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ТОМ СТОРИЗ

АНГЛИЙСКИЙ ДЛЯ УВЕРЕННОГО ОБЩЕНИЯ

С ТЕКСТАМИ И УПРАЖНЕНИЯМИ



Том Сториз

Английский для уверенного

общения. С текстами

и упражнениями

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Аннотация

Сборник коротких рассказов на английском языке уровня A2, основанных на повседневных ситуациях. Тексты помогают развивать понимание, лексику и навыки общения. Каждая глава сопровождается упражнениями на чтение, грамматику, перевод и устную речь. Книга подходит для самостоятельного изучения и работы в классе, формирует уверенность в использовании английского языка в реальной жизни.

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Английский для уверенного общения С текстами и упражнениями

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Введение

Настоящее издание представляет собой сборник коротких рассказов на английском языке, предназначенных для изучающих язык на уровне A2. Основной целью книги является развитие навыков чтения, понимания и базового устного и письменного общения в рамках повседневных ситуаций.

Материал организован в виде тематических текстов, отражающих типичные жизненные ситуации: обучение, общение с друзьями, семейные взаимодействия, выполнение повседневных задач, а также простые бытовые трудности. Такой подход позволяет читателю не только расширять словарный запас, но и лучше понимать структуру языка в естественном контексте.

Каждый рассказ сопровождается системой упражнений, направленных на закрепление изученного материала. Включены задания на понимание содержания, работу с лексикой, отработку грамматических конструкций, перевод и развитие навыков устной речи. Упражнения построены с учетом уровня A2 и предполагают постепенное усложнение.

Особое внимание уделено использованию базовых грамматических времен и распространённых речевых моделей.

Тексты написаны с опорой на частотную лексику и простые синтаксические структуры, что обеспечивает доступность материала и способствует уверенности учащегося при работе с языком.

Практическая направленность издания позволяет использовать его как для самостоятельного изучения, так и в рамках учебного процесса. Книга может быть полезна учащимся, стремящимся систематизировать знания, а также преподавателям, работающим с группами начального и среднего уровня.

Таким образом, данное пособие ориентировано на формирование устойчивых языковых навыков и развитие способности применять английский язык в реальных коммуникативных ситуациях.

I Was Not Ready for This Test

Story

It was Monday morning, and I felt tired. I didn't want to go to school. I sat at the kitchen table and drank my tea. My mother looked at me and asked,

«Are you okay?»

«I think so,» I said. «I just feel a little tired.»

She smiled. «You should go to school. You have an important day.»

I didn't answer. I had a strange feeling, but I didn't know why.

At school, everything looked normal. Students talked, laughed, and walked to their classrooms. I met my friend Alex near the door.

«Hey,» he said. «Are you ready?»

«Ready for what?» I asked.

He looked surprised. «The test. The English test.»

My heart stopped. «What test?»

«The test today. Didn't you study?»

I felt cold. «No... I forgot.»

Alex looked at me. «Oh no. That's bad.»

We went into the classroom. The teacher came in with papers in her hands. She smiled, but I felt nervous.

«Good morning,» she said. «Today we have a test.»

I sat down and looked at my desk. I didn't know what to do. I wanted to leave, but I couldn't.

The teacher gave us the papers. «You can start now.»

I looked at the first question. It was easy, but I was still nervous. My hands were shaking.

«Calm down,» I said to myself. «You can do this.»

I read the questions slowly. Some of them were easy. Some were difficult. I didn't know all the answers, but I tried.

After ten minutes, I felt a little better. I started to remember things from the lessons. I wrote more answers. I checked my sentences.

Alex looked at me and whispered, «How is it?»

«It's not easy,» I said quietly, «but I'm trying.»

Time went fast. The teacher said, «Five more minutes.»

I looked at my paper again. I found two mistakes and fixed them.

Then the teacher said, «Time is up.»

I gave her my paper. I didn't feel good, but I didn't feel terrible.

After the lesson, Alex came to me.

«So?» he asked.

«I don't know,» I said. «Maybe it's okay.»

«You did your best,» he said.

«Yes,» I said. «Next time, I must study.»

He laughed. «That's a good idea.»

I smiled. I felt tired, but also a little proud. It was not perfect, but I didn't give up.

A. Reading Comprehension

Answer the questions:

How did the main character feel in the morning?

What did Alex tell him at school?

Why was the main character nervous?

What did he do during the test?

How did he feel at the end?

True or False:

The main character studied for the test.

The teacher was angry.

Some questions were easy.

Order the story:

The teacher gave the test

The main character forgot about the test

He tried to answer the questions

He talked to Alex after the test

B. Vocabulary

tired — very sleepy or without energy — I feel tired after school.

important — very necessary or useful — This is an important day.

nervous — worried or afraid — She feels nervous before tests.

test — questions to check knowledge — We have a math test today.

forget — not remember — I forgot my book.

remember — keep in your mind — I remember his name.

difficult — not easy — This task is difficult.

easy — not difficult — The question is easy.

try — do your best — I will try again.

fix — correct something — He fixed his mistake.

C. Grammar

Fill in the blanks:

I ____ (feel) tired yesterday.

He ____ (forget) about the test.

We ____ (have) a test today.

I ____ (try) to answer all questions.

You ____ (must) study for tests.

Choose the correct form:

I (am / was) nervous yesterday.
She (has / had) a test last week.
We (will study / studied) tomorrow.

Make sentences:

must / I / study

can / I / do it

should / you / check your work

D. Translation

Translate into Russian:

I forgot about the test.

I feel nervous.

It is not easy.

I will try again.

You must study.

Translate into English:

Я забыл про тест.

Я чувствую себя уставшим.

Это сложно.

Я постараюсь.

Ты должен учиться.

E. Speaking Practice

Have you ever forgotten about a test?

How do you feel before a test?

What do you do when something is difficult?

Do you like tests? Why or why not?

Task:

Tell about your last test

Compare your experience with the story

Create a short story about a test day

The Teacher Called My Name

Story

It was a quiet morning at school. I walked into the classroom and sat at my desk. I felt a little nervous, but I didn't know why. Everything looked normal. My classmates talked and laughed. The teacher was not in the room yet.

My friend Lisa came and sat next to me.

«Hi,» she said. «Did you do the homework?»

«Yes,» I said. «It was not very difficult.»

She smiled. «Good. I think today will be easy.»

I hoped she was right.

A few minutes later, the teacher came in. She looked serious. She put her books on the table and looked at the class.

«Good morning,» she said.

«Good morning,» we answered.

She opened her notebook. «Today we will check your homework.»

My heart started to beat fast. I looked at my notebook. It was in my bag, but I didn't want to show it.

The teacher started to call names.

«Anna,» she said.

Anna stood up and read her answers. The teacher nodded.

«Good,» she said.

Then she called another student. Then another. I listened, but I couldn't focus. I felt more and more nervous.

Lisa looked at me. «Are you okay?» she whispered.

«I think so,» I said, but my voice was not strong.

Then I heard it.

«My name.»

The teacher looked at me. «Can you read your answers?»

I stood up slowly. My hands were cold. I opened my notebook.

The words were there, but I couldn't read them well.

«Start, please,» the teacher said.

I took a deep breath. «Yesterday, I... I went to the park,» I began.

My voice was quiet. I stopped for a moment.

«It's okay,» the teacher said. «Take your time.»

I looked at the page again. I tried to read more clearly.

«I went to the park with my friend. We played football and talked.»

This time, my voice was better. I felt a little more confident.

«Good,» the teacher said. «Continue.»

I read the rest of my homework. It was not perfect. I made a small mistake, but I corrected it.

When I finished, the teacher smiled.

«Thank you,» she said. «That was good.»

I sat down. I felt warm now. I looked at Lisa.

«You did great,» she whispered.

I smiled. «I was so nervous,» I said.

«I know,» she said. «But you did it.»

After that, I listened to the other students. I was not afraid anymore. I felt calm.

At the end of the lesson, the teacher said,
«Good job today, everyone.»

When the bell rang, I packed my bag. I felt proud. It was a small moment, but it was important for me.

I learned something new that day. I can be nervous, but I can still speak. Next time, I will not be so afraid.

A. Reading Comprehension

Answer the questions:

How did the main character feel at the beginning?

What did the teacher do in the lesson?

Why was the main character nervous?

What happened when the teacher called his name?
How did he feel at the end?

True or False:

The teacher was angry.

The main character forgot the homework.

He felt better after speaking.

Order the story:

The teacher checked homework

The teacher called his name

He read his answers

He felt proud at the end

B. Vocabulary

nervous — worried or afraid — I feel nervous before speaking.

serious — not smiling, very focused — The teacher looked serious.

answer — something you say or write — He gave the right answer.

continue — go on — Please continue your story.

mistake — something wrong — I made a mistake.

correct — make right — She corrected the sentence.

confident — sure about yourself — He feels confident now.

calm — relaxed — I feel calm after the lesson.

proud — happy about what you did — I feel proud of my work.

whisper — speak very quietly — She whispered to her friend.

C. Grammar

Fill in the blanks:

I ____ (feel) nervous yesterday.

The teacher ____ (call) my name.

I ____ (read) my homework.

She ____ (say) «Good job.»

You ____ (should) speak slowly.

Choose the correct form:

I (am / was) nervous in class.

She (calls / called) my name yesterday.

We (will read / read) tomorrow.

Make sentences:

can / I / speak

must / we / listen

should / you / try

D. Translation

Translate into Russian:

The teacher called my name.

I felt nervous.

I made a mistake.

I tried again.

I felt proud.

Translate into English:

Учитель назвал мое имя.

Я волновался.

Я сделал ошибку.

Я попробовал снова.

Я гордился собой.

E. Speaking Practice

Do you feel nervous when you speak in class?

What do you do when you feel nervous?

Do you like reading in front of others? Why or why not?

Who helps you feel more confident?

Task:

Talk about a time when a teacher asked you a question

Compare your experience with the story

Create a short story about speaking in class

I Sat Next to the Wrong Person

Story

It was Wednesday morning, and I arrived at school a little late. The hallway was full of students, and everyone was already going to class. I walked quickly and opened the classroom door.

«Sorry, I'm late,» I said.

The teacher looked at me. «Come in. Please sit down.»

I looked around. My usual seat was taken. My friend Alex was not there yet. I didn't know where to sit. There was one empty seat near the window. A boy I didn't know was sitting there.

I didn't have time to think. I went and sat next to him.

«Hi,» I said.

He looked at me but didn't smile. «Hi.»

He looked serious. I felt a little uncomfortable, but I opened my book and tried to listen to the teacher.

«Today we will work in pairs,» the teacher said. «You will ask and answer questions.»

I looked at the boy next to me. He looked back at me.

«I guess we are a pair,» I said.

He nodded. «Okay.»

The teacher gave us a paper with questions. Some were easy, some were not.

I started. «What do you do in your free time?» I asked.

He answered, «I read and play chess.»

«Oh, that's nice,» I said. «I like music and sports.»

He nodded again. He didn't talk much. It was a little difficult to have a conversation.

Then it was his turn. «Do you like school?» he asked.

«Yes, I do,» I said. «But not every day.»

He smiled a little. «Me too.»

After some time, I felt more relaxed. He started to speak more.

«My name is Timur,» he said.

«I'm Dan,» I said. «Nice to meet you.»

«Nice to meet you too,» he said.

We continued the task. It became easier. We even laughed once when I gave a funny answer.

Then the door opened. Alex came in.

«Sorry, I'm late,» he said.

He looked at me. «Hey, why are you sitting there?»

I smiled. «My seat was taken.»

He laughed. «Oh, I see.»

The teacher said, «Continue your work, please.»

I turned back to Timur. «Let's finish the last questions,» I said.

«Okay,» he said.

We finished the task together. When the lesson ended, we gave our paper to the teacher.

«Good job,» she said.

After class, Alex came to me.

«So, how was your new partner?» he asked.

«It was okay,» I said. «At first, it was a little strange. But now it's fine.»

Timur stood next to us.

«See you tomorrow,» he said.

«See you,» I said.

We walked out of the classroom. I felt happy. I sat next to the wrong person, but maybe it was the right situation.

A. Reading Comprehension

Answer the questions:

Why was the main character late?

Why did he sit next to a new person?
What task did the teacher give?
How did the conversation change?
What happened at the end of the lesson?

True or False:

The main character sat in his usual place.
Timur talked a lot at the beginning.
They finished the task together.

Order the story:

He sat next to a new student
The teacher gave a pair task
They started to talk
They became more comfortable

B. Vocabulary

late — not on time — I was late for class.
empty — no one or nothing inside — The seat was empty.
uncomfortable — not relaxed — I felt uncomfortable at first.
pair — two people together — We worked in pairs.
guess — think something is true — I guess we are partners.
relaxed — calm and not nervous — I feel relaxed now.
continue — go on — Please continue your work.
strange — unusual — It felt a little strange.

partner — a person you work with — My partner is very kind.
situation — what is happening — It was a new situation.

C. Grammar

Fill in the blanks:

I ____ (arrive) late yesterday.

He ____ (sit) next to me.

We ____ (work) in pairs today.

She ____ (ask) a question.

You ____ (should) talk more.

Choose the correct form:

I (am / was) late for school.

He (sits / sat) next to me yesterday.

We (will finish / finished) the task tomorrow.

Make sentences:

can / we / work together

must / I / listen

should / you / answer

D. Translation

Translate into Russian:

I sat next to a new student.

We worked in pairs.
I felt uncomfortable.
It was easier later.
We finished the task.

Translate into English:

Я сел рядом с новым учеником.
Мы работали в парах.
Мне было неловко.
Потом стало легче.
Мы закончили задание.

E. Speaking Practice

Do you like working with new people?
How do you feel in a new situation?
What do you do when a person is quiet?
Have you ever met a new friend at school?

Task:

Talk about a time when you worked with someone new
Compare your experience with the story
Create a short story about meeting a new classmate

My Homework Was Gone

Story

It was Thursday morning. I walked to school with my bag and a cup of tea. The weather was nice, and I felt calm. I did my homework the night before, and I was ready for the lesson.

In the classroom, I sat at my desk and opened my bag. I wanted to check my homework one more time.

But it was not there.

I looked again. I moved my books and my notebook. I checked every pocket.

«No... no, no,» I said quietly.

My homework was gone.

My friend Lisa came in and sat next to me.

«Hi,» she said. «Are you ready?»

«I... I don't know,» I said. «My homework is not here.»

«What?» she asked. «But you did it yesterday!»

«Yes, I did. I remember it. I wrote everything.»

«Maybe it's at home?» she said.

«I don't think so,» I said. «I put it in my bag.»

I felt nervous. The teacher was coming soon.

«Calm down,» Lisa said. «Let's think.»

I closed my eyes for a moment. I tried to remember.

Yesterday evening... I finished my homework. Then my mother called me for dinner. I left my notebook on the table.

After dinner, I watched TV. Then I went to my room.

«Oh no,» I said. «I think I left it at home.»

Lisa looked at me. «That's not good.»

«I know,» I said. «What should I do?»

«You should tell the teacher,» she said.

«I don't want to,» I said. «She will be angry.»

Lisa shook her head. «Maybe not. Just be honest.»

At that moment, the teacher came into the classroom.

«Good morning,» she said.

«Good morning,» we answered.

She looked at us. «Please take out your homework.»

My heart started to beat fast. I looked at my desk. I had nothing.

The teacher walked around the classroom. She stopped near my desk.

«Where is your homework?» she asked.

I stood up slowly. «I'm sorry,» I said. «I did my homework, but I think I left it at home.»

She looked at me for a moment.

«Did you really do it?» she asked.

«Yes,» I said. «I can bring it tomorrow.»

She was quiet. Then she said, «Okay. Please bring it tomorrow. But next time, be more careful.»

«Yes, I will,» I said.

I sat down. I felt much better.

Lisa smiled at me. «See? It's okay.»

«Yes,» I said. «You were right.»

After the lesson, I said to Lisa,

«Today after school, I must go home and check my homework.»

She laughed. «And put it in your bag!»

«Yes,» I said. «Right away.»

That evening, I found my notebook on the kitchen table. I put it in my bag immediately.

Next morning, I checked my bag twice.

A. Reading Comprehension

Answer the questions:

When did the main character do the homework?

What problem did he have in the classroom?

What did Lisa say to help him?

What did the teacher ask?

What did the main character do at the end?

True or False:

The homework was in the bag.

The teacher shouted at him.

He found the homework at home.

Order the story:

He did his homework

He couldn't find it

He talked to Lisa

He spoke to the teacher

B. Vocabulary

homework — school work at home — I did my homework yesterday.

bag — something to carry things — My books are in my bag.
pocket — a small space in a bag or clothes — I checked every pocket.

calm — relaxed — Try to stay calm.

remember — keep in your mind — I remember this place.

leave — forget something in a place — I left my phone at home.

careful — thinking about possible problems — Be careful with your things.

honest — telling the truth — Be honest with your teacher.

bring — take something with you — Please bring your book tomorrow.

check — look to be sure — I check my bag every morning.

C. Grammar

Fill in the blanks:

I ____ (do) my homework yesterday.

He ____ (leave) it at home.

We ____ (have) a lesson today.

She ____ (say) «Be careful.»

You ____ (must) check your bag.

Choose the correct form:

I (am / was) ready for school.

She (asks / asked) a question yesterday.

We (will bring / brought) it tomorrow.

Make sentences:

must / I / remember

can / I / find it

should / you / check

D. Translation

Translate into Russian:

My homework was not in my bag.

I left it at home.

I felt nervous.

The teacher was calm.

I will bring it tomorrow.

Translate into English:

Моё домашнее задание не было в сумке.

Я оставил его дома.

Я волновался.

Учитель был спокойным.

Я принесу его завтра.

E. Speaking Practice

Have you ever forgotten your homework?

What do you do in this situation?

Do you check your bag before school?

How do you feel when you forget something important?

Task:

Tell about a time when you forgot something

Compare your experience with the story

Create a short story about a problem at school

We Had to Work Together

Story

It was Friday morning, and I felt happy. The week was almost over.

I walked into the classroom and sat next to my friend Alex.

«Today will be easy,» I said.

«I hope so,» Alex said.

The teacher came in and smiled.

«Good morning,» she said.

«Good morning,» we answered.

«Today we will do a group project,» she said. «You will work in pairs.»

I looked at Alex and smiled. «Great,» I said. «We can work together.»

But the teacher continued, «I will choose the pairs.»

My smile disappeared.

She started to say names.

«Alex and Lisa.»

Alex looked at me. «Sorry,» he said quietly.

«It's okay,» I said, but I felt a little sad.

Then the teacher said my name.

«Dan and Mark.»

I looked around. Mark was sitting near the back. He didn't talk much in class. I didn't know him well.

I walked to his desk.

«Hi,» I said.

«Hi,» he answered.

The teacher gave us the task.

«You need to make a short presentation about your weekend. You should write it and then speak to the class.»

I looked at Mark.

«Okay,» I said. «Let's start. What did you do last weekend?»

He thought for a moment.

«I stayed at home,» he said. «I watched TV.»

«That's good,» I said. «We can write about that.»

Then he asked me,
«What did you do?»

«I went to the park with my family,» I said. «We had a picnic.»

He nodded.

«Okay. We can use both ideas.»

At first, it was a little difficult. We didn't talk much. We didn't know how to start.

«Maybe you can write,» I said, «and I can help.»

«Or we can write together,» he said.

«That's better,» I said.

We started to write. Slowly, it became easier. We shared ideas. We helped each other.

«You should say „We went to the park,“» Mark said.

«Oh, right,» I said. «Thank you.»

Then I helped him.

«You can say „I stayed at home,“ not „I stay at home.“»

«Ah, yes,» he said. «Thank you.»

After some time, we finished the text.

«Now we must practice,» I said.

«I don't like speaking,» Mark said.

«Me too,» I said. «But we can try.»

We read the text together. First quietly, then a little louder.

«You go first,» I said.

«No, you go first,» he said.

We both laughed.

«Okay,» I said. «I will start, and you continue.»

When it was time to present, I felt nervous again. The teacher called our names.

«Dan and Mark, please come here.»

We stood in front of the class.

I started,

«Last weekend, we did different things.»

Then Mark continued,

«I stayed at home and watched TV.»

His voice was quiet, but clear.

I spoke again,
«I went to the park with my family.»

We finished the presentation together.

«Good job,» the teacher said. «You worked well together.»

We went back to our seats.

«That was not so bad,» Mark said.

«Yes,» I said. «We did it.»

After the lesson, I said,
«It was nice to work with you.»

«Same,» he said. «Maybe next time it will be easier.»

I smiled. Sometimes, working with a new person is not easy.
But it can be good.

A. Reading Comprehension

Answer the questions:

How did the main character feel at the beginning?

Why didn't he work with Alex?

Who did he work with?

What was the task?

How did they feel after the presentation?

True or False:

The students chose their partners.

Mark liked speaking at first.

They helped each other.

Order the story:

The teacher made pairs

He worked with Mark

They wrote the text

They gave a presentation

B. Vocabulary

project — a piece of work — We have a school project.

pair — two people working together — We worked in pairs.

presentation — speaking in front of others — We gave a presentation.

idea — a thought or plan — I have a good idea.

share — give something to others — We shared our ideas.

help — do something for someone — I help my friend.

practice — repeat to learn — We practice speaking.

continue — go on — Please continue.

different — not the same — We did different things.

together — with another person — We worked together.

C. Grammar

Fill in the blanks:

We ____ (work) together yesterday.

He ____ (stay) at home.

I ____ (go) to the park.

We ____ (write) a text.

You ____ (should) practice more.

Choose the correct form:

We (are / were) in a pair.

He (likes / liked) speaking yesterday.

We (will present / presented) tomorrow.

Make sentences:

can / we / help

must / I / try

should / we / practice

D. Translation

Translate into Russian:

We worked together.

We made a presentation.

I felt nervous.

We helped each other.

It was not easy.

Translate into English:

Мы работали вместе.

Мы сделали презентацию.

Я волновался.

Мы помогали друг другу.

Это было не просто.

E. Speaking Practice

Do you like working in pairs?

What do you do in group projects?

Is it easy to work with new people?

How do you feel before a presentation?

Task:

Talk about a time when you worked with someone

Compare your experience with the story

Create a short story about a school project

I Didn't Understand the Task

Story

It was Tuesday afternoon. The last lesson of the day was English. I felt a little tired, but I wanted to listen carefully.

The teacher came into the classroom and wrote something on the board.

«Today we will do a writing task,» she said. «Please read the instructions and start.»

She gave us a paper. I looked at it. There were many words. I read it once. Then again.

I didn't understand.

I looked around. Everyone started writing. Lisa took her pen and began quickly. Alex was already on the second line.

I sat there and looked at the paper.

«What is this?» I thought.

Lisa looked at me.

«Are you okay?» she whispered.

«I don't understand the task,» I said quietly.

Конец ознакомительного фрагмента.

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