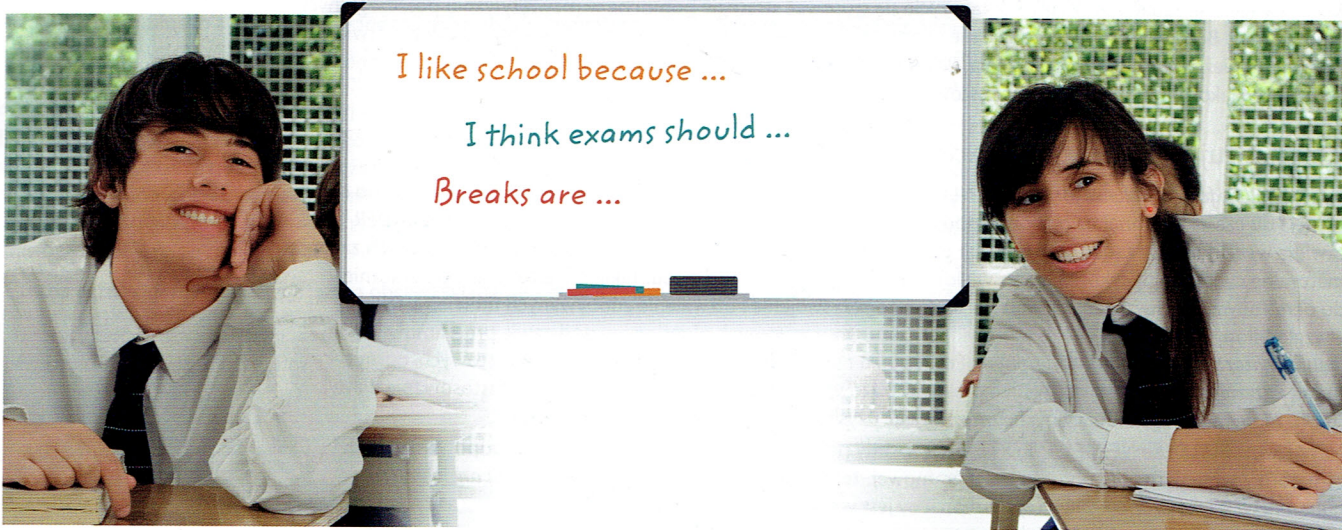


## VOCABULARY AND SPEAKING

1 Look at the board and finish the sentences.



## VOCABULARY

## School life

2 Complete gaps 1–6 with the words in the box.

review exercises assigned browse by heart project

**Too much pain, no gain?**

Last week the teachers in my school decided to bury us alive. With homework. First it was the maths teacher with his fifty tedious practice <sup>1</sup> \_\_\_\_\_ on linear equations. Next was Ms Frame, who told us to write a 500-word <sup>2</sup> \_\_\_\_\_ of the play we saw recently. On Tuesday, our English teacher asked us to do a <sup>3</sup> \_\_\_\_\_ on American and British education. On Wednesday we had German, and we were <sup>4</sup> \_\_\_\_\_ an essay on German teenagers. Thursday wasn't any better – we had to learn all the formulas and chemical tables for chemistry <sup>5</sup> \_\_\_\_\_.

Finally, on Friday, our social sciences teacher told us 'no pain, no gain' and asked us to <sup>6</sup> \_\_\_\_\_ several national news websites which cover the latest political stories.

So on Saturday my friend and I decided to research local entertainment options – and went to the cinema!

3 Make a list of all the homework you got this week (or last week). Compare your answers with a partner. Do you think it is a fair amount? Why?

4 Match verbs 1–9 with phrases a–i to make the names of activities related to school subjects.

- 1 read
  - 2 solve
  - 3 carry out
  - 4 memorize
  - 5 do
  - 6 draw
  - 7 examine
  - 8 combine
  - 9 play
  - 10 study
- a handball
  - b insects under the microscope
  - c maps
  - d problems (e.g. multiplication, division)
  - e human rights and politics
  - f text and graphics
  - g sketches
  - h dates
  - i grammar and vocabulary exercises
  - j experiments

What subjects do the activities refer to?

1c – geography

5 Work in pairs. Cover the verb column in exercise 4 and see how many phrases you can recall from memory.

## LEARNING AT HOME

1 Have you ever thought about leaving school and learning at home? Thousands of young people do exactly that. It's called 'home schooling' or 'home education'. So why do parents make the decision to do this? Some parents

5 take their children out of school due to bullying or other serious problems, but there are a growing number of British parents who choose to home-educate their children from the start.

We spoke to Erin Morgan who chose home-schooling for her children. 'We took our children out of school when my son Joseph was six and Lily was eight. There were no problems with teachers and neither of the children was being bullied – in fact they were quite popular – they were simply bored. With large class sizes, low resources

15 and other problems, it's difficult for teachers to give some children the individual attention they need.

When we started home-schooling, I was worried the children wouldn't fit in socially, so they have a few organized activities a week. Joseph is learning the trumpet and plays in a band. Lily goes to ballet classes and they both have swimming lessons. This means they learn skills and enjoy the company of other children at the same time. In addition, I belong to a home-schooling network so we often get together for trips with other

25 home-schoolers.

We don't have a set timetable, but negotiate what we're going to do every day. Morning activities include using the computer, writing, spelling, reading, maths and science. After lunch, we generally choose something

30 more creative like art, sewing, or gardening. I have to admit that some activities are more popular than others, but in my view, it's important to get through every subject in order to get a good general education.

People ask what happens when home-schoolers get to secondary school age. I have friends with teenage children and most of them have decided to follow a curriculum and take GCSE exams. This has meant a more organized day but the young people still take a great deal of responsibility for their own learning. One boy

40 I know is planning to stop home-schooling when he is sixteen, do a part-time college course and then go on to university.

Whatever the age of your children home-schooling is a challenge, but in my opinion, the worst thing to do is to turn the home into a formal school. Learning should be fun, and children and young people need to feel happy in order to achieve. I'm not saying you shouldn't have rules – we all need rules to be able to learn and live within society – but learning in a formal environment at school

50 isn't the answer for everyone.'

### 4 EXAM TASK Przeczytaj powyższy tekst i odpowiedz na pytania 1–6. Zakreśl literę A, B, C lub D.

- What does the writer say about home-schooling in Britain?
  - It's a serious problem.
  - It only occurs when children are unhappy.
  - It's rare for young children to learn at home.
  - It's becoming more common.
- What does Erin Morgan say about her children at school?
  - They were in big classes.
  - They enjoyed some of their lessons.
  - They had no friends.
  - They disliked the teachers.
- What does Erin say about her children?
  - They avoid meeting children.
  - They dislike groups of children.
  - They only meet other home-schoolers.
  - They often meet children of their own age.
- What does Erin say about daily activities?
  - They are always the same.
  - The children can choose them.
  - The children like all of them.
  - They all involve writing.
- What does Erin say about home-schooling older children?
  - It's better to send them to college.
  - It's important to change your method.
  - It makes no difference.
  - It generally isn't done.
- Erin thinks that children learn best
  - without rules.
  - in formal situations.
  - when they enjoy it.
  - with other children.

### 5 In pairs, discuss the questions.

- What do you think are the advantages and disadvantages of:
- learning in a very small school?
  - learning at home?

## VOCABULARY

### Build your vocabulary

- 6 Find words 1–8 in the two texts above and match them with definitions a–h. Then use them in sentences of your own.
- |                       |   |
|-----------------------|---|
| 1 remote (1.01)       | a disturbing or upsetting                       |
| 2 viable (1.23)       | b finish at least a part of something           |
| 3 disruptive (1.30)   | c remove  |
| 4 take out (2.10)     | d decide or agree something by talking about it |
| 5 fit in (2.18)       | e far away from where other people live         |
| 6 get together (2.24) | f socialize                                     |
| 7 negotiate (2.26)    | g practical or possible                         |
| 8 get through (2.32)  | h be able to live and work with other people    |
- 7 Find three other interesting words in the texts in exercises 5 and 6 and write their definitions. Read the definitions to the class and let other students guess the words.

## GRAMMAR

### Present simple and present continuous

1 Look at the timetable for students in their final year of secondary school in England. Answer the questions in pairs.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–8.55	Registration	Registration	Registration	Registration	Registration
8.55–9.55	English	Free	General Studies	Free	Art History
9.55–10.55	Free	English	Free	Art History	Sociology
10.55–11.15	Break				
11.15–12.15	Art History	Art History	English	Free	Art History
12.15–13.15	Sociology	Free	Sociology	Sociology	Free
13.15–14.05	Lunch				
14.05–15.06	Free	Sociology	Art History	English	Free

- How similar is this timetable to your timetable?
  - What are the differences?
  - Would you like to go to this school? Why?
- 2 Use the verbs in brackets in the present simple or continuous to complete gaps 1–5. Then read the rules below to check your answers.

Joe Why <sup>1</sup> *are you looking* (you / look) at the timetable?  
 Sue I <sup>2</sup> \_\_\_\_\_ (believe) it's been updated and that there are fewer lessons on Friday.  
 Joe Look! We <sup>3</sup> \_\_\_\_\_ (have) Spanish tomorrow.  
 Sue Oh no! The project ...  
 Joe Take it easy! I <sup>4</sup> *am only* (only joke). Tomorrow is Saturday. We <sup>5</sup> \_\_\_\_\_ (not go) to school at the weekend, remember?

Czas **present simple** stosujemy wtedy, gdy:

- mówimy o czynnościach rutynowych, powtarzających się, np.  
*I usually start school at 8.*
- mówimy o stałych, niezmiennych sytuacjach, np.  
*My teacher lives in the suburbs.*
- przypisujemy znane prawdy lub fakty, np.  
*The Earth goes around the Sun.*
- mówimy o ustalonych terminach, rozkładach, np.  
*History starts at 10 tomorrow.*
- wyrażamy uczucia (love, like, hate), stany umysłu (know, hope, seem, believe, remember, want) i doznania zmysłowe (feel, hear, see), np.  
*I hope our timetable isn't as bad as last year.*

Czas **present continuous** stosujemy wtedy, gdy:

- mówimy o czynnościach mających miejsce teraz lub w bieżącym okresie, np.  
*My sister is studying in her room at the moment.*  
*I'm doing extra Spanish this year.*
- opisujemy zachodzące zmiany, np.  
*The number of students in primary school is going down these days.*
- mówimy o cudzych nawykach, które nas irytują i które mają tendencję do powtarzania się, np.  
*Daniel is always talking on his phone in my class.*

3 Find and correct a mistake in each sentence.

- I learn maths. What are you doing?
- We're always having gym in the morning.
- What languages do you study this year?
- Are you remembering we've got extra history tomorrow?
- I'm not speaking French so I can't help you.

4 Use the verbs in brackets in the present simple or continuous.

Hello Sam

How are you? You probably think I <sup>1</sup> \_\_\_\_\_ (have) a great time here, but I'm not. I picked this course because my guidebook says it <sup>2</sup> \_\_\_\_\_ (not rain) in Spain in summer. You won't believe it but it <sup>3</sup> \_\_\_\_\_ (rain) now! And you <sup>4</sup> \_\_\_\_\_ (know) how I <sup>5</sup> \_\_\_\_\_ (hate) the rain.

We <sup>6</sup> \_\_\_\_\_ (have) classes from 9 till 4 every day! Can you imagine? It's summer and I <sup>7</sup> \_\_\_\_\_ (study). Well, to be honest, we sometimes <sup>8</sup> \_\_\_\_\_ (finish) earlier or go to watch a play (in Spanish of course!).

The teacher <sup>9</sup> \_\_\_\_\_ (seem) friendly. She <sup>10</sup> \_\_\_\_\_ (speak) slowly so I can understand her. But Spanish people <sup>11</sup> \_\_\_\_\_ (speak) so fast! I can't possibly understand more than just a few words. I <sup>12</sup> \_\_\_\_\_ (feel) I <sup>13</sup> \_\_\_\_\_ (not make) any progress. The teacher says I <sup>14</sup> \_\_\_\_\_ (do) very well but I <sup>15</sup> \_\_\_\_\_ (think) she <sup>16</sup> \_\_\_\_\_ (try) to be kind.

Can you come and visit me next weekend? Please! There is a plane from London which <sup>17</sup> \_\_\_\_\_ (arrive) in Madrid at 6 p.m. on Friday so I can pick you up at the airport. Miss you a lot!

Love  
Ania

## Lista skrótów

sb = somebody ktoś  
 sth = something coś  
 US = angielszczyzna amerykańska  
 UK = angielszczyzna brytyjska  
 Opp = opposite wyraz o znaczeniu przeciwnym  
 pl. = plural liczba mnoga

## 1 SZKOŁA

### 1.1 People in a school

classmate, schoolmate kolega, koleżanka z klasy  
 lub ze szkoły  
 (college / university) student student  
 deputy head (US assistant principal) zastępca  
 dyrektora  
 examiner egzaminator  
 head teacher (US principal) dyrektor  
 lecturer wykładowca  
 (personal) tutor korepetytor  
 schoolboy uczeń  
 schoolgirl uczennica  
 student, pupil uczeń  
 teacher nauczyciel  
 teaching staff grono pedagogiczne

### 1.2 The school building

cafeteria, canteen bufet, stołówka  
 classroom klasa  
 computer lab, IT suite, ICT unit sala  
 komputerowa  
 gym, gymnasium sala gimnastyczna  
 hall korytarz, hol  
 headmaster's office gabinet dyrektora  
 laboratory, lab laboratorium  
 library biblioteka  
 locker szafka  
 office sekretariat  
 playground plac zabaw  
 science lab pracownia (fiz., biol. lub chem.)  
 sports field boisko sportowe  
 staff room pokój nauczycielski

### 1.3 School year

break przerwa  
 free period wolna lekcja, okienko  
 holidays (US vacation) wakacje  
 lunch break długa przerwa  
 term semestr  
 timetable (US schedule) plan lekcji  
 winter break przerwa zimowa  
 the bell goes at dzwonek dzwoni o (godzinie)  
 school breaks up on zajęcia w szkole kończą się  
 w dniu

### 1.4 School subjects and activities

art, arts plastyka  
 business studies przedsiębiorczość  
 computer studies, information technology  
 (IT) informatyka  
 foreign languages języki obce  
 geography geografia  
 humanities przedmioty humanistyczne  
 history historia  
 mathematics, maths matematyka  
 music muzyka  
 physical education (PE) wychowanie fizyczne  
 religious education (RE) religia  
 social sciences nauki społeczne  
 subjects przedmioty szkolne  
 arts ~ artystyczne, związane ze sztuką  
 compulsory / mandatory ~ obowiązkowe  
 optional ~ nieobowiązkowe  
 science ~ ścisłe

### 1.5 Teachers and students' characteristics

active aktywny  
 ambitious ambitny  
 co-operative Opp uncooperative pomocny -  
 niepomocny  
 conscientious skrupulatny, sumienny

creative twórczy  
 fair Opp unfair sprawiedliwy - niesprawiedliwy  
 gifted, talented utalentowany  
 hard-working pracowity  
 lazy leniwy  
 motivated zmotywowany  
 nervous nerwowy  
 passive pasywny, bierny  
 professional profesjonalny  
 punctual punktualny  
 relaxed zrelaksowany, odprężony  
 sloppy niedbały  
 systematic systematyczny

### 1.6 Going to / leaving / finishing school

attend (a course / a school) uczęszczać (na kurs /  
 do szkoły)  
 attendance obecność  
 be absent być nieobecnym  
 be expelled from school zostać usuniętym ze  
 szkoły  
 be present być obecnym  
 be suspended zostać zawieszonym (w prawach  
 ucznia)  
 doctor of philosophy (PhD) doktor (stopień  
 naukowy)  
 drop out from (a course / a school) przestać  
 chodzić (na kurs / do szkoły)  
 get, obtain uzyskać, otrzymać  
 ~ a certificate świadectwo  
 ~ a degree stopień (naukowy)  
 ~ a diploma dyplom  
 get into university dostać się na uczelnię  
 graduate absolwent (uniwersytetu)  
 graduate from (a university) skończyć (uczelnię)  
 leave school ukończyć szkołę  
 Master of Arts (MA) magister nauk  
 humanistycznych  
 Master of Science (MSc) magister nauk ścisłych  
 pay a fee płacić czesne  
 play truant wagarować  
 register dziennik  
 school leaver absolwent  
 skip classes opuszczać lekcje, uciekać  
 take the register sprawdzać obecność

### 1.7 School life

ability zdolność  
 assign an essay (on sth) zadać wypracowanie (na  
 temat)  
 be at a class / a lesson być na lekcji  
 browse websites przeglądając strony internetowe  
 bully sb znęcać się nad kims  
 carry out an experiment przeprowadzać  
 eksperyment  
 combine text and graphics łączyć, wiązać tekst  
 z grafiką  
 copybook, exercise-book, notebook, folder zeszyt  
 count liczyć  
 cram, swot wkuwać  
 deadline ostateczny termin (wykonania pracy)  
 division dzielenie  
 discipline dyscyplina  
 do wykonać  
 ~ a project (on sth) projekt (na jakiś temat)  
 ~ an exercise / a task / an activity ćwiczenie  
 do one's best mocno się starać  
 draw a sketch rysować szkic  
 examine sth under the microscope badać coś pod  
 mikroskopem  
 get extra lessons brać dodatkowe lekcje  
 grade, mark ocena  
 get a ~ dostawać  
 give a ~ stawiać  
 have a good head for figures mieć głowę do liczb  
 have sth on the tip of the tongue mieć coś na  
 końcu języka  
 homework praca domowa  
 do ~ odrabiać  
 get ~ otrzymywać  
 hand in ~ oddawać  
 set ~ zadawać  
 interactive whiteboard tablica interaktywna

knowledge wiedza  
 learn sth by heart uczyć się czegoś na pamięć  
 make mistakes robić błędy  
 take notes robić notatki  
 give a presentation wykonać prezentację  
 make progress robić postępy  
 memorize dates zapamiętywać daty  
 multiplication mnożenie  
 open day dzień otwarty  
 parent-teacher organization komitet rodzicielski  
 play handball grać w piłkę ręczną  
 read a map posługiwać się mapą  
 ring a bell brzmieć znajomo  
 school trip wycieczka szkolna  
 set books lektury szkolne  
 skill umiejętność  
 solve a problem rozwiązać zadanie  
 spelling ortografia  
 study human rights and politics studiować prawa  
 człowieka i politykę  
 take a break zrobić sobie przerwę  
 textbook, coursebook podręcznik  
 uniform mundur  
 write a review napisać recenzję

### 1.8 Examinations

assessment ocenianie  
 cheat in an exam oszukiwać, ściągając na egzaminie  
 do an entrance exam przystąpić do egzaminu  
 wstępnego  
 exam egzamin  
 do well / badly in an ~ zdać dobrze / źle  
 fail an ~ oblewać  
 mock ~ próbny  
 pass an ~ zdawać  
 revise for ~ powtarzać do  
 retake / re-sit an ~ przystępować po raz drugi  
 do  
 take an ~ przystępować do  
 school-leaving ~ końcowy  
 exam paper arkusz egzaminacyjny  
 mark / correct exam papers sprawdzać /  
 poprawiać egzaminy  
 prepare for sth przygotowywać się do czegoś  
 test test  
 do a ~ zrobić  
 get the results of a ~ otrzymać wyniki  
 give a ~ zrobić, dać  
 ~ in z (czegoś, jakiegoś przedmiotu)  
 study for (a test / an exam) uczyć się do (klasówki  
 / egzaminu)

### 1.9 The system of education

college szkoła pomaturalna oraz wydziały  
 niektórych uniwersytetów  
 comprehensive school (UK) państwowa szkoła  
 średnia przyjmująca uczniów bez względu na  
 dotychczasowe wyniki w nauce  
 elective / optional courses zajęcia do wyboru  
 grammar school (UK) szkoła średnia z egzaminami  
 wstępnymi  
 junior high school (US) szkoła średnia dla uczniów  
 w wieku 13-15 lat  
 nursery żłobek  
 report (US report card) świadectwo szkolne  
 scholarship stypendium  
 school szkoła  
 boarding ~ z internatem  
 independent / private / public (UK) ~  
 prywatna  
 mixed / co-educational (co-ed) ~  
 koedukacyjna  
 post-secondary ~ policealna  
 primary (US elementary) ~ podstawowa  
 secondary (US high) ~ średnia  
 single-sex ~ tylko dla chłopców lub dziewcząt  
 state (US public) państwowa  
 vocational ~ zawodowa  
 schooling kształcenie  
 senior high school (US) szkoła średnia dla uczniów  
 w wieku 14-18 lat  
 student loan pożyczka studencka  
 syllabus, curriculum program nauczania  
 university uniwersytet, szkoła wyższa

# Grammar Expander

## VERBS AND TENSES

### Present simple and present continuous

- 1 Choose the correct form of the verb to complete sentences 1–8. Explain your choice.
  - 1 I usually *do / am doing* my homework in the evening.
  - 2 Do you *do / Are you doing* French at school this year?
  - 3 More and more people *learn / are learning* English these days.
  - 4 My aunt and uncle *live / are living* in Warsaw.
  - 5 Elephants *don't eat / aren't eating* meat.
  - 6 What time *does the exam start / is the exam starting*?
  - 7 The children *don't watch / aren't watching* TV now. They're in the garden.
  - 8 We *always have / 're always having* maths tests! I can't stand them.
- 2 Use the verb in brackets in the present simple or present continuous.

### The Harrogate School of Performing Arts

Our school of performing arts <sup>1</sup> \_\_\_\_\_ (be) well known for its variety of opportunity and this year, we <sup>2</sup> \_\_\_\_\_ (offer) even more exciting and original courses in modern dance, drama and singing. One of our best-established music teachers <sup>3</sup> \_\_\_\_\_ (currently / start) a new jazz group, and she <sup>4</sup> \_\_\_\_\_ (plan) to take this group on a European tour later in the year.

All our instructors <sup>5</sup> \_\_\_\_\_ (be) talented and successful performers and <sup>6</sup> \_\_\_\_\_ (have) recognised teaching certificates. We have a policy that we <sup>7</sup> \_\_\_\_\_ (not employ) anyone who <sup>8</sup> \_\_\_\_\_ (not have) talent, commitment and enthusiasm.

Lessons <sup>9</sup> \_\_\_\_\_ (take) place every evening. They usually start at 7 p.m. and finish at 9 p.m. Students can also <sup>10</sup> \_\_\_\_\_ (have) lessons on Saturday mornings.

We <sup>11</sup> \_\_\_\_\_ (organize) two performances every year, but students <sup>12</sup> \_\_\_\_\_ (not have to) take part in these if they really <sup>13</sup> \_\_\_\_\_ (not want) to. There are plenty of opportunities backstage.

Here is what some of our students said:

'I'm quite a shy person. I <sup>14</sup> \_\_\_\_\_ (not like) performing in front of other people. But now, I <sup>15</sup> \_\_\_\_\_ (get) used to it and <sup>16</sup> \_\_\_\_\_ (begin) to enjoy the stage. It's thanks to all my great teachers.' Lucy aged 15.

'My daughter started dance lessons last term.

She <sup>17</sup> \_\_\_\_\_ (seem) really happy and her teachers <sup>18</sup> \_\_\_\_\_ (say) that she <sup>19</sup> \_\_\_\_\_ (make) really good progress! She certainly <sup>20</sup> \_\_\_\_\_ (love) going each week.' Mrs Jones – her daughter, Jess aged 4.

### Present perfect simple and past simple

#### Time expressions

We use the present perfect simple and the past simple with different time expressions:

The present perfect is used:

- with **ever** and **never** to talk about experiences.  
*Have you ever eaten Japanese food?*  
*I've never been to Australia.*
- with **just** and **already** in affirmative sentences.  
*We've already had lunch.*  
*They've just gone out.*
- with **yet** in negative sentences and questions.  
*I haven't had breakfast yet.*  
*Have you done your homework yet?*
- with **for** and **since** to talk about how long something has lasted and when it began.  
*I've known him for three years / five minutes / a long time.*  
*We've lived here since 1999 / March / we were children.*

The past simple is used with time expressions which refer to actions that happened at a specific time in the past.

*I first met Joe last year / yesterday / two days ago / in 2004.*

- 3 Choose the correct word to complete each sentence.

- 1 Have you \_\_\_\_\_ travelled around Europe?  
a ever      b never      c already      d yet
- 2 We've had our English teacher \_\_\_\_\_ the beginning of term.  
a for      b just      c yet      d since
- 3 Max hasn't been on holiday \_\_\_\_\_.  
a since      b ago      c yet      d never
- 4 I'm sorry. You can't speak to Jack. He's \_\_\_\_\_ gone out.  
a since      b just      c yet      d never
- 5 My sister met her boyfriend \_\_\_\_\_ summer.  
a since      b for      c last      d ago
- 6 I'm not hungry. I've \_\_\_\_\_ had a sandwich.  
a yet      b since      c ever      d already

- 4 Complete the second sentence so that it means the same as the first.

- 1 We've already done a maths test today.  
We \_\_\_\_\_ it earlier today.
- 2 I last ate meat three years ago.  
I \_\_\_\_\_ meat for three years.
- 3 It's a long time since I've played football.  
I \_\_\_\_\_ football for a long time.
- 4 I've just seen Tara.  
I \_\_\_\_\_ Tara a few minutes ago.
- 5 I didn't have breakfast when I got up.  
I \_\_\_\_\_ breakfast yet.
- 6 He moved to Warsaw years ago.  
He \_\_\_\_\_ in Warsaw for years.