

# 03 EDUKACJA



## GET READY

Work in pairs. Tell your partner about a typical day at your previous school and discuss how different that was from your normal day now.

## Szkoła i jej pomieszczenia

1 Complete the sentences with the correct words. The first letters have been given.

- If you don't study or work at a school, you are not allowed on the school grounds without permission.
- To keep their belongings safe during the day, students put them in lockers, which may be in a corridor or a locker room.
- I'll meet you outside the lecture theatre at 9.30 and we can sit together.
- Students can go to most parts of the school building, but some are private and out of bounds.
- Parents often chat and make friends at the school gate while waiting for their children.
- Our assembly hall is very large and has a stage, which is where we put on school plays.

## Przedmioty nauczania

2 List as many school subjects as you can in two minutes. How many university subjects can you name that are different from those on your first list?



34

3 CD 1.13 Listen to six people talking about what they are studying at university. Match speakers 1–6 with the subjects a–j. There are four extra subjects.

- |                              |                                    |
|------------------------------|------------------------------------|
| a sports psychology          | g biotechnology                    |
| b fine arts                  | h linguistics                      |
| c political science          | i broadcast and digital journalism |
| d anthropology               | j economics                        |
| e structural engineering     |                                    |
| f marketing and social media |                                    |

1 d 2 h 3 i 4 g 5 c 6 b

## Uczenie się, w tym uczenie się przez całe życie

4 Choose the correct words in the idioms to complete the message.

I (1) hit / smashed the books as soon as I got home. If I'm to stand a chance of passing this test tomorrow, I've got to know the topic (2) outside in / inside out! I've got a pretty good (3) feeling / grasp of the basics, but there are just some things I can't get my head (4) across / round, and I'm feeling a bit out of my (5) length / depth. It's not a case of learning my notes off by (6) heart / memory – I've got to be able to apply the knowledge, haven't I? I know this subject (7) makes / comes easily to you, so I was wondering if I could (8) pick / borrow your brains later on this evening. I'll jot (9) on / down a couple of things I just can't get the (10) hang / following of and give you a call if that's OK.

14:37

## Lead-in

Ask students to do GET READY exercise. After two minutes ask them to share their answers with the class.

## Lesson materials

- Audioscript, Student's Book page 278; Teacher's Resource Centre

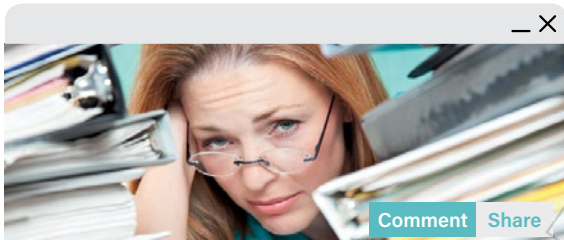
# 5 Choose the correct words to complete the sentences.

- I **failed** / **flunked** / **felt** to get the grades I needed to go to the university of my choice, so I had to go through **cleaning** / **clearing** / **cramming**.
- My university is a long way from my home, so I live in **academic** / **campus** / **halls**, which is fun! It's expensive, but I get a **tuition** / **grant** / **fee** towards my living expenses.
- I've decided against going to uni as I'd rather **make** / **maintain** / **serve** an apprenticeship and get **hands-on** / **self-taught** / **in-depth** experience in the job I ultimately want to do.
- I'm **handing** / **reading** / **hitting** philosophy at university, but I've just **signed up** / **enrolled** / **applied** on an optional Spanish course, which I think will be compelling.
- I really enjoy Professor Hollington's lectures and seminars, but he's on **sabbatical** / **assignment** / **monitor** leave this term, writing another book.
- During my year abroad, as part of my four-year course, I had to write a(n) **assumption** / **curriculum** / **dissertation** that will go towards my final grade.

# 6 Would you like to train to be a teacher? Why (not)?

# 7 Complete the article about a teacher's job with the correct forms of the verbs in the box. Does it mention any of your points from exercise 6?

cover drop (x2) engage follow hand  
maintain set (x2) shoulder write



A teacher's day can be draining. We sometimes fail to realise how much they are expected to do over and above their routine classroom teaching. As well as (1) **setting** and marking assignments that have been (2) **handed** in, they often need to (3) **cover** lessons for sick teachers. They have to make sure that they are (4) **following** the curriculum and (5) **setting** realistic targets for their students. Staff meetings, parent-teacher meetings and organising after-school activities are also part and parcel of their job, as are training days, (6) **writing** up their notes and working out lesson plans to (7) **engage** students of mixed abilities within the same class. Another pressure is dealing with students who want to (8) **drop** a subject and some who are in danger of (9) **dropping** out altogether. If a school has been put in special measures for some reason, it's the teachers who (10) **shoulder** the burden of (11) **maintaining** and improving academic standards. It is certainly not the easiest job in the world.

# 8 Complete the sentences with words formed from the words in the box.

assume collaborate come critic  
distant employ person

- Distance** learning is always an option for people in work who would like to study at the same time.
- Most lessons at school these days use **critical** thinking tasks to encourage students to challenge their **assumptions**.
- A good teacher will foster **collaboration** between her/his students, which improves the range of **interpersonal** skills that they will use throughout their lives.
- By studying a range of subjects and developing different skills, students can maximise their potential and improve their **employability** in the future.
- One of the most important things to learn at school and college is the ability to monitor your own learning **outcomes**, and this can start at a young age.

# Przybory szkolne

# 9 Choose the correct words to complete a teacher's reply to a message. What do you think the original message was?

OK, yes, well, we're (1) **finely** / **well** stocked with exercise books, A4 paper and (2) **pointer** / **ballpoint** pens. But we're running (3) **down** / **low** on (4) **self** / **sticky** notes, (5) paper **clips** / **clasp**s and plastic (6) **briefcases** / **files**. We started off the term with a good (7) **quality** / **supply** of all (8) **stationary** / **stationery** but I have a suspicion that some items may be 'walking'! (9) **Marker** / **Marking** pens and (10) **brighter** / **highlighter** pens in particular have been disappearing, so we probably need to reorder those. I'm keeping the (11) **memory** / **flash** drives separate as they have a habit of walking, too. Oh – and if you could order two (12) **staplers** / **clippers** too, please. I think that's it for this month.

# Oceny szkolne

# 10 Find the odd one out in each line. What categories do the lines show?

- BA / PhD / the SAT / MSc *the SAT (line = qualifications)*
- A levels / NVQ / International Baccalaureate / mocks *NVQ (line = exams)*
- grade / result / score / mark / status *status (line = outcome, number of points from a test/exam)*

# 11 Choose the correct words to complete the sentences.

- These results will **go** / **make** towards my final grades.
- If I fail, I'll have to **remake** / **resit** the exams in October.
- I only just **slid** / **scraped** through, but at least I passed.
- It's an expensive private school, but good students can **win** / **gain** a scholarship to go there.
- My sister was absolutely thrilled to get a **distinction** / **merit** in her English literature exam.
- I failed my first driving test **miserably** / **sadly**, but passed with **streaming** / **flying** colours second time round.

## Życie szkoły

- 12** Complete the definitions with the correct words in the box.

caretaker governor monitor pastoral  
representative supply tutor undergraduate

This person ...

- helps students with any behavioural issues that may affect their learning: pastoral care professional.
- is called in by the school when they need an extra teacher temporarily: supply teacher.
- is studying for a degree at university: undergraduate.
- discusses school or college matters with teachers on behalf of their fellow students: student representative.
- is someone, often a parent, who is on a special committee to advise on strategic matters relating to the school: school governor.
- is a student with a specific responsibility: monitor.
- looks after school buildings, doing many repair jobs: caretaker.
- gives private lessons to one student or a small group outside of school, and is paid directly by them: private tutor.

- 13** Work in pairs. Take turns to choose a person in the box and describe them, starting: 'This person ...' for your partner to guess. Use exercise 12 as a model.

bookworm brain box bully class clown go-getter  
high achiever know-all swot teacher's pet

- 14** Complete the sentences with words formed from the words in brackets.

- Marc turned up late for registration (**register**) again this morning and the teacher was not happy.
- I have a tutorial (**tutor**) with Professor James this afternoon, which should be very useful when I come to write my assignment.
- Absenteeism (**absent**) is a big problem affecting many schools at the moment.
- The extra French lessons are not obligatory (**obligation**), but could prove very helpful.
- I need to prepare for the presentation (**present**) I'm going to give tomorrow in history.
- Kate's punctuality (**punctual**) is becoming an issue and we must discuss it with her.



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- 15** CD 1.14 Complete the review with the words in the box. Listen and check.

antisocial behaviour classes conscientious detention  
expelled forge get hauled keep mischief push  
show skip stage suspended throw toe



Streaming now on BBC iPlayer is the most recent series of *Waterloo Road*, an addictive drama about life at a secondary school. It takes us into the world of a school where pupils cut (1) classes, (2) stage demonstrations, exhibit disruptive (3) behaviour but also (4) forge lifelong friendships and learn from their mistakes. The badly-behaved pupils get put in (5) detention or (6) suspended or even (7) expelled, and the teachers who (8) throw their weight around get (9) hauled over the coals by the head. So, how realistic is school life at *Waterloo Road*? From experience, I am well aware that there have always been pupils who (10) show up late or (11) skip school altogether, and there are those who get up to (12) mischief to (13) push the limits or because they are bored. And there have always been those (14) conscientious students who (15) toe the line, (16) keep their heads down and (17) get on with their work. *Waterloo Road* shows us that perhaps life at a secondary school is not cut and dried. There is usually a reason for (18) antisocial behaviour and students with a negative attitude can be helped. The current storyline is about ADHD, and I have to say I'm finding it fascinating and I can feel a lot of my old preconceptions slipping away. A good watch!

- 16** In pairs, think of a storyline for an episode of the series described in exercise 15.

- 17** Complete the questions with the verbs in the box. Then work in pairs and answer them.

address exclude hand out play

- Should teachers hand out punishments for small things, like turning round, talking or looking at your phone? Why (not)?
- Why do you think some students regularly play truant?
- What reasons should schools exclude pupils for?
- How should schools address bullying?



### Zajęcia pozalekcyjne

- 18 Complete the online advice with the correct words formed from the words in the box.

fundraise involve join leader prospect  
pursue run shape volunteer

When thinking about your CV, obviously you need to include information about your qualifications, but it is also important to mention any extracurricular activities you have been (1) *involved* in. (2) *Prospective* employers like to see what else, apart from your studies, has (3) *shaped* you as a person, and that means reading about any passions you might have (4) *pursued* or organisational and (5) *leadership* skills you might have developed, through (6) *running* a club for example. Remember that extracurricular activities are not only about being a member of a sports or drama club, or (7) *joining* a debating society, etc. It is also about any involvement you've had in the community, like doing (8) *voluntary* work or organised (9) *fundraising* activities. All these things will look good on your CV and say a lot about the sort of person you are.

### System oświaty

- 19 Complete the names of the schools in the definitions. The first and the last letters have been given.

- 1 *p*rimary school: children start this school when they are five or six
- 2 *c*omprehensive school: pupils here are usually over 11 and are streamed according to ability
- 3 *h*omeschooling: when parents choose to teach their children themselves
- 4 *s*tate school: pupils attend this school free, without paying any fees
- 5 *p*rivate school: parents pay for their children to attend this school
- 6 *p*ublic schools: these are high-status private schools in the UK, with long histories and attended by the children of rich or upper-class families
- 7 *g*amma school: students selected through examination attend this non-fee-paying secondary school
- 8 *b*oarding school: students live at this school, returning home either at weekends or for the holidays
- 9 *v*ocational school: depending on the country, students can attend this school or college at secondary or post-secondary level, to study more practical, less purely academic subjects

### Vocabulary & Listening

#### ZDANIA Z LUKAMI

- 20 CD 1.15 Listen to a person speaking about her role in a school. Complete the sentences.

- 1 Pastoral specialists are needed in schools because teachers concentrate on conveying *knowledge* and responding to their students' *individual learning needs*.
- 2 Some students fall behind because they skip *school/lessons* or miss *deadlines*.
- 3 Instead of taking drastic measures like *suspension*, schools should try and help vulnerable students.
- 4 The speaker believes that the reasons behind some students' behaviour and attitude to education could be *family problems* or distraction caused by other factors.
- 5 Counsellors are obliged to *keep meetings confidential* and ought not *to be judgmental* about the pupils in their care.
- 6 The speaker says her job is *rewarding/satisfying* even though it's sometimes *challenging/difficult*.

- 21 Do you agree that people like the speaker are needed in the majority of schools?

### Vocabulary & Speaking

#### ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

- 22 Work in pairs. Your group is designing a brochure about your college. Take turns to answer the questions.

- 1 Choose the photo that you think would be most suitable for the front cover and justify your choice.
- 2 Why have you rejected the other two?



### Vocabulary Playout

Work in pairs and describe the video still. Then discuss the questions below.



What might education be like in a school with no lessons, textbooks or exams? What would students and teachers focus on?



VIDEO 03

### Further practice

- Video worksheet: Vocabulary Playout 03 *High Tech High*, Teacher's Book page 302, Teacher's Resource Centre
- On-the-Go Practice: Vocabulary 03, Student's App

### Lesson materials

- Videoscript, Teacher's Book page 303, Teacher's Resource Centre

### Testing

- U03 Vocabulary Test, Tests and Audio

## Exercise 2

1A and B. The sentence suggests that fundraising events are 'recent' yet have been so 'for a long time'. By using 'but' as a conjunction, the student suggests that there is some form of opposition between being 'an integral part of the education system' and being somewhere 'for a long time'.

**Suggested correction:** In the UK, fundraisers have been known for a long time and they form an integral part of the education system.

2B. There is no cause and effect relationship between the given part of the sentence and the way it has been completed.

**Suggested correction:** While organising fundraising events at school, students, teachers and parents learn to collaborate.

3A. **Suggested correction:** Simon concludes by saying that fundraising events are a very good way to develop students on many levels.



## Zoom in

- 1 Work in pairs. Describe the last time you took part in the events mentioned in the box. Did you enjoy them? Why (not)?

a school trip a school-organised fundraising event  
a summer camp a school competition  
a self-improvement workshop a school exchange

## Practise

## GET SMARTER

Wykonując zadanie polegające na uzupełnianiu zdań na podstawie wysłuchanego tekstu, pamiętaj, aby uważnie przeczytać podane zdania i wysłuchać nagrania. Każde zdanie należy uzupełnić tak, aby Twoje odpowiedzi oddawały sens informacji z nagrania oraz były poprawne gramatycznie i pasowały logicznie do luki.

- 2 **CD 1.16** Listen to a short interview about fundraising in British schools. Then read sentences 1–3. Look at the way a student has incorrectly completed them based on the interview. Decide why the information given in each gap is incorrect. Choose your answers from options A and B. Suggest any possible corrections.

- In the UK, fundraisers are a relatively recent idea for a long time, but form an integral part of the education system.
- While organising fundraising events at school, they are an opportunity for students, parents and teachers to collaborate.
- Simon concludes by saying that education wouldn't be fun without fundraising events.

- A the information does not correspond to the information in the recording  
B the information doesn't complete the gap in a logical way

## ZDANIA Z LUKAMI

- 3 **CD 1.17** Usłyszysz dwukrotnie wywiad na temat szkolnych wydarzeń charytatywnych. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- Fundraising events at Melanie's school \_\_\_\_\_ and are not held too often to ensure interest.
- The recent stress-relief week \_\_\_\_\_ a local animal shelter.
- In order to take part in the selfie run, people \_\_\_\_\_ for the event.
- In one of Melanie's favourite types of event, \_\_\_\_\_ a challenge if the students manage to raise a set amount of money.
- Melanie admits that although \_\_\_\_\_ the fundraisers, most of them take part in the events and donate small sums of money.

## Fish for words

- 4 Read the sentences and complete all of them with the same preposition. Then translate the sentences into Polish.

- Fundraisers are second to none when it comes to trust-building.
- Charity events contribute to the community's well-being.
- Regular tests add to the students' workload.
- There are numerous benefits to community-based school projects.
- All the proceeds go to a good cause.

- 5 Complete the sentences with the verbs in the box. Then suggest another verb that could replace them in each sentence.

acquire be do get implement improve stage

- We stage (organise, hold) fundraising events once a term.
- Most students in our school do (try) their utmost to help with the event preparations.
- We collect money to improve (upgrade, amend, renovate) the school's facilities and to implement (bring about, run, apply) new extracurricular programmes.
- Young people acquire (gain, get, obtain) self-esteem when they help organise events.
- Charity events should be (become) part and parcel of every school's activity.
- Events like this help a school get (take) hold of additional funds.

## Wrap it up

- 6 Work in pairs. Discuss what the fundraising events below might involve. Which events would you be prepared to take part in? Why?

battle of the bands bottle top collection cook-off  
movie night picnic raffle trivia competition

## Exercise 4

- Przedsięwzięcia mające na celu zebranie funduszy nie mają sobie równych, jeśli chodzi o budowanie wzajemnego zaufania.
- Imprezy charytatywne przyczyniają się do umocnienia dobrostanu społeczności.
- Regularnie powtarzające się testy są dodatkowym obciążeniem dla uczniów.
- Projekty szkolne oparte na lokalnej społeczności wiążą się z licznymi korzyściami.
- Wszystkie wpływy są przeznaczone na słuszną sprawę.

## Lesson materials

- Audioscript, Student's Book page 278; Teacher's Resource Centre
- Fish for verbs, Student's Book page 275

## Zoom in

- 1 ROZMOWA WSTĘPNA** Work in pairs. Use the questions below to interview each other.
- 1 What is your favourite subject? Why?
  - 2 How do you usually spend your school breaks?
- 2** Look at the photos. Imagine your school wants to create a space like this for students to study or relax. Work in pairs. Compare and evaluate the ideas. Which appeals to you more?



## Activate

- 3** Choose the correct words to complete the *Know your phrases* box.

## KNOW YOUR PHRASES

- I believe that this option would be suitable because this type of classroom seems conducive (1) **to** / **with** learning.
- Personally, I'd (2) **opt** / **choose** for this idea because ...
- This (3) **conception** / **concept** seems the (4) **more** / **most** appealing because there is a chill-out zone.
- This option appeals (5) **at** / **to** me for two reasons.
- We could (6) **do** / **make** with a new chemistry lab, so this option appears the most beneficial from the point of view of our school.
- This is my least preferred classroom (7) **outlay** / **layout** as ...
- I (8) **wouldn't** / **couldn't** choose this type of classroom because it gives the impression of being a very uncomfortable place.

- 4** Complete the task below.

Powiedz, że:

- 1 osobiście głosowałbyś/głosowałabyś za tą opcją, ponieważ takie ustawienie klasy sprzyja nauce;
- 2 ta opcja przemawia do Ciebie z dwóch powodów;
- 3 ten pomysł najmniej Ci się podoba, ponieważ ławki stoją za daleko od siebie;
- 4 w Twojej szkole przydałaby się nowa szatnia;
- 5 pierwszym powodem jest to, że ta klasa jest zbyt ciemna;
- 6 nie wybrałbyś/wybrałabyś tego pomysłu, ponieważ ta klasa wygląda zbyt staromodnie.

## Practise

## GET SMARTER

Pamiętaj, że w swojej wypowiedzi musisz uzasadnić, dlaczego wybrałeś/wybrałaś jedną propozycję, a odrzucasz pozostałe. Twoja wypowiedź powinna składać się z co najmniej dwóch lub trzech pełnych zdań. Unikaj ogólnikowych odpowiedzi, np. *I think I'd choose this option because it looks nice / good / interesting.*

- 5** Read the task and a student's answer. Complete the gaps with the correct words and expressions. More than one answer is possible.

Wasza szkoła otrzymała fundusze na wyposażenie jednego z pomieszczeń. Każdy uczeń został poproszony o zagłosowanie na jedną z propozycji wyposażenia. Masz do wyboru trzy możliwości:

- 1 nowoczesna pracownia do nauki języków,
- 2 multimedialna biblioteka z czytelnią,
- 3 strefa relaksu.

## Suggested answers

Personally, I (1) **'d go** for a chill-out zone in our school. This idea (2) **appeals to me** because a place like this would give us a chance to rest somewhere between lessons. Another reason is that (3) **it could be somewhere to escape from all the noise**. Sometimes peace and quiet is what we need at school. I wouldn't (4) **choose** a modern language lab because (5) **I believe** that we are capable of learning languages without one. And I don't believe that a multimedia library or a reading room would be (6) **useful** for students. We read e-books and listen to podcasts on our phones, so (7) **a place like this** wouldn't be necessary.

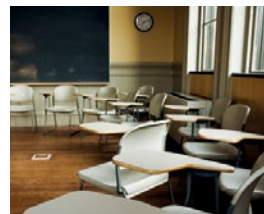
## ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO



- 6** Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania. Wykonując zadanie, korzystajcie z wyrażen z ramki *Know your phrases*.

W związku ze zbliżającym się remontem, Twoja szkoła postanowiła poprosić uczniów o wybranie najlepszego sposobu zagospodarowania przestrzeni w klasach. Masz do wyboru dwie możliwości.

- Wybierz tę propozycję, która będzie według Ciebie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 What equipment should every classroom have? Why?
- 2 Do you agree that a well-designed learning space may affect how well students learn? In what way?

Speaking Bank ► p. 219

- 7** Work in pairs. Imagine you could design the ideal classroom. Draw your design and prepare a presentation about it.

Speaking Set 03 ► p. 205

## Exercise 4

## Suggested answers

- 1 Personally, I'd vote for this option because this classroom layout is conducive to studying/learning.
- 2 This option is appealing for me/appeals to me for two reasons.
- 3 This idea is the least appealing because the desks are too far apart.
- 4 My school could do with a new locker room.
- 5 The first reason is that this classroom is too dark/dim.
- 6 I wouldn't opt for this idea because this classroom looks too old-fashioned.

## Further practice

- Speaking Bank, Student's Book page 219
- Speaking Set 03, Student's Book page 205

## Testing

- Zestawy egzaminacyjne ustne 1–6, Tests and Audio





## Zoom in

## 1 Work in pairs and discuss the questions.

- In your opinion, what could the positive and negative impact of the school environment be on learning and teaching?
- What psychological and educational problems can students encounter when moving to a new school?

## Practise

## GET SMARTER

Gdy rozwiązujesz zadanie polegające na uzupełnieniu streszczenia dłuższego tekstu, pamiętaj, aby nie przekroczyć podanego limitu wyrazów. Fragment wypowiedzi wyrażający daną myśl zawartą w dłuższym tekście zazwyczaj nie będzie pasować do struktury zdania podsumowującego. W takim przypadku postaraj się sparafrazować daną myśl. Może to oznaczać konieczność użycia innych struktur, np. rzeczownika zamiast wyrażenia czasownikowego.

2 In points 1–4, complete sentences b so that they mean the same as sentences a. Use no more than three words in each gap. *Suggested answers*

- a It was usually noisy at home and therefore hard for Annie to concentrate on her homework. As a result, she spent an hour or so in the library after school.

b At home Annie found concentration difficult/hard and did her homework at the library.
- a Nathan was unsure whether it was necessary to study three languages at the same time.

b Nathan questioned the necessity of studying/need to study three languages at the same time.
- a The teacher noticed that Ben was absent more and more frequently as the term progressed.

b The teacher noticed that Ben's absenteeism increased as the term progressed.
- a The proximity of good local schools helped persuade Charley's parents to buy a house in Wood Lane.

b Charley's parents decided to buy a house in Wood Lane because it was close to some good local schools.

## UZUPEŁNIANIE STRESZCZENIA

- 3 Przeczytaj tekst na stronie 41 i uzupełnij jego streszczenie. Uzupełnij luki (1–5) zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Learning that she is going to attend an international school in Toronto, Canada, makes Ava feel (1) excited at first. But later on she becomes concerned about not being able to (2) make decisions/decide about her daily routines. She is aware that she may not have been an exemplary student regarding her poor (3) attendance (records) and achievements in exams, compared to her parents' own experiences, but feels that her failings have been exaggerated. Now, Ava is expected to take her studying (4) (more) seriously. On her first morning in the international boarding school Ava is feeling (5) confused (and unhappy)/stressed (out) among the new students until she unexpectedly sees an old friend.

## Fish for words

- 4 Complete the sentences with the correct words in the box.

grindstone grips knuckled making sails  
sights tearaway zone

- For Simon, spending a year in the USA working and studying was the making of him.
- Jane was a bit of a tearaway when she was a teenager, but now she's much more settled.
- It's time my brother knuckled down to some serious work if he wants to pass his exams next month.
- My mum has set her sights on becoming a director in her company within the next few years.
- I really can't get to grips with the grammar rules in German.
- There's a lot at stake now and we all have to keep our noses to the grindstone until the exams are over.
- My best friend never seems to spend time studying and yet she sails through every test with flying colours!
- I've just started doing advanced maths, and I definitely feel a bit out of my comfort zone – I'm much happier with arts subjects.

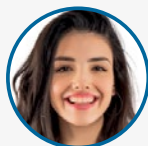
## Wrap it up

- 5 Work in pairs. What do you consider the advantages and disadvantages of going to an (international) boarding school? Think about friendships, family, education, study time and location. Would you like to attend one? Why (not)?

## Lesson materials

- Fish for verbs, Student's Book page 275

## My blog



## First day

They said it would be the making of me, being sent away to this international boarding school for kids whose parents travel a lot with

- 5 their jobs. Whatever 'the making' means. Admittedly, it sounded cool at first – a big, modern school in Toronto, Canada, with a reputation for excellence. My mother had been pushing the idea of making friends from countries all over the world, friends
- 10 who would undoubtedly be useful contacts in whatever my chosen career might be. But when the realisation dawned on me that I would be sharing all my sleeping and waking hours with classmates and teachers, and would lose my independence to decide
- 15 what to do and when to do it, I howled inwardly and wondered again about 'the making of me' that they kept going on about.

Perhaps it was because I'd been a tearaway at school – a bit of a rebel as my lovely grandmother, Agatha, put it. And yes, my level of absenteeism had been pretty high – whereas my parents had supposedly never cut a lesson in their lives. I had barely scraped through my last exams, whereas, according to them, they had passed every exam with flying colours.

- 25 My school records listed detentions, suspensions and a note about the concentration span of a goldfish. Personally, I think they had embellished the details. Here, imprisoned (as I saw it) and away from distractions I was to knuckle down to serious study.
- 30 'You've got a brain, Ava, and you've been underusing it,' my father said. 'Set your sights high and you'll be able to do anything you want. But you have to get to grips with studying properly.'

- So, here I was, in the corridor of an enormous
- 35 building, mingling with fresh-faced teenagers who would no doubt keep their noses to the grindstone and sail through any educational obstacles. I moved through the fog of odd English accents feeling completely out of my comfort zone. Then a familiar face turned to me and I rejoiced, amazed. It was Helena, my partner in crime from my early years at primary school. She smiled with recognition and the old mischief sparked in her eyes. 'It's the first time I've ever seen you look intimidated,' she grinned.

- 45 'And you've yet to see the worst part of all this!' My heart sank even further.

## CULTURE

There are several differences between Canada's and the UK's educational systems. Canada focuses more on holistic education as opposed to the UK's concentration on exams and testing. While the UK's educational system includes public, state, religious and private schools, the majority of English schoolchildren, around 93%, attend state schools. In Canada over 95% of parents choose state school education.

- 1 Work in pairs and define what you consider to be inclusive education. Then decide if the image would be suitable for a poster promoting inclusive classrooms among teenagers.



- 2 Work in pairs and decide why we use different perfect tenses in the sentences below. If necessary, check the Grammar Reference on page 232. Then read the text on the left again and find an example of each of the perfect tenses.

- 1 a In our school we have always welcomed students with disabilities.  
b We had welcomed over 100 students with disabilities long before it became the norm.
- 2 a I've been revising for my A levels since last December and I feel exhausted.  
b I'd been studying for my A levels non-stop for six months and I felt exhausted.
- 3 a Our school head has just made a speech about students with special needs.  
b Our school head has been talking about students with special needs for years now.

- 3 Complete the blog with the correct past or perfect forms of the verbs in brackets.

Ever since I (1) had (have) an accident, I (2) have been using (use) a wheelchair. My life (3) changed (change) forever three years ago, when I fell off my bike and hurt myself badly. Before that, I (4) had never thought (never / think) that something like that might ever happen to me. I (5) had just passed (just / pass) my final exams and I was looking forward to my holiday. That day, I went for a ride on my new BMX which I (6) had just got (just / get) from my parents for all the hard work I (7) had done (do) for my exams. I just skidded, and that was it! An ambulance, months in hospital, and then the news that I wouldn't be able to walk properly again. I (8) had been crying (cry) my eyes out for months when I decided to get my act together. Luckily, I got lots of support from my family, and I signed up for a technology and design course. I (9) have been studying (study) for a year now. My university has wheelchair access. In fact, most groups have students with all kinds of disabilities, which I (10) have been blogging (blog) about ever since I (11) joined (join) the course. These last few years (12) have been (be) hard, but I'm hopeful about my future!

## GRAMMAR POINT

*I've yet to find a school which is truly inclusive. = I haven't yet found a school which is truly inclusive.*

- 4 Rewrite the sentences using the structure **have yet to + infinitive**. Then work in pairs and discuss which of the sentences are true for you.
- 1 I haven't yet studied a subject which I'm truly into.  
2 I haven't yet identified my learning style.  
3 I haven't yet taken any oral exams.  
4 I haven't yet got to grips with the English tenses.

## Exercise 2

- 1a Actions that started in the past and are still true now.  
1b Actions that happened before another action in the past.  
2a Actions that started in the past and are continuing now.  
2b Ongoing action that continued for a period of time before another action in the past.  
3a Actions that happened at some unspecified, recent time in the past.  
3b Actions that started in the past and continue to the present for a period of time.

Present perfect continuous: 'You've got a brain, Ava, and you've been underusing it,' my father said.

Past perfect continuous: My mother had been pushing the idea of making friends from countries all over the world, friends who would undoubtedly be useful contacts in whatever my chosen career might be.

Present perfect: 'It's the first time I've ever seen you look intimidated,' she grinned; 'And you've yet to see the worst part of all this.'

Past perfect: Perhaps it was because I'd been a tearaway at school; And yes, my level of absenteeism had been pretty high – whereas my parents had supposedly never cut a lesson in their lives; I had barely scraped through my last exams, whereas, according to them, they had passed every exam with flying colours; Personally, I think they had embellished the details.

## Exercise 4

- 1 I've yet to study a subject I'm truly into.  
2 I've yet to identify my learning style.  
3 I've yet to take an oral exam.  
4 I've yet to get to grips with the English tenses.

## Further practice

- Grammar Reference and Practice 03 *Czasy perfect (present perfect simple, present perfect continuous, past perfect, past perfect continuous)*, Student's Book pages 232–233

- On-the-Go Practice Grammar 03, Student's App

## Testing

- U03 Grammar Test, Tests and Audio



## Zoom in

- 1 How many meanings of the following words do you know?

NOTES MARKS PAPER

POOR STREAM STAGE

*notes – you make notes, musical notes/marks – when you scratch something, marks at school/paper – you make books of, a type of academic article, newspaper/poor – not rich, not good enough/stream – small river, stream music, stream students at schools/stage – in a theatre, a part of a process*

## Practise

## GET SMARTER

W jednym z zadań sprawdzających znajomość środków językowych możesz zostać poproszony/poproszona o uzupełnienie dwóch lub trzech zdań tym samym wyrazem. Pamiętaj, że we wszystkich zdaniach musi to być słowo będące tą samą częścią mowy. Zadanie to testuje znajomość związków frazeologicznych oraz różnych znaczeń jednego wyrazu. Ucząc się angielskiego, warto zapisywać zwroty o różnym znaczeniu, w których występuje ten sam wyraz, np. *I miss our first maths teacher. I try not to miss classes at school.*

- 2 Read the pairs of sentences. What one word can you use to complete the gaps?

- 1 a Jack has just started a teaching course.  
He's particularly interested in inclusive education.  
b Our school has a crazy golf course.
- 2 a The school is looking for a teacher who could support students with special needs.  
b Can you study at this college for free?
- 3 a We've taken part in a great school project.  
b Have you taken the test yet?
- 4 a Students from poor families should have access to free education.  
b Unfortunately, the final exam results turned out to be quite poor.
- 5 a Researchers agree that students with disabilities benefit from inclusive education.  
b Tim was absent from school last week.
- 6 a Do you go to an independent or a state school?  
b The state is responsible for organising the education system in this country.
- 7 a Anna failed the test because she hadn't read the set books.  
b The sign on the fence read 'Area out of bounds'.

- 3 Work in pairs and add a third sentence to each set in exercise 2 to illustrate one more meaning of the missing word.

## Exercise 3

## Suggested answers

- 1 We enjoyed a delicious three-course meal at the restaurant last night.
- 2 There is usually a reason for a student's antisocial behaviour.
- 3 We have taken the kitchen wall down.
- 4 Many people face health issues because of their poor diets.
- 5 Banisters prevent you from falling down the stairs.
- 6 Experts are warning about the state of the economy.
- 7 He has read history at the university, so he knows a lot about the past.

## SETY LEKSYKALNE

- 4 W zadaniach 1–3 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

- 1 doing  
I'm tired because I've been ... my essay all night.  
My sister enjoys ... research in her job.  
... up your house is quite a job.
- 2 just  
I've ... talked to the girl who joined our class last week.  
These two classrooms look ... the same – they're practically identical.  
... as I was entering the classroom, I heard a scream.
- 3 by  
... the time I got to school, the match had already started.  
I pass ... my old school every time I go to visit my grandparents.  
Our holiday went ... very quickly and it was time to go back to school.

## SETY LEKSYKALNE

- 5 W zadaniach 1–3 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

- 1 play  
Inclusive schools ... a crucial role in modern societies.  
Why do some students ... truant?  
My brothers often ... pranks on each other.
- 2 sat  
It was the first time I had ... such a challenging exam.  
This school building has ... empty since last summer.  
The minute we had all ... down in our chairs, the deputy head started his speech.
- 3 yet  
Have you enrolled on the course ...?  
We've ... to find out the real reason for such absenteeism.  
I'm not too fond of PE classes. ..., I think they are necessary for students.

## Wrap it up

- 6 Work in pairs and think of what the following groups of people may feel before inclusive education is introduced to their local school. Consider both pros and cons, hopes and fears.

students parents school staff  
local community local government



## Further practice

- Use of English – Extra Practice 03, Student's Book page 269

## Zoom in

- 1 Work in pairs. List the school subjects you have learned so far in primary and secondary school. Then put them into the first two columns of the table. Finally, add the subjects you would like to see on the school curriculum. Discuss your choices with another pair.

must be compulsory	could be optional	should be introduced

## Activate

- 2 Complete the *Know your phrases* box with the words in the box. There are four extra words.

advantage another deal drawbacks embark for  
hand other saying several telling though to

## KNOW YOUR PHRASES

- There are (1) *several* ways of looking at this question.
- One undeniable (2) *advantage* of giving students the right to choose the subjects is that it will boost their motivation to study.
- (3) *Another* positive side is the fact that it will reduce absenteeism.
- On the one (4) *hand*, young adults may know what type of career they want to pursue in the future.
- On the other hand, (5) *though*, teenagers may well make wrong choices that they will regret later.
- Obviously, there are a number of considerable disadvantages / (6) *drawbacks* / downsides, too.
- It goes without (7) *saying* that many young people ...
- It must be emphasised, though, that when we (8) *embark* on a task we are passionate about, ...
- All in all, there is no simple solution (9) *to* the issue.

- 3 Complete the task below.

Powiedz, że:

- 1 istnieją różne opinie na temat tego, co motywuje uczniów do nauki;
- 2 z jednej strony stworzenie uczniom możliwości wyboru może mieć zbawienny wpływ na ich wyniki w nauce;
- 3 z drugiej strony nie każdy uczeń w wieku 15 lat wie, co chciałby robić w przyszłości;
- 4 należy podkreślić, że są też oczywiście pewne wady wprowadzenia takiego rozwiązania;
- 5 nie ma prostej odpowiedzi na to pytanie, ponieważ każdy uczeń ma inne potrzeby.

## Practise

## GET SMARTER

Wstęp do rozprawki „za i przeciw” powinien zawierać tezę przedstawioną w poleceniu zadania, a kolejne akapity muszą przedstawiać zarówno zalety, jak i wady rozstrzyganego problemu. Postaraj się omówić tyle samo zalet, co wad, a także je uzasadnić. Rozprawkę zakończ krótkim podsumowaniem. Ponieważ rozprawki tego typu mają na celu obiektywne przedstawienie problemu, własne zdanie możesz przedstawić jedynie w zakończeniu pracy.

- 4 Read the task below and decide which essay introduction sounds more appropriate.

Niektórzy uważają, że młodzież w szkołach ponadpodstawowych powinna uczyć się głównie zdalnie. Napisz rozprawkę na ten temat, przedstawiając wady i zalety takiego rozwiązania.

A

Some people claim that high school students should mainly study online. I think it is totally wrong because studying from home is nowhere near as effective as learning at school. There are more drawbacks than advantages I think.

B

Some researchers are of the opinion that secondary school students should study online rather than attend regular lessons at school. They believe that learning at home makes it easier to concentrate and focus on the new knowledge. However, many other specialists have argued that there are both advantages and disadvantages to choosing this way of studying.

- 5 Read the task below and write your introduction. Then compare it with a partner. Have both of you included similar ideas?

Niektórzy uważają, że w szkołach ponadpodstawowych młodzież powinna uczyć się przede wszystkim języków obcych. Napisz rozprawkę na ten temat, przedstawiając wady i zalety takiego rozwiązania.

- 6 Work in pairs and brainstorm two advantages and two disadvantages for each of the topics below. Justify your answers.

- 1 learning by heart
- 2 having the same curriculum for all secondary school students
- 3 letting secondary school students choose the subjects they would like to learn

## ROZPRAWKA ZA I PRZECIW

- 7 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażen z ramki *Know your phrases*.

Wiele osób uważa, że uczniowie szkoły ponadpodstawowej powinni sami dokonywać wyborów, dotyczących tego, ile i których przedmiotów powinni się uczyć. Napisz rozprawkę, w której przedstawisz wady i zalety takiego rozwiązania.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ► p. 223

## Wrap it up

- 8 Work in pairs. Tell your partner about the subjects which interest you the most. Explain how you took interest in them, what makes them appealing and how useful they may be to you in the future.

## Exercise 4

B (The language in A is too colloquial and the introduction includes the writer's personal opinion; B sounds more appropriate for a for-and-against essay.)

## Exercise 3

## Suggested answers

- 1 There are several/ various/many different opinions as to what motivates students to learn. Opinions as to what motivates students to learn vary.
- 2 On the one hand, giving students a choice may have a positive influence on their school results.
- 3 On the other hand, not every 15-year-old student knows what they would like to do in the future.
- 4 Obviously, there are a number of disadvantages to the introduction of this solution.
- 5 There is no simple answer to this question because every student has different needs.

## Further practice

- Writing Bank, Student's Book page 223
- Wypowiedź pisemna: bank dodatkowych zadań 03, Teacher's Book page 293

**MP3 22 VOCABULARY Places at school / Szkoła i jej pomieszczenia****assembly hall/school hall/lecture theatre**

/ə'sembli ha:l/sku:l 'hɔ:l/'lektʃə, θiə'trə/ aula szkolna

**changing room** /tʃeɪndʒɪŋ ru:m/ przebieralnia**locker room** /'lɒkə ru:m/ szatnia z zamkniętymi szafkami**out of bounds to sb** /,aʊt əv 'baʊndz tə/ bez dostępu dla kogoś**school gate** /,sku:l 'geɪt/ wejście do szkoły**school grounds/premises** /,sku:l 'graʊndz/ 'premisɪz/ teren szkoły**MP3 23 School and university subjects / Przedmioty nauczania****academic discipline** /,ækə, demik 'disəplɪn/ kierunek akademicki**anthropology** /,æθrə'pɒlədʒi/ antropologia**biotechnology** /,baɪə'tek 'nɒlədʒi/ biotechnologia**broadcast and digital journalism** /brɔ:dkɑ:st ænd 'dɪdʒɪtəl 'dʒɜ:nəlizm/ dziennikarstwo telewizyjne i cyfrowe**design and technology** /dɪ,zəɪn ænd tek'nɒlədʒi/ technika**economics** /,i:kə'nɒmɪks/ ekonomia**English studies** /'ɪŋɡlɪʃ, stədɪz/ anglistyka**entrepreneurship education** /,ɒntrəprə'na:ʃɪp edʒə, keɪʃən/ podstawy przedsiębiorczości**environmental science** /ɪn, vaɪərən, məntəl 'saɪəns/ nauka o ochronie środowiska**fine arts** /faɪn 'ɑ:ts/ sztuki piękne**humanities** /hju: 'mænətɪz/ nauki humanistyczne**linguistics** /lɪŋ'ɡwɪstɪks/ językoznawstwo**marketing and social media** /mɑ:kɪtɪŋ ænd, səʊʃəl 'mi:diə/ marketing i media społecznościowe**media studies** /'mi:diə, stədɪz/ medioznawstwo**political science** /pə,lɪtɪkəl 'saɪəns/ politologia**safety education** /'seɪfti, edʒə, keɪʃən/ EDB**social science** /,səʊʃəl 'saɪəns/ nauki społeczne**social studies** /,səʊʃəl, stədɪz/ WOS**sociology** /,səʊsi'ɒlədʒi/ socjologia**sports psychology** /'spɔ:ts saɪ,kɒlədʒi/ psychologia sportu**structural engineering** /,strʌktʃərəl, 'endʒɪ'nɪəriŋ/ inżynieria budowlana**MP3 24 Learning, including lifelong learning / Uczenie się, w tym uczenie się przez całe życie****acquire/gain knowledge** /ə,kwaɪə, 'geɪn 'nɒlədʒ/ zdobywać wiedzę**apply knowledge** /ə,pləɪ 'nɒlədʒ/ stosować wiedzę**be unable to follow** /bi ən, eɪbəl tə 'fɒləʊ/ nie nadążać**can't get your head round sth** /kɑ:nt, get jə 'hed raʊnd/ nie być w stanie czegoś zrozumieć**challenge assumptions** /tʃælɪndʒ ə'sʌmpʃənz/ kwestionować założenia**come easily to sb** /kʌm 'i:zɪli tə/ przychodzić komuś z łatwością**commit sth to memory** /kə'mɪt, səmθɪŋ tə 'meməri/ zapamiętać coś**concentration span** /kɒnsən'treɪʃən spæn/ zakres koncentracji**cram for sth** /k'reɪm fə/ zakuwać do czegoś**create a positive learning environment** /kri, eɪt ə, pəzətɪv 'lɜ:nɪŋ ɪn, vaɪərən'mənt/ stworzyć sprzyjające warunki do nauki**critical thinking** /kɪtɪkəl 'θɪŋkɪŋ/ krytyczne myślenie**distance learning** /'dɪstəns, 'lɜ:nɪŋ/ nauczanie zdalne**drop a course/subject** /'drɒp ə kɔ:s/ 'sʌbdʒɪkt/ zrezygnować z przedmiotu**drop out of school/college/university** /'drɒp aʊt əv 'sku:l/ 'kɒlədʒ, ju:ni'vɜ:sɪti/ rzucić szkołę/studią**engage students** /ɪŋ, geɪdʒ 'stju:dənts/ zaangażować uczniów**excel in/at sth** /ɪk'sel ɪn/æt/ wyróżniać się w czymś**fail to get sth** /feɪl tə 'get, səmθɪŋ/ nie uzyskać czegoś**feel out of your depth** /fi:l, aʊt əv jə 'depθ/ nie mieć wystarczającej wiedzy, czuć się zagubionym**follow a degree course** /,fɒləʊ ə dɪ'ɡri: kɔ:s/ pójść na studia**follow the curriculum** /,fɒləʊ ðə kə'nikjələm/ realizować podstawę programową**foster collaboration** /,fɒstə kə, læbə'reɪʃən/ zachęcać do współpracy**get a grant towards sth** /get ə 'grɑ:nt tə, wɔ:dz/ dostać dotację na coś**get down to work** /get, daʊn tə 'wɜ:k/ zabrać się do pracy**get feedback on sth** /get 'fɪ:dbæk ɒn/ dostać informację zwrotną**get hands-on experience** /get, hændz ɒn 'ɪks'piəriəns/ zyskać doświadczenie praktyczne**get the hang of sth** /get ðə 'hæŋ əv/ potrafić się w czymś**go on to further education** /gəʊ, ɒn tə, fɜ:ðər, edʒə, keɪʃən/ kontynuować naukę**go through clearing** /gəʊ θru: 'kliəriŋ/ brać udział w rekrutacji uzupełniającej**hand in (your term paper)** /,hænd ɪn (jə 'tɜ:m, peɪpə)/ oddać (pracę semestralną)**have a good grasp of sth** /hæv ə, gʊd 'grɑ:sp əv/ mieć niezłe pojęcie o czymś**hit the books** /hit ðə 'bʊks/ siadać do książek**identify your learning style** /aɪ, dentɪfaɪ jə 'lɜ:nɪŋ staɪl/ poznać swój styl uczenia się**impart/convey knowledge** /ɪm, pɑ:t/ kəŋ, veɪ 'nɒlədʒ/ przekazywać wiedzę**improve employability** /ɪm, prʊ:v ɪm, plɔɪə'bɪlɪti/ zwiększyć szanse na zatrudnienie**in-depth/thorough knowledge** /ɪn, depθ/ θə, lɜ: 'nɒlədʒ/ dogłębna/gruntowna wiedza**interpersonal skills** /ɪntə, pɜ:ˌsənəl 'skɪlz/ kompetencje społeczne**jot down** /dʒɒt, daʊn/ zanotować**know sth inside out** /nəʊ, səmθɪŋ ɪn, saɪd/ aʊt/ znać coś na wylot**learn from your mistakes** /lɜ:n frəm jə mɪs'teɪks/ uczyć się na błędach**learn sth off by heart** /lɜ:n, səmθɪŋ, ɒf baɪ 'hɑ:t/ nauczyć się czegoś na pamięć**live in halls/on campus** /lɪv ɪn 'hɔ:lz/ ɒn 'kæmpəs/ mieszkać w akademiku**maintain academic standards** /meɪn, teɪn, ækə, demɪk 'stændərdz/ utrzymywać standard nauczania**maximise your potential** /mæksɪmaɪz jə pə'tenʃəl/ w pełni wykorzystać swój potencjał**meet/miss deadlines** /mi:t/ mɪs 'dedlaɪnz/ dotrzymywać/nie dotrzymywać terminów**miss out on sth** /mɪs aʊt ɒn/ przeoczyć coś**monitor learning outcomes** /mɒnɪtə 'lɜ:nɪŋ aʊtkɑ:mz/ monitorować postępy w nauce**pay attention to detail** /peɪ ə'tenʃən tə 'di:teɪl/ zwracać uwagę na szczegóły**pick sb's brains** /pɪk, səmbədɪz 'breɪnz/ skonsultować się z kimś**read (history)** /,ri:d ('hɪstəri)/ studiować (historię)**sabbatical leave** /sə'bætɪkəl li:v/ urlop naukowy**serve/do an apprenticeship** /sɜ:v/ du: ən ə'prentɪsɪp/ odbywać praktyki**set books** /set 'bʊks/ lektury obowiązkowe**set realistic targets** /set, ri:ə'lɪstɪk 'tɑ:ɡɪts/ wyznaczać realistyczne cele**set work/book** /set 'wɜ:k/ 'bʊk/ zadana praca/ lektura**set/mark an assignment/essay** /set, mɑ:k ən ə'saɪnmənt/ 'eseɪ/ zadać/ocenić pracę/rozprawkę**shoulder the burden of sth** /ʃəʊldə ðə 'bɜ:dən əv/ wziąć na swoje barki ciężar czegoś**sign up for/enrol on a course** /saɪn, əp fər/ ɪn, rəʊl ɒn ə 'kɔ:s/ zapisać się na kurs**specialist/expert knowledge** /speʃəlɪst, 'eksprɜ:t 'nɒlədʒ/ wiedza specjalistyczna**steep learning curve** /sti:p 'lɜ:nɪŋ kɜ:v/ przyswajanie wiedzy w szybkim tempie**struggle to do sth** /strʌɡəl tə 'du:, səmθɪŋ/ robić coś z wysiłkiem**thirst for knowledge** /θɜ:st fər 'nɒlədʒ/ głód wiedzy**within/beyond sb's grasp** /wɪð ɪn, bi'jɒnd, 'səmbədɪz 'grɑ:sp/ w zasięgu/poza zasięgiem

czegośś pojmowania

**write up your notes** /raɪt, əp jə 'nəʊts/ uporządkować notatki, sporządzić coś (np. raport) na podstawie notatek**write/do a dissertation/thesis** /raɪt/ du: ə, dɪsə'teɪʃən/ 'θi:zɪs/ napisać rozprawę naukową**MP3 25 School supplies / Przybory szkolne****ballpoint (pen)** /'bɔ:l'pɔɪnt (pen)/ długopis**be running low on sth** /bi: 'rʌnɪŋ ləʊ ɒn/ mieć coś na wyczerpaniu**file** /faɪl/ teczka na dokumenty**have a good supply of sth** /hæv ə, gʊd sə'plai əv/ mieć spory zapas czegoś**highlighter** /haɪ, laɪtə/ zakreślacz**laser pointer** /'leɪzə, pɔɪntə/ wskaźnik laserowy**marker (pen)** /'mɑ:kə (pen)/ pisak**memory stick** /'meməri stɪk/ karta pamięci**paperclip** /'peɪpə, klɪp/ spinacz biurowy**post-it note/sticky note** /'pəʊst ɪt, nəʊt/ 'stɪki nəʊt/ karteczka samoprzylepna**stapler** /'steɪplə/ zszywacz**stationery** /'steɪʃənəri/ artykuły papirnicze**USB drive/stick/flash drive** /ju: es 'bi: 'draɪv / 'stɪk/ 'flæʃ draɪv/ pendrive**well-stocked with sth** /wel 'stɒkt wɪð/ dobrze zaopatrzony w coś**MP3 26 Assessment / Oceny szkolne****Grades and exams / Oceny i egzaminy****A levels** /'ei, 'levəlz/ brytyjski odpowiednik matury**academic results** /ækə, demɪk rɪ 'zʌltz/ wyniki w nauce**exam board** /ɪg'zæm, bɔ:d/ komisja egzaminacyjna**external exam/examiner** /eks, tɜ:nəl ɪg'zæm/ ɪg'zæmɪnə/ egzamin/egzaminator zewnętrzny**fail sth miserably** /feɪl, səmθɪŋ, 'mɪzərəbli/ oblać coś z kretesem**first-class honours** /fɜ:st, klɑ:s 'ɒnəz/ najwyższe wyróżnienie**flunk (AmE)/fail sb/sth** /flʌŋk/fel/ oblać kogoś/coś**get a distinction** /get ə dɪ'stɪŋkʃən/ otrzymać wyróżnienie**go towards your final grades** /gəʊ tə, wɔ:dz jə faɪnəl 'ɡreɪdz/ wliczać się do oceny końcowej**improve on your previous marks** /ɪm, prʊ:v ɒn jə 'pri:vɪəs 'mɑ:ks/ poprawić oceny**mock exams/mocks** /'mɒk ɪg'zæmz/mɒks/ egzaminy próbne**pass with flying colours** /pɑ:s wɪð, flɑɪŋ 'kɒləz/ zdać śpiewająco**past papers** /pɑ:st 'peɪpəz/ arkusze z lat ubiegłych**resit/retake an exam** /ri:sɪt/ri:tɛɪk ən ɪg'zæm/ podejść do egzaminu poprawkowego**scrape through (sth)** /skreɪp θru: / ledwo przez coś przebrnąć (np. przez egzamin)**sit/take an exam** /sɪt/teɪk ən ɪg'zæm/ podejść do egzaminu**the SAT** /ði, es eɪ 'ti:/ odpowiednik matury w USA**win a scholarship** /wɪn ə 'skɒləʃɪp/ otrzymać stypendium**written/oral exam** /rɪtən, ɔ:rəl ɪg'zæm/ egzamin pisemny/ustny**Academic qualifications / Tytuły naukowe****BA (Bachelor of Arts)** /bi: 'eɪ (bætʃələ əv 'ɑ:ts)/ licencjat na kierunku humanistycznym**BSc (Bachelor of Science)** /bi: es 'sɪ: (bætʃələ əv 'saɪəns)/ licencjat w dziedzinie nauk ścisłych**Extra practice**

- Culture, Teacher's Resource Centre

**Testing**

- U03 Test, Tests and Audio
- Zestawy egzaminacyjne 1–3 Poziom Rozszerzony, Tests and Audio



**diploma** /di'pləmə/ dyplom, świadectwo  
**IB (International Baccalaureate)** /ai'bi: (intə'næʃənəl  
 ,bækə'lɔ:riət/ matura międzynarodowa  
**MA (Master of Arts)** /em'ei (mɑ:stər əv 'ɑ:ts/ magister nauk humanistycznych  
**MBA (Master of Business Administration)** /em bi: 'ei (mɑ:stər əv ,biznəs əd ,mini'streɪʃən/ magister zarządzania przedsiębiorstwem  
**MSc (Master of Science)** /em es 'si: (mɑ:stər əv 'saɪəns/ magister nauk ścisłych  
**NVQ (National Vocational Qualification)** /en vi: 'kju: (næʃənəl vɒʊ'keɪʃənəl ,kwɒlɪfɪ'keɪʃən/ uprawnienia zawodowe  
**PhD/doctorate** /pi: eɪtʃ 'di: /dɒktərət/ doktorat

### MP3 27 School life / Życie szkoły

#### People / Ludzie

**academic** /æ'kædɪmɪk/ nauczyciel akademicki  
**bookworm** /'bʊkwɜ:m/ mól książkowy  
**brain box** /'breɪn bɒks/ tego głowa  
**bully** /'bʊli/ dręczyciel, prześladowca  
**career's adviser** /kə'riəz əd ,vaɪzə/ doradca zawodowy  
**caretaker (BrE)/janitor (AmE)** /keə'teɪkə/ 'dʒænɪtə/ dozorca, woźny  
**class clown** /kla:z 'klaʊn/ klasowy błazen  
**dean** /di:n/ dziekan  
**deputy head** /deɪpʊti 'hed/ wicedyrektor  
**dinner lady** /'dɪnə ,leɪdi/ kucharka szkolna  
**go-getter** /,gəʊ 'getə/ osoba przebojowa  
**head girl/boy** /hed 'gɜ:l/ 'bɔɪ/ przewodnicząca/ przewodniczący samorządu szkolnego  
**head of department** /hed əv di'pɑ:tment/ kierownik wydziału  
**high achiever** /haɪ ə'tʃi:və/ osoba osiągająca wysokie wyniki  
**know-all** /'nəʊ ə:l/ mądrała  
**lollipop man/lady** /'lɒli ,pɒp mæn/ ,leɪdi/ osoba przeprowadzająca uczniów przez ulicę  
**monitor** /'mɒnɪtə/ dyżurny  
**pastoral care professional** /'pɑ:stərəl ,keə prə'feʃənəl/ osoba pomagająca uczniom w sprawach bytowych lub rodzinnych  
**prefect** /'pri:fekt/ starszy uczeń wyznaczony do pomocy młodszemu  
**private tutor** /praɪvɪt 'tju:tə/ korepetytor  
**school counsellor** /'sku:l ,kaʊnsələ/ pedagog szkolny  
**school governor** /'sku:l 'gʌvənə/ członek rady zarządzającej szkołą  
**school-leaver** /'sku:l ,li:və/ absolwent szkoły  
**stand-in/supply teacher (BrE)/substitute teacher (AmE)** /stænd in/sə'plai ,ti:tʃə/ ,səbstɪtju:t 'ti:tʃə/ nauczyciel na zastępstwo  
**student representative** /stju:dənt ,reɪ'zentətɪv/ starosta klasy/szkoły/roku  
**swot** /swɒt/ kujon  
**teacher's pet** /ti:tʃəz 'pet/ pupilek nauczyciela  
**undergraduate** /ˌʌndə'grædʒəɪt/ student studiów pierwszego stopnia

#### Organisation / Organizacja

**absenteeism** /æbsən'ti:zəm/ absencja  
**assembly** /ə'sembli/ apel  
**cover a lesson for sb** /kʌvə ə 'lesən fə/ zastąpić kogoś w prowadzeniu lekcji  
**dismiss the class** /dɪs'mɪs ðə 'kla:z/ zakończyć lekcję  
**field trip** /'fi:ld tri:p/ wycieczka szkolna  
**free lesson/period** /fri: 'lesən/ 'piəriəd/ okienko  
**freshers' week** /'frefəz ,wi:k/ tydzień adaptacyjny  
**give a presentation on sth** /gɪv ə prezən'teɪʃən ən/ zrobić prezentację na temat czegoś  
**give/take remedial classes** /gɪv/ ,teɪk ,ri'mi:diəl ,kla:z/ prowadzić/chodzić na zajęcia wyrównawcze  
**obligatory/compulsory/mandatory** /ə'blɪgətəri/ ,kəm'pʌlsəri/ 'mændətəri/ obowiązkowy, przymusowy  
**prom night** /'prɒm naɪt/ bal maturalny  
**punctuality** /ˌpʌŋktju:'ælɪti/ punktualność  
**registration** /ˌredʒɪ'streɪʃən/ sprawdzanie obecności

**respond to individual needs** /rɪ'spɒnd tu ɪndə'vɪdʒuəl 'ni:dz/ odpowiadać na indywidualne potrzeby  
**sick note** /'sɪk nɒt/ zwolnienie lekarskie  
**take the register** /teɪk ðə 'redʒɪstə/ sprawdzić obecność  
**tuition** /tju: 'tʃi:n/ nauczanie w małych grupach  
**tutorial** /tju: 'tɔ:riəl/ konsultacje

#### School discipline / Dyscyplina w szkole

**address a problem** /ə'dres ə 'prɒbləm/ zająć się problemem  
**antisocial behaviour** /æntɪ'səʃəl bi'heɪvjə/ zachowania antyspołeczne  
**conscientious** /ˌkɒnʃi'ənʃəs/ sumienny  
**corporal punishment** /ˌkɔ:pərəl 'pʌnɪʃmənt/ kary cielesne  
**cut classes/skip school/play truant** /kʌt 'kla:zɪz/ ,skip 'sku:l/ ,pleɪ 'tru:ənt/ wagarować  
**discipline** /'dɪsəplɪn/ zdyscyplinować  
**disruptive behaviour** /dɪs'rʌptɪv bi'heɪvjə/ uciążliwe zachowania  
**exclude/expel** /ɪk'sklu:d/ ,ɪk'spel/ wywalić (ze szkoły)  
**exclusion/expulsion** /ɪk'sklu:ʒən/ ,ɪks'pʌljən/ wydalenie (ze szkoły)  
**forge friendships/relationships/close bonds** /fɔ:dʒ 'frendʃɪps/ri'leɪʃənʃɪps/ ,kləʊs 'bɒndz/ nawiązać przyjaźnię/relacje/bliskie więzi  
**get on with your work** /get ,ɒn wɪð jə 'wɜ:k/ kontynuować pracę  
**get put in detention** /get ,pʊt in di'tenʃən/ zostać za karę po lekcjach  
**get a suspension/get suspended** /get ə sə'spenʃən/ ,get sə'spendɪd/ zostać zawieszonym  
**get up to mischief** /get ,ʌp tə 'mɪʃɪf/ rozrabiać  
**hand out punishments** /hænd aʊt 'pʌnɪʃmənts/ stosować kary  
**haul sb over the coals** /haʊl sɪ ˌɒvə ðə 'kəʊlz/ zmieszać kogoś z białym  
**keep your head down** /ki:p jə 'hed daʊn/ nie wychylać się  
**misbehave** /mɪs'bi:heɪv/ źle się zachowywać  
**pick up on an issue** /pɪk ,ʌp ɒn ən 'ɪʃu:/ wychwycić problem  
**push the limits** /pʊʃ ðə 'lɪmɪts/ przekraczać granice  
**show up late** /ʃəʊ ʌp 'leɪt/ przyjść spóźnionym  
**stage demonstrations** /steɪdʒ ,deməns'treɪʃənz/ organizować demonstracje  
**throw your weight around** /θrəʊ jə 'weɪt ə ,raʊnd/ rządzić się, panoszyć się  
**toe the line** /təʊ ðə 'laɪn/ podporządkować się  
**vulnerable pupils** /ˌvʌlnərəbəl 'pi:plz/ uczniowie z grupy ryzyka

### MP3 28 Extracurricular activities / Zajęcia pozalekcyjne

**be involved in sth** /bi ɪn'vɒlvɪd/ być zaangażowanym w coś  
**develop leadership skills** /di'veləp 'li:dəʃɪp ,skɪlz/ rozwijać umiejętności przywódcze  
**do voluntary work** /du: 'vɒləntəri ,wɜ:k/ pracować jako wolontariusz  
**fundraising activities/event/fundraiser** /ˌfʌndreɪzɪŋ ,æk'tɪvətɪz/ ,vent/ 'fʌnd'reɪzə/ impreza charytatywna  
**join a choir/a debating society** /dʒɔɪn ə 'kwaɪə/ ə di'beɪtɪŋ sə'saɪəti/ zapisać się do chóru/klubu dyskusyjnego  
**look good on your CV** /lʊk ,ɡʊd ɒn jə ,si: 'vi:/ dobrze wyglądać na CV  
**prospective employer** /prɒs'pektɪv ɪm'plɔɪə/ potencjalny pracodawca  
**pursue a passion** /pə'sju: ə 'pæʃən/ realizować pasję  
**put your name down for sth** /pʊt jə 'neɪm daʊn fə/ zapisać się na coś, wpisać się na listę do czegoś  
**run a club** /rʌn ə 'klʌb/ prowadzić klub  
**shape you as a person** /ʃeɪp ju əz ə 'pɜ:sən/ kształtować kogoś jako człowieka

### MP3 29 Education system / System oświaty

**academically selective** /æ'kædɪkəli si'lektɪv/ selektywny pod kątem wyników w nauce (np. szkoła)  
**admissions cycle** /əd'mɪʃənz ,saɪkl/ proces rekrutacji  
**admission requirements** /əd'mɪʃən ri'kwaɪəmənts/ wymogi przy przyjęciu  
**boarding school** /'bɔ:diŋ sku:l/ szkoła z internatem  
**comprehensive school** /ˌkɒmpri'hensɪv sku:l/ szkoła średnia przyjmująca uczniów niezależnie od ich wyników w nauce  
**faculty** /'fækəlti/ wydział  
**grammar school** /'græmə sku:l/ szkoła średnia przyjmująca uczniów, którzy zdali egzamin wstępny  
**high/secondary school** /haɪ/ 'sekəndəri sku:l/ szkoła średnia  
**homeschooling** /'həʊm sku:lɪŋ/ edukacja domowa  
**nursery** /nɜ:səri/ żłobek  
**playgroup** /pleɪgru:p/ klubik, grupa przedszkolna  
**pre-school/pre-schooler** /pri: 'sku:l/ ,pri: 'sku:lə/ przedszkole/przedszkolak  
**primary school** /praɪməri sku:l/ szkoła podstawowa  
**private school** /praɪvɪt 'sku:l/ szkoła prywatna  
**public school (BrE)** /ˌpʌblɪk 'sku:l/ elitarna szkoła prywatna  
**put a school in special measures** /pʊt ə ,sku:l ɪn 'speʃəl 'meʒəz/ objąć szkołę nadzorem  
**sixth form** /sɪksθ 'fɔ:m/ szkoła średnia przygotowująca do egzaminów  
**state school** /steɪt sku:l/ szkoła publiczna  
**stream** /stri:m/ dzielić uczniów na grupy ze względu na umiejętności  
**tuition/course fees** /tju: 'tʃi:n/ 'kɔ:s fi:z/ czesne, koszty nauki  
**vocational school** /vəʊ'keɪʃənəl sku:l/ szkoła zawodowa

### MP3 30 LISTENING

**acquire self-esteem** /ə'kwəɪə ,self 'sti:m/ nabywać poczucie własnej wartości  
**add to sth** /əd tə/ zwiększać coś  
**benefits to sth** /'benɪfɪts tə/ korzyści z czegoś  
**be part and parcel of sth** /bi: ,pɑ:t ənd 'pɑ:səl əv/ być nieodłącznym elementem czegoś  
**be second to none** /bi: ,sekənd tə 'nʌn/ nie mieć sobie równych  
**contribute to sth** /kən'trɪbjʊ:t tə/ przyczynić się do czegoś  
**do your utmost** /du: jə 'ʌtməʊst/ robić wszystko co w twojej mocy  
**get hold of sth** /get 'həʊld əv/ zdobyć coś  
**go to a good cause** /gəʊ tu ə ,ɡʊd 'kɔ:z/ pójść na szczytny cel  
**implement** /'ɪmplɪmənt/ wdrożyć  
**improve school facilities** /ɪm'pru:v ,sku:l fə'sɪlɪtɪz/ zmodernizować szkolne pomieszczenia i sprzęt  
**stage an event** /steɪdʒ ən i'vent/ zorganizować imprezę

### MP3 31 READING

**be the making of sb** /bi: ðə 'meɪkɪŋ əv/ przyczynić się do czegoś sukcesu  
**get to grips with sth** /get tə 'grɪps wɪð/ uporać się z czymś  
**keep your nose to the grindstone** /ki:p jə ,nəʊz tə ðə 'graɪndstəʊn/ tyrać jak wół  
**knuckle down to sth** /ˌnʌkəl 'daʊn tə/ wziąć się za coś  
**out of your comfort zone** /aʊt əv jə 'kʌmfət zəʊn/ poza swoją strefą komfortu  
**sail through sth** /seɪl 'θru:/ poradzić sobie z czymś bez problemów  
**set your sights on doing sth** /set jə ,saɪts ɒn 'du:ɪŋ ,sæmɪŋ/ stawiać sobie za cel zrobienie czegoś  
**tearaway** /'tiəə ,wei/ rozrabiać

## Listening

## DOBIERANIE

- 1 **CD 1.18** Usłyszysz cztery wypowiedzi na temat tego, w jakim najlepiej wieku powinno być dziecko, by mogło rozpocząć naukę w szkole. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.

This speaker mentions

- A a comparison with a different system.  
B an advantage of interacting with children outside a limited age group.  
C a way of accommodating different levels of maturity.  
D the need for a stricter learning routine.  
E a change of opinion about school.

1	2	3	4
B	E	A	C



## ZDANIA Z LUKAMI

- 2 **CD 1.18** Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–3) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 1 Speaker 1 believes that children should start school at four and a half because of their curiosity and eagerness/readiness to learn.  
2 The fact that her sister was bored at home makes Speaker 2 sure that it was the right time for her sister to start school.  
3 Speaker 3 would like the school starting age to be delayed to allow/let children enjoy their childhoods more.

## Use of English

## SETY LEKSYKALNE

- 3 W zadaniach (1–5) wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

- 1 took  
Ms Grey ... in a lodger when all her children left for university because she wanted some company.  
My mum ... in the dress I bought because it was too long.  
Shane ... a maths exam last week, but he doesn't know the results yet.

2 down

If I were you, I would dress ... – this suit is very formal and it's a small party.  
Keep your heads ... – our head teacher is in a very bad mood today.  
Everyone tells us to get ... to work, but I think we have plenty of time to revise everything before the final exams.

3 room

My backpack is completely full, so I don't have ... for any of your stuff.  
My father keeps all his tools in the utility ... in the basement.  
This locker ... is too small – there's not enough space for all the students to move around easily in-between lessons.

4 to

You fail maths tests because you're not careful enough – you should pay more attention ... detail.  
... my mind, it is possible to learn emotion management skills.  
People have such easy access to information nowadays that they feel they don't have to commit it ... memory.

5 miss

The teachers are not happy with Sam's progress because he tends to ... deadlines and skip classes.  
I ... our history teacher who retired last year – he was quirky but charismatic.  
Beth and Greg often ... their rent payments because they are both overworked.

## GRAMATYKALIZACJA

- 4 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 Sarah is feeling exhausted because she (go / bed) has been going to bed really late since last weekend.  
2 Jack often (get / I / nerve) gets on my nerves – he can be so patronising.  
3 When I was in primary school, we (use / go) used to go on field trips once a month.  
4 My cousin was elated as soon as (she / read) she had read the notification of admission from the London School of Economics.  
5 I (grow / hair) am growing my hair, but it's still too short to tie it back and it's driving me nuts.  
6 Mark fell asleep on his desk because (he / write) he had been writing his MA dissertation for ten hours.

## Exercise 1, Intelligent Key

1B  
A playgroup for toddlers, or nursery school has its value in socialising children and keeping their brains active, but I think they need to be around not only their peers, but older children too to learn basic interpersonal skills when they start on that fascinating educational journey proper!

B Mówiaca podkreśla rolę interakcji dzieci nie tylko z grupą rówieśniczą, ale także z dziećmi starszymi, co ma pomóc rozwijać umiejętności interpersonalne.

## 2E

After her first day she declared that it had been fun but that she didn't think she'd go back again tomorrow, she'd been to school now and that was enough! In spite of this, starting at four and a half was right for her. She'd been bored at home, and she was definitely ready. She did go back the next day and loved it.

E Mówiący wspomina najpierw o reakcji dziewczynki po pierwszym dniu jej pobytu w szkole i przekonaniu, że dziewczynka nie chce tam wracać, a następnie o tym, że jednak zdecydowała się pójść do szkoły kolejnego dnia i bardzo jej się tam podobało.

UZUPEŁNIANIE LUK W TEKŚCIE  
JEDNYM WYRAZEM

## 5 Uzupełnij każdą lukę jednym wyrazem.

Do you worry that your jobs will soon be replaced by AI? I recently asked one of those natural language processing tools driven by AI technology whether it will take over my place as a teacher in the foreseeable future ... and it said no.

Not (1) yet, at least.

It goes without (2) saying that AI and technology can help us, teachers, with various tasks, like automating administrative tasks, offering additional resources, administering tests and exams, and providing personalized feedback. However, it is not able to foster critical (3) thinking or build relationships.

AI might come up with a set of answers to the questions we ask, but it will not help students maximise their (4) potential nor help them develop social or interpersonal skills. However, it will definitely change the role of a teacher as we know it. Rather (5) than being the source of knowledge, the teacher of the future will have to become a mentor, a leader and a guide, who will help their students how to find reliable sources of information, how to (6) set their own realistic targets, how to acquire knowledge efficiently, and how to cooperate with others – and, most importantly, who will provide emotional support and bring empathy to the learning environment.

## TRANSFORMACJE ZDAŃ



## 7 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I haven't yet found a bedsit which would satisfy all my needs. **TO**  
I've yet to find a bedsit which would satisfy all my needs.

2 We have enjoyed ourselves at this language school ever since we arrived here. **STUDYING**  
We have enjoyed ourselves at this language school since we have been studying here.

3 To sum up, I think modern schools don't promote thinking outside the box. **ALL**  
All in all, I think modern schools don't promote thinking outside the box.

4 My brother has been unable to follow the curriculum since he broke his arm a month ago. **FOR**  
My brother has been unable to follow the curriculum for a month because he broke his arm.

5 Grace got really angry when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor. **ROOF**  
Grace hit the roof when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor.

6 We were in the middle of our mock exam when all the lights went out. **WHILE**  
All the lights went out while we were taking/sitting our mock exam.

## TŁUMACZENIE FRAGMENTÓW ZDAŃ



## 6 Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I feel exhausted because I (uczę się) have been studying/learning for my final exams for the last five months.

2 Jill and I went to the library as (jak tylko skończyliśmy) soon as we had finished cleaning up our room in the dorm.

3 (Wydaje się) It seems to be the case that people forge lifelong friendships while they are in secondary school.

4 Cutting (Wagarowanie może prowadzić) classes may/might result in falling behind the other students or even failing the grade.

5 (Polubiłem moich nowych kolegów) I got to like my new mates/colleagues soon after I joined the debating society.

6 Sleeping on a bunk bed (nie podoba się) does not/doesn't appeal to me, I'd prefer a single bed or a sofa.

## SŁOWOTWÓRSTWO



## 8 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.

My friend Jim had a really difficult time deciding what to do after secondary school. The problem was that at school everything came (1) easily (easy) to him: biology, geography, maths – you name it! He (2) excelled (excel) at history, but also liked foreign languages. He somehow managed to combine academic success with training tennis and a social life (including playing video games!). We all thought he would study (3) social (society), law or political science, but he chose sports psychology. He says that it allows him to gain in-depth knowledge about the human brain, and learn how to develop (4) leadership (leader) skills, and at the same time he is able to pursue his passion for sport. However, he isn't vain or conceited – on the contrary, he is a really (5) likeable (like), humble guy. Does he sound ideal? Not really. He is the most (6) indecisive (decide) person I know – it takes him hours to choose even what he wants for lunch, not to mention what to study!

## Exercise 1, Intelligent Key

3A

In some other countries the starting age is about two years later, and the children certainly don't seem to suffer educationally.

A Mówiąc na początku wypowiedzi opisuje system edukacji w swoim kraju, a następnie porównuje go pod względem wieku, w którym dzieci zaczynają naukę, z innym krajem, w którym – według niej słusznie – zdecydowano się na wyższy wiek rozpoczęcia edukacji.

4C

They need to feel confident and comfortable to start following a new learning routine – not out of their depth, trying to get to grips with things that may not be within their grasp. So why not have different starting ages, according to the attitude and development of each child?

C Według mówiącego wiek dziecka nie oznacza, że osiągnęło ono dojrzałość do wykonywania zadań, które mogą być poza jego zasięgiem. Opowiada się on zatem za rozpoczęciem nauki przez dziecko w momencie, gdy będzie ono na to gotowe.