____ Friday morning.

Конец ознакомительного фрагмента.

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