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ТОМ СТОРИЗ

**АДАПТИРОВАННЫЕ
ТЕКСТЫ ДЛЯ
ИЗУЧАЮЩИХ
АНГЛИЙСКИЙ ЯЗЫК**

ПРАКТИЧЕСКОЕ ПОСОБИЕ ДЛЯ
УРОВНЯ B1



Том Сториз

**Адаптированные
тексты для изучающих
английский язык. Практическое
пособие для уровня B1**

«Издательские решения»

Сториз Т.

Адаптированные тексты для изучающих английский язык.
Практическое пособие для уровня В1 / Т. Сториз —
«Издательские решения»,

Данное пособие содержит адаптированные тексты на английском языке уровня В1, основанные на повседневных темах, знакомых учащимся. Материалы направлены на развитие навыков чтения, расширение словарного запаса и формирование уверенной устной речи. Каждый раздел включает текст, полезные выражения и речевые модели для практического использования языка. Пособие подходит для самостоятельного изучения и работы в классе, помогая постепенно улучшать коммуникативные навыки.

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Адаптированные тексты для изучающих английский язык Практическое пособие для уровня B1

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Введение

Данное пособие предназначено для учащихся уровня B1, изучающих английский язык в рамках общеобразовательной программы или самостоятельного обучения. Материалы книги ориентированы на развитие навыков устной и письменной речи на основе тем, связанных с повседневной жизнью, интересами и личным опытом учащихся.

Основная цель пособия заключается в формировании у обучающихся способности выражать свои мысли на английском языке в естественных коммуникативных ситуациях. Особое внимание уделяется расширению словарного запаса, освоению устойчивых выражений и развитию умения строить связные высказывания различной сложности.

Каждая тема представлена в формате, который включает текст для чтения, набор полезных выражений, речевые модели, а также задания, направленные на развитие продуктивных навыков. Такой подход позволяет не только закрепить лексико-грамматический материал, но и применять его в реальном общении.

Содержание пособия охватывает широкий круг повседневных ситуаций, знакомых учащимся: школа, семья, друзья, досуг, технологии, путешествия и личные интересы. Это обеспечивает практическую направленность обучения и способствует повышению мотивации.

Пособие может использоваться как на уроках под руководством преподавателя, так и для самостоятельной работы. Структура материала позволяет последовательно развивать языковые навыки и постепенно переходить к более свободному использованию английского языка в речи.

My Typical School Day

My school day usually starts early, even when I don't feel ready to wake up. My alarm goes off at 7:00, but I often stay in bed for a few extra minutes, scrolling on my phone or just thinking about the day ahead. I know I should get up immediately, but it is hard, especially when it is still dark outside or the weather is cold.

After I finally get up, I get dressed quickly and have a simple breakfast. Usually it is toast, cereal, or sometimes just a sandwich if I am in a hurry. While eating, I often check my school timetable or messages from my classmates. Then I brush my teeth, grab my backpack, and leave the house.

On the way to school, I usually walk or take the bus, depending on the weather. I like this part of the morning because I can listen to music and slowly wake up. Sometimes I meet my friends on the way, and we talk about homework, games, or even small funny things that happened the day before.

Lessons start at around 8:30. The first lesson is often the hardest because my brain is still waking up. Some subjects are interesting, like English or IT, but others feel long and tiring. I try to pay attention, but sometimes I get distracted, especially if I am sitting near my friends.

During breaks, everything changes. We talk, laugh, eat snacks, and just relax for a few minutes. It feels like the best part of the day. Even a short break can make me feel much better and ready for the next lesson.

At lunchtime, I usually eat in the school cafeteria or bring food from home. We sit together with friends and share stories. Sometimes we plan what to do after school, like playing football or going to someone's house.

After the last lesson, I feel both tired and relieved. I pack my things slowly, talk a bit more with friends, and then go home. At home, I usually take a short break, maybe watch videos or rest a little. Later, I do my homework, although I do not always feel motivated at first.

In the evening, I try to relax, spend time with my family, or play games. Before going to bed, I often think about what happened during the day and what tomorrow might bring. Even though school days can feel repetitive, something small always makes each day a little different.

Here are some useful expressions you might have noticed:

wake up early — просыпаться рано
stay in bed — оставаться в постели
scroll on my phone — листать телефон
the day ahead — предстоящий день
get dressed quickly — быстро одеваться
in a hurry — в спешке
check my timetable — проверять расписание
grab my backpack — взять рюкзак
on the way to school — по дороге в школу
listen to music — слушать музыку
pay attention — обращать внимание
get distracted — отвлекаться

school cafeteria — школьная столовая
share stories — делиться историями
feel tired and relieved — чувствовать усталость и облегчение
pack my things — собирать вещи
take a short break — сделать короткий перерыв
do my homework — делать домашнее задание
feel motivated — чувствовать мотивацию
fall asleep — засыпать

You can use these patterns in your own speech:

I usually start my day by + V-ing — Я обычно начинаю день с...

It takes me about... minutes to + V — У меня уходит около... минут, чтобы...

On my way to school, I often + V — По дороге в школу я часто...

One of my favourite parts of the day is + noun — Одна из моих любимых частей дня — это...

I find it difficult to + V when... — Мне трудно... когда...

After school, I usually + V — После школы я обычно...

Before going to bed, I + V — Перед сном я...

Now think about your own experience:

1. What is your typical school morning like?

My school morning is usually quite busy. I often wake up early, but I still stay in bed for a few minutes because I feel sleepy. Then I get dressed quickly and leave the house.

2. What do you like and dislike about school days?

I like meeting my friends and having breaks because I can relax and talk. However, I do not like early lessons because I feel tired and it is hard to focus.

3. How do you usually spend your breaks?

During breaks, I usually talk with my friends, eat something, and sometimes we plan what to do after school. It helps me feel more relaxed.

4. Do you feel stressed during school days?

Sometimes I feel stressed, especially before tests or when I have a lot of homework. But I try to manage it by taking short breaks and listening to music.

5. What do you do after school?

After school, I usually go home, rest a little, and then do my homework. After that, I try to relax by watching videos or playing games.

6. Do you think your school day is too long or just right?

I think it is quite long, but not too bad. It feels tiring sometimes, but breaks and friends make it easier.

Complete the sentences:

My school day usually starts at _____ because I need to get ready.

On my way to school, I often _____ and think about the day.

I find it hard to _____ when I feel very tired.

One of the best moments of the day is _____ with my friends.

Before going to bed, I usually _____ and think about tomorrow.

My Favourite and Least Favourite Subject

At school, I study many different subjects, and honestly, my feelings about them change depending on the day, the teacher, and even my mood. But if I think carefully, I definitely have one subject I enjoy the most and one I try to survive more than enjoy.

My favourite subject is English. I like it because it feels useful and natural, not just something I have to memorise and forget later. In English lessons, we often talk, read short texts, and sometimes do small discussions in pairs or groups. I enjoy it when the lesson is not just about grammar rules, but about real life topics like hobbies, travel, or relationships. It is easier for me to speak when I can connect the topic to my own experience. Also, I feel a bit more confident when I understand something without translating everything in my head. Of course, I still make mistakes, but I don't feel stressed about it most of the time.

Another reason I like English is that it feels like a skill I can actually use outside school. For example, when I watch videos or play games online, I sometimes recognize words or phrases. That makes me feel like I am improving, even without noticing it.

On the other hand, my least favourite subject is usually mathematics. It is not that I hate it completely, but it often feels difficult and stressful. In math lessons, I sometimes understand the first part, but then everything becomes confusing very quickly. If I miss one small step, I can get lost for the rest of the exercise. That feeling is not very pleasant, especially when the teacher is moving on and I am still trying to understand the previous example.

I also find math frustrating because it requires a lot of focus. If I am even a little tired or distracted, I make mistakes easily. Sometimes I know the rule, but I still apply it wrong, and then I have to start again. That can be annoying.

However, I also understand that math is important. It helps with logic and problem-solving, even if I don't always enjoy the process. Sometimes, when I finally solve a difficult problem, I feel a small sense of achievement, but it does not happen every lesson.

What makes subjects even more different for me is the teacher. A good teacher can make a difficult subject easier to understand, while a strict or fast-paced teacher can make even an easy topic feel complicated.

In the end, I think every subject has something useful in it, but some of them just fit my interests and learning style better than others. Maybe my opinion will change in the future, especially if I get better at the subjects I find difficult now.

Here are some useful expressions you might have noticed:

favourite subject — любимый предмет

least favourite subject — нелюбимый предмет

depending on the day — в зависимости от дня

connect to my experience — связывать с моим опытом

feel confident — чувствовать уверенность

make mistakes — делать ошибки

real-life topics — темы из реальной жизни

grammar rules — грамматические правила
feel stressed — чувствовать стресс
improve without noticing — улучшаться незаметно
understand the first part — понимать первую часть
get lost in the exercise — запутаться в задании
require a lot of focus — требовать много концентрации
apply a rule — применять правило
sense of achievement — чувство достижения
problem-solving — решение задач
fast-paced teacher — учитель с быстрым темпом
learning style — стиль обучения
difficult subject — сложный предмет
make progress — делать прогресс

You can use these patterns in your own speech:

My favourite subject is + noun because... — Мой любимый предмет..., потому что...

I enjoy + V-ing when... — Мне нравится..., когда...

I find it difficult to + V because... — Мне трудно..., потому что...

One reason I like it is that... — Одна из причин, почему мне это нравится, это...

I feel more confident when... — Я чувствую себя увереннее, когда...

It helps me to + V — Это помогает мне...

I usually struggle with + noun — Обычно у меня трудности с...

Now think about your own experience:

1. What is your favourite subject and why?

My favourite subject is English because I can speak, read, and learn useful things for real life. I also like it because I feel more confident when I understand texts and can express my thoughts.

2. What subject do you find most difficult?

I find mathematics the most difficult subject because it requires a lot of focus. If I miss one step, I can easily get confused and lose the whole solution.

3. Do you think a teacher can change your opinion about a subject?

Yes, I think a teacher is very important. A good teacher can make a difficult subject easier and more interesting, while a strict teacher can make it more stressful.

4. How do you feel when you succeed in a difficult subject?

When I solve a difficult task, I feel proud and satisfied. Even if the subject is not my favourite, that moment of success feels good.

5. Do you think your favourite subject might change in the future?

Yes, I think it can change. If I improve in difficult subjects or meet a good teacher, I might start enjoying them more.

6. How do you usually deal with difficult lessons?

I try to stay calm, listen carefully, and ask questions if I don't understand. Sometimes I also review the topic at home.

Complete the sentences:

My favourite subject is _____ because it helps me _____.

I find _____ difficult because I often _____.

I feel confident when I _____ in class.

One reason I like _____ is that it is connected to _____.

I usually struggle with _____ when I am _____.

How I Prepare for Exams

Exams are always a stressful time at school, even if I try to stay calm. I usually start thinking about them a few days before, but honestly, real preparation begins when I realize the exam is very close. At that moment, I understand that I cannot just rely on luck or last-minute reading.

The first thing I usually do is check what topics I need to study. Sometimes the teacher gives a list, and that helps a lot. I make a simple plan, even if I don't always follow it perfectly. I divide the material into smaller parts because it feels less overwhelming that way. If I try to learn everything at once, I quickly lose focus.

After that, I start reviewing my notes. I read through my notebook and try to highlight the most important points. Sometimes I rewrite key ideas in a simpler form because it helps me remember them better. If there are examples or exercises, I try to solve them again without looking at the answers first. This is usually the hardest part, especially when I feel unsure.

One of the most useful things for me is practicing old tests or sample questions. It shows me what kind of tasks I might get in the real exam. When I see my mistakes, I try to understand why I made them instead of just memorizing the correct answer. It takes more time, but it feels more effective.

Of course, I don't study all the time without breaks. If I study for too long, my brain gets tired and I stop remembering things properly. So I take short breaks, sometimes I drink tea, listen to music, or just walk around the room. After that, I can focus better again.

The night before the exam is usually the most emotional part. I try not to study too much at that point because it only makes me more nervous. Instead, I quickly review important points and then try to relax. I might watch something or talk with my family to take my mind off the exam.

On the morning of the exam, I usually feel a mix of nervousness and focus. I check my bag to make sure I have everything I need, like pens, ID, or calculator. On the way to school, I try not to think too much about possible mistakes, although it is not always easy.

When I finally sit in the classroom and receive the test paper, I feel a bit of pressure at first. But after a few minutes, I usually calm down and start working step by step. I remind myself that I prepared as much as I could, and now I just need to do my best with what I know.

Here are some useful expressions you might have noticed:

stressful time — стрессовое время

last-minute reading — чтение в последний момент

exam is very close — экзамен скоро

rely on luck — полагаться на удачу

check topics — проверять темы

make a simple plan — составлять простой план

divide the material — разделять материал

feel overwhelmed — чувствовать перегруженность

review my notes — повторять конспекты

highlight important points — выделять важные моменты

solve exercises — решать упражнения
sample questions — пробные задания
understand mistakes — понимать ошибки
take short breaks — делать короткие перерывы
lose focus — терять концентрацию
feel nervous — чувствовать волнение
calm down — успокоиться
take my mind off something — отвлечься
check my bag — проверять сумку
do my best — делать всё возможное

You can use these patterns in your own speech:

I usually start preparing by + V-ing — Я обычно начинаю подготовку с...

It helps me to + V — Это помогает мне...

I divide something into + noun — Я делю что-то на...

One of the best ways to + V is... — Один из лучших способов... это...

I find it difficult to + V when... — Мне трудно..., когда...

Before the exam, I usually + V — Перед экзаменом я обычно...

I try not to + V because... — Я стараюсь не..., потому что...

Now think about your own experience:

1. How do you usually start preparing for exams?

I usually start by checking the topics and making a simple plan. This helps me understand what I need to study and organize my time better.

2. What is the most difficult part of exam preparation for you?

The most difficult part is staying focused for a long time. I often get tired or distracted, especially when the material is boring or difficult.

3. Do you prefer studying alone or with others?

I prefer studying alone because I can focus better. However, sometimes studying with friends is helpful when we explain things to each other.

4. How do you feel the night before an exam?

I usually feel nervous, but also a bit prepared. I try not to study too much and instead relax so I can sleep better.

5. What do you do to reduce stress before exams?

I take short breaks, listen to music, and try not to think too much about the result. This helps me stay calmer.

6. Do you think exams are a good way to test knowledge?

Yes, I think they are useful because they show what I really understand. However, they can also be very stressful.

Complete the sentences:

Before exams, I usually _____ to understand the topics.

I find it difficult to _____ when I feel stressed.

One of the best ways to prepare is _____ regularly.

I try not to _____ too much before the exam.

Taking short breaks helps me to _____ and stay focused.

My Favourite Teacher

At school, I meet many teachers, and each of them has their own way of teaching, but there is one teacher I remember more than the others. My favourite teacher is my English teacher. I like her lessons not only because of the subject, but also because of the way she treats students and explains things.

She is the kind of teacher who makes the classroom feel comfortable. From the first lesson, I noticed that she is very patient. Even when someone makes mistakes, she doesn't interrupt or criticize in a harsh way. Instead, she helps students understand the correct answer step by step. This makes it easier to speak without being afraid of errors.

Her lessons are never boring. We don't just sit and read from the textbook all the time. She often includes speaking activities, short discussions, and even small games that help us use new vocabulary in a natural way. Sometimes we work in pairs, sometimes in groups, and this makes the lesson feel more active and alive.

One thing I really like is that she connects the lessons to real life. For example, instead of only learning grammar rules, we talk about topics like travel, friendships, or daily routines. Because of this, I feel that English is not just a school subject, but something useful outside the classroom.

She also encourages us to speak as much as possible, even if we are not confident. At first, I was afraid of making mistakes, but she always says that mistakes are part of learning. This helped me feel more relaxed and willing to participate in class.

Another reason I respect her is that she listens to students. If someone has a question or problem, she takes time to explain it clearly. She doesn't rush the lesson just to finish the topic. Instead, she makes sure that most students understand before moving on.

Of course, her lessons are not always easy. Sometimes she gives challenging tasks, especially when we have to speak for a long time or write longer texts. But even then, I feel that I am learning something useful. I can see my progress, even if it is slow.

I think a good teacher is not only someone who teaches a subject, but also someone who motivates students. My English teacher makes me believe that I can improve if I keep trying. That is probably the most important reason why she is my favourite teacher.

Here are some useful expressions you might have noticed:

favourite teacher — любимый учитель

way of teaching — способ преподавания

feel comfortable — чувствовать себя комфортно

step by step — шаг за шагом

make mistakes — делать ошибки

be afraid of errors — бояться ошибок

speaking activities — разговорные задания

group work — работа в группе

real life topics — темы из реальной жизни

useful outside the classroom — полезно вне класса

feel more relaxed — чувствовать себя спокойнее
participate in class — участвовать в уроке
take time to explain — уделять время объяснению
move on to the next topic — переходить к следующей теме
challenging tasks — сложные задания
long texts — длинные тексты
see my progress — видеть свой прогресс
motivate students — мотивировать учеников
keep trying — продолжать стараться
learn something useful — учить что-то полезное

You can use these patterns in your own speech:

My favourite teacher is + noun because... — Мой любимый учитель..., потому что...

I like the way he/she + V — Мне нравится, как он/она...

One thing I really like is that... — Одна вещь, которая мне нравится, это...

It helps me to + V — Это помогает мне...

I feel more confident when... — Я чувствую себя увереннее, когда...

She/he encourages us to + V — Он/она побуждает нас...

I think a good teacher is someone who... — Я думаю, хороший учитель — это тот, кто...

Now think about your own experience:

1. Who is your favourite teacher and why?

My favourite teacher is my English teacher because she explains everything clearly and makes lessons interesting. I also like her positive attitude towards students.

2. What makes a teacher good in your opinion?

A good teacher is someone who is patient, supportive, and able to explain difficult things in a simple way. It is also important that students feel comfortable in class.

3. Do you feel comfortable asking questions in class?

Yes, I usually feel comfortable, especially if the teacher is kind and doesn't judge mistakes. It helps me learn better.

4. How does your teacher motivate students?

My teacher motivates us by encouraging speaking activities and showing that mistakes are part of learning. She also praises effort, not only correct answers.

5. What is the most interesting thing about your favourite teacher's lessons?

The most interesting part is speaking activities and discussions. They make the lesson more interactive and help me use English in real situations.

6. Has a teacher ever changed your attitude to a subject?

Yes, a good teacher can change how I feel about a subject. When the lessons are interesting and clear, I start enjoying the subject more.

Complete the sentences:

My favourite teacher is _____ because _____.

I feel more confident in class when _____.

One thing I like about lessons is _____.

A good teacher is someone who _____.

I try to participate in class by _____.

Group Work in Class

Group work is something that happens quite often at school, and my feelings about it are a bit mixed. Sometimes I really enjoy it, but other times it can be a little stressful depending on the group and the task we get.

Usually, group work starts when the teacher gives us a task and asks us to work in small groups. We move our desks together and quickly decide who will do what. At first, it feels a bit chaotic because everyone starts talking at the same time. Some students already have ideas, while others are still trying to understand the task.

One of the good things about group work is that you are not alone. If something is difficult, you can ask your classmates for help. I like it when someone in the group explains an idea clearly, because it saves time and helps everyone understand better. It also feels more relaxed than working alone, especially when the task is long or complicated.

Another positive side is that you can share ideas. Sometimes I think of something, but I am not sure if it is correct. In a group, I can say it out loud, and others can agree or disagree. This helps me learn in a different way. I also notice that other students often have creative ideas that I would not think of on my own.

However, group work is not always perfect. One common problem is that not everyone participates equally. Sometimes one or two students do most of the work, while others stay quiet or distracted. This can be frustrating because it feels unfair. Also, when everyone has different opinions, it can be hard to agree on one final answer.

Another challenge is noise. When everyone is talking at the same time, it can be difficult to concentrate. I sometimes find it hard to focus on my own part of the task because of all the conversations around me.

Even so, I think group work is useful because it teaches important skills. For example, it helps with communication, teamwork, and learning how to listen to others. These are things that are not only important at school, but also in real life.

In the end, I think group work depends a lot on the people you work with and the task itself. When everything goes well, it can be interesting and even fun. But when it doesn't, it feels more like a challenge than a lesson.

Here are some useful expressions you might have noticed:

group work — работа в группе

mixed feelings — смешанные чувства

work in small groups — работать в маленьких группах

move desks together — сдвигать парты вместе

a bit chaotic — немного хаотично

understand the task — понимать задание

ask for help — просить помощи

share ideas — делиться идеями

save time — экономить время

work alone — работать одному
complicated task — сложное задание
agree or disagree — соглашаться или не соглашаться
participate equally — участвовать одинаково
stay quiet — молчать
feel frustrated — чувствовать раздражение
final answer — окончательный ответ
difficult to concentrate — трудно сосредоточиться
communication skills — навыки общения
teamwork — командная работа
real life skills — навыки для реальной жизни

You can use these patterns in your own speech:

Group work is + adjective for me because... — Работа в группе для меня..., потому что...

One advantage of group work is that... — Одно преимущество работы в группе в том, что...

I like it when... — Мне нравится, когда...

It is difficult to + V when... — Трудно..., когда...

Some students tend to + V — Некоторые ученики склонны...

It helps me to + V — Это помогает мне...

In group work, I usually + V — В групповой работе я обычно...

Now think about your own experience:

1. Do you enjoy group work? Why or why not?

I enjoy group work because I can share ideas and get help from others. However, sometimes it is difficult when not everyone participates equally.

2. What problems can happen during group work?

One problem is that some students do not take part in the task. Another problem is noise, which makes it hard to concentrate.

3. What are the advantages of working in a group?

The main advantage is that you can learn from other people and share different ideas. It also helps to finish tasks faster.

4. What do you usually do in a group?

I usually try to share my ideas and help others understand the task. I also listen to other opinions before making a decision.

5. Do you prefer group work or individual work?

I sometimes prefer individual work because it is easier to concentrate. But group work can be more interesting and creative.

6. How can group work be improved?

I think group work is better when everyone has a clear role and participates equally. It also helps when the teacher explains the task clearly.

Complete the sentences:

Group work is _____ for me because _____.

One advantage of group work is that I can _____.

I find it difficult to _____ when working in a group.

In group tasks, I usually _____.

It helps me to _____ and learn from others.

How I Do My Homework

Homework is a part of my daily school life, and even though I don't always enjoy it, I try to deal with it in a simple and organized way. My approach depends on how much work I have and how tired I feel after school.

Usually, I start my homework after a short break when I get home. I don't begin immediately because I need some time to relax first. I might eat something, scroll on my phone, or just sit quietly for a while. After that, I try to focus and get started before I lose too much time.

The first thing I do is check what tasks I have for different subjects. I look at my diary or messages from classmates to make sure I don't forget anything. Then I decide the order. I usually start with the most difficult subject because I feel more focused at the beginning. If I leave it for later, I become tired and it is harder to concentrate.

When I start working, I try to remove distractions. I put my phone away or switch it to silent mode. This is not always easy, but it helps me finish faster. Sometimes I listen to quiet music, but only if it doesn't disturb my thinking.

If I don't understand something, I usually try to solve it on my own first. I reread the task or look at my notes. If it is still unclear, I ask a classmate or check an example from the lesson. I don't like skipping tasks because I want to understand them properly.

One problem I often have is losing motivation. Sometimes I start slowly, especially if the homework is long or boring. But once I get into it, it becomes easier to continue. I try to remind myself that finishing homework early gives me more free time later.

I also take short breaks if I feel tired. After finishing one subject, I might stand up, stretch, or get a drink. These small breaks help me stay focused for a longer time.

When I finally finish everything, I feel relieved. It is a good feeling to know that I don't have any unfinished tasks hanging over me. After that, I can relax properly, watch something, or spend time doing things I enjoy.

Even though homework is not my favourite activity, I understand that it helps me practice what I learn in class and improve my skills step by step.

Here are some useful expressions you might have noticed:

deal with homework — справляться с домашним заданием

short break — короткий перерыв

scroll on my phone — листать телефон

get started — начать

check tasks — проверять задания

look at my diary — смотреть в дневник

most difficult subject — самый сложный предмет

remove distractions — убрать отвлекающие факторы

put my phone on silent — поставить телефон на беззвучный режим

concentrate on work — сосредоточиться на работе

solve on my own — решать самому
reread the task — перечитывать задание
ask a classmate — спрашивать одноклассника
lose motivation — терять мотивацию
get into it — втянуться в процесс
take short breaks — делать короткие перерывы
stretch my body — разминаться
feel relieved — чувствовать облегчение
unfinished tasks — незавершённые задания
practice skills — тренировать навыки

You can use these patterns in your own speech:

I usually start my homework by + V-ing — Я обычно начинаю домашнее задание с...

I prefer to start with + noun — Я предпочитаю начинать с...

It helps me to + V — Это помогает мне...

I find it difficult to + V when... — Мне трудно..., когда...

I try not to + V because... — Я стараюсь не..., потому что...

When I don't understand something, I usually + V — Когда я не понимаю, я обычно...

After finishing homework, I feel... — После домашнего задания я чувствую...

Now think about your own experience:

1. When do you usually do your homework?

I usually do my homework after a short rest when I come home from school. This helps me relax first and then focus better.

2. What is the most difficult part of doing homework for you?

The most difficult part is starting, especially when I feel tired or unmotivated. After I begin, it becomes easier.

3. Do you prefer doing homework in silence or with music?

I prefer silence because it helps me concentrate better. Sometimes I listen to quiet music if it is not distracting.

4. What do you do when you don't understand a task?

I try to read the task again and use my notes. If I still don't understand, I ask a classmate or check examples from the lesson.

5. How do you feel after finishing all your homework?

I usually feel relieved and free. It is nice to know that I can relax without thinking about unfinished tasks.

6. Do you think homework is useful?

Yes, I think homework is useful because it helps me practice and remember what we learn in class.

Complete the sentences:

I usually start my homework by _____ after school.

I find it difficult to _____ when I feel tired.

It helps me to _____ so I can focus better.

When I don't understand a task, I usually _____.

After finishing homework, I feel _____ and relaxed.

School Rules: What I Think About Them

School rules are something I think about quite often, especially when I feel that they are strict or not very logical. At the same time, I understand that rules are important because they help keep order and make school life more organized.

Some rules at my school are easy to accept. For example, arriving on time or being polite to teachers and classmates makes sense to me. Without these basic rules, the school would probably feel chaotic and uncomfortable. I also understand rules about safety, like not running in the corridors or behaving carefully in the classroom.

However, there are some rules that I find more difficult to agree with. For example, sometimes there are strict rules about using phones or talking during breaks in certain areas. I understand the reason behind them, but I still feel that students should have a bit more freedom during free time. After all, breaks are the only time when we can relax and talk normally.

Another thing I notice is that rules are sometimes applied differently depending on the teacher. One teacher might be very strict about small things, while another is more relaxed. This can feel a bit unfair and confusing for students because we are not always sure what is allowed and what is not.

On the positive side, rules can help create a better learning environment. When everyone follows the same rules, lessons run more smoothly and there are fewer distractions. It is easier to focus when the classroom is quiet and organized.

I also think rules teach responsibility. Even if we don't always like them, we learn to follow instructions, respect others, and control our behaviour. These are skills that are useful not only at school, but also in everyday life later on.

Still, I believe that some rules could be improved. It would be better if students could have more say in certain decisions, especially those that affect daily school life. When students understand the purpose of a rule, they are more likely to follow it willingly.

In the end, I think school rules are necessary, but they should be balanced. Too many strict rules can make school feel stressful, but no rules at all would make it chaotic. The most important thing is finding a middle ground where learning is effective and students still feel comfortable.

Here are some useful expressions you might have noticed:

school rules — школьные правила

think about something — думать о чём-то

keep order — поддерживать порядок

make sense — иметь смысл

feel chaotic — чувствовать хаос

basic rules — основные правила

behave carefully — вести себя осторожно

agree with rules — соглашаться с правилами

have more freedom — иметь больше свободы

free time — свободное время

applied differently — применяются по-разному

feel unfair — чувствовать несправедливость
learning environment — учебная среда
run smoothly — проходить гладко
create distractions — создавать отвлекающие факторы
take responsibility — брать ответственность
follow instructions — следовать инструкциям
control behaviour — контролировать поведение
have a say — иметь право голоса
middle ground — золотая середина

You can use these patterns in your own speech:

I think school rules are + adjective because... — Я думаю, школьные правила..., потому что...

One rule I agree with is... — Одно правило, с которым я согласен, это...

I find it difficult to agree with... — Мне трудно согласиться с...

It makes sense to + V — Имеет смысл...

I understand the reason, but... — Я понимаю причину, но...

It would be better if... — Было бы лучше, если бы...

Rules help us to + V — Правила помогают нам...

Now think about your own experience:

1. Do you think school rules are necessary?

Yes, I think school rules are necessary because they help keep order and make learning easier for everyone.

2. What school rule do you agree with most?

I agree with rules about being polite and respectful. They create a better atmosphere in school.

3. What rule do you find difficult or unfair?

I sometimes find strict phone rules difficult, especially during breaks when I want to relax and talk with friends.

4. Should students help create school rules?

Yes, I think students should have some say in rules because it helps them understand and accept them better.

5. How do school rules affect your daily life?

They affect my routine because I have to follow schedules and behave in a certain way, but they also help the day run smoothly.

6. Do you think rules make school better or worse?

I think they make school better, but only if they are fair and balanced.

Complete the sentences:

One school rule I agree with is _____ because _____.

I find it difficult to agree with _____ because _____.

School rules help students to _____ and stay organized.

It would be better if students could _____ in some decisions.

Without rules, school would feel _____ and chaotic.

My First Day at a New School

I still remember my first day at a new school quite clearly, even though it happened a while ago. I was both nervous and curious at the same time. Everything felt unfamiliar, and I didn't really know what to expect from the new teachers or classmates.

In the morning, I got ready more carefully than usual. I checked my bag several times to make sure I had everything I needed. On the way to school, I tried to stay calm, but I kept thinking about simple questions like «What if I cannot find my classroom?» or «What if I don't know anyone in my class?»

When I arrived, the school looked bigger than I expected. There were many students walking in different directions, talking loudly and laughing. I felt a bit lost at first because I didn't know where to go. I stood near the entrance for a moment, just watching and trying to understand what was happening.

After a few minutes, a teacher noticed me and helped me find my way. She was kind and explained where I needed to go. That small moment made me feel a little more comfortable. I realized that I was not completely alone, even if everything felt new.

My first lesson was English. I remember sitting in the classroom and looking around at my new classmates. Some of them already knew each other, so they were talking easily. I stayed quiet at first because I felt shy, but I listened carefully and tried to understand how everything worked.

During the break, I didn't talk much. I was still observing the people around me. However, one student started talking to me and asked where I was from. That simple question made it easier to start a conversation, and slowly I began to feel more relaxed.

By the middle of the day, I was still a bit nervous, but I started to understand the school routine. The classrooms, the schedule, even the sounds of the bell began to feel more familiar. I also met a few more students, and they seemed friendly.

By the end of the day, I was tired but relieved. It wasn't as scary as I had imagined. I realized that a new school feels strange at first, but people usually get used to it faster than they think. When I left the building, I already felt that the next day would be easier.

Here are some useful expressions you might have noticed:

first day at a new school — первый день в новой школе

feel nervous and curious — чувствовать волнение и любопытство

unfamiliar place — незнакомое место

get ready carefully — готовиться внимательно

check my bag — проверять сумку

stay calm — сохранять спокойствие

find my classroom — найти свой кабинет

feel lost — чувствовать себя потерянным

school entrance — вход в школу

find my way — найти дорогу

feel more comfortable — чувствовать себя комфортнее

stay quiet — оставаться тихим
observe people — наблюдать за людьми
start a conversation — начать разговор
feel relaxed — чувствовать себя расслабленно
school routine — школьный распорядок
become familiar — становиться знакомым
friendly classmates — дружелюбные одноклассники
feel relieved — чувствовать облегчение
get used to something — привыкнуть к чему-то

You can use these patterns in your own speech:

My first day at a new school was + adjective — Мой первый день в новой школе был...

I felt + adjective because... — Я чувствовал себя..., потому что...

Конец ознакомительного фрагмента.

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