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Практика английского языка: уровень В2

Учебное пособие для
старшеклассников

Джонас Тичерман

**Практика английского языка:
уровень В2. Учебное пособие
для старшеклассников**

«Издательские решения»

Тичерман Д.

Практика английского языка: уровень B2. Учебное пособие для старшеклассников / Д. Тичерман — «Издательские решения»,

Учебное пособие для изучающих английский язык уровня B2, предназначенное для старшеклассников и студентов. Книга направлена на развитие лексических навыков, понимания текста и умения использовать язык в контексте. Каждая глава включает адаптированный текст, список полезной лексики с переводом, систему упражнений и ответы. Пособие может использоваться для самостоятельной работы и в учебном процессе.

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Содержание

Введение	6
A New Beginning in a New School	7
Story	7
Useful Words and Expressions	8
Exercises	9
Answer Key	10
The Day Everything Went Wrong	11
Story	11
Useful Words and Expressions	12
Exercises	13
Answer Key	14
Learning to Live Alone	15
Story	15
Useful Words and Expressions	16
Exercises	17
Answer Key	18
A Decision That Changed Everything	19
Story	19
Useful Words and Expressions	21
Exercises	22
Answer Key	23
The Mysterious Message	24
Story	24
Useful Words and Expressions	26
Exercises	27
Answer Key	28
A Weekend Without Internet	29
Story	29
Useful Words and Expressions	30
Exercises	31
Answer Key	32
The Power of First Impressions	33
Story	33
Конец ознакомительного фрагмента.	34

Практика английского языка: уровень B2

Учебное пособие для старшеклассников

Джонас Тичерман

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Введение

Данная книга предназначена для учащихся уровня B2, прежде всего для старшеклассников, изучающих английский язык. Её основная цель заключается в развитии лексических навыков, навыков чтения и понимания текста, а также в формировании умения использовать изученную лексику в контексте.

Структура книги построена таким образом, чтобы обеспечить последовательное и системное освоение материала. Каждая глава включает четыре основных раздела: текст (Story), список полезной лексики (Useful Words and Expressions), тренировочные упражнения (Exercises) и ответы (Answer Key). Такой формат позволяет сочетать чтение, закрепление словарного запаса и практическое применение знаний.

Тексты в каждой главе написаны на английском языке и соответствуют уровню B2. Они отражают повседневные ситуации, знакомые учащимся, а также темы, связанные с обучением, личным развитием, коммуникацией и принятием решений. Это позволяет не только расширять словарный запас, но и развивать навыки понимания естественного письменного английского языка.

Лексический раздел содержит от 20 до 30 слов и выражений, непосредственно используемых в тексте. Перевод на русский язык помогает быстрее усваивать значение и способствует более эффективному запоминанию.

Система упражнений включает задания на понимание текста, выбор правильного варианта ответа, а также открытые вопросы, требующие развернутого ответа. Такой подход обеспечивает комплексную проверку понимания материала и развитие навыков продуктивной речи.

Книга может использоваться как для самостоятельного изучения, так и в рамках учебного процесса под руководством преподавателя. Она ориентирована на системное развитие языковой компетенции и постепенное повышение уровня владения английским языком.

Автор ставит целью предоставить структурированный и практический материал, который способствует устойчивому развитию языковых навыков и может быть использован в долгосрочной образовательной подготовке.

A New Beginning in a New School

Story

It was a cold Monday morning when Daniel arrived at his new school. The building looked much larger than his previous one, and the long corridors were already filled with students talking, laughing, and walking quickly to their classrooms. Daniel stood near the entrance for a moment, holding his backpack tightly. He felt both nervous and curious about this new beginning.

His family had moved to a different city because of his mother's job. Everything felt unfamiliar: the streets, the people, and especially the school. Daniel had always been a good student, but starting over in a new environment made him question whether he could fit in easily.

When he entered his classroom, the teacher introduced him briefly. All eyes turned to him, and he felt his face become warm. The teacher pointed to an empty seat near the window. Daniel walked slowly and sat down, trying not to draw attention.

During the first lessons, he noticed that the students already knew each other well. They shared jokes, whispered during breaks, and worked together naturally. Daniel, however, remained quiet. He understood most of what the teacher said, but he was afraid to speak and make mistakes.

At lunchtime, he sat alone in the cafeteria. The noise of conversations surrounded him, but he felt distant from it all. He took out his lunch and tried to focus on eating, although his thoughts were elsewhere. He wondered if he would ever make friends in this place.

Everything changed during the last lesson of the day. The teacher assigned a group task about environmental problems. Daniel was placed in a group with three other students. At first, he did not speak, but he listened carefully to their ideas. When one student suggested a simple solution, Daniel gently added a more detailed explanation based on something he had learned before.

The group became interested in his ideas. For the first time that day, Daniel felt included. They asked him questions, and he answered more confidently. By the end of the lesson, they had finished the task together successfully.

After school, one of the students asked Daniel if he wanted to walk home together the next day. Daniel agreed, feeling a small sense of relief and happiness. The city still felt new and strange, but it no longer felt unfriendly.

That evening, Daniel realized something important: a new beginning is always difficult, but it also brings new opportunities. All he needed was time, patience, and a willingness to open himself to others.

Useful Words and Expressions

unfamiliar — незнакомый
nervous — нервный, взволнованный
curious — любопытный
environment — окружение
fit in — вписаться, адаптироваться
introduce — представлять
attention — внимание
remain quiet — оставаться тихим
cafeteria — столовая
distant — отстранённый
assign a task — назначить задание
group work — групповая работа
solution — решение
explanation — объяснение
confidently — уверенно
opportunity — возможность
experience — опыт
interact — взаимодействовать
unfamiliar place — незнакомое место
make mistakes — делать ошибки
classmates — одноклассники
adjust — адаптироваться
responsibility — ответственность
participate — участвовать
gradually — постепенно

Exercises

Exercise 1: Fill in the blanks

Use words from the vocabulary list.

Daniel felt _____ when he entered the new classroom for the first time.

He wanted to _____ in his new school quickly.

The teacher decided to _____ a group task.

Daniel gave a clear _____ during the discussion.

He began to speak more _____ after some time.

Exercise 2: Multiple Choice

Choose the correct answer.

Why did Daniel move to a new city?

- A) Because of his school results
- B) Because of his mother's job
- C) Because he wanted to travel

How did Daniel feel at the beginning of the day?

- A) Confident and relaxed
- B) Nervous and unsure
- C) Angry and upset

What task did the teacher assign?

- A) An essay about history
- B) A group project about environmental problems
- C) A mathematics test

What changed Daniel's experience at school?

- A) He got high grades
- B) He joined a group discussion
- C) He left school early

What did Daniel realize at the end of the day?

- A) New beginnings are always easy
- B) Friends are not important
- C) New beginnings bring opportunities

Exercise 3: Answer the questions (2—3 sentences each)

How did Daniel feel when he first arrived at the school?

Why was it difficult for him to interact with other students?

What role did group work play in his experience?

How did his classmates react to his ideas?

What lesson did Daniel learn by the end of the day?

Answer Key

Exercise 1

nervous

fit in

assign

explanation

confidently

Exercise 2

B

B

B

B

C

Exercise 3 (Sample Answers)

Daniel felt nervous and uncertain when he first arrived at the school. Everything around him was unfamiliar, and he was not sure how to behave or interact with other students. He also felt curious about his new environment.

It was difficult for him because he did not know anyone and felt that other students already had established friendships. He was also afraid of making mistakes when speaking English. This made him remain quiet during most of the day.

Group work gave Daniel an opportunity to express his ideas and participate in discussion. It helped him become more confident and engage with other students. It also changed his initial negative impression of the school.

His classmates reacted positively to his ideas. They became interested in his explanation and started asking him questions. This made him feel included and more confident.

Daniel learned that a new beginning can be challenging but also full of opportunities. He understood that patience and openness are important for adapting to a new environment. He realized that friendships can start unexpectedly.

The Day Everything Went Wrong

Story

It started as an ordinary school day, the kind Daniel had begun to get used to. He woke up early, prepared his backpack, and left the house without rushing. The sky was grey, but nothing suggested that the day would be unusual in any way.

The first problem appeared when he realized he had forgotten his homework on the kitchen table. It was an important assignment in mathematics, and the teacher rarely accepted late submissions. Daniel felt a sudden wave of panic, but there was no time to return home.

At school, things did not improve. During the first lesson, the teacher announced a surprise quiz. Daniel tried to focus, but his mind kept returning to the missing homework. He made several mistakes and finished the quiz earlier than expected, feeling disappointed in himself.

During the break, he went to the cafeteria to calm down. However, while reaching for his lunch, he accidentally knocked over a bottle of juice. The liquid spilled across the table and onto his notebook. Some students nearby laughed quietly, and Daniel felt embarrassed. He quickly cleaned the mess, but his mood worsened.

The next lesson was group work in history. Daniel tried to participate, but his ideas did not come out clearly. He struggled to express his thoughts, and his group members started making decisions without him. He felt invisible, as if his presence did not matter.

By lunchtime, Daniel had begun to think that the entire day was going wrong. He sat alone again, avoiding eye contact with others. Even the food did not taste good. He wondered if something had changed overnight or if he was simply unlucky.

In the afternoon, things reached their peak. The mathematics teacher returned the homework assignment. Daniel had to explain why he had not submitted it. His explanation sounded weak, and the teacher gave him a lower grade with a serious warning. Daniel felt his confidence drop completely.

Walking home after school, Daniel replayed the events of the day in his mind. Everything seemed to have gone wrong in a chain reaction: one mistake leading to another, and another after that. He thought about how easily a normal day could become overwhelming.

However, as he walked further, he began to reflect more calmly. He realized that most of the problems were small on their own. Forgetting homework, spilling juice, or making mistakes in class were not the end of the world. What made the day difficult was how he reacted to each situation.

By the time he reached home, Daniel understood something important. Bad days happen to everyone, but they do not define who we are. What matters is learning to stay calm, recover from mistakes, and try again the next day.

Useful Words and Expressions

ordinary — обычный
forget homework — забыть домашнее задание
panic — паника
assignment — задание
surprise quiz — неожиданная контрольная
focus — сосредоточиться
mistake — ошибка
disappointed — разочарованный
spill — пролить
embarrassed — смущённый
calm down — успокоиться
group work — групповая работа
participate — участвовать
invisible — незаметный
overwhelming — подавляющий
chain reaction — цепная реакция
warning — предупреждение
confidence — уверенность
reflect — размышлять
reaction — реакция
situation — ситуация
improve — улучшаться
recover — восстанавливаться
unlucky — невезучий
define — определять

Exercises

Exercise 1: Fill in the blanks

Daniel forgot his homework and felt a wave of _____.

The teacher announced a surprise _____ in class.

He accidentally _____ juice on his notebook.

Daniel felt _____ after receiving a lower grade.

He tried to _____ after a difficult day.

Exercise 2: Multiple Choice

What did Daniel forget?

- A) His lunch
- B) His homework
- C) His textbook

How did Daniel perform on the quiz?

- A) Very well
- B) He did not take it
- C) He made several mistakes

What happened during the break?

- A) He lost his bag
- B) He spilled juice
- C) He met a friend

How did Daniel feel during group work?

- A) Confident and active
- B) Invisible and unimportant
- C) Excited and energetic

What did Daniel realize at the end of the day?

- A) Bad days are normal and do not define a person
- B) School is too difficult
- C) Mistakes should always be avoided completely

Exercise 3: Answer the questions (2—3 sentences each)

Why did Daniel's day start badly?

How did small problems affect his mood during the day?

What difficulties did he face during group work?

How did the teacher react to his missing homework?

What lesson did Daniel learn after reflecting on the day?

Answer Key

Exercise 1

panic
quiz
spilled
disappointed
recover

Exercise 2

B
C
B
B
A

Exercise 3 (Sample Answers)

Daniel's day started badly because he forgot his homework at home. This immediately made him feel stressed, as the assignment was important and required for the lesson. He could not fix the situation before school.

Small problems gradually worsened his mood throughout the day. Each mistake made him feel more frustrated and less confident. As a result, he began to view the entire day negatively.

During group work, Daniel struggled to express his ideas clearly. His teammates started making decisions without him, which made him feel excluded. This reduced his participation even further.

The teacher reacted seriously to his missing homework and gave him a lower grade. Daniel had to explain his situation, but his explanation was not convincing. This added to his disappointment.

Daniel learned that bad days are a normal part of life. He realized that individual mistakes do not define a person's overall ability. He also understood the importance of emotional control and reflection.

Learning to Live Alone

Story

When Daniel first learned that he would be living alone for a few months, he did not know how to react. His parents had to travel abroad for work, and although it was not the first time he had been separated from them, it was the first time he would be responsible for everything by himself.

At the beginning, the idea seemed exciting. He imagined having complete freedom: choosing what to eat, managing his own time, and enjoying quiet evenings without interruptions. However, when the day of his parents' departure came, the excitement slowly turned into uncertainty.

The first few days were the most difficult. Daniel had to wake up on his own, prepare breakfast, and make sure he was not late for school. Simple tasks suddenly felt more complicated. He often forgot small things, such as turning off the lights or organizing his school materials.

At school, he tried to maintain his usual routine, but at home everything felt different. The apartment seemed quieter and emptier than before. In the evenings, he would sometimes sit in silence, unsure of how to spend his time. He realized that freedom also required responsibility, something he had not fully understood before.

One evening, he tried cooking dinner for himself. It did not go well. He burned the food slightly and had to throw part of it away. Although it was frustrating, he also felt a sense of independence. He cleaned the kitchen and promised himself to improve next time.

Over the following weeks, Daniel slowly adapted. He started planning his days more carefully, writing simple to-do lists and setting reminders on his phone. He learned to manage his time between schoolwork, household tasks, and rest. Gradually, the chaos began to turn into routine.

He also discovered something unexpected: he began to enjoy his own company. Instead of feeling lonely, he used the quiet moments to think, read, and reflect on his goals. He realized that being alone did not necessarily mean being isolated.

One weekend, he invited a classmate over to study together. It was the first time someone from school had visited his home. They worked on a project, shared ideas, and even laughed about small mistakes. Daniel felt more connected to his new life than before.

By the time his parents returned, Daniel had changed in small but important ways. He was more organized, more confident, and more independent. He no longer saw living alone as something difficult or frightening.

Instead, he understood it as a valuable experience that taught him responsibility, discipline, and self-reliance. It was not just about being without others — it was about learning to take care of himself.

Useful Words and Expressions

live alone — жить одному
responsibility — ответственность
independence — независимость
freedom — свобода
uncertainty — неопределённость
routine — рутина, распорядок
organize — организовывать
manage time — управлять временем
household tasks — домашние дела
adapt — адаптироваться
silence — тишина
lonely — одинокий
isolation — изоляция
reflect — размышлять
goal — цель
to-do list — список дел
reminder — напоминание
confidence — уверенность
independence — самостоятельность
cook — готовить
burn food — сжечь еду
improve — улучшать
routine — режим дня
responsibility — обязанность
self-reliance — самодостаточность

Exercises

Exercise 1: Fill in the blanks

Daniel had to take full _____ for his daily life.

At first, he felt _____ when his parents left.

He started to create a daily _____ to stay organized.

He learned how to _____ his time more effectively.

Over time, he became more _____ and confident.

Exercise 2: Multiple Choice

Why did Daniel live alone?

- A) He moved to another city
- B) His parents traveled abroad
- C) He wanted independence

How did he feel at the beginning?

- A) Excited and completely confident
- B) Excited but uncertain
- C) Angry and frustrated

What problem did he face when cooking?

- A) He forgot the recipe
- B) He burned the food
- C) He had no ingredients

What helped him adapt to living alone?

- A) Avoiding responsibilities
- B) Creating routines and to-do lists
- C) Spending all time with friends

What did Daniel learn from the experience?

- A) Living alone is easy
- B) Independence requires responsibility
- C) School is not important

Exercise 3: Answer the questions (2—3 sentences each)

How did Daniel feel when he first learned he would live alone?

What difficulties did he face in the first few days?

How did his daily routine change over time?

What positive experience did he have with a classmate?

What did he learn from living alone?

Answer Key

Exercise 1

responsibility

uncertain / nervous

routine

manage

independent

Exercise 2

B

B

B

B

B

Exercise 3 (Sample Answers)

Daniel felt both excited and uncertain when he learned he would live alone. He looked forward to freedom but was also aware of the responsibilities it would bring. This created mixed emotions.

In the first few days, he struggled with basic daily tasks such as waking up on time and organizing his schedule. He also forgot small but important things at home. Everything felt unfamiliar and slightly overwhelming.

Over time, Daniel created a structured routine using to-do lists and reminders. He began balancing schoolwork with household responsibilities more effectively. This helped him feel more in control.

He invited a classmate to his home to work on a school project. They collaborated, shared ideas, and even enjoyed the process. This helped Daniel feel more socially connected.

Daniel learned that living alone requires responsibility and discipline. He understood that independence is not just freedom but also self-management. The experience helped him grow more mature and confident.

A Decision That Changed Everything

Story

Daniel had never considered himself a person who made dramatic decisions. He preferred stability, clear routines, and predictable outcomes. However, one unexpected opportunity forced him to think differently about his future.

At school, students in his grade were asked to choose between two academic tracks for the following year: a science-focused program and a humanities-focused program. The decision would influence not only their subjects but also their university direction later on.

Daniel felt uncertain from the beginning. He had always been good at mathematics and logical thinking, so the science track seemed like the natural choice. On the other hand, he had recently discovered an interest in writing and communication, especially after improving his English through school projects and independent reading.

For several days, he could not make up his mind. He discussed the decision with his parents, but they insisted that the choice should be his alone. He also asked his classmates, but their opinions only made him more confused. Some encouraged him to choose science for better career opportunities, while others said he should follow his interests.

One afternoon, Daniel stayed in the classroom after school. The building was quiet, and sunlight was fading through the windows. He looked at his notebooks — one filled with equations, the other with essays and vocabulary notes. For the first time, he realized that both paths reflected different parts of himself.

He thought about his past experiences: the satisfaction of solving difficult problems, but also the excitement he felt when expressing ideas clearly in writing. He understood that this was not just a school decision; it was a decision about identity.

That evening, Daniel made his choice. He decided to join the humanities track. The decision did not come easily, and he felt a sense of doubt immediately after. He worried whether he had made the practical choice or simply followed emotion.

The first weeks in the new program were challenging. The workload was different, and expectations were higher in areas he had not fully developed before. However, Daniel gradually adapted. He participated more in discussions, improved his writing skills, and began to enjoy analyzing literature and social topics.

Over time, he noticed a change in himself. He was more expressive, more confident in sharing opinions, and more open to different perspectives. Although he still respected scientific thinking, he no longer felt limited by his previous assumptions about what he should study.

Looking back, Daniel realized that the decision had changed not only his academic direction but also his understanding of himself. It taught him that important choices are rarely simple and that uncertainty is a natural part of growth.

What mattered most was not choosing the perfect path, but committing to a decision and learning from it.

Useful Words and Expressions

decision — решение
academic track — учебное направление
stability — стабильность
predictable — предсказуемый
opportunity — возможность
influence — влиять
career opportunities — карьерные возможности
interest — интерес
uncertain — неуверенный
make up one's mind — принять решение
discuss — обсуждать
opinion — мнение
confused — запутанный
reflect — отражать / размышлять
identity — личность
choice — выбор
doubt — сомнение
workload — нагрузка
adapt — адаптироваться
express — выражать
perspective — точка зрения
assume — предполагать
commitment — приверженность
growth — развитие
direction — направление

Exercises

Exercise 1: Fill in the blanks

Daniel had to make an important _____ about his future studies.

He felt _____ because both options seemed reasonable.

His parents told him the final _____ should be his own.

He chose the humanities _____ at school.

The experience contributed to his personal _____.

Exercise 2: Multiple Choice

What decision did Daniel have to make?

- A) Choosing a new school
- B) Choosing an academic track
- C) Choosing a job

What subjects was he good at?

- A) Mathematics and logic
- B) Art and music
- C) Physical education

Why was he confused?

- A) He had no interests
- B) He liked both options
- C) He failed all subjects

What did he choose in the end?

- A) Science track
- B) Humanities track
- C) No track at all

What did he learn from the decision?

- A) Decisions are always easy
- B) Uncertainty is part of growth
- C) Mistakes should be avoided

Exercise 3: Answer the questions (2—3 sentences each)

Why was the decision important for Daniel's future?

What factors influenced his choice?

How did he feel immediately after making the decision?

What challenges did he face after joining the humanities track?

What did Daniel understand about decision-making in the end?

Answer Key

Exercise 1

decision

uncertain / confused

choice

track

growth

Exercise 2

B

A

B

B

B

Exercise 3 (Sample Answers)

The decision was important because it determined Daniel's academic direction and future university options. It could influence his career path and long-term goals. Therefore, it had significant consequences.

His choice was influenced by both his strengths in mathematics and his interest in writing and communication. He also considered opinions from parents and classmates. However, personal reflection played the most important role.

Immediately after making the decision, Daniel felt both relief and doubt. He was relieved to have finally chosen but uncertain whether it was the right option. This mixed feeling was natural for such an important decision.

After joining the humanities track, Daniel faced a heavier workload in writing and analysis. He had to adapt to new expectations and improve his expressive skills. Initially, this required significant effort.

Daniel understood that important decisions are rarely simple or risk-free. He learned that uncertainty is a normal part of making meaningful choices. He also realized that commitment is more important than perfection.

The Mysterious Message

Story

It was a quiet evening when Daniel noticed something unusual. He was checking his school email, expecting routine announcements about homework and upcoming tests, when he found a message with no clear sender. The subject line simply read: «Do not ignore this.»

At first, he thought it might be a mistake or spam, but something about it made him pause. The message itself was short:

«If you want to understand what is really happening at school, meet near the old library after classes tomorrow. Come alone.»

Daniel read it several times. His first reaction was suspicion. It sounded like something from a movie rather than real life. He considered ignoring it completely. However, curiosity slowly replaced doubt. He could not stop thinking about it during the evening.

The next day at school, everything seemed normal. Classes passed as usual, and nothing unusual happened. Still, the message stayed in his mind. He tried to focus on lessons, but his thoughts kept returning to the mysterious invitation.

During lunch break, he asked one of his classmates if they knew anything unusual happening at school, but they only laughed and said everything was normal. This made the message feel even more confusing.

By the end of the school day, Daniel stood near the main entrance, unsure of what to do. His rational side told him to leave and forget about it. There was no evidence that the message was real or important. However, his curiosity was stronger than his caution.

Finally, he decided to go.

The old library was located at the edge of the school grounds. It was rarely used and partially closed for renovation. As Daniel walked closer, the area became quieter. The air felt colder, and the building looked more abandoned than usual.

For a moment, he considered turning back. But then he noticed someone already standing near the entrance — a teacher he recognized from his literature classes.

The teacher looked calm and slightly amused. «You came,» she said.

Daniel was confused. «Was this message from you?»

She nodded. «I wanted to see who would actually pay attention.»

It turned out that the message was part of a school project about critical thinking and decision-making. Students were being tested not on academic knowledge, but on how they reacted to uncertainty and unexpected situations.

Daniel felt a mix of relief and embarrassment. He had imagined many possibilities, but not this one. The teacher explained that many students had ignored the message completely, while others had come with friends, despite the instruction.

Daniel had followed the instructions exactly.

On his way home, he reflected on the experience. He realized how easily people could be influenced by curiosity and how important it was to balance intuition with logic. He also understood that not every unusual situation hides danger — sometimes it is simply a lesson in disguise.

That evening, the mysterious message no longer felt strange. Instead, it felt like a reminder that thinking carefully before acting is one of the most important skills in everyday life.

Useful Words and Expressions

mysterious — загадочный
message — сообщение
sender — отправитель
subject line — тема письма
spam — спам
suspicion — подозрение
curiosity — любопытство
doubt — сомнение
invitation — приглашение
ignore — игнорировать
rational — рациональный
caution — осторожность
abandoned — заброшенный
edge — край
partially closed — частично закрытый
renovation — ремонт
confused — растерянный
evidence — доказательство
decision-making — принятие решений
critical thinking — критическое мышление
react — реагировать
uncertainty — неопределённость
instruction — инструкция
embarrassment — смущение
reflect — размышлять

Exercises

Exercise 1: Fill in the blanks

Daniel found a _____ message in his email.

The subject line said «Do not _____ this.»

He felt both curiosity and _____.

The old library was near the school _____.

The task was about _____ thinking.

Exercise 2: Multiple Choice

Where did Daniel find the message?

A) On social media

B) In his school email

C) On a paper note

What did the message ask him to do?

A) Meet near the old library alone

B) Go home immediately

C) Report to the principal

How did Daniel feel at first?

A) Angry

B) Suspicious and curious

C) Excited and relaxed

Who sent the message?

A) A stranger

B) A classmate

C) A teacher

What was the purpose of the message?

A) A school experiment

B) A real emergency

C) A warning about danger

Exercise 3: Answer the questions (2—3 sentences each)

Why did Daniel initially doubt the message?

What influenced his decision to go to the old library?

How did the situation at the library turn out?

What was the purpose of the teacher's message?

What did Daniel learn from this experience?

Answer Key

Exercise 1

mysterious

ignore

doubt

edge

critical

Exercise 2

B

A

B

C

A

Exercise 3 (Sample Answers)

Daniel initially doubted the message because it looked unusual and did not have a clear sender. The tone of the message seemed strange and unrealistic. He thought it might be spam or a mistake.

His decision was influenced by curiosity and his inability to stop thinking about the message. Although he was cautious, his desire to understand the situation became stronger. This led him to go to the location.

At the library, Daniel discovered that the message was part of a school experiment. A teacher was waiting for him and explained the situation. It turned out to be a controlled educational activity.

The purpose of the message was to test students' critical thinking and decision-making skills. It was designed to observe how students react to uncertainty. The exercise focused on behavior rather than knowledge.

Daniel learned the importance of balancing curiosity with rational thinking. He understood that not every unusual situation is dangerous. He also realized the value of thinking carefully before acting.

A Weekend Without Internet

Story

On Friday evening, Daniel's internet suddenly stopped working. At first, he assumed it was a temporary issue and restarted his router several times. When nothing changed, he checked his phone and laptop, but neither device could connect. The connection was completely gone.

He considered contacting the service provider, but it was already late, and he decided to wait until the next day. At first, he felt only mild annoyance. However, as the hours passed, he realized how dependent he had become on the internet in his daily life.

That evening, Daniel tried to study without online resources. He had planned to watch educational videos and complete an assignment, but without internet access, his usual methods were no longer available. He opened his textbook instead, something he had not done properly for a long time.

At first, he struggled to concentrate. He kept reaching for his phone out of habit, only to remember that there was nothing to check. The silence in his room felt unusual, almost uncomfortable. Without social media or messaging apps, the evening seemed longer than usual.

On Saturday morning, the situation had not changed. Daniel decided to go for a walk outside. Without the distraction of his phone, he began to notice details he normally ignored: the sound of the wind, people talking in the park, and the rhythm of everyday life around him.

Later, he visited a small café near his house. Instead of scrolling on his phone, he observed his surroundings and even started reading a printed book he had brought with him. It felt different, but also surprisingly calming.

In the afternoon, Daniel met one of his classmates by chance. They talked for a long time about school, hobbies, and future plans. Without screens between them, the conversation felt more natural and focused. Daniel realized that he had not had such a long face-to-face conversation in a while.

By Sunday, Daniel had started to adjust. He organized his study materials, wrote notes by hand, and completed part of his assignment using only offline sources. Although it was slower, he felt more focused than usual.

In the evening, his internet connection was finally restored. At first, he felt relief, but then he hesitated before turning everything back on. He thought about the quiet weekend and how different his days had been without constant notifications and online distractions.

After reconnecting, Daniel noticed something important: the internet was useful, but it had taken up more space in his life than he had realized. He decided that even though he would continue using it, he would also set limits for himself.

That weekend taught him that life offline could be slower, but also more mindful and balanced.

Useful Words and Expressions

internet connection — интернет-соединение
router — роутер
service provider — провайдер
temporary — временный
dependent — зависимый
annoyance — раздражение
resource — ресурс
concentrate — сосредотачиваться
habit — привычка
distraction — отвлечение
social media — социальные сети
messaging app — приложение для сообщений
observe — наблюдать
surroundings — окружающая среда
calm — спокойный
face-to-face — личный, офлайн
conversation — разговор
adjust — адаптироваться
offline — офлайн
notes — заметки
slower — медленнее
mindful — осознанный
balance — баланс
limit — ограничение
notification — уведомление

Exercises

Exercise 1: Fill in the blanks

Daniel lost his internet _____ on Friday evening.
He became more _____ on technology than he expected.
Without internet, he had to use his textbook as a _____.
He noticed his _____ and environment more carefully.
He decided to set _____ on his internet use.

Exercise 2: Multiple Choice

What happened on Friday evening?

- A) Daniel broke his phone
- B) The internet stopped working
- C) He lost his laptop

How did Daniel feel at first?

- A) Excited
- B) Only mildly annoyed
- C) Very angry

What did he do instead of using the internet?

- A) Watched online videos
- B) Used textbooks and went for a walk
- C) Played video games

What did he realize during the weekend?

- A) Offline life can be calmer and more mindful
- B) Internet is unnecessary
- C) Studying is impossible without internet

What decision did he make after the internet returned?

- A) Stop using the internet completely
- B) Use it with limits
- C) Spend more time online

Exercise 3: Answer the questions (2—3 sentences each)

How did Daniel react when the internet stopped working?

What changes did he notice in his daily routine?

How did his experience outside the house differ without the internet?

What was special about his conversation with his classmate?

What did Daniel learn from the weekend without internet?

Answer Key

Exercise 1

connection

dependent

resource

surroundings

limits

Exercise 2

B

B

B

A

B

Exercise 3 (Sample Answers)

At first, Daniel reacted with mild annoyance because he thought the problem was temporary. Later, he realized that he was more dependent on the internet than he expected. This made him slightly uncomfortable.

He noticed that his routine changed significantly without constant online access. He used textbooks instead of digital resources and spent more time thinking independently. His evenings also felt quieter.

Outside the house, Daniel became more aware of his surroundings. He paid attention to sounds, people, and details he usually ignored. This made his experience more present and reflective.

The conversation with his classmate was longer and more focused than usual. Without phones or distractions, they communicated more naturally. This made the interaction feel more meaningful.

Daniel learned that life without the internet can be slower but more balanced. He understood the importance of limiting screen time. He also realized that offline experiences can be valuable.

The Power of First Impressions

Story

Daniel had always believed that people should not be judged too quickly. However, a recent experience at school made him reconsider how powerful first impressions can be.

Конец ознакомительного фрагмента.

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