

12+

Том Сториз

**Рассказы
на английском
для старших
классов**

*Материалы для
системной
языковой
практики*



Том Сториз

**Рассказы на английском для
старших классов. Материалы для
системной языковой практики**

«Издательские решения»

Сториз Т.

Рассказы на английском для старших классов. Материалы для системной языковой практики / Т. Сториз — «Издательские решения»,

Пособие предназначено для учащихся старших классов, изучающих английский язык на уровне В1. Материал направлен на развитие навыков устной и письменной речи через работу с реальными жизненными ситуациями. Включает тематические тексты, лексику, устойчивые выражения и практические задания. Книга способствует расширению словарного запаса, формированию грамматических навыков и развитию уверенного общения на английском языке в повседневной жизни.

© Сториз Т.

© Издательские решения

Содержание

Введение	6
My First Day at a New School	7
The Hardest Exam I Have Ever Taken	10
A Teacher Who Changed the Way I See a Subject	13
When I Forgot My Homework	16
A School Project That Went Wrong	19
How I Studied at the Last Minute	22
An Unexpected Thing That Happened in Class	25
Конец ознакомительного фрагмента.	27

**Рассказы на английском
для старших классов
Материалы для системной
языковой практики**

Том Сториз

© Том Сториз, 2026

ISBN 978-5-0070-4279-6

Создано в интеллектуальной издательской системе Ridero

Введение

Настоящее пособие предназначено для учащихся уровня B1, изучающих английский язык и стремящихся развивать навыки устной и письменной речи в контексте повседневных ситуаций. Материалы книги основаны на тематических текстах, отражающих типичные жизненные события, с которыми учащиеся могут столкнуться в реальной жизни, включая обучение, общение, путешествия и личный опыт.

Основная цель данного издания заключается в формировании устойчивых языковых навыков через работу с лексикой, устойчивыми выражениями и речевыми моделями. Особое внимание уделяется развитию умения выражать мысли последовательно, использовать базовые и расширенные грамматические конструкции, а также понимать контекстуальное значение слов и выражений.

Каждая глава включает связный текст, сопровождаемый лексическим материалом, практическими заданиями и вопросами для самостоятельной работы. Такой подход позволяет не только закрепить изученный материал, но и развивать навыки критического мышления и самостоятельного высказывания на английском языке.

Пособие может использоваться как для самостоятельного изучения, так и в рамках учебного процесса под руководством преподавателя. Материалы адаптированы таким образом, чтобы обеспечить постепенное усложнение языкового материала и поддерживать стабильный прогресс учащихся.

Автор стремился создать структурированное и практико-ориентированное пособие, которое способствует системному развитию языковой компетенции и помогает учащимся уверенно использовать английский язык в реальных ситуациях общения.

My First Day at a New School

My first day at a new school started earlier than I expected. I woke up before my alarm because I was both nervous and excited. I kept thinking about how everything would be different: new teachers, new classmates, new classrooms. I tried to stay calm, but my thoughts were all over the place. My mum noticed it and said, «You'll be fine, just be yourself,» which actually helped a bit.

When I arrived at the school, the building looked much bigger than in the photos. There were so many students walking in different directions that I felt a little lost. I stood near the entrance for a moment, trying to figure out where to go. A teacher saw me and asked kindly if I needed help. That simple question made me feel more relaxed, so I followed her to my classroom.

In the classroom, everyone was already sitting and talking. For a second, I felt like I didn't belong there, but then the teacher introduced me to the class. She asked me to say a few words about myself. My voice was not very confident at first, but I managed to talk about my hobbies and where I came from. Some students smiled, and one girl even waved at me, which made me feel a bit more comfortable.

During the first lesson, I tried hard to concentrate, but it wasn't easy. Everything was new, and I kept thinking about whether I was doing things correctly. Although the subject was interesting, I was more focused on not making mistakes. Still, I slowly started to get used to the teacher's style.

At break time, I didn't know where to go, so I just followed a group of students. Luckily, they were friendly and started talking to me. We talked about music, games, and favorite subjects. I was surprised how quickly the conversation became natural. I even laughed a few times, and that made me feel like maybe this school wouldn't be so scary after all.

Lunch was another challenge because I didn't know how the system worked. I almost chose the wrong line, but one student explained everything to me. We sat together and ate, and I learned more about the school rules and daily life. It was nice to have someone explain things because it made everything less confusing.

By the end of the day, I was tired but also proud of myself. I had survived my first day without any big problems, even though I felt nervous in the beginning. While walking home, I thought about the people I met and the small conversations we had. It felt like the beginning of something new, even if I didn't fully understand everything yet.

When I got home, I dropped my bag on the floor and just sat quietly for a few minutes. My first day wasn't perfect, but it wasn't bad either. It was just the start of a new routine, and I knew tomorrow would feel a little easier.

Here are some useful expressions you might have noticed:

- to feel nervous and excited — чувствовать волнение и радость
- to keep thinking about something — постоянно думать о чём-то
- to be all over the place — быть в растерянности
- to feel a little lost — чувствовать себя потерянным
- to ask for help — попросить о помощи
- to feel more relaxed — чувствовать себя спокойнее

to introduce someone to the class — представить кого-то классу
to say a few words about yourself — сказать пару слов о себе
to feel like I didn't belong — чувствовать, что не вписываюсь
to make someone feel comfortable — помочь кому-то почувствовать себя комфортно
to concentrate on something — сосредоточиться на чём-то
to get used to something — привыкнуть к чему-то
to start a conversation — начать разговор
to feel scared at first — сначала чувствовать страх
to follow a group — идти за группой
to explain the system — объяснить систему
to have a small conversation — немного поговорить
to feel proud of myself — гордиться собой
to survive the day — пережить день
to start a new routine — начать новую рутину

You can use patterns like these in your own speech:

I felt ____ when ____ because _____. — Я чувствовал ____, когда ____, потому что _____.

At first, I didn't know how to ____, but then I _____. — Сначала я не знал, как ____, но потом _____.

It was difficult to ____, although I tried _____. — Было трудно ____, хотя я пытался _____.

I started to feel more ____ after _____. — Я начал чувствовать себя более ____ после _____.

One thing that helped me was _____. — Одно, что мне помогло, это _____.

I wasn't sure if I could ____, so I _____. — Я не был уверен, что смогу ____, поэтому я _____.

By the end of the day, I _____. — К концу дня я _____.

Now think about your own experience:

1. How did you feel on your first day at a new place?

I felt nervous and excited on my first day because everything was new. I kept thinking about what would happen, so I was a bit all over the place. But after I asked for help, I started to feel more relaxed and a bit more confident.

2. Did you find it easy to make new friends?

At first, it was not easy because I felt like I didn't belong. But when I started a conversation and followed a group, things became easier. I even had a small conversation that helped me feel comfortable.

3. What helped you feel more comfortable?

One thing that helped me was asking for help when I felt lost. People explained things to me, and I felt more relaxed. After that, I could concentrate on my tasks better.

4. Was it difficult to understand new rules or systems?

Yes, it was a bit difficult because I didn't know how everything worked. I had to get used to the system step by step. But when someone explained it, I started to understand more clearly.

5. How did your day end?

By the end of the day, I felt tired but proud of myself. I survived the day and even had some good conversations. It felt like the start of a new routine.

Complete the sentences:

On my first day, I felt _____ and _____ because everything was new.

I didn't know where to go, so I decided to _____ a group of students.

A teacher helped me and I started to feel more _____.

It was difficult to _____ on the lesson at first.

By the end of the day, I felt proud of myself because I managed to _____ the day.

The Hardest Exam I Have Ever Taken

I still remember the day of the hardest exam I have ever taken. It was a cold morning, and I woke up earlier than usual, even though I didn't sleep very well the night before. My mind was full of thoughts like «What if I forget everything?» and «What if the questions are too difficult?» I tried to revise a little, but nothing really stayed in my head.

On the way to school, I kept checking my notes on my phone, although I already knew it wasn't very helpful. My friend texted me saying, «Don't worry, it will be okay,» but I wasn't so sure. The closer I got to the school, the more nervous I felt. My stomach felt strange, and I could barely focus on anything around me.

When I entered the classroom, everything looked very serious. The desks were separated, and the teacher was already handing out the exam papers. The silence in the room made everything feel even more stressful. I sat down, took a deep breath, and tried to calm myself, but my hands were still shaking a little.

As soon as I saw the questions, I felt a bit overwhelmed. Some of them were familiar, but others looked completely new. I started with the easier ones because I wanted to build some confidence. That helped at first, but then I got stuck on a long reading task. I read it again and again, but I still wasn't sure about the answers. Time was passing so quickly that I started to panic a little.

Although I tried to stay focused, my thoughts kept going in different directions. I remember thinking that I should have studied more, but at the same time, I told myself to just do my best. I skipped a difficult question and moved on, which was probably a good decision because it saved me some time later.

Halfway through the exam, I noticed that some students were already finishing. That made me even more nervous, so I tried to work faster. But rushing didn't really help because I made a few small mistakes and had to correct them carefully.

In the last ten minutes, I quickly checked my answers. I wasn't completely confident, but I tried not to change too many things. I just hoped that my first answers were mostly correct. When the teacher said, «Time is up,» I felt both relieved and exhausted at the same time.

After leaving the classroom, I stood in the hallway for a moment. My mind was still full of the exam questions, and I kept wondering how I did. Some parts felt okay, but others were definitely challenging. I talked briefly with my friend, and we compared a few answers, although we weren't completely sure about anything.

On the way home, I looked at the sky and thought about how stressful the experience was. Even though it was hard, I also felt like I learned something important about myself — that I can keep going even when things feel difficult, and that sometimes you just have to trust your preparation and move forward.

Here are some useful expressions you might have noticed:

to have a hard exam — иметь сложный экзамен

to wake up earlier than usual — проснуться раньше обычного

to be full of thoughts — быть полным мыслей
to forget everything — всё забыть
to revise notes — повторять конспекты
to feel nervous — чувствовать нервозность
to check notes — проверять записи
to focus on something — сосредоточиться на чём-то
to enter the classroom — войти в класс
to take a deep breath — сделать глубокий вдох
to calm yourself — успокоиться
to feel overwhelmed — чувствовать себя перегруженным
to build confidence — повысить уверенность
to get stuck on a question — застрять на вопросе
to panic a little — немного паниковать
to stay focused — оставаться сосредоточенным
to skip a question — пропустить вопрос
to correct mistakes — исправлять ошибки
to check answers — проверять ответы
to feel relieved — чувствовать облегчение
to feel exhausted — чувствовать усталость
to compare answers — сравнивать ответы
to trust your preparation — доверять своей подготовке

You can use patterns like these in your own speech:

I felt ____ before the exam because _____. — Я чувствовал ____ перед экзаменом, потому что ____.

I tried to ____, although it was difficult. — Я пытался ____, хотя это было трудно.

When I saw the questions, I felt _____. — Когда я увидел вопросы, я почувствовал _____.

I started with ____ because _____. — Я начал с ____, потому что _____.

I got stuck on ____, so I _____. — Я застрял на ____, поэтому я _____.

It was hard to stay ____, but I tried. — Было трудно оставаться ____, но я пытался.

In the end, I felt ____ because _____. — В конце я чувствовал ____, потому что _____.

Now think about your own experience:

1. What was your most difficult exam?

I felt very nervous before my hardest exam because I thought it would be very challenging. I tried to revise my notes, but I still wasn't fully confident. During the exam, I had to stay focused even when I felt overwhelmed.

2. How did you prepare for it?

I tried to build confidence by reviewing important topics again and again. Although it was difficult to remember everything, I kept checking my notes. That helped me feel a bit more prepared.

3. What did you do when you didn't know an answer?

When I got stuck on a question, I skipped it and moved on. I didn't want to panic a little and lose time. Later, I came back to it and tried again.

4. How did you feel during the exam?

During the exam, I felt both nervous and focused at the same time. I tried to calm myself by taking a deep breath. Sometimes I felt overwhelmed, but I kept going.

5. How did you feel after the exam?

After the exam, I felt relieved but also exhausted. I compared answers with my friend, although we weren't sure about everything. Still, I trusted my preparation and hoped for the best.

Complete the sentences:

Before the exam, I felt _____ because I wanted to do well.

I tried to _____ my notes the day before the test.

When I saw a difficult question, I decided to _____ it and move on.

I took a deep breath to _____ myself during the exam.

After the exam, I felt _____ but also a bit worried.

A Teacher Who Changed the Way I See a Subject

I never used to think much about this subject. It was just one of those classes you had to attend, take notes, and try to pass the exams. Honestly, I didn't feel any real interest in it. I thought it was a bit boring and too theoretical, and I often found myself just waiting for the lesson to end.

Everything started to change when a new teacher arrived at our school. At first, I didn't expect anything special. I thought she would be like all the other teachers, just following the textbook and giving homework. But from the very first lesson, I noticed something different in the way she spoke and explained things.

Instead of just reading from the book, she told real-life stories and examples. She connected the topic to everyday situations, so it suddenly felt more useful and alive. For example, when we were learning about the subject, she would say, «You can see this in real life when you go shopping or watch the news,» and that made me think differently.

She also asked us questions all the time, not just to check our knowledge, but to make us think. At first, I felt a bit uncomfortable because I wasn't used to speaking in class. But she always waited patiently and never made anyone feel embarrassed. That made me more confident, so I started to participate more.

One lesson I remember clearly was when we had a group discussion. Instead of sitting quietly and listening, we had to share our opinions. I was nervous, but I tried to say something, even if it wasn't perfect. Surprisingly, the teacher listened carefully and even said, «That's an interesting idea.» That small moment made me feel proud and more motivated.

After a few weeks, I realized I was actually looking forward to this subject. I started paying more attention in class and even doing extra reading at home. It was strange because I had never done that before for this subject. But now it didn't feel like a duty anymore — it felt more like discovering something new.

What really changed my view was the way the teacher treated mistakes. Instead of just correcting them, she explained why they happened and how to improve. She made mistakes feel like part of learning, not something to be afraid of. That helped me stop worrying so much about being perfect.

One day after class, I stayed for a moment to ask her a question. She explained it in such a simple and clear way that I finally understood something I had struggled with for a long time. Walking home that day, I felt like the subject had suddenly become much more interesting and meaningful.

Now, when I think about that class, I don't see it as boring anymore. I see it as something useful and even enjoyable. And whenever I have a difficult topic, I remember her way of teaching and try to approach it with more curiosity instead of stress.

Sometimes I still think about how different everything would be if she hadn't been my teacher that year. It's strange how one person can quietly change the way you see something without even trying too hard.

Here are some useful expressions you might have noticed:

to change the way I see something — изменить моё восприятие чего-то

to attend a class — посещать урок

to take notes — делать записи

to feel real interest — испытывать настоящий интерес

to wait for the lesson to end — ждать конца урока

to arrive at school — прийти в школу

to notice something different — заметить что-то другое

to follow the textbook — следовать учебнику

to connect to real life — связывать с реальной жизнью

to feel more alive — казаться более живым

to ask questions — задавать вопросы

to feel uncomfortable — чувствовать себя некомфортно

to participate in class — участвовать в уроке

to share opinions — делиться мнениями

to feel nervous — чувствовать нервозность

to look forward to something — ждать чего-то с нетерпением

to pay attention — обращать внимание

to do extra reading — делать дополнительное чтение

to make mistakes — совершать ошибки

to be part of learning — быть частью обучения

to struggle with something — испытывать трудности с чем-то

to understand clearly — ясно понять

to approach something with curiosity — подходить с любопытством

You can use patterns like these in your own speech:

I used to think ____ was ____, but now I see it differently. — Раньше я думал, что ____ это ____, но теперь я вижу это по-другому.

One thing that changed my opinion was _____. — Одно, что изменило моё мнение, это _____.

At first, I felt ____ because _____. — Сначала я чувствовал ____, потому что _____.

The teacher made us ____, so I _____. — Учитель заставил нас ____, поэтому я _____.

I started to feel more ____ after _____. — Я начал чувствовать себя более ____ после _____.

What helped me most was _____. — Больше всего мне помогло _____.

Now I see ____ as _____. — Теперь я вижу ____ как _____.

Now think about your own experience:

1. Did you ever have a teacher who changed your opinion about a subject?

I used to think a subject was boring, but a teacher changed the way I saw it. She explained things in a simple and real-life way, so I started to feel more interested. After that, I looked forward to the lessons.

2. What did the teacher do differently?

She didn't just follow the textbook; she connected ideas to everyday life. She also asked us questions and encouraged us to share opinions. That made the class more interactive and less stressful.

3. How did you feel in her lessons?

At first, I felt uncomfortable because I wasn't used to speaking in class. But later I felt more confident and started participating more. I even enjoyed group discussions.

4. Did your attitude toward the subject change?

Yes, my attitude changed a lot. I stopped seeing it as boring and started seeing it as useful. I even began doing extra reading because I was more curious.

5. What helped you understand the subject better?

The teacher explained difficult ideas in a clear and simple way. She also helped me see mistakes as part of learning. That made it easier to understand and improve.

Complete the sentences:

I used to think this subject was _____, but now I see it differently.

The teacher helped us connect the topic to _____ situations.

At first, I felt _____ when I had to speak in class.

I started to look forward to lessons because they felt more _____.

Now I approach difficult topics with more _____ instead of stress.

When I Forgot My Homework

It was one of those mornings when everything felt a bit rushed. I woke up later than usual because my alarm didn't go off properly, and I had to get ready in a hurry. I quickly packed my bag, ate something small, and ran out of the house thinking I had everything I needed for school. I even felt a bit proud that I managed to leave on time.

On the bus, I was listening to music and thinking about the first lesson. It was English, and we were supposed to submit our homework. I suddenly remembered that I had finished it the night before, so I felt relaxed again. I even started planning what I would do after school, completely forgetting to double-check my bag.

When I arrived at school, everything seemed normal at first. I chatted with a friend in the corridor and then walked to the classroom. The teacher greeted us as usual, and I sat down, still feeling calm. But then, she said the words I didn't want to hear: «Please take out your homework.»

At that moment, my heart dropped a little. I opened my bag quickly and started searching inside, hoping I had just placed it in a different pocket. I checked my notebook, my folder, even the side pockets, but there was nothing. Slowly, I realized the truth — I had forgotten my homework at home.

I felt my face getting warm. For a few seconds, I just sat there, not knowing what to do. Other students were handing in their work, and I felt a bit embarrassed. I kept thinking, How could I forget something so important?

Finally, I raised my hand and explained the situation to the teacher. I expected her to be angry, but she wasn't. She looked at me calmly and said, «It happens. Please bring it tomorrow.» I felt both relieved and a little disappointed in myself at the same time.

During the lesson, I tried to focus, but it was hard at first. I kept thinking about my mistake. However, as the teacher continued explaining the topic, I slowly got more involved. She asked questions and gave examples, and I tried to concentrate so I wouldn't miss anything important.

At break time, my friend laughed and said, «Don't worry, it happens to everyone.» That made me feel a bit better. We talked about how easy it is to forget things when you're in a rush. I realized I wasn't the only one who had made this kind of mistake before.

By the next lesson, I had mostly forgotten about it. But I made a mental note to always check my bag before leaving home. It was a small mistake, but it taught me something simple — being in a hurry often leads to forgetting important things.

After school, I went home and immediately finished the homework again, just to make sure I wouldn't forget it twice. I placed it carefully in my bag and even checked it three times before going to sleep.

The next day felt different. I walked to school more carefully, thinking about everything I had packed. And even though it was just a small incident, I still remembered that feeling of opening my bag and realizing something important was missing.

Here are some useful expressions you might have noticed:

to feel rushed — чувствовать спешку
to get ready in a hurry — собираться в спешке
to pack a bag — собирать сумку
to run out of the house — выбежать из дома
to feel relaxed — чувствовать себя спокойно
to double-check something — перепроверить что-то
to arrive at school — прийти в школу
to take out homework — достать домашнее задание
to search inside the bag — искать в сумке
to realize the truth — осознать правду
to feel embarrassed — чувствовать себя неловко
to raise your hand — поднять руку
to explain the situation — объяснить ситуацию
to feel relieved — чувствовать облегчение
to focus on the lesson — сосредоточиться на уроке
to get involved — включиться в процесс
to miss something important — пропустить что-то важное
to feel better — чувствовать себя лучше
to make a mental note — запомнить для себя
to forget something again — снова что-то забыть
to finish homework — закончить домашнее задание
to check something carefully — тщательно проверить
to be in a rush — быть в спешке

You can use patterns like these in your own speech:

I was in a rush, so I _____. — Я спешил, поэтому я _____.

I thought I had _____, but I _____. — Я думал, что у меня есть _____, но я _____.

When I realized I forgot _____, I felt _____. — Когда я понял, что забыл _____, я почувствовал _____.

I tried to _____, but it was difficult. — Я пытался _____, но это было трудно.

The teacher said _____, so I felt _____. — Учитель сказал _____, поэтому я почувствовал _____.

After that, I made a mental note to _____. — После этого я запомнил, что _____.

It was a small mistake, but it taught me _____. — Это была маленькая ошибка, но она научила меня _____.

Now think about your own experience:

1. Have you ever forgotten your homework?

I felt very nervous when I realized I forgot my homework. I was in a rush in the morning, so I didn't double-check my bag. When the teacher asked for it, I understood my mistake and felt embarrassed.

2. What did you do when you realized it?

I explained the situation to the teacher. I thought she would be angry, but she was calm and understanding. That made me feel more relaxed.

3. How did you feel during the lesson?

At first, I couldn't focus because I kept thinking about my mistake. But later, I got involved in the lesson and tried to concentrate more.

4. Did your classmates react?

My friend told me it happens to everyone, so I felt better. We even talked about similar situations, which helped me feel less embarrassed.

5. What did you learn from this situation?

I learned to make a mental note to always check my bag before leaving home. Even a small rush can make you forget something important.

Complete the sentences:

I was in a hurry, so I didn't _____ my bag properly.

When the teacher asked for my homework, I felt _____.

I had to _____ the situation to the teacher.

It was difficult to _____ during the lesson at first.

Now I always make a mental note to _____ everything before school.

A School Project That Went Wrong

Our group started well in the beginning. We met during a break and quickly divided the tasks. One person was responsible for research, another for slides, and I said I would prepare the presentation speech. Everything seemed under control, so we all agreed to finish our parts in a few days. I thought, This is going to be easy.

But things started to go wrong almost immediately. The person who was supposed to do the research didn't send anything on time. At first, I didn't worry too much because I thought there was still enough time. However, a few days later, we still had nothing. I tried to message him, but he only replied, «I'm busy, I'll do it later.»

Because of this delay, the rest of the group couldn't continue properly. We didn't have enough information for the slides, so everything became stressful. I remember feeling frustrated because I was trying to stay organized, but it felt like nothing was working.

The day before the presentation, we finally met again in a hurry. We had to put everything together very quickly. The slides were incomplete, and we had to copy information from different websites without really checking it carefully. I stayed up late trying to prepare my speech, but I wasn't confident anymore.

On the day of the presentation, I was very nervous. We stood in front of the class, and I could already tell that something was not right. The slides didn't match our speech properly, and one of the images didn't even load. When it was my turn to speak, I tried my best, but I kept forgetting parts of my text.

Halfway through, I realized that the group was not really working as a team anymore. Everyone was just trying to survive the presentation. There was no smooth connection between our parts, and it felt a bit messy and unprepared. I even saw some classmates looking confused.

After we finished, there was a short silence, and then the teacher gave us feedback. She wasn't angry, but she pointed out that we hadn't planned properly and that teamwork is not just dividing tasks, but also checking each other's work. I felt disappointed, but I knew she was right.

Later, in the hallway, we talked about what went wrong. At first, everyone blamed small things, but then we realized the real problem was poor communication. We didn't follow up on each other's progress, so everything fell apart at the last moment.

Walking home that day, I kept thinking about how different it could have been if we had organized things better. It wasn't just about the grade — it was about learning how to work with others. Even though the project went badly, it stayed in my mind for a long time.

Now, whenever I have a group project, I always try to check progress regularly and make sure everyone is actually doing their part. I still remember that chaotic presentation, and it quietly reminds me what happens when teamwork doesn't really work.

Here are some useful expressions you might have noticed:
group project — групповой проект

environmental problems — экологические проблемы
to work in groups — работать в группах
to divide tasks — разделить задания
to be under control — быть под контролем
to go wrong — пойти не так
to do something on time — сделать что-то вовремя
to message someone — написать кому-то сообщение
to feel frustrated — чувствовать раздражение / фрустрацию
to stay organized — оставаться организованным
to work in a hurry — работать в спешке
to put something together — собрать что-то
to stay up late — не спать до поздней ночи
to feel nervous — чувствовать нервозность
to stand in front of the class — стоять перед классом
to keep forgetting something — постоянно забывать что-то
to work as a team — работать как команда
to look confused — выглядеть растерянным
to give feedback — дать обратную связь
to be disappointed — быть разочарованным
to point out mistakes — указывать на ошибки
to follow up on progress — следить за прогрессом
to fall apart — развалиться (о ситуации/плане)

You can use patterns like these in your own speech:

Our project started well, but then _____. — Наш проект начался хорошо, но потом _____.

I was responsible for _____, so I _____. — Я отвечал за _____, поэтому я _____.

We didn't _____ on time, so _____. — Мы не _____ вовремя, поэтому _____.

I felt _____ because _____. — Я чувствовал _____, потому что _____.

The biggest problem was _____. — Самой большой проблемой было _____.

We had to _____ in a hurry. — Нам пришлось _____ в спешке.

After the presentation, I realized _____. — После презентации я понял _____.

Now think about your own experience:

1. Have you ever had a school project that went wrong?

I once had a group project that didn't go well because we didn't organize it properly. At first, everything seemed easy, but later we realized we were not following up on each other's tasks. In the end, the project felt messy and stressful.

2. What caused the problem?

The main problem was poor communication. Some people didn't do their tasks on time, so the rest of the group couldn't continue. Because of that, we had to work in a hurry at the last moment.

3. How did you feel during the presentation?

I felt very nervous because we were not fully prepared. I tried to stay focused, but I kept forgetting parts of my speech. It was hard to work as a team in that situation.

4. What did the teacher say?

The teacher gave us feedback and pointed out that we didn't check each other's work. She explained that teamwork is not just dividing tasks, but also staying organized together. I felt disappointed, but I understood her point.

5. What did you learn from it?

I learned that it is important to follow up on progress and stay in touch with your group. Now I always try to stay organized and make sure everyone is doing their part.

Complete the sentences:

Our group project started well, but then it _____.

I was responsible for the _____ part of the project.

We had to work in a _____ because we were late.

During the presentation, I felt very _____ and forgot some parts.

Now I always make sure to _____ on my group's progress.

How I Studied at the Last Minute

I still remember that evening before my exam very clearly. I had planned to start studying earlier, but somehow I kept postponing it. First, I told myself I would start after dinner. Then I said I would begin after a short break. Before I knew it, it was already late evening, and I hadn't really started anything serious.

At around nine o'clock, I finally opened my notebook. The room was quiet, and everyone at home was already relaxed, but I suddenly felt a bit of panic. I looked at the amount of material I had to cover and thought, How am I going to learn all of this in one night? Still, I had no choice, so I tried to focus.

At first, I just read everything quickly without really understanding it. My mind kept jumping from one topic to another. I highlighted random parts, wrote a few short notes, and tried to memorize definitions, but nothing stayed in my head. I was both tired and stressed, which made it even harder to concentrate.

After a while, I realized that this method wasn't working. So I changed my approach. Instead of reading everything again and again, I started testing myself. I closed the book and tried to explain the topic out loud, as if I were teaching someone else. It was difficult, but it helped me notice what I actually knew and what I didn't.

Time was passing quickly, and I kept looking at the clock. Every time I checked, I felt more nervous. I skipped some smaller details and focused only on the most important parts. I told myself, It's better to understand the main ideas than to know nothing at all.

At some point, I made a small plan: I divided the remaining time into sections. I spent twenty minutes on one topic, then moved to the next. This helped me feel slightly more organized, although I was still far from calm. I drank a lot of water, walked around the room a bit, and tried not to fall asleep.

Around midnight, I started to feel extremely tired, but I didn't want to stop. I repeated key ideas in my head while lying on the bed, thinking that even a little revision was better than nothing. Sometimes I closed my eyes for a few seconds and then forced myself to continue.

By the time I finally went to bed, it was already very late. I wasn't fully confident, but I had at least gone through the most important topics once. I remember thinking, I should never leave things to the last minute again.

The next morning, I woke up feeling a bit exhausted, but also strangely focused. During the exam, some questions were familiar, and I managed to answer them better than I expected. Still, I knew I had made things harder for myself than necessary.

On the way home, I kept thinking about the stress of that night. Last-minute studying might sometimes help you survive an exam, but it always comes with pressure and tiredness. And honestly, I didn't want to go through that kind of night again anytime soon.

Here are some useful expressions you might have noticed:
to study at the last minute — готовиться в последний момент

to postpone something — откладывать что-то
to take a short break — сделать короткий перерыв
before I knew it — не успел заметить, как
to feel a bit of panic — почувствовать лёгкую панику
to cover material — охватить материал
to have no choice — не иметь выбора
to focus on something — сосредоточиться на чём-то
to jump from topic to topic — перескакивать с темы на тему
to stay in my head — запомниться (о информации)
to concentrate on something — концентрироваться на чём-то
to change the approach — изменить подход
to test yourself — проверять себя
to explain out loud — объяснять вслух
to realize something — осознать что-то
to check the clock — смотреть на часы
to skip details — пропускать детали
to focus on main ideas — сосредоточиться на главных идеях
to make a small plan — составить небольшой план
to feel slightly organized — чувствовать себя немного организованным
to fall asleep — заснуть
to go through topics — пройти темы
to leave things to the last minute — оставлять всё на последний момент

You can use patterns like these in your own speech:

I left ____ to the last minute, so I _____. — Я оставил ____ на последний момент, поэтому я _____.
I tried to ____, but I couldn't concentrate. — Я пытался ____, но не мог сосредоточиться.
At first, I felt ____ because _____. — Сначала я чувствовал ____, потому что _____.
I changed my approach and started to _____. — Я изменил подход и начал _____.
I focused on ____ instead of _____. — Я сосредоточился на ____ вместо _____.
Time was passing, so I _____. — Время шло, поэтому я _____.
In the end, I felt ____ but also _____. — В конце я чувствовал ____, но также _____.

Now think about your own experience:

1. Have you ever studied at the last minute?

I once studied at the last minute because I kept postponing my revision. At first, I felt calm, but later I felt a bit of panic when I realized how much I had to cover. I had to focus quickly and change my approach.

2. How did you organize your study time?

I tried to make a small plan and divide my time into sections. I focused on main ideas instead of small details. That helped me feel slightly more organized, even though I was still stressed.

3. What methods helped you most?

Testing myself and explaining topics out loud helped me the most. When I changed my approach, I realized what I actually knew. That made studying a bit more effective.

4. How did you feel during the night?

I felt tired and stressed, but I tried to concentrate. Sometimes I felt like giving up, but I kept going because I had no choice. I kept checking the clock and worrying about time.

5. What did you learn from this experience?

I learned that leaving things to the last minute only creates stress. Even if you manage to study everything, it is harder to remember and understand. Now I try to start earlier and avoid panic.

Complete the sentences:

I left my revision to the _____ minute, so I felt stressed.

I tried to _____ on the main ideas instead of details.

I changed my _____ when I realized the first method didn't work.

I had to _____ myself to check what I really knew.

I promised myself not to _____ things to the last minute again.

An Unexpected Thing That Happened in Class

It was a normal school day, or at least it started like one. I arrived at school a bit early, as usual, and I was thinking about the lessons ahead. Nothing felt special that morning. We had the same timetable, the same classmates, the same routine. I remember even thinking, Today will probably be just like any other day.

The first lesson was quite calm. The teacher explained the topic, and we took notes as usual. I was half focused and half distracted, thinking about homework and what I would do after school. Everything felt predictable, almost a bit boring.

But then came the second lesson, and something unexpected happened.

We were in the middle of the class when suddenly the classroom door opened. At first, I thought it was another student coming late, but instead, a school administrator entered with a serious expression. The teacher stopped speaking immediately, and the whole class became quiet.

The administrator said there was a small technical issue in the building, and we all needed to leave the classroom for a few minutes. No one really understood what was going on, but we all stood up and followed the teacher outside. It felt strange because it was so sudden and unexpected.

We gathered in the school corridor, talking quietly among ourselves. Some students looked confused, others looked excited, like it was some kind of break. I wasn't sure how to feel. It wasn't dangerous, but it still felt unusual.

After a few minutes, we heard that there had been a minor problem with the electricity in part of the building. It wasn't serious, but they needed time to fix it. So instead of returning to class immediately, our teacher decided to take us outside for a short walk around the school yard.

At first, I thought it was just a waste of time, but actually, it turned out to be quite nice. The air outside felt fresh, and it was interesting to see my classmates in a different mood. We were all just walking, talking, and laughing a bit more than usual. It felt like a small break from normal school pressure.

One of my classmates even started telling a funny story, and soon everyone was laughing. Even the teacher smiled, which doesn't happen very often during lessons. It was strange how a small unexpected situation could completely change the atmosphere.

After about twenty minutes, we went back inside. The problem was already fixed, and the school returned to normal. We continued the lesson as if nothing had happened, but the mood in the class was a bit lighter than before.

I remember finding it hard to focus again at first because I was still thinking about what happened outside. It was such a small interruption, but it made the day feel different.

Later, during the break, we talked about it again. Some students said it was the most interesting part of the day. Others joked that they wished something like that happened more often. I didn't say much, but I agreed that it broke the routine in a surprising way.

Walking home that day, I thought about how school days usually feel predictable, but sometimes something unexpected can change everything for a short moment. Even a small event can make a normal day more memorable.

And somehow, that ordinary lesson ended up being the one I remembered the most that week.

Here are some useful expressions you might have noticed:

a normal school day — обычный школьный день
as usual — как обычно
to take notes — делать записи
to feel predictable — казаться предсказуемым
to be in the middle of class — быть посреди урока
to open the door suddenly — внезапно открыть дверь
to become quiet — стать тихим
to have a serious expression — иметь серьёзное выражение лица
to leave the classroom — покинуть класс
to feel strange — чувствовать себя странно
to gather in the corridor — собраться в коридоре
to feel confused — чувствовать растерянность
to fix a problem — исправить проблему
to take a short walk — совершить короткую прогулку
to feel fresh air — чувствовать свежий воздух
to be in a different mood — быть в другом настроении
to tell a funny story — рассказывать смешную историю
to break the routine — нарушить рутину
to go back inside — вернуться внутрь
to continue the lesson — продолжить урок
to focus again — снова сосредоточиться
to talk about something — говорить о чём-то
to feel memorable — быть запоминающимся

You can use patterns like these in your own speech:

It started as a normal ____, but then _____. — Это началось как обычный ____, но потом _____.

I was in the middle of ____ when _____. — Я был посреди ____, когда _____.

Suddenly, _____. — Внезапно _____.

We had to ____, so we _____. — Нам пришлось ____, поэтому мы _____.

At first, I felt ____, but then _____. — Сначала я чувствовал ____, но потом _____.

Конец ознакомительного фрагмента.

Текст предоставлен ООО «Литрес».

Прочитайте эту книгу целиком, [купив полную легальную версию](#) на Литрес.

Безопасно оплатить книгу можно банковской картой Visa, MasterCard, Maestro, со счета мобильного телефона, с платежного терминала, в салоне МТС или Связной, через PayPal, WebMoney, Яндекс.Деньги, QIWI Кошелек, бонусными картами или другим удобным Вам способом.