

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 g without permission.
- To keep their belongings safe during the day, students put them in l , which may be in a corridor or a l room.
- I'll meet you outside the lecture t 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 b .
- Parents often chat and make friends at the school g while waiting for their children.
- Our a 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?



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 2 3 4 5 6

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

5 Choose the correct words to complete the sentences.

- 1 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**.
- 2 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.
- 3 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.
- 4 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.
- 5 I really enjoy Professor Hollington's lectures and seminars, but he's on **sabbatical** / **assignment** / **scientific** leave this term, writing another book.
- 6 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) _____ and marking assignments that have been (2) _____ in, they often need to (3) _____ lessons for sick teachers. They have to make sure that they are (4) _____ the curriculum and (5) _____ 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) _____ up their notes and working out lesson plans to (7) _____ students of mixed abilities within the same class. Another pressure is dealing with students who want to (8) _____ a subject and some who are in danger of (9) _____ out altogether. If a school has been put in special measures for some reason, it's the teachers who (10) _____ the burden of (11) _____ 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

- 1 D_____ learning is always an option for people in work who would like to study at the same time.
- 2 Most lessons at school these days use c_____ thinking tasks to encourage students to challenge their a_____.
- 3 A good teacher will foster c_____ between her/his students, which improves the range of i_____ skills that they will use throughout their lives.
- 4 By studying a range of subjects and developing different skills, students can maximise their potential and improve their e_____ in the future.
- 5 One of the most important things to learn at school and college is the ability to monitor your own learning o_____, 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** / **clasps** 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?

- 1 BA / PhD / the SAT / MSc
- 2 A levels / NVQ / International Baccalaureate / mocks
- 3 grade / result / score / mark / status

11 Choose the correct words to complete the sentences.

- 1 These results will **go** / **make** towards my final grades.
- 2 If I fail, I'll have to **remake** / **resit** the exams in October.
- 3 I only just **slid** / **scraped** through, but at least I passed.
- 4 It's an expensive private school, but good students can **win** / **gain** a scholarship to go there.
- 5 My sister was absolutely thrilled to get a **distinction** / **merit** in her English literature exam.
- 6 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 register again this morning and the teacher was not happy.
- I have a tutor with Professor James this afternoon, which should be very useful when I come to write my assignment.
- absent is a big problem affecting many schools at the moment.
- The extra French lessons are not obligation, but could prove very helpful.
- I need to prepare for the present on smartphone addiction I'm going to give tomorrow.
- Kate's punctual is becoming an issue and we must discuss it with her.

- 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) antisocial, (2) antisocial demonstrations, exhibit disruptive (3) antisocial, but also (4) antisocial lifelong friendships and learn from their mistakes. The badly-behaved pupils get put in (5) detention or (6) detention or even (7) detention, and the teachers who (8) detention their weight around get (9) detention 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) detention up late or (11) detention school altogether, and there are those who get up to (12) detention to (13) detention the limits or because they are bored. And there have always been those (14) detention students who (15) detention the line, (16) detention their heads down and (17) detention 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) detention 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 exclude punishments for small things, like turning round, talking or looking at your phone? Why (not)?
- Why do you think some students regularly exclude truant?
- What reasons should schools exclude pupils for?
- How should schools exclude 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) _____ in. (2) _____ employers like to see what else, apart from your studies, has (3) _____ you as a person, and that means reading about any passions you might have (4) _____ or organisational and (5) _____ skills you might have developed, through (6) _____ a club for example. Remember that extracurricular activities are not only about being a member of a sports or drama club, or (7) _____ a debating society, etc. It is also about any involvement you've had in the community, like doing (8) _____ work or organised (9) _____ 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_____y school: children start this school when they are five or six
 - 2 c_____e school: pupils here are usually over 11 and are streamed according to ability
 - 3 h_____g: when parents choose to teach their children themselves
 - 4 s_____e school: pupils attend this school free, without paying any fees
 - 5 p_____e school: parents pay for their children to attend this school
 - 6 p_____c 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_____r school: students selected through examination attend this non-fee-paying secondary school
 - 8 b_____g school: students live at this school, returning home either at weekends or for the holidays
 - 9 v_____l 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 _____ and responding to their students' _____.
 - 2 Some students fall behind because they skip _____ or miss _____.
 - 3 Instead of taking drastic measures like _____, schools should try and help vulnerable students.
 - 4 The speaker believes that the reasons behind some students' behaviour and attitude to education could be _____ or distraction caused by other factors.
 - 5 Counsellors are obliged to _____ and ought not _____ about the pupils in their care.
 - 6 The speaker says her job is _____ even though it's sometimes _____.

- 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?



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** Ustyszysz 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 _____ none when it comes to trust-building.
 - Charity events contribute _____ the community's well-being.
 - Regular tests add _____ the students' workload.
 - There are numerous benefits _____ community-based school projects.
 - All the proceeds go _____ 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 _____ fundraising events once a term.
- Most students in our school _____ their utmost to help with the event preparations.
- We collect money to _____ the school's facilities and to _____ new extracurricular programmes.
- Young people _____ self-esteem when they help organise events.
- Charity events should _____ part and parcel of every school's activity.
- Events like this help a school _____ 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

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 głosowałeś/głosowałaś 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 wybrałeś/wybrałaś 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.

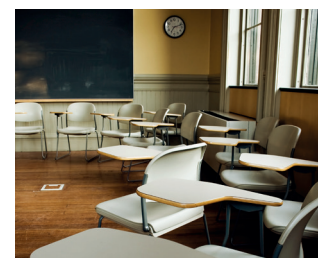
Personally, I (1) _____ for a chill-out zone in our school. This idea (2) _____ because a place like this would give us a chance to rest somewhere between lessons. Another reason is that (3) _____. Sometimes peace and quiet is what we need at school. I wouldn't (4) _____ a modern language lab because (5) _____ 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) _____ for students. We read e-books and listen to podcasts on our phones, so (7) _____ 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

Wrap it up

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



Zoom in

1 Work in pairs and discuss the questions.

- 1 In your opinion, what could the positive and negative impact of the school environment be on learning and teaching?
- 2 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.

- 1 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 and did her homework at the library.
- 2 a Nathan was unsure whether it was necessary to study three languages at the same time.
b Nathan questioned the three languages at the same time.
- 3 a The teacher noticed that Ben was absent more and more frequently as the term progressed.
b The teacher noticed that Ben's as the term progressed.
- 4 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 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) . But later on she becomes concerned about not being able to (2) her daily routines. She is aware that she may not have been an exemplary student regarding her poor (3) 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) . On her first morning in the international boarding school Ava is feeling (5) 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

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

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 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 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 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. 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. '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 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 sparkled in her eyes. '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.' 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) (have) an accident, I (2) (use) a wheelchair. My life (3) (change) forever three years ago, when I fell off my bike and hurt myself badly. Before that, I (4) (never / think) that something like that might ever happen to me. I (5) (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) (just / get) from my parents for all the hard work I (7) (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) (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) (study) for a year now. My university has wheelchair access. In fact, most groups have students with all kinds of disabilities, which I (10) (blog) about ever since I (11) (join) the course. These last few years (12) (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.

Zoom in

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

NOTES MARKS PAPER

POOR STREAM STAGE

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

SETY LEKSYKALNE



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

- 1 _____
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 _____
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 _____
... 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 _____
Inclusive schools ... a crucial role in modern societies.
Why do some students ... truant?
My brothers often ... pranks on each other.
- 2 _____
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 _____
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



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

MP3 22 VOCABULARY Places at school / Szkoła i jej pomieszczenia

assembly hall/school hall/lecture theatre /əˈsɛmblɪ hɔ:l/, sku:l 'hɔ:l/ 'lɛktʃə ,θiətə/
aula szkolna
changing room /'tʃeɪndʒɪŋ ru:m/ przebieralnia
locker room /'lɒkə ru:m/ szatnia z zamykanymi 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/ 'premɪsɪz/ teren szkoły

MP3 23 School and university subjects / Przedmioty nauczania

academic discipline /,ækəˌdemɪk 'dɪsəplɪn/ kierunek akademicki
anthropology /,ænθrəˈpɒlədʒi/ antropologia
biotechnology /,baɪəˈtɛk nɒlədʒi/ biotechnologia
broadcast and digital journalism /,brɔːdkaːst ənd 'dɪdʒɪtəl 'dʒɜːnəlɪzəm/ dziennikarstwo telewizyjne i cyfrowe
design and technology /dɪˌzaɪn ənd tek'nɒlədʒi/ technika
economics /,iːkəˈnɒmɪks/ ekonomia
English studies /'ɪŋɡlɪʃ ,stʌdɪz/ anglistyka
entrepreneurship education /,ɒntrəprəʊnəːʃɪp ˌedʒʊˈkeɪʃən/ podstawy przedsiębiorczości
environmental science /ɪnˌvaɪənməntəl 'saɪəns/ nauka o ochronie środowiska
fine arts /,faɪn 'ɑːts/ sztuki piękne
humanities /hjuːˈmænətɪz/ nauki humanistyczne
linguistics /lɪŋˈɡwɪstɪks/ językoznawstwo
marketing and social media /,mɑːkɪtɪŋ ənd ,səʊʃəl 'miːdiə/ marketing i media społecznościowe
media studies /'miːdiə ,stʌdɪz/ medjoznawstwo
political science /pəˈlɪtɪkəl 'saɪəns/ politologia
safety education /'seɪftɪ ˌedʒʊˈkeɪʃən/ EDB
social science /,səʊʃəl 'saɪəns/ nauki społeczne
social studies /,səʊʃəl ,stʌdɪz/ WOS
sociology /,səʊsɪˈɒlədʒi/ socjologia
sports psychology /'spɔːts saɪˌkɒlədʒi/ psychologia sportu
structural engineering /ˌstrʌktʃərəl ˌendʒɪˈnɪəriŋ/ inżynieria budowlana

MP3 24 Learning, including lifelong learning / Uczenie się, w tym uczenie się przez całe życie

acquire/gain knowledge /əˈkwɪə/ ,geɪn 'nɒlədʒi/ zdobywać wiedzę
apply knowledge /əˈplaɪ 'nɒlədʒi/ stosować wiedzę
be unable to follow /bi ʌnˌeɪbəl tə 'fɒləʊ/ nie nadążać
can't get your head round sth /kɑːnt ˌget ʒə 'hed raʊnd/ nie być w stanie czegoś zrozumieć
challenge assumptions /ˌtʃælɪndʒ əˈsʌmpʃənz/ kwestionować założenia
come easily to sb /kʌm 'iːzɪli tə/ przychodzić komuś z łatwością
commit sth to memory /kəˌmɪtˌsʌmθɪŋ tə 'meməri/ zapamiętać coś
concentration span /kɒnsənˈtreɪʃən spæn/ zakres koncentracji
cram for sth /kɹæm fə/ zakuwać do czegoś
create a positive learning environment /kriˈeɪt əˈpɒzətɪv 'lɜːnɪŋ ɪnˌvaɪənmənt/ stworzyć sprzyjające warunki do nauki
critical thinking /ˌkrɪtɪkəl 'θɪŋkɪŋ/ krytyczne myślenie
distance learning /ˌdɪstənsˈlɜːnɪŋ/ nauczanie zdalne
drop a course/subject /'drɒp ə kɔːs/ ,sʌbdʒɪkt/ zrezygnować z przedmiotu
drop out of school/college/university /ˌdrɒp aʊt əvˈsku:l/ 'nɒlədʒi/ ,juːˈnɪːvɜːsɪti/ rzucić szkołę/studia
engage students /ɪnˌgeɪdʒ 'stjuːdənts/ zaangażować uczniów

excel in/at sth /ɪk'sel ɪn/ət/ wyróżniać się w czymś
fail to get sth /feɪl tə 'getˌsʌmθɪŋ/ nie uzyskać czegoś
feel out of your depth /fiːl aʊt əv ʒə 'depθ/ nie mieć wystarczającej wiedzy, czuć się zagubionym
follow a degree course /ˌfɒləʊ ə dɪˈɡriː kɔːs/ pójść na studia
follow the curriculum /ˌfɒləʊ ðə kəˈrɪkjʊləm/ realizować podstawę programową
foster collaboration /ˌfɒstə kəˌlæbə'reɪʃən/ zachęcać do współpracy
get a grant towards sth /ˌget əˈgrɑːnt təwɔːdz/ dostać dotację na coś
get down to work /ˌgetˌdaʊn təˈwɜːk/ zabrać się do pracy
get feedback on sth /ˌgetˈfɪːdbæk ɒn/ dostać informację zwrotną
get hands-on experience /ˌgetˌhændz ɒn ɪksˈpiəriəns/ zyskać doświadczenie praktyczne
get the hang of sth /ˌget ðə 'hæŋ əv/ potapać się w czymś
go on to further education /gəʊ ɒn təˌfɜːðər ˌedʒʊˈkeɪʃən/ kontynuować naukę
go through clearing /gəʊ θruːˈkliəriŋ/ brać udział w rekrutacji uzupełniającej
hand in (your term paper) /ˌhænd ɪn (ʒəˈtɜːmˌpeɪpə)/ oddać (pracę semestralną)
have a good grasp of sth /hæv əˌɡʊdˌgrɑːsp əv/ mieć niezłe pojęcie o czymś
hit the books /hɪt ðəˈbʊks/ siadać do książek
identify your learning style /aɪˌdentɪfaɪ ʒəˈlɜːnɪŋ stɑɪl/ poznać swój styl uczenia się
impart/convey knowledge /ɪmˌpɑːt/ˌkənˌveɪˈnɒlədʒi/ przekazywać wiedzę
improve employability /ɪmˌpruːv ɪmˌplɔɪəˈbɪlɪti/ zwiększyć szanse na zatrudnienie
in-depth/thorough knowledge /ɪnˌdepθ/ˌθɒrəˈnɒlədʒi/ dogłębna/gruntowna wiedza
interpersonal skills /ɪntəˌpɜːsənəlˈskɪlz/ kompetencje społeczne
jot down /dʒɒtˌdaʊn/ zanotować
know sth inside out /nəʊˌsʌmθɪŋ ɪnˌsaɪdˈaʊt/ znać coś na wylot
learn from your mistakes /lɜːn frəm ʒəˈmɪsˈteɪks/ uczyć się na błędach
learn sth off by heart /lɜːnˌsʌmθɪŋ ɒf baɪˈhɑːt/ nauczyć się czegoś na pamięć
live in halls/on campus /lɪv ɪnˈhɔːl/ɒnˈkæmpəs/ mieszkać w akademiku
maintain academic standards /meɪnˌteɪnˌækəˌdemɪkˈstændərdz/ utrzymać standard nauczania
maximise your potential /ˌmæksɪmaɪz ʒəˈpɒtəntʃəl/ w pełni wykorzystać swój potencjał
meet/miss deadlines /miːtˌmɪsˈdedlaɪnz/ dotrzymywać/nie dotrzymywać terminów
miss out on sth /mɪsˈaʊt ɒn/ przeoczyć coś
monitor learning outcomes /ˌmɒnɪtəˈlɜːnɪŋˌaʊtkʌmz/ monitorować postępy w nauce
pay attention to detail /peɪ əˈtɛnʃən təˈdiːteɪl/ zwracać uwagę na szczegóły
pick sb's brains /pɪkˌsʌmbədɪzˈbreɪnz/ skonsultować się z kimś
read (history) /riːd ('hɪstəri)/ studiować (historię)
sabbatical leave /səˈbætɪkəl liːv/ urlop naukowy
serve/do an apprenticeship /ˌsɜːv/ˌduː ənˈəprentɪʃɪp/ odbywać praktyki
set books /setˈbʊks/ lektury obowiązkowe
set realistic targets /setˌnəˌlɪstɪkˈtɑːɡɪts/ wyznaczać realistyczne cele
set work/book /setˈwɜːk/ˈbʊk/ zadana praca/lektura
set/mark an assignment/essay /setˌmɑːk ən əˈsaɪnmənt/ˈeseɪ/ zadać/ocenić pracę/rozprawkę
shoulder the burden of sth /ˌʃəʊldə ðəˈbɜːdən əv/ wziąć na swoje barki ciężar czegoś
sign up for/enrol on a course /saɪn ˌʌp fər/ɪnˌrəʊl ɒn əˈkɔːs/ zapisać się na kurs
specialist/expert knowledge /ˌspeʃəlist/ˌekspɜːtˈnɒlədʒi/ wiedza specjalistyczna

steep learning curve /ˌstiːpˈlɜːnɪŋ kɜːv/ przyswajanie wiedzy w szybkim tempie
struggle to do sth /ˌstrʌɡəl təˈduːˌsʌmθɪŋ/ robić coś z wysiłkiem
thirst for knowledge /θɜːst fərˈnɒlədʒi/ głód wiedzy
within/beyond sb's grasp /wɪðɪnˌbiːjɒndˌsʌmbədɪzˈgrɑːsp/ w zasięgu/poza zasięgiem czyjegoś pojmowania
write up your notes /raɪt ˌʌp ʒəˈnəʊts/ uporządkować notatki, sporządzić coś (np. raport) na podstawie notatek
write/do a dissertation/thesis /raɪtˌduː əˌdɪsəˈteɪʃən/ˈθiːsɪs/ napisać rozprawę naukową

MP3 25 School supplies / Przybory szkolne

ballpoint (pen) /ˈbɔːlpɔɪnt (pen)/ długopis
be running low on sth /biːˌˌrʌnɪŋˈləʊ ɒn/ mieć coś na wyczerpaniu
file /faɪl/ teczka na dokumenty
have a good supply of sth /hæv əˌɡʊd səˈplaɪ əv/ mieć spory zapas czegoś
highlighter /ˈhaɪˌlaɪtə/ zakreślacz
laser pointer /ˈleɪzəˌpɔɪntə/ wskaźnik laserowy
marker (pen) /ˈmɑːkə (pen)/ pisak
memory stick /ˈmeməri stɪk/ karta pamięci
paperclip /ˈpeɪpəˌklɪp/ spinacz biurowy
post-it note/sticky note /ˈpəʊst ɪtˌnəʊt/ˈstɪki nəʊt/ karteczka samoprzylepna
stapler /ˈsteɪplə/ zszywacz
stationery /ˈsteɪʃənəri/ artykuły papirnicze
USB drive/stick/flash drive /juːˌesˈbiːˌdraɪv/ˌstɪk/ˈflæʃ draɪv/ pendrive
well-stocked with sth /welˈstɒkt wɪð/ dobrze zaopatrzony w coś

MP3 26 Assessment / Oceny szkolne

Grades and exams / Oceny i egzaminy
A levels /ˈeɪˌlevəlz/ brytyjski odpowiednik matury
academic results /ˌækəˌdemɪk rɪˈzʌltz/ wyniki w nauce
exam board /ɪɡˌzæmˌbɔːd/ komisja egzaminacyjna
external exam/examiner /eksˌtɜːnəl ɪɡˌzæm/ ɪɡˌzæmɪnə/ egzamin/egzaminator zewnętrzny
fail sth miserably /feɪlˌsʌmθɪŋˈmɪzərəbli/ oblać coś z kretesem
first-class honours /ˌfɜːstˌklaːsˈɒnəz/ najwyższe wyróżnienie
funk (AmE)/fail sb/sth /flʌŋk/feɪl/ oblać kogoś/coś
get a distinction /ˌget əˌdɪstɪŋkʃən/ otrzymać wyróżnienie
go towards your final grades /gəʊ təwɔːdz ʒəˈfaɪnəlˌɡreɪdɪz/ wliczać się do oceny końcowej
improve on your previous marks /ɪmˌpruːv ɒn ʒəˈpriːviəsˈmɑːks/ poprawić oceny
mock exams/mocks /ˈmɒk ɪɡˌzæmz/ˈmɒks/ egzaminy próbne
pass with flying colours /pɑːs wɪðˌflaɪɪŋˈkʌləz/ zdać śpiewająco
past papers /pɑːstˌpeɪpəz/ arkusze z lat ubiegłych
resit/retake an exam /riːtˌriːtˌteɪk ən ɪɡˌzæm/ podejść do egzaminu poprawkowego
scrape through (sth) /ˌskreɪp θruː/ ledwo przez coś przebrnąć (np. przez egzamin)
sit/take an exam /sɪtˌteɪk ən ɪɡˌzæm/ podejść do egzaminu
the SAT /ðiˌesˈetˈtiː/ odpowiednik matury w USA
win a scholarship /wɪn əˈskɒləʃɪp/ otrzymać stypendium
written/oral exam /ˌrɪtənˌɔːrəl ɪɡˌzæm/ egzamin pisemny/ustny

Academic qualifications / Tytuły naukowe

BA (Bachelor of Arts) /ˌbiːˈeɪ (ˌbætʃələr əvˈɑːts)/ licencjat na kierunku humanistycznym
BSc (Bachelor of Science) /ˌbiːˈesˈsiː (ˌbætʃələr əvˈsaɪəns)/ licencjat w dziedzinie nauk ścisłych

diploma /di'pləʊmə/ dyplom, świadectwo
IB (International Baccalaureate) /aɪ 'bi: (ɪntə'næʃənəl
 ,bækə'lə:riət/ matura międzynarodowa
MA (Master of Arts) /em 'ei (mɑ:stər əv 'ɑ:tɪs/ magister nauk humanistycznych
MBA (Master of Business Administration) /em bi: 'ei (mɑ:stər əv ,bɪznəs əd ,mɪni'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 vəʊ'keɪʃənəl ,kwɒlɪfɪ'keɪʃən/ uprawnienia zawodowe
PhD/doctorate /pi: eɪtʃ 'di: /doktərət/ doktorat

MP3 27 School life / Życie szkoły

People / Ludzie

academic /ækə'demɪk/ nauczyciel akademicki
bookworm /'bʊkwɜ:m/ mól książkowy
brain box /'breɪn bɒks/ tęga głowa
bully /'bʊli/ dręczyciel, prześladowca
career's adviser /kə'riəz əd ,vaɪzə/ doradca zawodowy
caretaker (BrE)/janitor (AmE) /'keə'teɪkə/ 'dʒænitə/ dozorca, woźny
class clown /klɑ:s '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:tmənt/ kierownik wydziału
high achiever /haɪ ə'tʃi:və/ osoba osiągająca wysokie wyniki
know-all /'nəʊ ɔ:l/ mądrala
lollipop man/lady /'lɒli,pɒp mæn/ ,leɪdi/ osoba przeprowadzająca uczniów przez ulicę
monitor /'mɒnɪtə/ dyżurny
pastoral care professional /'pɑ:stərəl ,keə prə'feɪʃənəl/ 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 ,repi'zentetɪv/ starosta klasy/szkoły/roku
swot /swɒt/ kujon
teacher's pet /ti:tʃəz 'pet/ pupilek nauczyciela
undergraduate /ˌʌndə'grædʒjət/ 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
miss the class /dɪs'mɪs ðə 'klɑ:s/ zakończyć lekcję
field trip /fi:ld trɪp/ wycieczka szkolna
free lesson/period /fri: 'lesən/ ,piəriəd/ okienko
freshers' week /'frefəz ,wi:k/ tydzień adaptacyjny
give a presentation on sth /gɪv ə pre'zentən 'teɪʃən/ zrobić prezentację na temat czegoś
give/take remedial classes /gɪv/ ,teɪk/ ,ri'mi:diəl ,klɑ:sɪz/ prowadzić/chodzić na zajęcia wyrównawcze
obligatory/compulsory/mandatory /ə'blɪgətəri/ ,kəm'pʌlsəri/ ,mændətəri/ obowiązkowy, przymusowy
prom night /prɒm naɪt/ bal maturalny
punctuality /ˌpʌŋktju:'æltɪ/ 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: 'ɪʃən/ 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'səʃjəl bi'heɪvjə/ zachowania antyspołeczne
conscientious /kɒnʃi'ənʃəs/ sumienny
corporal punishment /kɔ:pərəl 'pʌnɪʃmənt/ kary cielesne
cut classes/skip school/play truant /kʌt 'klɑ:sɪz/ ,skɪp 'sku:l/ ,pleɪ 'tru:ənt/ wagarować
discipline /'dɪsəplɪn/ zdyscyplinować
disruptive behaviour /dɪs'rʌptɪv bi'heɪvjə/ uciążliwe zachowania
exclude/expel /ɪk'sklu:d/ ,ɪk'spel/ wydalic (ze szkoły)
exclusion/expulsion /ɪk'sklu:ʒən/ ,ɪks'pʌljən/ wydalenie (ze szkoły)
forged 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 ɪn dɪ'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 'mɪʃtɪf/ rozrabiać
hand out punishments /hænd aʊt 'pʌnɪʃmənts/ stosować kary
haul sb over the coals /hɔ:l sɪvə ðə 'kəʊls/ zmieszać kogoś z błotem
keep your head down /ki:p jə 'hed daʊn/ nie wychylać się
misbehave /mɪsbɪ'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 /vʌlnərəbəl 'pjʊ:pəlz/ uczniowie z grupy ryzyka

MP3 28 Extracurricular activities / Zajęcia pozalekcyjne

be involved in sth /bi ɪn'vɒlvɪd ɪn/ być zaangażowanym w coś
develop leadership skills /dɪ'veləp 'li:dʃɪp ,skɪlz/ rozwijać umiejętności przywódcze
do voluntary work /du: 'vɒləntəri ,wɜ:k/ pracować jako wolontariusz
fundraising activities/event/fundraiser /'fʌndreɪzɪŋ æk'tɪvɪz/ ,ɪ'vent/ 'fʌnd'reɪzə/ impreza charytatywna
join a choir/a debating society /dʒɔɪn ə 'kwaɪə/ ə dɪ'beɪtɪŋ sə'saɪəti/ zapisać się do chóru/klubu dyskusyjnego
look good on your CV /lʊk ,gʊd ɒn jə ,si: 'vi:/ dobrze wyglądać w CV
prospective employer /prəs'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 /ækə'demɪkəli sɪ'lektɪv/ selektywny pod kątem wyników w nauce (np. szkoła)
admissions cycle /əd'mɪʃənz ,saɪkl/ proces rekrutacji
admission requirements /əd'mɪʃən rɪ'kwɪəmənts/ wymogi przy przyjęciu
boarding school /'bɔ:diŋ sku:l/ szkoła z internatem
comprehensive school /kəm'pri'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) /pʌblɪk '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: 'ɪʃən/ 'kɔ:s fi:z/ czesne, koszty nauki
vocational school /vəʊ'səʃənəl sku:l/ szkoła zawodowa

MP3 30 LISTENING

acquire self-esteem /ə,kwaɪə ,self i'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: jər 'ʌtməʊst/ robić wszystko co w twojej mocy
get hold of sth /get 'həʊld əv/ zdobyć coś
go to a good cause /gəʊ tu ə ,gʊd '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 czyjegoś 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 /nʌkləl '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 ,sæmθɪŋ/ stawiać sobie za cel zrobienie czegoś
tearaway /'tiəə ,wei/ rozrabiaka

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



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 .
- 2 The fact that her sister was bored at home makes Speaker 2 sure her sister to start school.
- 3 Speaker 3 would like the school starting age to 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 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

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

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

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

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) really late since last weekend.
- 2 Jack often (get / I / nerve) – he can be so patronising.
- 3 When I was in primary school, we (use / go) field trips once a month.
- 4 My cousin was elated as soon as (she / read) the notification of admission from the London School of Economics.
- 5 I (grow / 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) his MA dissertation for ten hours.

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) _____, at least.

It goes without (2) _____ 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) _____ 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) _____ nor help them develop social or interpersonal skills. However, it will definitely change the role of a teacher as we know it. Rather (5) _____ 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) _____ 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.

TŁUMACZENIE FRAGMENTÓW ZDAŃ



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

- I feel exhausted because I (uczę się) _____ for my final exams for the last five months.
- Jill and I went to the library as (jak tylko skończyliśmy) _____ cleaning up our room in the dorm.
- (Wydaje się) _____ case that people forge lifelong friendships while they are in secondary school.
- Cutting (Wagarowanie może prowadzić) _____ in falling behind the other students or even failing the grade.
- (Polubiłem moich nowych kolegów) I got _____ soon after I joined the debating society.
- Sleeping on a bunk bed (nie podoba się) _____ me, I'd prefer a single bed or a sofa.

TRANSFORMACJE ZDAŃ



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

- I haven't yet found a bedsit which would satisfy all my needs. **TO**
I've _____ a bedsit which would satisfy all my needs.
- We have enjoyed ourselves at this language school ever since we arrived here. **STUDYING**
We have enjoyed ourselves at this language school since we _____ here.
- To sum up, I think modern schools don't promote thinking outside the box. **ALL**
_____, I think modern schools don't promote thinking outside the box.
- 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 _____ because he broke his arm.
- Grace got really angry when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor. **ROOF**
Grace _____ when her dog, all covered in mud, ran into the kitchen where she had just mopped the floor.
- We were in the middle of our mock exam when all the lights went out. **WHILE**
All the lights went out _____ our mock exam.

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) _____ (easy) to him: biology, geography, maths – you name it! He (2) _____ (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) _____ (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) _____ (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) _____ (like), humble guy. Does he sound ideal? Not really. He is the most (6) _____ (decide) person I know – it takes him hours to choose even what he wants for lunch, not to mention what to study!