

School subjects

1 a) Match the school subjects (1–12) to the classrooms (A–L).



- | | |
|--|--|
| 1 <input type="checkbox"/> history | 8 <input type="checkbox"/> PE (physical education) |
| 2 <input type="checkbox"/> chemistry | 9 <input type="checkbox"/> computing & IT |
| 3 <input type="checkbox"/> geography | 10 <input type="checkbox"/> business studies |
| 4 <input type="checkbox"/> drama | 11 <input type="checkbox"/> biology |
| 5 <input type="checkbox"/> music | 12 <input type="checkbox"/> maths |
| 6 <input type="checkbox"/> art & design | |
| 7 <input type="checkbox"/> media studies | |

b) Listen and tick (✓) the school subjects in Ex. 1a referred to by the speakers.

c) What other school subjects can you add to the list?

School accessories

2 Label the pictures. Use *textbook, lunch box, uniform, water bottle, pencil case, backpack*.



1



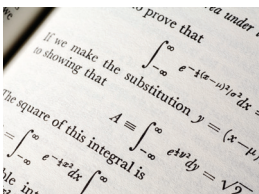
2



3



4



5



6

3 Match the school subjects (1–5) to the accessories needed (A–E).

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> maths | 4 <input type="checkbox"/> art |
| 2 <input type="checkbox"/> PE | 5 <input type="checkbox"/> computing and IT |
| 3 <input type="checkbox"/> geography | |

- A paint brush, markers, coloured pencils
- B monitor, keyboard, mouse
- C map, globe, atlas
- D calculator, graph paper, ruler
- E trainers, shorts, T-shirt

People in school

4 Complete the definitions using *pupil, classmate, headmaster/headmistress, librarian, dinner lady, bully, secretary, caretaker*.

- 1 A(n) maintains the school building and ground.
- 2 Your has the same teacher as you.
- 3 is a synonym for student.
- 4 A(n) is mean and rude to other people.
- 5 The helps you find a book.
- 6 The is the 'boss' of the school.
- 7 A(n) answers phones and does paperwork in the office.
- 8 A(n) prepares and serves food.

* Note: Synonyms for *headmaster/headmistress* include *principal* and *school director*.

School rooms/areas

5 Fill in the gaps using *staffroom, changing, computer, music, common, art, science, headmaster's*.

- 1 After the fight, the teacher sent George to the office.
- 2 We practice the piano in the room.
- 3 Before PE class, we all get dressed in the room.
- 4 I hang out on one of the couches in the area if I have a free period between lessons.
- 5 Please remember to clean your paint brushes before you leave the room.
- 6 Our lab has microscopes for biology classes and equipment for chemistry experiments.
- 7 The where teachers relax and eat their lunch is on the first floor next to the office.
- 8 We are raising money to buy new monitors and keyboards for the lab. It really needs an upgrade.

6 Listen to the sentences (1–6) and match them to the places (A–F).

- | | | | |
|----------------------------|----------------|----------------------------|---------------|
| <input type="checkbox"/> A | playing field | <input type="checkbox"/> D | cafeteria |
| <input type="checkbox"/> B | nurse's office | <input type="checkbox"/> E | library |
| <input type="checkbox"/> C | assembly hall | <input type="checkbox"/> F | school office |

* **Note:** Common synonyms for *cafeteria* include *canteen* and *lunch room*.

7 Work with a partner to draw a map of your school and label it. Where are the places from Exs 5 & 6 located? Write five sentences, then tell the class. Use words like *beside*, *next to*, *near*, *close to*, *across from*, *behind*, *in*.

1 *The gym is in the basement next to the changing rooms.*

Education system

8 Look at the types of schools. Which type has the youngest pupils? Which has the oldest? What age do children go to the different types of school in your country?

- secondary school
- nursery school
- primary school

9 a) Listen to two people describing their education and circle the correct answers.

Christina

- attended / didn't attend a nursery school.
- goes to a primary / secondary school.
- is at a state / private school.

Harold

- attended / didn't attend a nursery school.
- goes to a primary / secondary school.
- is at a state / private school.

b) Listen again and complete the sentences.

- schools are paid for by the government and are free to attend.
- In the UK, or schools are not free and you must pay to attend them.

c) Write a description of your education similar to the ones you heard. Tell the class.

10 Complete the words.

- Both boys and girls can attend a m _ x _ _ school.
- Sarah is learning French at a l _ _ g _ _ g _ school.
- Learning skills which will prepare you for work is the focus of a v _ c _ t _ _ n _ _ school.
- Only boys go to St. Michaels. It's a s _ m _ - s _ x / s _ n _ _ _ - s _ x school.
- Secondary school is sometimes referred to as g _ _ m _ _ r school.
- To focus on subjects such as computing, science or maths, choose a t _ _ h _ _ c _ l college.
- Greg attends a b _ _ r _ _ n _ school where he lives during the school term.
- Many high school graduates in Poland go to university to get a d _ g _ _ e.

11 Finish the sentences with your own ideas.

- In my opinion, same-sex/mixed schools are better because
- I would like to attend a vocational school that focuses on
- If I could attend any type of language school, I would choose
- It would be interesting to go to a technical college and study

12 Work with a partner and discuss the questions.

- Do you enjoy having a substitute teacher? Why or why not?
- Does your school have a head teacher? If yes, who is it?
- Is religious education included at your school? If yes, how many times a week?
- Is higher education free in your country? Do you think higher education should be free?
- Which foreign language classes are offered at your school? Which language would you like to learn and why?
- Would you like to attend a technical school? Why or why not?

School life

13 Choose the word that doesn't belong in the list.

- take:** a break – an exam – a class – an effort
- make:** an exam – an effort – progress – a mistake
- do:** homework – an exercise – a mistake – a test
- have:** a class – a break – homework – progress

14 Complete the dialogues with *over, out (x2), back, up, in*. Use the phrasal verbs to write six sentences.

- A: When do we hand our music projects?
B: They are due on the 21st.
- A: Did you pass?
B: I'm not sure. The teacher hasn't handed our exams yet.
- A: I'm missing that sheet of paper.
B: Mr P. gave copies yesterday. Ask him if he has an extra one.
- A: I got marked absent again today.
B: That's what happens when you turn half an hour late!
- A: Peter wants to join the swim team.
B: He will need to try first. There is a limited number of spots.
- A: What are you doing during the break?
B: I have to look my notes. I have a science test in the fifth lesson.

Collocations

15 Match the verbs (1–8) to the options (A–H) to form phrases.

- | | | | |
|----------------------------|----------|---|--------------------|
| 1 <input type="checkbox"/> | memorise | A | school |
| 2 <input type="checkbox"/> | skip | B | late |
| 3 <input type="checkbox"/> | show up | C | a poem |
| 4 <input type="checkbox"/> | take | D | an exam |
| 5 <input type="checkbox"/> | pay | E | notes |
| 6 <input type="checkbox"/> | fail | F | attention |
| 7 <input type="checkbox"/> | copy | G | on a test |
| 8 <input type="checkbox"/> | cheat | H | someone's homework |

16 Use collocations from Ex. 15 to complete the sentences. Put the verbs in the correct forms.

- We have to and present it to the whole drama class!
- I yesterday, and Headmistress Nowak caught me. I'm in trouble.
- Has Viktor for class every day this week? It's 9:15!
- You really need to in our chemistry lessons. It's a very complicated subject.
- While the teacher was talking, I was of what she was saying.
- One of my classmates got caught and got a zero.

Marks & Requirements

17 Complete the sentences with: *pass, curriculum, basic, qualifications, terms, cheating, application, advanced, fail, certificate*.

- Students take the general of secondary education (GCSE) exams at around the age of 16.
- After two further years of study, Kate was about to sit her school exams or 'A levels'.
- Gary got a C on his maths exam, which is a minimum grade of 50-60%.
- In Scotland a D is a close grade of between 40% and 49%.
- You should take the level exam for French if you feel it's not your strongest subject.
- The academic year in the UK is divided into three – Autumn, Spring and Summer.
- Passing these exams will give you the you need to go to university abroad.
- I've already filled out the and sent it off to Greenfield College.
- Design and technology classes were added to the school last year.
- The teacher caught him in the exam.

18 Choose the correct word.

- I hope I get a good mark **for/on** the English literature test.
- You need 60% or higher to receive a passing mark **at/in** this class.
- The teacher separated our desks so we couldn't cheat **at/on** the exam.
- She worked very hard and did well **with/in** the class.
- Mr. Simon wrote some comments **on/for** my essay.
- She is a dedicated student **with/at** very good grades.
- I failed the test **with/by** 3 points! 47 out of 100!
- They got a fantastic grade **with/on** the group assignment.

* **Note:** *Grade* and *mark* are synonyms. Both can be used in singular or plural form.

What mark/grade did you receive in the geography quiz? She got good grades/marks all through secondary school.

After-school activities

19 Read the post in an advice forum and fill in the gaps using *band, club, practise, field, charity, participate, volunteer, raise*.

Dear Abby,
 I **1)** in a lot of different after-school activities. I play violin in the school **2)**, and I am a member of the chess **3)** This year, I also signed up to help organise our annual **4)** trip to the National Art Gallery and a **5)** event we are doing to help **6)** money for homeless people living in our community. After school on Tuesdays and Thursdays, I **7)** karate, and on Sundays I do **8)** work at an animal shelter where I take the dogs for walks. I love keeping busy, but I worry that I'm missing out on just hanging around with friends. Is there such a thing as too many after-school activities?

20 Complete the notices with: *artificial intelligence, high jump, relations, programming, martial art, debate, code, field*.

School Olympic Team 

Do you want to get fit and have fun competing with other students around your age? Then join the School Olympic Team and try a track and **1)** event like running, **2)** or long jump. Or perhaps you'd prefer to learn a **3)** like karate, judo or Taekwondo. The best thing is you can try each event before deciding which your favourite is.



Model United Nations

Become a member of the Model United Nations to learn all about diplomacy, international **4)** and the inner workings of the United Nations. Each student represents a country and must **5)** with the other students in order to resolve an international problem of some kind.

Computer Science Classes

Come and join us to enter the exciting world of virtual reality, **6)** and robotics. Or you can learn how to write computer **7)** and start learning basic **8)** in the three major languages: Javascript, Python, and CSS. For more information on all of the above, visit the school website www.adamsgrammar.uk/extraclasses.

Lifelong learning

21 Fill in the sentences with the correct form of the verbs: *tutor, mark, qualify, join*.

- Once her kids were grown up, Judy went back to university and as a lawyer.
- After his football career, Andy found that the coaching staff without a degree is not easy.
- Lisa started mature students to make extra money while studying for her PhD.
- At the end of the course, your papers will be by your teacher.

22 Complete the description on a college's website with *potential, engaged, development, experiences, competitive, academic*.

Romford Community College **Lifelong Learning Programme**



At Romford we believe the learning process should go beyond school and university and be an important part of a person's ongoing **1)** In many professions, a continuing education is important to stay **2)** in today's job market. In our twenty years of running courses we've found that mature students are the best students, because of their life **3)** that they bring with them to our college. All of our mature students tell us that they love staying **4)** with active learning to keep their minds sharp and help them stay relevant in a fast moving world. Our vast selection of courses will help you to reach your full **5)** and of course learning is its own reward. Whether you're interested in **6)** studies or professional vocational training, we've got a course for you! To find out more, click on the following link and go to our FAQs section www.romfordcc.uk/faqs.

Culture Spot



In England more than 90% of secondary schools have a compulsory uniform. School uniforms called "bluecoats" (long blue trench-coat-style jackets) were first introduced in the 16th century during the reign of King Henry VIII.

Although school uniforms are not compulsory in Poland, some schools do require them. In 2008 it was decided that school uniforms would be a matter decided upon by the principal of each individual school.



READING

- 1 What factors are most important when choosing which university to attend? Put a tick (✓). Order the ideas from most to least important.

reputation: is it a good university offering high-quality education?

location: is it located in a place you want to live for the next four years?


cost: how much money will you need?

courses offered: does the university have the subjects and programs you are interested in?

social factors: where are your friends going to study?

Exam Tip: Przeczytaj nagłówki i podkreśl w nich słowa kluczowe. Potem spróbuj znaleźć w tekście synonimy tych słów. Dzięki temu będzie Ci łatwiej wykonać zadanie.

Dobieranie nagłówków do części tekstu

- 2 **M** Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Wpisz odpowiednią literę w każdą kratkę. **Uwaga:** dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.
- A ACCEPT THE CHALLENGE
B YOU HAVE TO START SOMEWHERE
C CONSIDER ALL POSSIBILITIES
D YOUR PAST CAN HELP YOU CHOOSE YOUR FUTURE
E WHAT CAN YOU AFFORD?
F BE REALISTIC
- 3 a) Do the reading task. Then discuss with a partner which words or phrases in the text helped you choose the correct headings.
b) Explain the words in bold.
- 4  **Think** Do you think it's better for university students to live with their families or on their own? Why do you feel that way? In three minutes, write a few sentences. Then tell the class.



To: mirko@mail.net
From: stefany@mail.net
Re: Choosing a university

Hey Mirko! How's it going?

I'm so glad you got in touch with me about choosing a university. I went through the same thing last year, so I know what a tough decision it is. Here are some things to consider:

1

First of all, you need to think about the **academic** side of things. Deciding what to study can be difficult if you don't have a clear idea in mind. In my case, I knew I wanted to study science, but I had a hard time choosing between biology and chemistry. In the end, I chose biology for a couple of reasons. I'd really enjoyed biology classes during secondary school. It was a subject I got good grades in, and I was interested in a career working with animals.

2

Once you know what program you're interested in, and you've found a university that offers it, the next step is finding out what **requirements** the university has. Are your final exam marks high enough to be accepted? Is the university interested in the after-school activities you've participated in? The best universities are very **competitive** and more students apply than will be accepted. There is a possibility you won't get in, so make sure you apply to several universities.

3

Another big consideration is location. Some students are eager to move to a different city while others prefer to attend university in their hometowns. Moving to a new city will cost more compared to living with your family. You will need to pay for a place to live on campus, or if you rent a flat. You'll have to buy food, and travelling back and forth to visit family can really **add up**. So, when you're choosing where to study, **keep** costs in **mind**.

4

Are you considering any specific university **degrees** or maybe a **college diploma**? The last time we spoke, you mentioned you were interested in robotics. Maybe engineering programs are something you should **look into**? Think about everything and write back to me. I'm always happy to help.

Stefany

- 5 What do you most like about online school? What do you least like?



During the pandemic, schools everywhere closed their doors to students. For some pupils, that meant their education came to a sudden stop. For others like me, lessons moved online, and school continued in another form. While online learning had existed before the pandemic, as far as I knew, it was mainly limited to continuing education and it was only used by adults. Covid-19 changed all of that, and **overnight**, students and teachers from primary to university levels found themselves in a whole new world of virtual education.

I can't imagine what would have happened if I'd just missed school during the pandemic. Online classes enabled me to continue my education and stay connected to my classmates and teachers. Although some schools are open again, online learning benefits students who may not be able to attend a traditional classroom for other reasons. Students who live in rural areas, for example, can receive a quality education even if the nearest school is hours away. Students who can't attend classes due to **medical issues** can join online. And, to be honest, it was kind of nice not having to get dressed or take a bus to school. I rarely worried about turning up late for class!

That being said, after a couple weeks of virtual lessons, I'd **had enough**. Online lessons just weren't the same. I'm usually a **relatively** good student and have always got **decent** marks, but I was getting bored. I had a hard time focusing for more than ten or fifteen minutes. I know the teachers were doing their best, but lessons were so different, and there were often technical issues. The worst thing was I felt lonely. I missed hanging out in the common area and joking around in drama class. I wasn't in danger of failing any of my subjects, but my marks fell quite a bit during that period of time.


Now that I've been back at regular school for a while, I have a more positive **attitude**. I don't mind waking up, getting dressed and taking the bus to school in the morning. I'm even enjoying Mr. Wilson's chemistry class, which I didn't think was possible! So, I guess I'm saying it's **fortunate** that online learning exists, but I'm definitely **overjoyed** to be back at school.

Exam Tip: Najpierw przeczytaj tekst szybko, żeby ogólnie zrozumieć, czego dotyczy. Potem przeczytaj pytania i podkreśl w nich słowa kluczowe. Prze czytaj tekst ponownie, tym razem szukając fragmentów, które zawierają odpowiedzi na poszczególne pytania. Następnie wróć do podanych opcji odpowiedzi i wybierz te, które najlepiej pasują do treści tekstu.

Wybór wielokrotny

- 6 a) **M** Prze czytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.
- According to the author, before the pandemic
 - some schools closed down.
 - children didn't use online learning.
 - he didn't know about online learning.
 - universities had online classes.
 - Which is NOT mentioned as a benefit of online education?
 - no commuting necessary
 - access to education for students who don't live near schools
 - not being marked late for school
 - allows sick students to participate
 - What was the author's biggest complaint about online school?
 - technical problems
 - teachers not doing their best
 - hard to pay attention
 - not social enough
 - What is the author surprised about?
 - he likes his chemistry class
 - he is waking up early
 - he is more positive
 - he is happy to return to regular classes
 - The best alternative title for this blog entry is
 - Online learning: a brief history
 - My online learning experience
 - The benefits of online education
 - Can virtual school replace the real thing?

b) Explain the words in bold.

- 7  **Think** Do you think learning online can provide you with the same quality of education you receive in a classroom? In three minutes, write a few sentences. Tell the class.

Set leksykalny

5 **M** W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

-
 - Someone made a black ... on the classroom wall.
 - I didn't get a good ... on the physics test.
-
 - I don't know what these words ... in English.
 - Don isn't a bully; I'm sure he didn't ... to hurt you.
-
 - Her parents don't want her to go to a ... school.
 - You should ... the reason why you are writing.
-
 - We need to go to a different ... today.
 - There isn't ... in my bag for that big textbook.

Wybór wielokrotny (parafrazy i minidialogi)

6 **M** W zadaniach 1–3 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania. Zakreśl jedną z liter: A, B albo C.

- You should check out the drama club.
 - A You should cancel the drama club.
 - B Why not go and see what the drama club is about?
 - C You have to register to join the drama club.
- It was my pleasure.
 - A I was happy to help.
 - B I enjoy what I do.
 - C Pleased to meet you.
- Why don't you choose art & design?
 - A Definitely don't choose art & design.
 - B I'd recommend you choose art & design.
 - C Why did you not choose art & design?

7 **M** Uzupełnij poniższe minidialogi (1–2). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- X: Do you like the art class?
Y:
X: I thought so.
 - A Yes, I think you should.
 - B No, not at all.
 - C I'm sorry about that.
- X: How did the exam go?
Y:
 - A It was worth waiting for.
 - B It's going to be on the exam.
 - C It went well, actually.

8 Fill in the gaps with the correct preposition.

- If you don't arrive time, you need to get a late slip from the office.
- I'm going to the library after school to study the biology exam.
- Josef was absent PE today because of his broken foot.
- Ms. Frida is teaching us photography in art class.
- Come to the front of the class and write your answer the smart board.
- I was sitting my desk when the teacher walked in.
- She told us to turn to page 72 our textbooks.
- I asked to be excused class to go to the toilet.

Zadanie z lukami

9 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–3), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

begin learn interest try profession



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- a wide variety of **1)** classes including Fine Arts, Creative Writing, Furniture Repair and Auto Mechanics
- 2)** development courses to help you upgrade your work skills
- group and solo language classes including English, Russian and German
- parenting classes for new mums and dads
- part-time certificate programs running during evenings and weekends
- we offer courses for students of all ages and all levels from **3)** to advanced learners.

Contact our office or visit our website to learn more.

LISTENING

- 1 Think about one of your first days of school when you were in a new class or a new school. Write down two positive things about that day and two negative ones. Tell your partner about your first day of school and include the two positive and two negative things.

Wybór wielokrotny

Exam Tip: Słuchaj uważnie, gdy osoba wypowiadająca się mówi coś, co wydaje się pasować do jednej z podanych odpowiedzi. Nie wyciągaj pochopnych wniosków, bo dalsza część wypowiedzi może to zmienić. Na przykład, jedna z odpowiedzi do wyboru to: „The speaker enjoyed their first day of school”, a nagrana wypowiedź brzmi: „I expected to have a great first day”. Wydaje się zatem, że jest to prawidłowa odpowiedź, ale potem pada takie zdanie: „My first day was actually terrible”.

- 2 **M** Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Text 1

- 1 What is the speaker's main purpose?
 A to talk about students who became famous
 B to explain the food service
 C to show some parents how good the school is
- 2 After looking at the sculpture, where did they go next?
 A the kitchen
 B the cafeteria
 C the art rooms

Text 2

- 3 What does the student think she is good at?
 A singing
 B acting
 C chemistry and maths
- 4 What problem did the student say she had?
 A A teacher gave her special treatment.
 B She got too much attention from other students.
 C She was not very prepared for school.
- 5 Who is Harry?
 A Her history teacher
 B Her tutor
 C Her father
- 6 What will the student do about her problem with teachers?
 A ask to be moved to a different school
 B write a song about it
 C ask her parents to talk to them

- 3 a) Listen to the second recording again and complete the bolded phrases with the missing words.

- 1 Do you think you are **good at**? Why or why not?
 2 Were you **completely** for your first day of school? Why or why not?
 3 Do you want **special** from your teachers? Why or why not?
 4 Would you like to learn **with** tutoring? Why or why not?
 5 Was it **really** for you to start school for the first time? Why or why not?

b) Ask and answer the questions from Ex. 3a with a partner.

- 4 Ask a partner what after-school activities they have done in the past and why, and what after-school activities they would like to do in the future and why.

Exam Tip: Zanim zaczniesz słuchać, szybko przyjrzyj się podanej notatce. Dzięki temu będziesz wiedzieć, jakiego rodzaju informacje trzeba uzupełnić.

Zadanie z lukami i odpowiedzi na pytania

- 5 **M** Usłyszysz dwukrotnie nauczyciela mówiącego do uczniów o zajęciach pozalekcyjnych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Monday	Table Tennis Club Room 1), 3:30-4:45
Tuesday	Board Game Club Room 214, 3:30-5:00
Wednesday	2) Room 312, 3:30 to 4:45 don't need to 3)
Thursday	Swimming Club 3:30 to 4:30
Friday	4) clubs

- 6 **M** Wysłuchaj ponownie nagrania z ćw. 5. Na podstawie zawartych w nim informacji odpowiedź krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 1 What is the main reason the teacher is telling the students about the schedule?
- 2 What should students do before September 15th?
- 3 What club did the teacher say students need to try out for?
- 4 Where does the Running Club meet?

E-mail nieformalny (z prośbą o radę)**Prepare for the task****Writing Tip:**

E-maile z prośbą o radę piszemy do przyjaciół lub krewnych, gdy potrzebujemy pomocy w rozwiązaniu problemu, z którym się borykamy. W takich wiadomościach używamy języka nieoficjalnego (ściągniętych form czasowników, wyrażen potocznych, idiomów, czasowników frazowych, krótkich spójników itp.).

E-mail z prośbą o radę powinien zawierać:

- zwrot powitalny (np. *Hi/Hello* oraz imię adresata)
- rozpoczęcie z pozdrowieniami (np. *How are you?*) i wyjaśnieniem powodu napisania e-maila
- rozwinięcie obejmujące akapity, w których w spójny i logiczny sposób przedstawiamy problem, rozwijając wszystkie punkty z polecenia do zadania
- zakończenie z prośbą o radę i zwrotem zamykającym (np. *I look forward to hearing from you.*)
- zwrot kończący (np. *Cheers, Bye, Write back soon* itp.) i podpis nadawcy (Twoje imię).

- 1** Read the email and select from ideas (A–G) the reason it was written. What style has been used? Why?

Hi Roger,

A How are you doing? I haven't heard from you in a while. I just wanted to ask you if you have some ideas about making presentations.

B I have to prepare a five-minute presentation for my English class. It has to be on the topic of home education. The prep is no problem. I'm almost done with the slides, and it looks really cool.

C My problem is I've never spoken in front of a large group of people before. I'm really nervous. I'm afraid I won't be able to do a good job. The more I think about it, the more scared I get!

D Do you have some advice for me about how I can relax when I do the presentation? I know you're really ace at presentations. I'd really appreciate your help. Let me know what you think. I look forward to hearing from you.
Cheers,
Pawel

- A to share some news
- B to ask about something
- C to remind someone about something
- D to thank someone for something
- E to ask someone if they want to do something
- F to respond to someone's bad news
- G to find out how someone is

- 2** Read the opening sentences below and match them to the reasons for writing (A–G) from Ex. 1.

Opening sentences

- 1 I wondered if you'd like to ...
- 2 I'm sorry to hear about...
- 3 I got some bad/good news that I wanted to share with you.
- 4 I just wanted to thank you for ...
- 5 I just wanted to ask (you) about/if ...
- 6 I just want to remind you that ...
- 7 I was a bit worried and wanted to see if you're OK.

- 3** Read the email in Ex. 1 and the rubric below and cross off (X) the two items that are NOT included in the sample email.

You have an assignment to do for your English class. You write to your English friend about it. Write an email (100-150 words) in which you:

- explain the assignment
- ask your friend how they learned a skill
- explain why you are having problems
- describe the problems you have
- complain about the length of the assignment
- ask for some advice to solve the problems

- 4** Match each paragraph (A–D) from the email in Ex. 1 with the items in Ex. 3 to discover how the writer organised the information into paragraphs.

- 5** Find three examples of very informal language in the email.

Your turn**Exam Strategy**

Każdy akapit zacznij zdaniem, które informuje, o czym będzie mowa w tej części tekstu. Potem rozwiń myśl, podając szczegóły i, jeśli to możliwe, przykłady.

- 6** Read the topic sentence of the second and third paragraphs in the model in Ex. 1. What details are included to support each topic sentence?

- 7** **M** Masz problem ze zrobieniem szkolnego zadania. W **e-mailu (100–150 wyrazów, nie licząc wyrazów już podanych)** do kolegi:
- wyjaśnij, na czym polega to zadanie
 - przedstaw, co zrobiłeś/zrobiłaś do tej pory
 - opisz, z czym masz problemy, i jak się z tego powodu czujesz
 - poproś o radę, jak rozwiązać ten problem.

Hi Patrick,

How are things? It's been a while. I hope you're well. I wonder if I could ask you some advice for an assignment I have for school.

Vocabulary

Education system

1 Match, then use the phrases to complete sentences A–E.

1 <input type="checkbox"/>	postgraduate	a	fees
2 <input type="checkbox"/>	gap	b	school
3 <input type="checkbox"/>	home	c	loan
4 <input type="checkbox"/>	student	d	studies
5 <input type="checkbox"/>	tuition	e	schooling
6 <input type="checkbox"/>	drop out of	f	year

- A My brother's finished his bachelor's degree and begins his in October.
- B A graduate must start paying back their as soon as they get a high-paying job.
- C The university has put up its by 10%! It's outrageous!
- D I'm trying with my kids, but it's hard to be a mother and a teacher.
- E Before university, I'm going to take a to travel and do volunteer work in Africa.
- F Jared Parker decided to at 17 and pursue his acting career full-time.

Marks & Requirements

2 Complete the text with the verbs in the list in the correct form.

- expel • submit • retake • credit • learn

Advice to NEW students

- At university, you are expected to understand the meaning of what you study, and not just 1) what various experts say by heart.
- Any student who copies somebody else's work or is caught cheating on a test or an examination will be 2) from the university immediately.
- All essays must be 3) by the deadline given, or their marks will not count towards your final degree. Extensions can only be given in exceptional circumstances.
- Students must 4) any source they use in essays they complete, and failure to do so will be considered plagiarism.
- If you do not pass your final exams, you will have an opportunity 5) them in October. If you fail again, you must repeat the course.

School life

3 Complete the gaps with the nouns in the list.

- admission • assignment • feedback • gown
• lecture

- 1 My teacher gave me some great on what was wrong with my essay.
- 2 You need to study hard and get good grades to gain to top universities.
- 3 Graduates rent the cap and that they wear to their graduation ceremony.
- 4 I couldn't make it to the, so I asked my friend if I could borrow the notes he'd taken.
- 5 Your this week is to re-read *Macbeth* for a pop quiz on Monday.

Extracurricular activities

4 Read what six students say about their extracurricular activities and complete the gaps with: *strategic, hand-eye, decision-making, educational, fun-filled, physical*.

- 1 "I study hard, so after-school activities are all about health – swimming, running and working out."
- 2 "Chess club really improved my thinking."
- 3 "They say gaming is a waste of time, but it makes your coordination so much better!"
- 4 "Hiking through the countryside with just a map to guide me has given me great skills."
- 5 "Relaxing is fine, but I need extracurricular activities to be – I want to learn something!"
- 6 "After a hard day at school, there's nothing like a couple of hours paintballing!"

Lifelong learning

5 Complete the definitions with the nouns from the list.

- internship • master's • seminar • diploma
• dissertation

- 1 A(n) is an unpaid position at a company you take to gain experience.
- 2 A(n) is a discussion group a professor has with a small number of students.
- 3 A(n) is a long piece of academic writing based on research, usually written as part of a PhD programme.
- 4 A(n) is the degree you do after completing your bachelor's degree.
- 5 A(n) is the certificate a graduate gets.

Reading

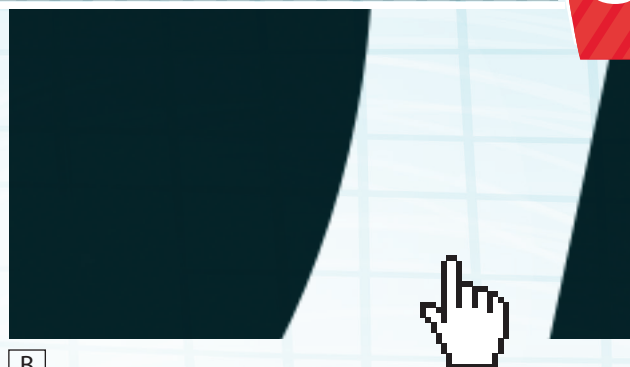
Dobieranie części tekstu do pytań

- 6 Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. **Uwaga:** w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

	In which paragraph does the author	Answer
1	state that the success of edX's early efforts went beyond all expectations?	
2	describe an alternative route to official certification that edX offers?	
3	suggest that financial considerations played a role in the edX board's decision-making?	
4	refer to the difficulty people of average income have in gaining qualifications from top US universities?	
5	mention an educational institution's proof of the benefit to students of using the edX platform?	



- **A** University education at any of the top American institutions is so exorbitantly expensive as to make it inaccessible to all but the wealthiest of students, or those with such undeniable academic strengths that they win a scholarship. But in 2012, MIT (the Massachusetts Institute of Technology) and Harvard, both of which are generally ranked in the top five universities nationally, teamed up to create an online platform that offered their courses absolutely for free – edX. And its success has led to many followers and imitators, and the explosion of what have become known as MOOCs – massive open online courses.




- **B** The platform was created by Gerry Sussman, Anant Agarwal and Chris Terman, and the first course was launched in May 2012. Its subject matter was circuits and electronics, and it was taught by MIT's Piotr Mitros. The response was so staggering that everybody knew immediately they were onto a winner – 155,000 students from 162 different countries around the world had put their names down as participants in the course. By the following year, Stanford University, another of the top five, had thrown its hat into the edX ring, and the educational platform had hit the 1-million-student mark.

- **C** EdX uses open source software, which allows other educational institutions worldwide to use it for their own digital education courses. On March 2021, it was announced that edX was cooperating with 150 different ones from countries as far apart as China, France and Jordan. Other universities have opted for blended classroom models, where students follow edX's virtual lessons as well as physically attend lectures and seminars on campus. This approach has shown to be a success, with San Jose State University reporting a 32-point drop in the number of students failing an *Introduction to Computer Science and Programming* course after the introduction of edX cooperation.

- **D** Though participation in and completion of modules and courses is registered, students will not gain official degrees from MIT, Harvard or Stanford, as this, it is believed, would take value from the highly-regarded academic qualifications gained by students of in-person courses of those universities. Not only this, but it would also cut into their profits, since nobody would pay hundreds of thousands of dollars to attend Harvard in person if they could gain the same degree certificate for nothing and from the comfort of their own couch. There is, however, the option of paying for certification from the universities on completion of online course components, which can eventually lead to a recognised degree.

Listening

Wybór wielokrotny

- 7 **M**  Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

- 1 Sally is
 A a head teacher B a top executive
 C a teacher

Text 2

- 2 Which of the following is stated in the dialogue as a fact, NOT an opinion?
 A Students who fail an examination can retake in September.
 B Examinations this year are easier than in previous years.
 C The teacher overseeing the examination hasn't got much experience.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

- 3 To introduce the subject of the talk, the speaker
 A draws a comparison with her student days.
 B uses the head teacher as an example.
 C briefly explains how she got where she is today.
 D admits she knows a member of the audience.
- 4 Which of the following reflects the speaker's feelings?
 A She is proud of what the students have already achieved.
 B She is concerned that the students lack the knowledge to succeed.
 C She is confident that all the students know what to expect.
 D She is worried that some students are not ready.
- 5 The speaker used the story of a schoolfriend in order to
 A show how far determination can take you.
 B warn against feeling satisfied with easy successes.
 C draw attention to the personal plight of a peer.
 D encourage a spirit of competition in her audience.
- 6 What is the message of the quotation the speaker uses at the end?
 A When something isn't broken, don't try to fix it.
 B If you get knocked down, get up again.
 C For you to succeed, others must fail.
 D Sometimes you need to know when to quit.

Use of English

Grammar: Future perfect & Future perfect continuous
 Czasu *future perfect* (*will have* + imiesłów bierny) używamy do opisywania czynności, która zakończy się przed określonym momentem w przyszłości.

Czasu *future perfect continuous* (*will have been* + czasownik główny z końcówką *-ing*) używamy do opisywania czynności, która w określonym momencie w przyszłości będzie ciągle trwać lub właśnie się kończyć.

Porównaj:

Future perfect:

By June we will have finished our final exams.

I won't have finished the book until Sunday.

Future perfect continuous:

By the end of the month, Fiona will have been studying here for two years.

- 8 Choose the correct option.

- He'll **have dropped/have been dropping** out of university before the term ends unless he gets help.
- By the time we arrive, the professor will have **waited/ been waiting** for two hours!
- Will the weather have **cleared/been clearing** up by the time the school sports day starts tomorrow?
- I won't have **handed/been handing** in my project until Monday.

- 9 Complete each gap with the verbs in brackets in the future perfect.

- By the time the first term is over, I
 (find) new friends.
- (you/catch up)
 with the work you missed by next Friday?
- Bill (not/make)
 enough progress to pass the exam in June.
- (the students/learn)
 the poem by heart by tomorrow?
- On 8th June, this university
 (exist) for 400 years!

- 10 Complete the gaps with words from the list in the future perfect continuous.

• you/learn • teach • pay • play

- By the time her student loan is paid off, Megan
 it back for thirty years.
- By July, I
 in the school band for 12 months.
- By this time next month, how long
 English?
- When Sean retires, he
 in the same school for forty years.

Zadanie z lukami

11 Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

education actual similar get vocation win



MEERKAT KINDERGARTEN

An old joke says that the only animals with **1)** institutions are fish, because a group of fish is a school. But the truth is that, though animals often teach their young, they do not really have classrooms, teachers and lessons. There are animals, however, who have something which bears great **2)** to a kindergarten!

Meerkats are highly social animals that look a bit like squirrels with thin tails and live in large groups under the ground in southern Africa. When they go out to find food every day, one adult will stay behind and look after all the youngsters, whether they are **3)** related to the adult or not. This babysitter will make sure their play is safe and that they don't go too far from the burrows. When the adults return with food, the one who has been looking after their kids **4)** a share – a kind of fee for their work at the meerkat daycare centre!

Gramatykalizacja

12 Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- By June, Simon (already/pass) three of his exams.
- At what time (you/study) in the library tomorrow?
- I (go/be) a teacher when I grow up.
- According to these results, the university (not/award/he) a degree.

Set leksykalny

13 W zadaniach (1–3) wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

-
 - When you don't understand a word, ... it up in your dictionary.
 - You ... very tired – have you been studying too hard?
 - The student gave the teacher a ... of great confusion.
-
 - The boy was sometimes naughty, but he had a good
 - Your grandma had a ... attack, but she's fine now.
 - Learn the new words from the text by ... and I'll give you a test on them tomorrow.
-
 - My brother holds three bachelor's ... !
 - It's very hot out today - 30 ... Celsius!
 - Both cheating and stealing are wrong, but to different

14 In questions (1–5), choose the correct words. Then answer the questions.

- What is your favourite subject at school? Why? Do you do **well/good** in it?
- What kind of seminars would you like to **submit/attend** at university? Why?
- What qualities does a great teacher have to **possess/assess**?
- Is remote education better than going to school **by/in** person? Why?/Why not?
- Do you like doing sports **while/during** at school? Why?/Why not?

15 Look at the picture and fill in the gaps in the description.



The picture shows a group of students who are wearing protective **1)** on their faces. It looks like they are using some test tubes and flasks, so they are probably in the **2)**, conducting some **3)** They seem to be **4)** themselves as they are all smiling.

"There are a thousand ways to play any role."

Val Kilmer, American actor

- 1 With a partner, discuss what the actor Val Kilmer meant by what he said. Then discuss which way (A–C) you would play each role (1–3) and why.

- | | | | |
|----------------------------|-------------------|---|--------------------|
| 1 <input type="checkbox"/> | school headmaster | A | kind and helpful |
| 2 <input type="checkbox"/> | maths teacher | B | strict and serious |
| 3 <input type="checkbox"/> | your classmate | C | friendly and funny |

Exam Strategy

W zadaniu polegającym na odgrywaniu roli pomyśl, w jaką postać się wcielasz. Musisz się także zastanowić, w jakiej sytuacji się znajdujesz i czy powinieneś/ powinnas używać języka formalnego, nieformalnego, czy po prostu neutralnego.

Rozmowa z odgrywaniem roli

- 2 **ROLE PLAY** Read the rubric below and think about how you should act in the situation, and if you should use formal language, informal or just neutral.

Opuściłeś/Opuściłaś pierwszy tydzień zajęć w szkole z powodu choroby. Rozmawiasz na ten temat z nauczycielem. Poniżej podano 4 kwestie, które musisz omówić w rozmowie.

- Powód Twojej nieobecności.
- Wymagane zadania domowe i testy/egzamin.
- Co Cię ominęło w ciągu pierwszego tygodnia.
- Co będziesz musiał/musiała zrobić, aby nadrobić zaległości.

USEFUL LANGUAGE

- Good morning/afternoon, I am ... (your name)
- I want to apologise for -ing ...
- The reason I ...
- Could you tell me what ...?
- I'd like to know ...
- Will I need to ...?
- Is there anything else I should know about?

- 3 **M** In pairs, act out the dialogue in Ex. 2 twice so each of you has a chance to be the student.

- 4 Ask four different students in your class (S1, S2, S3 and S4) the following questions. Look at the chart and make notes for each student's answers.

	Would you like to be in a high school band or orchestra?		If you had to be in a band or orchestra, which instrument would you choose?
S1	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S2	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S3	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S4	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

- 5 With a partner, compare the answers you got. Were some answers more popular than others? Why do you think they were popular?

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Do opisywania tego, co dzieje się na ilustracji, używaj czasu *present continuous*. Tego samego czasu możesz użyć, opisując, w co ludzie są ubrani.

Porównaj: *He's got a navy blue cap.* (present simple)
He's wearing a navy blue cap. (present continuous)

USEFUL LANGUAGE

Picture description

- There is a man/woman/student/etc. (who is) wearing ...
- He/She/The student is sitting (on a chair/at a desk)
- There is a man/woman/student/etc. wearing a black suit/white shirt/etc.
- The man/woman/student/etc. in the blue shirt is talking to/ writing/holding/looking at ...
- In the background/foreground/top left-hand corner/ bottom right-hand corner/central part of the photo, I can see ...
- The man/woman/student/etc. on the left/right seems practising/ discussing .../might be explaining .../may have been playing ...

- 6 **M** Describe the picture below.



- 7 **M** Answer these questions.

- 1 How do you think the teacher feels about his job?
- 2 Would you like to be in this class? Why or why not?
- 3 What are the advantages of learning a musical instrument at school?

School subjects – Przedmioty nauczania

art and design (phr) = plastyka
 biology /baɪˈɒlədʒi/ (n) = biologia
 business studies /ˈbɪznəs ˌstʌdiz/ (n)
 = przedsiębiorczość (przedmiot szkolny)
 computing and information technology (IT) (phr)
 = informatyka
 drama /dɹɑ:mə/ (n) = zajęcia teatralne
 foreign language /ˈfɔːrən ˈlæŋɡwɪdʒ/ (n) = język obcy
 geography /dʒiˈɒɡrəfi/ (n) = geografia
 history /ˈhɪstəri/ (n) = historia
 mathematics /ˌmæθəˈmætiks/ (n)
 = matematyka
 media studies /ˈmi:diə ˌstʌdiz/ (n)
 = medjoznawstwo
 music /ˈmju:zɪk/ (n) = muzyka
 physical education (PE) /ˈfɪzɪkəl ɛdʒʊˈkeɪʃən/ (n)
 = wychowanie fizyczne
 religious education (RE) /rɪˈlɪdʒəs ɛdʒʊˈkeɪʃən/ (n) = religia
 science (physics, chemistry or biology) /saɪəns/ (n) = przedmioty ścisłe (fizyka, chemia lub biologia)

School accessories – Przybory i akcesoria szkolne

atlas /ætləs/ (n) = atlas
 backpack /ˈbækpæk/ (n) = plecak
 calculator /ˈkælkjuleɪtə/ (n) = kalkulator
 coloured pencils /ˈkɒləd pensəlz/ (pl n) = kredki
 globe /ɡləʊb/ (n) = globus
 graph paper /ɡrɑ:f ˈpeɪpə/ (n) = papier milimetrowy
 keyboard /ˈki:bɔ:d/ (n) = klawiatura
 lunch box /ˈlʌntʃ ˈbɒks/ (n) = pojemnik na lunch
 map /mæp/ (n) = mapa
 marker /ˈmɑ:kə/ (n) = pisak, flamaster
 microscope /ˈmaɪkrəskəʊp/ (n) = mikroskop
 monitor /ˈmɒnɪtə/ (n) = monitor
 mouse /maʊs/ (n) = myszka komputerowa
 paint brush /peɪnt brʌʃ/ (n) = pędzel do malowania
 pencil case /pensəl keɪs/ (n) = piórnik
 ruler /ru:lə/ (n) = linijka
 shorts /ʃɔ:ts/ (pl n) = szorty, spodenki (gimnastyczne)
 smart board /sma:t ˌbɔ:d/ (n) = tablica interaktywna
 textbook /ˈtekstbʊk/ (n) = podręcznik
 trainers /ˈtreɪnəz/ (n) = obuwie sportowe
 T-shirt /ti: ʃɜ:t/ (n) = koszulka z krótkim rękawem
 uniform /ˈju:nɪfɔ:m/ (n) = mundurek (np. szkolny)
 water bottle /ˈwɔ:tə ˈbɒtl/ (n) = manierka, bidon

People in school – Osoby związane ze szkołą

bully /ˈbʊli/ (n) = osoba znęcająca się nad słabszymi
 caretaker /ˈkeətɪkə/ (n) = dozorca, woźny
 classmate /ˈklɑ:smeɪt/ (n) = kolega/koleżanka z klasy
 dinner lady /ˈdɪnə ˈleɪdi/ (n) = kucharka (w szkole)
 head teacher /hed ˈti:tʃə/ (n) = dyrektor/dyrektorka szkoły
 headmaster /hedˈmɑ:stə/ (n) = dyrektor szkoły
 headmistress /hedˈmɪstrəs/ (n) = dyrektorka szkoły
 librarian /laɪˈbrɛəriən/ (n) = bibliotekarz/bibliotekarka
 principal /ˈprɪnsɪpəl/ (n) = dyrektor/dyrektorka
 pupil /ˈpi:jəl/ (n) = uczeń/uczennica
 school director /sku:l dəˈrektə/ (n) = dyrektor szkoły

secretary /ˈsekrətəri/ (n) = sekretarka, pracownik sekretariatu
 student /ˈstju:dənt/ (n) = uczeń/uczennica, student/studentka
 substitute teacher /sʌbstɪtju:t ˈti:tʃə/ (n) = nauczyciel na zastępstwie

School rooms/areas – Pomieszczenia w szkole

art room /ɑ:t ru:m/ (n) = pracownia plastyczna
 assembly hall /əˈsembli ˌhɔ:l/ (n) = aula, hala
 cafeteria /ˌkæfəˈtɛəriə/ (n) = stołówka
 canteen /ˈkænti:n/ (n) = stołówka
 changing room /tʃeɪndʒɪŋ ru:m/ (n) = szatnia, przebieralnia
 common area (phr) = przestrzeń wspólna
 common room /ˈkɒmən ru:m/ (n) = świetlica
 computer lab /kəmˈpjʊ:tər læb/ (n) = pracownia komputerowa
 headmaster's office /hedˈmɑ:stəs ˈɒfɪs/ (n) = gabinet dyrektora
 library /laɪbrəri/ (n) = biblioteka
 lunch room /ˈlʌntʃ ru:m/ (n) = stołówka
 maintain /meɪnˈteɪn/ = utrzymywać, konserwować
 music room /ˈmju:zɪk ru:m/ (n) = pokój muzyczny
 nurse's office /nɜ:sɪz ˈɒfɪs/ (n) = gabinet pielęgniarki/higienistki
 playing fields /ˈpleɪɪŋ fi:ldz/ (n) = boiska sportowe
 science lab /saɪəns læb/ (n) = laboratorium naukowe, pracownia naukowa
 staffroom /sta:fru:m/ (n) = pokój nauczycielski

Education system – System oświaty

boarding school /ˈbɔ:ɪdɪŋ ˌsku:l/ (n) = szkoła z internatem
 competitive /kəmˈpetətɪv/ (adj) = zmuszający do rywalizacji
 equal opportunities (phr) = równe szanse (np. edukacyjne)
 focus (on sth) /ˈfəʊkəs/ (n) = nacisk (na coś)
 focus (on sth) /ˈfəʊkəs/ (v) = koncentrować uwagę (na czymś)
 grammar school /ˈɡræmə ˌsku:l/ (n) = tu: szkoła średnia dla uczniów powyżej 11 roku życia
 language school /ˈlæŋɡwɪdʒ ˌsku:l/ (n) = szkoła językowa
 mixed school /mɪkst ˌsku:l/ (n) = szkoła koedukacyjna
 nursery school /nɜ:səri ˌsku:l/ (n) = przedszkole
 primary school /praɪməri ˌsku:l/ (n) = szkoła podstawowa
 private school /praɪvət ˌsku:l/ (n) = szkoła prywatna
 public school /ˈpʌblɪk ˌsku:l/ (n) = tu: prywatna szkoła ponadpodstawowa (często z internatem)
 referred to as (phr) = nazywany
 same-sex school /seɪmˈseks ˌsku:l/ (n) = szkoła wyłącznie męska lub wyłącznie żeńska
 secondary school /sekəndəri ˌsku:l/ (n) = szkoła średnia
 single-sex school /sɪŋɡlˈseks ˌsku:l/ (n) = szkoła wyłącznie męska lub wyłącznie żeńska
 state school /steɪt ˌsku:l/ (n) = szkoła państwowa/publiczna
 technical school/college (phr) = technikum
 virtual education /ˈvɜ:tʃuəl ɛdʒʊˈkeɪʃən/ (n) = edukacja online, e-learning, edukacja na odległość
 vocational school /vəʊˌkeɪʃənəl ˈkɒlɪdʒ/ (n) = szkoła zawodowa/branżowa

PR

blended classroom (phr) = połączenie nauczania tradycyjnego z e-learningiem
 charter school /tʃɑ:tə ˌsku:l/ (n) = szkoła społeczna
 daycare centre /ˈdeɪkeə ˈsentə/ (n) = żłobek; świetlica
 educational platform (phr) = platforma edukacyjna
 exorbitantly expensive (phr) = niebotycznie kosztowny
 home schooling /həʊm ˈsku:lɪŋ/ (n) = edukacja domowa, nauczanie w domu
 inaccessible /ˌɪnæksˈesəbl/ = niedostępny, nieosiągalny
 in-person classes /ɪnˈpɜ:sn ˌklɑ:sɪz/ (n) = zajęcia stacjonarne
 launch /lɔ:ntʃ/ (v) = wprowadzić na rynek
 online courses (phr) = kursy online
 postgraduate studies /ˌpəʊstˈɡrædʒuət ˌstʌdiz/ (pl n) = studia podyplomowe
 tuition fees /tju:ʃən fi:z/ (pl n) = czesne (opłata za studia)
 undeniable academic strengths (phr) = niezaprzeczalny potencjał naukowy

School life – Życie szkoły

arrive late/early/on time (phr) = przybywać późno/wcześnie/na czas (punktualnie)
 assignment /əˈsaɪnmənt/ (n) = zadana praca (np. w szkole)
 attend school (phr) = uczęszczać do szkoły
 attendance /əˈtendəns/ (n) = frekwencja, obecność
 be absent from school (phr) = opuścić lekcje w szkole
 mark sb absent from school (phr) = wpisać/zaznaczyć komuś nieobecność w szkole
 be late/early/on time (phr) = być późno/wcześnie/na czas (punktualnie)
 campus /ˈkæmpəs/ (n) = miasteczko uniwersyteckie
 compulsory /kəmˈpʌlsəri/ (adj) = obowiązkowy
 copy sb's homework (phr) = przepisywać/odpisywać czyjś pracę domową
 dedicated /ˌdedɪkeɪtɪd/ (adj) = zaangażowany
 do a class/lesson (phr) = prowadzić zajęcia/lekcję
 do a project (phr) = wykonać projekt
 do an essay (phr) = napisać esej/wypracowanie/rozprawkę
 do an experiment (phr) = zrobić doświadczenie
 do homework (phr) = odrabiać pracę domową
 do an exercise (phr) = wykonać ćwiczenie
 free period /fri: ˈpiəriəd/ (n) = okienko w czasie zajęć
 get dressed (phr) = ubrać się
 give out /ˈɡɪv ˈaʊt/ (phr v) = rozdawać
 hand in (an essay) /hænd ˈɪn/ (phr v) = oddawać (wypracowanie)
 hand out (exam papers) /hænd ˈaʊt/ (phr v) = rozdawać (arkusze egzaminacyjne)
 hand sth back (phr v) = zwrócić coś
 hang out /hænd ˈaʊt/ (phr v) = przesiadywać, spędzać czas
 have a break (phr) = mieć/zrobić sobie przerwę
 have a lesson/class (phr) = mieć lekcję/zajęcia
 have a lot to learn (phr) = mieć się dużo nauczyć
 have homework (phr) = mieć pracę domową, musieć odrobić lekcje
 look over /lʊk ˈəʊvə/ (phr v) = przeglądać, sprawdzać
 look sth up (phr v) = wyszukiwać/sprawdzać coś (np. w słowniku)

lunch break /'lʌntʃ breɪ/ (n) = przerwa obiadowa/ na lunch
 make a mistake (phr) = popełnić błąd
 make progress (phr) = robić postępy
 make notes (phr) = robić notatki
 make an effort (phr) = podejmować wysiłek
 memorise sth (phr) = uczyć się czegoś na pamięć, zapamiętywać
 pay attention to (phr) = zwracać uwagę na, uważnie słuchać
 practice (the piano) /'præktɪs/ (v) = ćwiczyć (grę na pianinie)
 school curriculum /'sku:l 'kʌrɪkjələm/ (n) = szkolny program nauczania
 show up late for class (phr) = spóźnić się na zajęcia
 skip a lesson/school (phr) = opuścić lekcję/zajęcia w szkole; wagarować
 stand out /stænd aʊt/ (phr v) = wyróżniać się
 take a break (phr) = zrobić sobie przerwę, wyjść na przerwę
 take notes (phr) = robić notatki
 take an exam (phr) = przystępować do egzaminu
 take a class (phr) = zapisać się na zajęcia, wziąć lekcję
 take a test (phr) = pisać sprawdzian; zrobić test
 teach (sb about sth) (phr) = uczyć (kogoś o czymś)
 term /tɜ:m/ (n) = semestr
 try out for sth (phr) = próbować się dostać do czegoś (np. drużyny, klubu)
 turn up (late/early/on time) /tɜ:n 'ʌp/ (phr v) = pojawić się (późno/wcześnie/na czas)

PR

be out of one's depth (phr) = być zagubionym
 cap /kæp/ (n) = tu: biret (czapka noszona na uroczystościach uniwersyteckich)
 design a lesson (phr) = opracować/przygotować lekcję
 drop out of (school) /drɒp 'aʊt əv/ (phr v) = porzucić (szkołę)
 feedback /fi:dbæk/ (n) = opinia, informacja zwrotna
 gap year /gæp jɪə/ (n) = rok przerwy (np. przed pójściem na studia)
 gown /gaʊn/ (n) = toga
 graduate /grædʒuət/ (n) = absolwent
 graduation ceremony /grædʒu'eɪʃən 'serəməni/ (n) = uroczystość wręczenia dyplomów ukończenia studiów/szkoły
 in-crowd /ɪn kraʊd/ (n) = klika, paczka, banda
 institution /ɪn'stɪ'tju:ʃn/ (n) = instytucja
 kindergarten /'kɪndəgɑ:tn/ (n) = przedszkole
 lecture /lektʃə/ (n) = wykład
 pay off/repay a loan (phr) = spłacić pożyczkę/kredyt
 shortcomings /'ʃɔ:t,kʌmɪŋ/ (n) = wady, mankamenty
 spirit of competition (phr) = duch rywalizacji
 student loan /stju:dənt ləʊn/ (n) = kredyt studencki
 top of the class (phr) = prymus
 tuition /tʃu:ʃn/ (n) = czesne

Marks and Requirements – Oceny i wymagania szkolne

Advanced School Exams (A levels) /əd'vɑ:nst 'sku:l ɪg'zæms/ (n) = egzaminy końcowe w szkole średniej w Wlk. Brytanii
 be due to do sth (phr) = mieć coś zrobić
 certificate /sə'tɪfɪkət/ (n) = świadectwo, dyplom; zaświadczenie

cheat in/on a test/an exam (phr) = ściągać na teście/egzaminie
 (university) degree /dɪ'grɪ:/ (n) = stopień (uniwersytecki)
 fail an exam (phr) = nie zdać egzaminu, oblać egzamin
 fail the test by 3 points (phr) = zabrać 3 punkty do zaliczenia testu
 fill out an application (phr) = wypełnić formularz podania
 get a good mark (phr) = otrzymać dobry stopień
 get bad/good results (phr) = osiągnąć/uzyskać złe/dobre wyniki
 GSCE (General Certificate of Secondary Education) (abbr.) = egzamin zdawany przez uczniów w wieku 16 lat
 pass an exam (phr) = zdać/zaliczyć egzamin
 pass/passing grade/mark (phr) = ocena dopuszczająca
 qualifications /kwɒlɪfɪ'keɪʃn/ (n) = kwalifikacje
 receive a passing mark (phr) = otrzymać zaliczenie

PR

bachelor's degree /bætʃlɪz dɪ'grɪ:/ (n) = tytuł/stopień licencjata
 bring the level down (phr) = obniżyć wymagania
 catch up with /kætʃ 'ʌp wɪð/ (phr v) = nadrobić
 certification /sɜ:tɪfɪ'keɪʃn/ (n) = uwierzytelnienie; zaświadczenie
 complete a bachelor's degree (phr) = ukończyć studia licencjackie
 credit a source (phr) = podać źródło informacji
 deadline /dedlaɪn/ (n) = ostateczny termin
 earn a scholarship (phr) = dostać stypendium
 expel (sb from) /ɪk'spel/ (v) = wywalić/wyrzucić (kogoś z)
 extension /ɪk'stenʃn/ (n) = przedłużenie (np. terminu)
 final degree /faɪnəl dɪ'grɪ:/ (n) = ocena końcowa
 gain admission (phr) = uzyskać wstęp/przyjęcie
 learn sth by heart (phr) = uczyć się czegoś na pamięć
 plagiarism /pleɪdʒɪzɪzəm/ (n) = plagiat
 repeat a course (phr) = powtórzyć kurs
 retake /ri:'teɪk/ (v) = zdawać ponownie, ponownie podejść (do egzaminu)
 retake/resit /ri:'teɪk//ri:'sɪt/ (n) = egzamin poprawkowy, poprawka
 scholarship /'skɒləʃɪp/ (n) = stypendium
 submit /sə'bɪt/ (v) = oddać (np. wypracowanie)

After-school/ Extracurricular activities – Zajęcia pozalekcyjne

be in a club (phr) = być w klubie
 charity event /tʃærə'tɪ vɛnt/ (n) = wydarzenie charytatywne
 chess club /tʃes klʌb/ (n) = klub szachowy
 debate /dɪ'beɪt/ (v) = debatować, dyskutować
 do voluntary work (phr) = pracować jako wolontariusz
 join a club (phr) = wstąpić/zapisać się do klubu
 martial arts /mɑ:ʃəl 'ɑ:ts/ (n) = sztuki walki
 organise an event (phr) = zorganizować wydarzenie/imprezę
 participate in activities (phr) = brać udział w aktywnościach/zajęciach
 play an instrument (phr) = grać na instrumencie
 raise money for sth (phr) = zbierać pieniądze na coś
 register /redʒɪstə/ (v) = zarejestrować się

schedule /'skedju:l/ (n) = harmonogram, terminarz, plan
 school band /'sku:l bænd/ (n) = zespół szkolny
 (go on a) school/field trip (phr) = (pojechać na) wycieczkę szkolną
 sign up /sɑɪn 'ʌp/ (phr v) = zapisać/zarejestrować się
 track event /træk ɪvɛnt/ (n) = konkurencja biegowa
 field event /fi:ld ɪvɛnt/ (n) = konkurencja techniczna (w lekkiej atletyce)
 volunteer to do sth (phr) = zgłosić się na ochotnika do zrobienia czegoś

PR

decision-making skills (phr) = umiejętność podejmowania decyzji
 educational activity (phr) = działalność edukacyjna/oświatowa
 fun-filled /'fʌn fɪld/ (adj) = zapewniający wiele rozrywki
 hand-eye coordination (phr) = koordynacja wzrokowo-ruchowa
 physical health (phr) = zdrowie fizyczne
 strategic thinking (phr) = myślenie strategiczne

Lifelong learning – Uczenie się przez całe życie

academic /ækədemɪk/ (adj) = akademicki
 beginner /brɪ'gɪnə/ (adj) = początkujący
 join the staff (phr) = dołączyć do personelu/zespołu (pracowników)
 higher education /haɪə 'edju:kəɪʃən/ (n) = szkolnictwo wyższe
 mature student /mə'tjuə 'stju:dənt/ (n) = dorosły student/dorośla studentka (zwykle powyżej 25 roku życia)
 ongoing development (phr) = ciągły/stały rozwój
 PhD (abbr.) = stopień doktora nauk humanistycznych
 professional development courses (phr) = kursy dokształcające
 qualify (as an engineer) /kwɒlɪfaɪ/ (v) = uzyskać dyplom (inżyniera)
 requirement /rɪ'kwəɪəmənt/ (n) = wymóg
 tutor /tju:tə/ (v) = uczyć kogoś, udzielać korepetycji, dawać lekcje
 upgrade /ʌp'greɪd/ (v) = podnosić jakość, usprawniać; awansować
 work skills (phr) = kwalifikacje zawodowe

PR

diploma /dɪ'plɒmə/ (n) = dyplom, świadectwo
 discussion group /dɪ'skʌʃn 'gru:p/ (n) = grupa dyskusyjna
 gain experience (phr) = zdobyć doświadczenie
 internship /ɪntɜ:nʃɪp/ (n) = praktyka (studencka), staż
 learn to take the knocks (phr) = nauczyć się zbierać cięgi
 persevere (in sth) /pɜ:sə'veɪə/ (v) = wytrwać (w czymś)
 readjust /ri:ədʒʌst/ (v) = dostosować się (do nowych okoliczności)
 seminar /se'mɪnɑ:/ (n) = seminarium (zajęcia z małą grupą studentów)
 setback /setbæk/ (n) = problem, niepowodzenie
 steps on the ladder (phr) = szczeble kariery

1 Choose the correct item.

- George is two years old and really enjoys going to school.
A primary B nursery C grammar D secondary
- You should a break from looking at a screen every two hours.
A skip B give C take D sit
- I think I will a club for something to do after school.
A join B participate C enter D practice
- Please keep your voices down and take your seats in the hall.
A assembly B common C science D changing
- I love animals and really want to as a vet one day.
A pass B register C qualify D assess
- Colin went back to university as a mature in his thirties.
A tutor B classmate C pupil D student
- Mindy, can you get the sharpener and sharpen the coloured, please?
A boards B brushes C pencils D markers
- The exam was very difficult, so Mark was happy to a passing mark.
A receive B gain C attend D raise

Collocations

2 Fill in: *common, higher, playing, physical, lunch, dinner, substitute.*

- Team sports and education are an important part of young people's development.
- If you have a free period between lessons, you can spend it in the room.
- Let's meet at the farthest field at 5 o'clock for football training.
- I like to spend my break outside when the weather is fine.
- Ask the lady and she'll tell you what the day's special is.
- This is Miss Benson, your teacher for the week.
- Most of the students in my class plan to go on to education.

Prepositions/Phrasal verbs

3 Choose the correct item.

- Go to the music room to sign **up/in** for the school band.
- Keith, can you give **in/out** these worksheets to the class, please?
- Make sure not to show **off/up** late for the exam tomorrow.
- Karen got caught cheating **on/off** the geography test.
- If you don't know the word, you can look it **at/up** in the dictionary.

Words often confused

4 Choose the correct item.

- Damien goes to an all-boys **mixed/single** sex school in the suburbs.
- This is a **state/private** school so it's free for all children to attend.
- Write your answers in pencil in case you **make/do** a mistake.
- You have to **upgrade/debate** with the other students to find a solution.
- My plan is to do an Arts **certificate/degree** next year in Berlin.

1 PR Choose the correct item.

- Don't be too upset if you fail an exam. You can **resit/attend** it.
- Please **submit/retake** your essay by 5 pm on Friday.
- Kate's excellent grades earned her a **scholarship/internship** to Oxford.
- This is a two year course for a **certification/diploma** in business studies.
- The topic of this **lecture/assignment** is chemistry and the speaker is Miss Ivory.
- Remember you have to **credit/register** the source when you use published information.
- The first part of **strategic/decision-making** thinking is planning ahead.
- I've just finished repaying my student **loan/fee** after many years.

2 PR Fill in: *daycare, home, bachelor's, blended, physical, academic, discussion, graduation.*

- Kenny is doing a degree in history and classical studies.
- Everyone looked great in their gowns at the ceremony.
- The year runs from September until the exams in June.
- Our classroom combines online learning and in-class lessons.
- Alison is doing work experience at a local centre.
- You're welcome to join our group. Today's topic is climate change.
- After two years of schooling, Daniel went to attend an academy.

3 PR Choose the correct item.

- I'm really hoping to gain admission **at/to** a top university.
- We are proud that no student has ever been expelled **from/for** our school.
- There will be a test on the material upon the completion **of/is** each module.
- I know the formulas because I learned them **for/by** heart last term.
- I'll email you the notes so you can catch **up/on** with what you missed in class.