

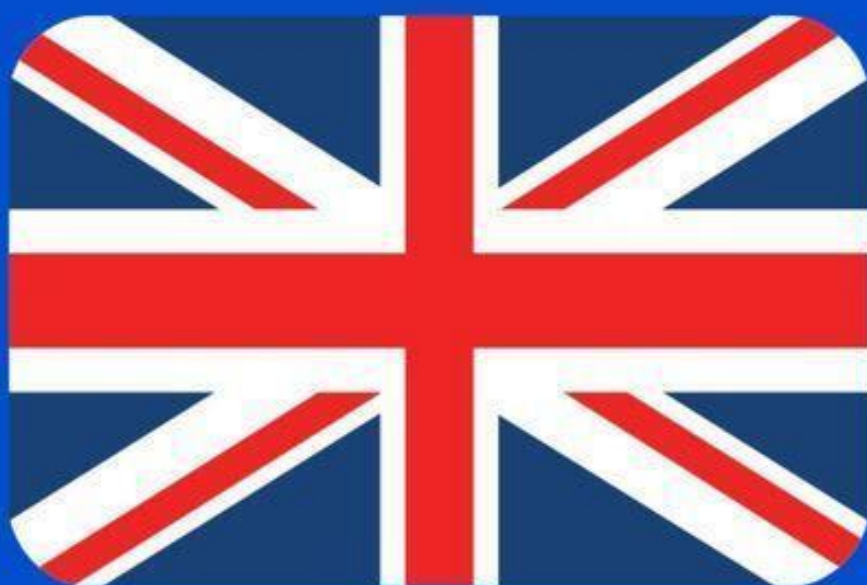
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ТОМ СТОРИЗ

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# Истории на английском для развития речи (B1)

УПРАЖНЕНИЯ, ВОПРОСЫ  
И МОДЕЛИ ОТВЕТОВ



Том Сториз

**Истории на английском для  
развития речи (B1). Упражнения,  
вопросы и модели ответов**

«Издательские решения»

## **Сториз Т.**

Истории на английском для развития речи (B1). Упражнения, вопросы и модели ответов / Т. Сториз — «Издательские решения»,

Настоящее пособие представляет собой сборник тематических текстов на английском языке уровня B1, направленных на развитие навыков чтения, говорения и расширение словарного запаса. Каждый раздел включает связный текст, ключевую лексику, речевые модели и задания для практики. Материалы основаны на повседневных ситуациях и помогают формировать уверенные коммуникативные навыки в устной и письменной речи.

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# **Истории на английском для развития речи (B1) Упражнения, вопросы и модели ответов**

**Том Сториз**

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## **Введение**

Настоящее издание представляет собой сборник учебных текстов на английском языке, предназначенных для учащихся уровня B1. Основная цель материалов — развитие навыков чтения, расширение активного и пассивного словарного запаса, а также формирование устойчивых речевых моделей, необходимых для устной и письменной коммуникации.

В основу пособия положен тематический принцип организации содержания. Каждый текст посвящён отдельной жизненной ситуации или опыту, знакомому учащимся средней школы. Такой подход позволяет обеспечить контекстуальное усвоение лексики и грамматических конструкций, а также способствует более эффективному запоминанию языкового материала.

Особое внимание уделено формированию навыков самостоятельного высказывания. После каждого текста представлены задания, направленные на развитие продуктивной речи: вопросы для обсуждения, модели ответов, а также упражнения на использование ключевых выражений. Это позволяет не только проверить понимание прочитанного, но и закрепить изученные языковые средства в речи.

Лексический материал отобран с учётом частотности и функциональной значимости. В каждом разделе представлены устойчивые выражения и коллокации, которые используются в современном английском языке и необходимы для повседневного общения.

Структура пособия ориентирована на последовательное формирование языковой компетенции. Тексты сопровождаются заданиями различного уровня сложности, что обеспечивает постепенное развитие навыков от понимания к самостоятельному использованию языка.

Данное издание может быть использовано как в условиях аудиторного обучения, так и для самостоятельной работы. Оно предназначено для учащихся, стремящихся повысить уровень владения английским языком и развить уверенность в использовании языка в различных ситуациях общения.

## My First Day at a New School

I still remember my first day at a new school. I didn't sleep well the night before because I felt nervous and a little scared. Everything was going to be different — new classmates, new teachers, and a new place. I kept thinking about what could go wrong.

In the morning, I got up earlier than usual. I chose my clothes very carefully because I wanted to make a good impression. While I was having breakfast, I didn't feel very hungry, but I knew I had to eat something. My parents tried to support me and said that everything would be fine, but I was still worried.

When I arrived at school, the building looked bigger than I expected. There were many students, and everyone seemed busy. Some were talking to their friends, while others were checking their phones. I felt like I didn't belong there.

At first, I didn't know where to go. I looked around and tried to find my classroom, but I couldn't see any signs. Finally, I decided to ask a teacher for help. She smiled and showed me the way, which made me feel a bit more comfortable.

When I entered the classroom, everyone looked at me for a moment. That was probably the most uncomfortable part of the day. The teacher introduced me to the class, and I had to say a few words about myself. My voice was a little shaky, but I managed to finish.

Later, I sat next to a boy named Alex. He seemed friendly and asked me a few simple questions. We talked about our favorite subjects and hobbies. It wasn't a long conversation, but it helped me relax. I realized that not everyone was scary — some people were actually quite nice.

During the break, I didn't know what to do, so I just walked around the school. I saw different classrooms, the cafeteria, and the sports hall. Everything was new, but also interesting. Slowly, I started to feel more confident.

By the end of the day, I was still tired, but not as nervous as before. I even smiled a few times and had a short conversation with another classmate. It wasn't a perfect day, but it wasn't as bad as I expected either. And I thought that maybe, just maybe, things would get easier tomorrow.

Here are some useful expressions you might have noticed:

feel nervous — чувствовать себя нервно  
a little scared — немного испуганный  
make a good impression — произвести хорошее впечатление  
feel worried — чувствовать беспокойство  
look bigger than expected — выглядеть больше, чем ожидалось  
seem busy — казаться занятым  
feel like I didn't belong — чувствовать себя не на своём месте  
look around — осматриваться  
ask for help — попросить помощи  
feel more comfortable — чувствовать себя более комфортно  
introduce someone — представить кого-то

say a few words — сказать несколько слов  
voice was shaky — голос дрожал  
manage to do something — суметь что-то сделать  
seem friendly — казаться дружелюбным  
help me relax — помочь расслабиться  
during the break — во время перемены  
walk around — ходить вокруг / гулять  
start to feel more confident — начать чувствовать себя увереннее  
by the end of the day — к концу дня

You can use patterns like these in your own speech:

I didn't sleep well because... — Я плохо спал, потому что...  
I wanted to... so I... — Я хотел..., поэтому я...  
At first, I didn't know... — Сначала я не знал...  
I decided to... — Я решил...  
It helped me... — Это помогло мне...  
I realized that... — Я понял, что...  
Not everyone was... — Не все были...  
By the end of..., I... — К концу..., я...

Now think about your own experience:

How do you usually feel on your first day in a new place?  
What do you do to make a good impression?  
Do you find it easy to talk to new people? Why or why not?  
What helps you feel more comfortable in a new situation?  
Have you ever felt like you didn't belong somewhere?  
What do you usually do during school breaks?  
How do you make new friends?

Here are some possible answers:

I usually feel nervous at first, but I try to stay calm. It helps me relax when I understand the situation better.

I try to be polite and friendly so I can make a good impression. I also smile and ask simple questions.

It's not always easy for me to talk to new people because I feel a little shy. But I try to start with small conversations.

It helps me feel more comfortable when someone talks to me first. I also try to look around and understand the place.

Yes, I once felt like I didn't belong in a new class. But later I started to feel more confident.

During the break, I usually talk to my friends or walk around. Sometimes I just relax and check my phone.

I make new friends by asking questions and being open. It helps when people seem friendly.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.



Example:

I usually feel nervous on my first day because everything is new. But I try to make a good impression and ask for help if I need it. For example, I often start with a simple question to begin a conversation.

Complete the sentences:

I felt nervous because I wanted to \_\_\_\_\_.

At first, I didn't know where to go, so I \_\_\_\_\_.

It helped me relax when someone \_\_\_\_\_.

By the end of the day, I started to \_\_\_\_\_.

During the break, I usually \_\_\_\_\_.

## A Teacher I Will Never Forget

When I think about my school years, there is one teacher I will never forget. Her name was Mrs. Ivanova, and she taught us English. At first, I didn't expect anything special. For me, it was just another subject, and I wasn't very interested in it.

Everything started to change in the first few weeks. Mrs. Ivanova didn't just follow the textbook. She told stories, asked interesting questions, and made us speak a lot. Sometimes it was difficult, and I felt nervous, but her lessons were never boring.

One thing I remember clearly is how she reacted to mistakes. When someone gave a wrong answer, she didn't say «No, that's wrong.» Instead, she smiled and said, «That's an interesting idea, but let's try again.» Because of this, I wasn't afraid to speak anymore. I understood that mistakes were part of learning.

She also tried to connect lessons with real life. For example, we practiced ordering food, talking about our plans, and describing our daily routines. It felt useful, not just something for a test. I started to see that English could help me in real situations.

There was one moment that really changed my attitude. We had to give a short presentation in front of the class. I was very nervous and almost decided not to do it. But Mrs. Ivanova talked to me after class and said, «You don't have to be perfect. Just try.» Her words stayed with me.

On the day of the presentation, my hands were shaking, and my voice wasn't very strong. But I started speaking anyway. I made a few mistakes, but I didn't stop. When I finished, the teacher smiled and said, «Good job. You did it.» That moment made me feel proud of myself.

After that, I became more confident. I started to participate more in class and even enjoyed learning English. It wasn't always easy, but I didn't want to give up. I think the teacher believed in me, and that made a big difference.

Even now, I remember her lessons and her attitude. She showed me that learning can be interesting and that it's okay to make mistakes. Sometimes one person can change the way you see things, and for me, that person was my teacher.

Here are some useful expressions you might have noticed:

I will never forget — я никогда не забуду  
at first — сначала  
expect anything special — ожидать чего-то особенного  
everything started to change — всё начало меняться  
follow the textbook — следовать учебнику  
feel nervous — чувствовать себя нервно  
never boring — никогда не скучно  
react to mistakes — реагировать на ошибки  
be afraid to speak — бояться говорить  
part of learning — часть обучения  
connect with real life — связывать с реальной жизнью

real situations — реальные ситуации  
change my attitude — изменить моё отношение  
almost decided not to — почти решил не  
stay with me — остаться в памяти  
hands were shaking — руки дрожали  
feel proud of myself — гордиться собой  
become more confident — стать более уверенным  
give up — сдаваться  
make a big difference — иметь большое значение

You can use patterns like these in your own speech:

When I think about..., I... — Когда я думаю о..., я...  
At first, I... but then... — Сначала я..., но потом...  
One thing I remember is... — Одна вещь, которую я помню...  
Because of this, I... — Из-за этого я...  
It helped me... — Это помогло мне...  
I almost decided to... — Я почти решил...  
After that, I... — После этого я...  
I think that... — Я думаю, что...

Now think about your own experience:

Do you have a teacher you will never forget? Why?  
What makes a teacher interesting?  
Are you afraid to make mistakes in class?  
What helps you become more confident?  
Have you ever given a presentation? How did you feel?  
Do you think teachers can change students' attitudes?  
What is your favorite subject and why?

Here are some possible answers:

Yes, I have a teacher I will never forget because she made lessons interesting. She also helped me become more confident.

A teacher is interesting when they don't just follow the textbook. It makes a big difference when they connect lessons with real life.

Sometimes I am afraid to make mistakes because I feel nervous. But I understand it is part of learning.

It helps me become more confident when I practice more. Support from teachers also makes a big difference.

Yes, I have given a presentation, and I felt very nervous. But after that, I felt proud of myself.

Yes, I think teachers can change students' attitudes. They can make learning interesting and help students feel more confident.

My favorite subject is English because I can use it in real situations. It also helps me communicate with other people.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I am sometimes afraid to make mistakes because I feel nervous in class. But I know it is part of learning, so I try not to give up. For example, when I speak more, I become more confident.

Complete the sentences:

I will never forget my teacher because she \_\_\_\_\_.

At first, I felt nervous, but then I \_\_\_\_\_.

It helped me become more confident when I \_\_\_\_\_.

I almost decided not to \_\_\_\_\_ because I was afraid.

Making mistakes is \_\_\_\_\_.

## When I Forgot My Homework

I still remember the day I forgot my homework. It was a normal morning, and nothing seemed unusual at first. I got up, got dressed, and quickly packed my bag. I thought everything was ready, so I didn't check it carefully. That was my first mistake.

On the way to school, I felt quite relaxed. I was talking to my friend and thinking about the day ahead. We even laughed about a test we had the day before. Everything was fine until I suddenly remembered something important.

My homework.

At first, I tried to stay calm. I opened my bag and looked inside, hoping I was wrong. But the notebook wasn't there. I checked again, even though I knew it wouldn't change anything. I had definitely left it at home.

I started to feel nervous. My teacher was quite strict, and she didn't like it when students forgot their homework. I began to think about possible excuses, but none of them sounded good. I didn't want to lie, but I also didn't want to get into trouble.

When the lesson started, I couldn't focus. I kept thinking about what would happen. My heart was beating faster, and I felt uncomfortable. Then the teacher said, «Please take out your homework.» That was the moment I was afraid of.

One by one, students showed their work. When it was my turn, I took a deep breath and told the truth. I said that I had forgotten my homework at home. For a second, the teacher didn't say anything, and the silence felt very long.

Finally, she looked at me and said, «It happens sometimes, but you need to be more careful.» I expected a stronger reaction, so I was a bit surprised. She asked me to bring the homework the next day and continue working in class.

I felt relieved. The situation wasn't as bad as I had imagined. After that, I tried to concentrate on the lesson again. It was still a little difficult, but at least I wasn't so stressed anymore.

Later, I thought about what had happened. I realized that I should always check my bag before leaving home. It's a small habit, but it can save a lot of stress. Since that day, I try to be more organized, although I still forget things sometimes.

Here are some useful expressions you might have noticed:

forget my homework — забыть домашнее задание  
nothing seemed unusual — ничего не казалось необычным  
pack my bag — собирать рюкзак  
check carefully — проверять внимательно  
on the way to — по дороге в  
think about the day ahead — думать о предстоящем дне  
suddenly remember — внезапно вспомнить

stay calm — сохранять спокойствие  
look inside — заглянуть внутрь  
leave something at home — оставить что-то дома  
feel nervous — чувствовать себя нервно  
get into trouble — попасть в неприятности  
couldn't focus — не мог сосредоточиться  
take a deep breath — сделать глубокий вдох  
tell the truth — сказать правду  
for a second — на секунду  
feel relieved — почувствовать облегчение  
not as bad as I imagined — не так плохо, как я представлял  
try to concentrate — пытаться сосредоточиться  
be more organized — быть более организованным

You can use patterns like these in your own speech:

It was a normal day, and... — Это был обычный день, и...  
At first, I... but then... — Сначала я..., но потом...  
I suddenly realized that... — Я вдруг понял, что...  
I started to feel... — Я начал чувствовать...  
I didn't want to..., but I... — Я не хотел..., но...  
When it was my turn, I... — Когда настала моя очередь, я...  
I expected..., but... — Я ожидал..., но...  
After that, I... — После этого я...

Now think about your own experience:

Have you ever forgotten your homework? What happened?  
How do you usually feel in stressful situations?  
What do you do to stay calm?  
Do you always tell the truth in difficult situations? Why or why not?  
What helps you be more organized?  
Do you check your bag before school?  
What do you usually forget?

Here are some possible answers:

Yes, I have forgotten my homework once, and I felt very nervous. I told the truth and felt relieved later.

I usually feel stressed at first, but I try to stay calm. It helps me think more clearly.  
I take a deep breath and try to relax. Sometimes I also think about something positive.  
I try to tell the truth because it is better in the long run. It helps me avoid bigger problems.  
It helps me be more organized when I make a list. I also try to check everything carefully.  
I don't always check my bag, but I try to do it more often. It helps me avoid problems.  
I usually forget small things like pens or notebooks. Sometimes I leave them at home.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I sometimes forget my homework because I don't check my bag carefully. Then I feel nervous and worried about getting into trouble. For example, last week I left my notebook at home and couldn't focus in class.

Complete the sentences:

I forgot my homework because I didn't \_\_\_\_\_.

On the way to school, I suddenly \_\_\_\_\_.

I felt nervous because I didn't want to \_\_\_\_\_.

When it was my turn, I decided to \_\_\_\_\_.

Now I try to be more organized and always \_\_\_\_\_.

## Group Project Problems

Last month, our class had to do a group project for science. At first, it sounded like a good idea. The teacher said we could work together, share ideas, and make something creative. I thought it would be easy and maybe even fun.

Our group had four students, and we all had different personalities. One person was very active and had a lot of ideas. Another didn't say much but agreed with everything. The third student often came late and didn't seem very interested. And then there was me — trying to understand how to make everything work.

In the beginning, we tried to plan our project. We needed to choose a topic and decide who would do what. It sounded simple, but it wasn't. Everyone had different opinions, and it was hard to agree. We spent a lot of time discussing small things and didn't make much progress.

After a while, we finally chose a topic, but new problems started. Some group members didn't do their part of the work. One person forgot to prepare their section, and another said they were «too busy.» I started to feel frustrated because I didn't want the whole project to fail.

I didn't want to do everything myself, but I also didn't want to get a bad grade. So I decided to talk to the group. It wasn't easy, but I said that we needed to work together and be more responsible. At first, it was a bit uncomfortable, but it helped.

After that conversation, things slowly improved. We divided the tasks more clearly and set small deadlines. It wasn't perfect, but at least everyone started doing something. We also began to communicate more and support each other.

On the day of the presentation, I was still a little worried. I didn't know if everything would go well. But in the end, we managed to present our project successfully. Some parts were better than others, but overall, it was a good result.

This experience taught me something important. Working in a group is not always easy, but it can be useful. You learn how to communicate, solve problems, and understand other people. And sometimes, a difficult situation can help you grow.

Here are some useful expressions you might have noticed:

group project — групповой проект

at first — сначала

share ideas — делиться идеями

have different personalities — иметь разные характеры

try to plan — пытаться спланировать

decide who would do what — решить, кто что делает

have different opinions — иметь разные мнения

make progress — продвигаться

do their part — выполнять свою часть

feel frustrated — чувствовать раздражение

the whole project — весь проект



do everything myself — делать всё самому  
get a bad grade — получить плохую оценку  
talk to the group — поговорить с группой  
work together — работать вместе  
be responsible — быть ответственным  
divide the tasks — разделить задачи  
set deadlines — установить дедлайны  
communicate more — больше общаться  
in the end — в конце концов  
manage to do something — суметь что-то сделать

You can use patterns like these in your own speech:

At first, it seemed... — Сначала казалось...  
We needed to... — Нам нужно было...  
It wasn't easy because... — Это было непросто, потому что...  
After a while, we... — Через некоторое время мы...  
I didn't want to..., but... — Я не хотел..., но...  
So I decided to... — Поэтому я решил...  
At first, it was..., but... — Сначала было..., но...  
In the end, we... — В конце концов мы...

Now think about your own experience:

Do you like working in a group? Why or why not?  
What problems can happen in group projects?  
What do you do if someone doesn't do their part?  
Is it easy for you to share your ideas?  
Have you ever done everything yourself in a group project?  
What helps a group work well together?  
What did you learn from group work?

Here are some possible answers:

I like working in a group because we can share ideas. But sometimes it is difficult when people don't do their part.

One problem is when people have different opinions and can't agree. It also makes it hard to make progress.

I try to talk to the group and solve the problem. It helps when everyone becomes more responsible.

It is not always easy for me to share my ideas because I feel nervous. But I try to speak more.

Yes, once I did almost everything myself because others didn't help. I felt very frustrated.

A group works well when people communicate more and divide the tasks clearly. It also helps to set deadlines.

I learned that teamwork is not always easy. But it helps you understand other people and solve problems.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I don't always like group projects because some people don't do their part. Then I feel frustrated and have to do everything myself. For example, last time we had a group project, only two students worked seriously.

Complete the sentences:

At first, our group project seemed \_\_\_\_\_.

We had problems because we couldn't \_\_\_\_\_.

I felt frustrated when others didn't \_\_\_\_\_.

So I decided to \_\_\_\_\_ and talk to the group.

In the end, we managed to \_\_\_\_\_.

## A Surprise Test

It was a normal Tuesday morning, or at least it seemed so at first. I woke up, got ready for school, and didn't think anything special would happen that day. I even felt quite relaxed because I had finished my homework the night before.

When I arrived at school, my classmates were talking and laughing as usual. Everything felt calm, and nobody looked worried. I thought it was just another ordinary day. But then something unexpected happened.

During the first lesson, our teacher entered the classroom with a serious expression. She didn't smile like usual, and that immediately made me feel a bit nervous. She put her bag on the desk and said, «Take out a sheet of paper. We are having a surprise test.»

At first, I thought I misunderstood her. A surprise test? I quickly looked around the classroom. Everyone seemed confused. Some students sighed, others tried to quietly ask their friends what was going on. My heart started beating faster.

I tried to stay calm and think positively. I told myself that I had studied, so it shouldn't be too bad. But when I saw the questions, I realized that I didn't remember everything as well as I thought. That moment was stressful.

I started writing, but it wasn't easy. Some questions were simple, but others were confusing. I kept thinking, «I should have studied more carefully.» Time was passing quickly, and I felt a bit pressured.

At one point, I got stuck on a question and couldn't move forward. I took a deep breath and moved on to the next one, hoping I could come back later. That helped me not panic completely.

When the test finally ended, I felt both tired and relieved. I didn't know if I did well or not, but at least it was over. We handed in our papers, and the classroom became noisy again.

After the lesson, my friends and I talked about the test. Some said it was easy, others said it was very difficult. I realized that everyone experienced it differently.

Later that day, I thought about what happened. I understood that surprise tests are not only about knowledge but also about staying calm under pressure. Maybe next time, I will be more prepared — just in case.

Here are some useful expressions you might have noticed:

surprise test — неожиданный тест

at first — сначала

nothing special — ничего особенного

feel relaxed — чувствовать себя расслабленно

ordinary day — обычный день

serious expression — серьёзное выражение лица

feel nervous — чувствовать себя нервно

take out a sheet of paper — достать лист бумаги  
confused — растерянный  
heart started beating faster — сердце начало биться быстрее  
stay calm — сохранять спокойствие  
think positively — мыслить позитивно  
not as well as I thought — не так хорошо, как я думал  
feel stressed — чувствовать стресс  
move on — перейти дальше  
take a deep breath — сделать глубокий вдох  
feel relieved — почувствовать облегчение  
hand in papers — сдать работы  
talk about something — говорить о чём-то  
under pressure — под давлением

You can use patterns like these in your own speech:

It seemed like a normal day, but... — Казалось обычным днём, но...  
At first, I thought... — Сначала я думал...  
When I realized that..., I... — Когда я понял, что..., я...  
I tried to... but... — Я пытался..., но...  
I told myself that... — Я сказал себе, что...  
One moment I... — В один момент я...  
After that, I... — После этого я...  
I understood that... — Я понял, что...

Now think about your own experience:

Have you ever had a surprise test? How did you feel?  
Do you usually feel nervous during exams? Why?  
What do you do to stay calm under pressure?  
Do you think surprise tests are fair? Why or why not?  
What helps you prepare better for tests?  
How do you feel after finishing a difficult test?  
Do you prefer planned or surprise tests?

Here are some possible answers:

Yes, I once had a surprise test and I felt very nervous. I didn't expect it at all.  
I usually feel nervous during exams because I don't want to make mistakes. But I try to stay calm.  
I take a deep breath and try to think positively. It helps me focus better.  
I don't think surprise tests are very fair because students need time to prepare. But they can help teachers check knowledge.  
It helps me prepare better when I study a little every day. I also review before tests.  
After a difficult test, I usually feel relieved but tired. I'm happy when it is over.  
I prefer planned tests because I can prepare better. Surprise tests make me more stressed.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I don't like surprise tests because they make me feel nervous and stressed. I prefer to prepare in advance so I can stay calm. For example, when I study regularly, I feel more confident during tests.

Complete the sentences:

It seemed like a normal day, but then \_\_\_\_\_.

I started to feel nervous when \_\_\_\_\_.

I tried to stay calm, but \_\_\_\_\_.

During the test, I realized that \_\_\_\_\_.

After the test, I felt \_\_\_\_\_.

## **My Favorite Subject (and Why I Didn't Like It Before)**

When I was younger, I didn't really have a favorite subject at school. I just studied everything because I had to, not because I enjoyed it. But if I had to choose one subject I didn't like at all, it would be English.

At that time, English felt confusing and difficult. I didn't understand why we had to learn so many words and grammar rules. It seemed boring, and I often felt lost during the lessons. I also didn't like speaking in front of the class because I was afraid of making mistakes.

I remember sitting in class and thinking, «I will never use this in real life.» Because of that, I didn't put much effort into learning it. My grades were okay, but I wasn't interested. I just wanted the lessons to finish quickly.

Everything started to change when we got a new teacher. She didn't teach in a traditional way. Instead of only using the textbook, she made us speak more, play small games, and talk about real-life situations. At first, it felt strange, but also more interesting.

Slowly, I started to understand that English was not just grammar rules. It was a way to communicate with people. We practiced speaking about our lives, hobbies, and plans. I realized that I could actually use English outside the classroom.

One moment that changed my opinion was when we watched a short video in English and discussed it in groups. I was surprised that I could understand more than I expected. That made me feel more confident and motivated.

After that, I started paying more attention in class. I also began practicing a little at home. It wasn't always easy, but I noticed progress. I could speak more freely, and I wasn't as afraid of mistakes as before.

Now, English is actually my favorite subject. I like it because it feels useful and practical. I can use it when I watch videos, travel, or talk to people online. It doesn't feel like just a school subject anymore.

I still remember how much I disliked it before, and it's interesting to see how much my opinion has changed. Sometimes, it's not the subject that is boring — it's the way it is taught.

Here are some useful expressions you might have noticed:

favorite subject — любимый предмет  
at that time — в то время  
feel confusing — казаться запутанным  
grammar rules — правила грамматики  
feel lost — чувствовать себя потерянным  
in front of the class — перед классом  
make mistakes — делать ошибки  
put effort into — прилагать усилия  
get a new teacher — получить нового учителя

in a traditional way — традиционным способом  
real-life situations — реальные жизненные ситуации  
at first — сначала  
slowly started to understand — постепенно начал понимать  
communicate with people — общаться с людьми  
pay attention — обращать внимание  
notice progress — замечать прогресс  
feel more confident — чувствовать себя более уверенно  
be afraid of mistakes — бояться ошибок  
useful and practical — полезный и практичный  
change my opinion — изменить моё мнение

You can use patterns like these in your own speech:

When I was younger, I... — Когда я был младше, я...  
I didn't like it because... — Мне это не нравилось, потому что...  
I thought that... — Я думал, что...  
Everything started to change when... — Всё начало меняться, когда...  
At first, it felt... — Сначала это казалось...  
I realized that... — Я понял, что...  
After that, I started to... — После этого я начал...  
Now, I think that... — Сейчас я думаю, что...

Now think about your own experience:

What is your favorite subject at school? Why?  
Is there a subject you didn't like before but like now?  
What helps you enjoy a subject more?  
Do you prefer speaking or writing activities in class?  
Have you ever had a teacher who changed your opinion about a subject?  
What makes a lesson interesting for you?  
Do you think the teacher is important for how much you like a subject?

Here are some possible answers:

My favorite subject is English because it is useful in real life. I can use it when I travel or watch videos.

Yes, I didn't like English before, but now I enjoy it more. It became interesting after I started understanding it better.

It helps me enjoy a subject when the lessons are interactive. I also like when we talk about real-life topics.

I prefer speaking activities because they help me practice communication. But writing is also useful.

Yes, I had a teacher who made English more interesting. She helped me feel more confident.

A lesson is interesting when it is not just theory. Games and real examples make it better.

Yes, I think the teacher is very important. A good teacher can make any subject interesting.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I didn't like English before because I felt lost during lessons and didn't understand grammar rules. But later I realized it is useful and practical. For example, now I can communicate with people online and understand videos in English.

Complete the sentences:

At that time, I didn't like English because \_\_\_\_\_.

I felt lost when \_\_\_\_\_.

Everything started to change when \_\_\_\_\_.

I realized that English is \_\_\_\_\_.

Now I feel more confident because \_\_\_\_\_.



## A School Day That Went Wrong

It was one of those mornings when everything already felt a bit off. I woke up late because I didn't hear my alarm, and I had to rush to get ready. I quickly got dressed, grabbed my bag, and left the house without even checking if I had everything. At that moment, I just hoped the day would somehow fix itself.

On the way to school, I realized I was running late. I started walking faster, then almost running. It was cold, and I felt uncomfortable, but I didn't want to miss the first lesson. When I finally arrived, I was out of breath and already stressed.

The first problem appeared almost immediately. I couldn't find my homework. I checked my bag several times, but it wasn't there. I suddenly remembered that I had left it on my desk at home. That made me feel nervous because I knew the teacher would not be happy.

During the lesson, things got even worse. I tried to focus, but I kept thinking about my missing homework. Then the teacher asked me a question, and I didn't hear it properly. I gave the wrong answer, and some students laughed quietly. That made me feel even more uncomfortable.

After that, I tried to stay calm and continue the lesson, but I was already distracted. I kept thinking, «Why is everything going wrong today?» It felt like one small mistake was leading to another.

At break time, I went to the cafeteria, but I accidentally spilled juice on my notebook. It wasn't a big problem, but at that moment it felt like the final straw. I just stood there for a few seconds, not knowing what to do.

Later, I met my friend, and we talked about what happened. I told him everything, and he laughed and said, «Sounds like a bad day, but it will get better.» He was right, because after that, things slowly became more normal.

By the last lesson, I started to feel a bit better. I still had a few small problems, but nothing serious happened anymore. I even managed to answer a question correctly, which helped me feel more confident again.

When I got home, I finally relaxed. I thought about the day and realized that sometimes everything can go wrong at once, but it doesn't last forever. Even a bad day eventually ends.

Here are some useful expressions you might have noticed:

everything felt a bit off — всё казалось немного не так

wake up late — проснуться поздно

get ready — собираться

grab my bag — схватить рюкзак

run late — опаздывать

out of breath — запыхавшийся

feel stressed — чувствовать стресс

find my homework — найти домашнее задание

leave it at home — оставить дома  
not be happy — быть недовольным  
focus on something — сосредоточиться  
give the wrong answer — дать неправильный ответ  
laugh quietly — тихо смеяться  
feel uncomfortable — чувствовать себя некомфортно  
stay calm — сохранять спокойствие  
get distracted — отвлекаться  
spill juice — пролить сок  
the final straw — последняя капля  
talk about what happened — говорить о том, что произошло  
feel more confident — чувствовать себя увереннее  
get better — становиться лучше

You can use patterns like these in your own speech:

It was one of those days when... — Это был один из тех дней, когда...  
At first, I... — Сначала я...  
I suddenly realized that... — Я вдруг понял, что...  
That made me feel... — Это заставило меня чувствовать...  
I tried to..., but... — Я пытался..., но...  
It felt like... — Казалось, что...  
After that, I... — После этого я...  
In the end, I... — В конце я...

Now think about your own experience:

Have you ever had a school day when everything went wrong?  
What usually makes you feel stressed at school?  
What do you do when you make a mistake in class?  
Do you think bad days can become funny later? Why?  
Who do you usually talk to when you have a bad day?  
What helps you feel better after a difficult day?  
Do you think small problems can make a whole day worse?

Here are some possible answers:

Yes, I had a day when many small problems happened. I forgot things and felt very stressed.  
I usually feel stressed when I am late or unprepared. It makes me feel nervous.  
When I make a mistake, I try to stay calm and continue. I don't want to panic.  
Yes, sometimes bad days become funny later when I think about them. At that moment it feels worse.  
I usually talk to my friends. They help me feel better and more relaxed.  
It helps me feel better when I rest or talk to someone. Time also makes things easier.  
Yes, I think small problems can affect the whole day. One mistake can lead to another.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

Example:

I sometimes have days when everything feels a bit off and I get stressed easily. Then I make small mistakes and feel uncomfortable. For example, I once forgot my homework and also arrived late, which made the whole day worse.

Complete the sentences:

I woke up late, so I had to \_\_\_\_\_.

At school, I suddenly realized that \_\_\_\_\_.

I felt stressed because I \_\_\_\_\_.

During the lesson, I tried to \_\_\_\_\_, but \_\_\_\_\_.

In the end, I felt \_\_\_\_\_.

## Sitting Next to Someone New

It was a normal Monday morning, and I didn't expect anything unusual from the school day. I walked into the classroom, said hello to a few classmates, and went to my usual place. But when I got there, I saw that my seat had changed.

Someone new was sitting next to me.

At first, I didn't know what to do. I just sat down quietly and tried to act normal. The new student looked calm, but also a bit shy. He was checking his notebook and avoiding eye contact, just like me.

The teacher started the lesson, and everything seemed fine, but I couldn't focus properly. I kept thinking about whether I should say something or just stay silent. It felt a bit awkward because I wasn't used to sitting next to someone I didn't know.

After a few minutes, I decided to say hello. I asked a simple question like, «Is this seat taken?» even though I was already sitting there. He smiled and said, «No, I'm new here.» That small moment made things less uncomfortable.

During the lesson, we slowly started talking. At first, it was just short and simple sentences about school subjects and teachers. But then we found out that we both liked similar things, like video games and music. That made the conversation easier.

I realized that it wasn't as difficult as I thought. Sometimes I just overthink situations and make them feel more stressful than they really are. The more we talked, the more relaxed I felt.

By the end of the lesson, it already felt natural to sit next to him. We even helped each other with one task the teacher gave us. It was a group exercise, and working together actually made it more interesting.

After the lesson, we walked out of the classroom together. I learned that meeting new people doesn't have to be scary. Most of the time, they are just as nervous as you are.

That day, I understood something simple but important: sometimes all it takes is one small conversation to turn an awkward situation into something comfortable.

Here are some useful expressions you might have noticed:

sit next to someone — сидеть рядом с кем-то  
expect something unusual — ожидать чего-то необычного  
walk into the classroom — зайти в класс  
go to my usual place — идти на своё обычное место  
at first — сначала  
act normal — вести себя нормально  
feel shy — чувствовать себя стеснительным  
avoid eye contact — избегать зрительного контакта  
focus properly — нормально сосредоточиться  
feel awkward — чувствовать себя неловко

say hello — поздороваться  
small moment — маленький момент  
start talking — начать разговаривать  
short sentences — короткие предложения  
find out — узнать  
similar things — похожие вещи  
make conversation easier — облегчить разговор  
overthink situations — слишком много думать о ситуациях  
feel relaxed — чувствовать себя расслабленно  
work together — работать вместе  
walk out together — выйти вместе  
turn something into something else — превратить одно в другое

You can use patterns like these in your own speech:

I didn't expect... — Я не ожидал...  
At first, I felt... — Сначала я чувствовал...  
I didn't know what to do, so I... — Я не знал, что делать, поэтому я...  
I decided to... — Я решил...  
It felt a bit... — Это казалось немного...  
The more we..., the more I... — Чем больше мы..., тем больше я...  
By the end of..., I... — К концу..., я...  
I realized that... — Я понял, что...

Now think about your own experience:

Have you ever sat next to someone new? How did you feel?  
Do you find it easy to start conversations with strangers? Why?  
What helps you feel less shy in new situations?  
Do you think small talk is important? Why or why not?  
Have you ever made a new friend unexpectedly?  
What topics do you usually talk about with new people?  
Do you think first impressions are important?

Here are some possible answers:

Yes, I have sat next to someone new, and I felt a bit awkward at first. But later it became easier.  
It is not always easy for me to start conversations because I feel shy. But I try to say something simple.

It helps me feel less shy when the other person starts talking first. I also try to relax.

Yes, I think small talk is important because it helps people feel comfortable.

Yes, I once made a new friend just by sitting next to them in class.

I usually talk about school, hobbies, or music. It makes the conversation easier.

Yes, I think first impressions are important because they affect how people see you at the beginning.

Try to give a more detailed answer. Use 2—3 expressions from the list and explain your idea with a reason or an example.

**Example:**

I sometimes feel shy when I sit next to someone new because I don't know what to say at first. But I try to act normal and start a small conversation. For example, I once talked to a new classmate about music, and it made everything easier.

**Complete the sentences:**

I didn't expect that I would \_\_\_\_\_.

At first, I felt a bit \_\_\_\_\_.

I decided to say \_\_\_\_\_ because \_\_\_\_\_.

The more we talked, the more I \_\_\_\_\_.

By the end of the lesson, I \_\_\_\_\_.

## **The Day I Spoke in Front of the Class**

I still remember the day I had to speak in front of the class. It was for an English lesson, and our teacher asked each student to give a short presentation about a topic we liked. At first, it didn't sound too difficult, but when I realized it was my turn, I started to feel nervous.

In the days before the presentation, I tried to prepare, but I kept delaying it. I told myself, «I still have time,» even though I didn't really use it well. I wrote a few notes, but I didn't practice speaking out loud. Because of that, I didn't feel confident at all.

On the day of the lesson, I could feel my heart beating faster. I was sitting in my seat, listening to the other students, but I wasn't really focused. I kept thinking about what could go wrong. My hands were a little cold, and I felt uncomfortable every time the teacher looked at me.

When my name was called, I slowly stood up. For a second, I thought about saying that I wasn't ready, but I knew I couldn't avoid it. I walked to the front of the class, holding my notes tightly.

At first, I couldn't speak clearly. My voice was quiet, and I made a small mistake in the first sentence. I felt my face getting warmer, but I tried to stay calm. I took a deep breath and continued.

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