



Student's Book

# #Password



Nr MEN 767/2/2016

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PODRECZNIK  
WIELOLETNI



# 10

## Environmentally friendly?

### VOCABULARY threats to the environment



1> Work in pairs. Name the most important environmental problems facing the places below.

- your area
- your country
- the world

2> In your notebook, match the pictures with the environmental issues.

deforestation poor waste management Arctic warming  
intensive animal farming destruction of coral reefs

3> In your notebook, match some of the compound nouns with the definitions below.

renewable energy sources climate change sea levels  
greenhouse gases fossil fuels toxic chemicals  
carbon footprint landfill sites air pollution  
ice cap global warming solar farm

- 1 a thick layer of frozen water and snow that covers parts of the Earth around the North or South Pole
- 2 places where rubbish is usually dumped
- 3 a place where sunlight is converted into energy to supply homes
- 4 the amount of pollution each person produces
- 5 sources of energy we extract from under the earth
- 6 elements such as wind and water, which can provide energy
- 7 different weather patterns that are caused by pollution
- 8 the slow increase of the temperature of the Earth

4> In your notebook, complete the extracts from three campaigners' speeches with the compound nouns from exercise 3. Which issues from exercise 2 are described?

5> CD 2.21 Listen to six speakers' comments (a-f). Which topics from exercises 2 and 3 are they talking about?

- a b c d e f

### Vocabulary challenge!

6> Choose the correct option and write it in your notebook. Sometimes both options are correct.

- 1 Plastic bags are a serious problem because they are non-*biological* / *biodegradable* waste.
- 2 *Harmful* / *Harming* gases are released by waste products from factories.
- 3 It is very important to increase our use of *alternative* / *renewable* energy sources to replace fossil fuels.
- 4 Schools are now concentrating on encouraging students to discuss *ecological* / *environmental* issues.
- 5 Water pollution has an *affect* / *effect* on fish and other sea creatures.

7> Work in pairs. Name:

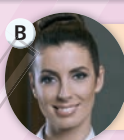
- 1 two items of waste that are NOT biodegradable.
- 2 two examples of a renewable energy source.
- 3 two fossil fuels.
- 4 an ecological issue that concerns you.

8> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Which human activities are most harmful to the environment?
- 2 Which of the environmental issues shown in the pictures are you most concerned about? Why?



A In many parts of the world this is a huge problem as <sup>1</sup> are filling up and there aren't any good systems for getting rid of rubbish. Open dumping has a terrible impact on the people who live nearby. The <sup>2</sup> released can lead to disease and other environmental hazards.



B This problem affects everyone in the world. <sup>3</sup> cause global warming. Because the climate is getting hotter, the <sup>4</sup> are melting faster than ever. This means that the <sup>5</sup> are rising too and people living in coastal regions are in danger.



C Because of overpopulation, the demand for food has grown considerably. However, keeping lots of animals in this way is making the problem of <sup>6</sup> worse. People should realise that animals produce more dangerous gases than all the cars, planes and lorries in the world! These days individuals are becoming more aware of their <sup>7</sup> and are trying to use fewer <sup>8</sup> like oil and coal. Experts are trying to increase the use of <sup>9</sup> and the installation of <sup>10</sup> and wind turbines is becoming widespread. So why are we ignoring the problems and developing this means of feeding our populations?



## 1) Work in pairs and discuss the questions.

- How has the weather in Poland changed since you were a child?
- Do you think summer holidays will be more like those in picture A or picture B in the future? Why?



- Families in our country have made great steps forward recycling more and more waste items.
- People all over the world should prepare more natural disasters a result of climate change.
- It's better to invest the future rather than complain the past.
- In 20 years' time all buildings at risk will be equipped flood protection devices.

## 5) Which sentences (1–6) use informal language and which use formal language? Find examples of formal and informal phrases. How could you change the sentences to change the level of formality?

- The past is past, right?
- We've got to cope with things that are happening now.
- We've got to plan how to deal with stuff like flooding.
- The consequences need to be dealt with.
- In addition to this, all sea defences need to be strengthened.
- What has the government done? Zilch!

## Listening challenge!

### 6) CD 2.23 Listen to part of a debate about the responsibility for dealing with environmental problems. Which of these measures are mentioned?

- |                          |                            |
|--------------------------|----------------------------|
| 1 recycle waste          | 5 save water               |
| 2 buy fewer products     | 6 install solar panels     |
| 3 cut down on energy use | 7 grow your own vegetables |
| 4 insulate houses        | 8 stop using plastic bags  |

### 7) CD 2.23 Listen again. Summarise the key ideas in the discussion in Polish. Use the phrases below to help organise your summary. What is the main disagreement between the two speakers?

- Mężczyzna rozpoczyna dyskusję stwierdzeniem, że ...
- Kobieta przedstawia odmienny punkt widzenia.
- Jej zdaniem ... • Dyskusja przybiera na sile, gdy ...

## Vocabulary challenge!

### 8) In your notebook, complete the phrases from the recording with the verbs below.

take make change missing tackle instil

- We need to people's mindsets.
- We need to new habits.
- Everyone must responsibility.
- Governments need to the problems.
- You are the point.
- This is not going to the problem go away.

### 9) WHAT DO YOU THINK? Work in pairs and discuss the questions.

- In what other ways can climate change affect people's daily lives?
- Can individuals really help protect the environment? Why?/Why not?

### 2) CD 2.22 Listen to four people giving possible solutions to the problems resulting from climate change and answer the questions.

- Which speaker is ... ?  
 a a TV reporter                      c a student  
 b a homeowner                    d a protester
- Which speaker uses more formal language?

### 3) CD 2.22 Listen again. In your notebook, match statements a–e with speakers 1–4. There are two statements which match the same speaker.

This speaker mentions

- |  |
|--|
| a the lack of government help.           |
| b ways of preventing water damage.       |
| c the relocation of inhabitants.         |
| d a need for alternative accommodation.  |
| e a future report about plans and ideas. |

### 4) In your notebook, complete the sentences with appropriate prepositions. Which statements do you agree with? Why?

- I would never go a protest march.
- We need to look scientists for solutions to environmental problems.
- Most schools' approach teaching children about the environment is very good.



## Second conditional, I'd rather, It's time, I wish/If only

1> What changes could you make to your life if you wanted to 'go green'?

2> **LANGUAGE IN CONTEXT**  **CD 2.24** Read and listen to the dialogue. Answer the questions.

- 1 What have the girls just listened to?
- 2 What lifestyle changes do they mention?

**Freya** That talk about green schools was really interesting. Those schools do so many different things to help the environment.

**Kelly** But some of the ideas aren't practical! I mean if I walked to school every day instead of coming by car, I'd arrive at lunchtime! I wish I lived closer but that's impossible.

**Freya** OK, maybe not that, but things like swapping old clothes instead of buying new ones is a good idea. It's time people stopped buying more and more new things.

**Kelly** Yes, I'd rather my parents repaired old electrical goods instead of throwing them away, but it's hard to change people's habits.

**Freya** You're right there!

















3> **ANALYSE** Find examples of the following in the dialogue. Write them in your notebook.

- 1 Second conditional: *If* + past simple + *would* + verb
- 2 *I wish* / *If only* + past simple
- 3 *It's time* + subject + past simple
- 4 *I'd rather* + subject + past simple







4> Choose the correct option to complete the rules. Write the answers in your notebook.

- 1 We use the second conditional to refer to a *hypothetical* / *real* situation in the present or the future.  
*If we stopped travelling by plane, it would help the environment.*
- 2 We use **I wish** to express *wishes* / *hopes* about the present.
- 3 We use **It's time** to say that action *needs* / *needed* to be taken *now* / *in the past*.
- 4 We use **I'd rather** to express *a preference* / *a regret*.

5> **PRACTISE** In your notebook, complete the sentences with the correct forms of the verbs in brackets. Use the second conditional.

- 1 If we  (recycle) more, there  (be) less waste in landfill sites.
- 2 We  (not get) so much flooding if we  (live) on higher ground.
- 3  (be / the presentation) better if we  (include) more statistics on climate change?
- 4 If supermarkets  (not use) so much packaging, there  (not be) so much to throw away or recycle.
- 5 If my dad  (change) our heating system, we  (not waste) so much energy.
- 6 If I  (study) harder, my grades  (improve).
- 7 If countries  (work) together, they  (find) solutions to these problems.
- 8 My dad  (change) jobs, if he  (not like) his work so much.

6> In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 I wish our teacher  (not give) us so much homework on Fridays.
- 2 It's time different countries  (work) together to prevent pollution.
- 3 I'd rather the neighbours  (not put) their rubbish bins outside our gate.
- 4 I wish I  (know) more about the causes of climate change.
- 5 Would you rather I  (not phone) you after 10.30?
- 6 Is it time we  (go) home?







7> In your notebook, translate the sentences into English.

- 1 Gdybyś odrobiła pracę domową wieczorem, nie musiałabyś jej odrabiać rano w autobusie.
- 2 Szkoda, że kiedy udajemy się na wakacje, to wybieramy samolot.
- 3 Czy Twój rodzic woleliby, żebyś więcej się uczył?
- 4 Najwyższy czas, żeby supermarkety ograniczyły korzystanie z opakowań.
- 5 Czy żałujesz, że nie mieszkasz nad morzem?
- 6 Mój tata żałuje, że musi codziennie tak długo dojeżdżać do pracy.

## Grammar challenge!

We can use **would** after **I wish** / **If only** to express irritation or dissatisfaction with something.  
*I wish my parents would buy me a car.* (but they've refused)  
*I wish you would stop interrupting me.* (but you do it all the time)

8> In your notebook, complete the second sentence so that it means the same as the first. Use the past simple or **would**, depending on the meaning.


- 1 It's a pity that I haven't got enough money to buy the jacket.  
I wish I .
- 2 I'm not happy that my boyfriend is always late for our dates.  
I wish .
- 3 It's very cold here in winter, and I don't like it.  
I wish .
- 4 Unfortunately, my parents have refused to let me learn to drive.  
If only my parents .
- 5 It's a shame Tricia doesn't speak Italian.  
I wish Tricia .
- 6 I'm shorter than most of my friends.  
I wish .

9> Work in pairs. Ask and answer the questions.

- 1 If you had the opportunity, which languages would you learn? Why?  
*If I had the chance, I'd learn Spanish. Then I would be able to talk to people on holiday.*
- 2 What changes do you think it's time your school made?
- 3 Talk about some things you'd rather your parents did or didn't do.
- 4 What do you wish you could do this weekend that you can't?
- 5 How would you like someone you know to change?  
*I wish ...*



## Third conditional





- 1> Name two things that you planned to do yesterday but you didn't. Give your reasons.
- 2> **LANGUAGE IN CONTEXT**  **CD 2.25** Read and listen to the interview with a firefighter after a wildfire in California and answer the questions.



- 1 Did the firefighters learn about the fire quickly?
- 2 Was the ground dry?
- 3 Did they use a new device?

<b>Interviewer</b>	So, Brendan, is the fire out now?
<b>Brendan</b>	Yes, almost. We're lucky. It could have been a lot worse. The fire might have spread much further if the wind had been in a different direction.
<b>Interviewer</b>	Did you get an early warning of the fire?
<b>Brendan</b>	Not really. It had already developed into quite a big fire when we got there. If we'd known about it earlier, we would have been able to put it out faster.
<b>Interviewer</b>	Would it have started so quickly if the ground hadn't been so dry?
<b>Brendan</b>	Oh no. If we'd had more rain over the last few months, it wouldn't have been so bad.
<b>Interviewer</b>	I hear you used a new device that showed you how the fire was moving?
<b>Brendan</b>	Yes, it was amazing. If we hadn't used it, we would have had a much harder job chasing the fire.

- 3> **ANALYSE** Copy and complete the table with the correct words. Check your answers with the dialogue in exercise 2.

Third conditional	
Conditional clause	Result clause
<b>If + past perfect</b>	<b>would (not) + have + past participle</b>
If we <sup>1</sup>  about it earlier,	we <sup>2</sup>  able to put it out faster.
Result clause	Conditional clause
<b>could / might + have + past participle</b>	<b>If + past perfect</b>
The fire <sup>3</sup>  much further	if the wind <sup>4</sup>  in a different direction.

- 4> Find one example of a third conditional using a negative form and one using a question form in the dialogue in exercise 2.
- 5> Choose the correct options to complete the rules. Write the answers in your notebook.
  - 1 We use the third conditional to talk about unreal situations in the *past / present*.
  - 2 The **if** clause *is / isn't* always at the beginning of the sentence.

### ? What's right?

- 1 If I hadn't gone to the party, I wouldn't have met Karin.
- 2 If I wouldn't have gone to the party, I hadn't met Karin.
- 3 If I didn't go to the party, I hadn't met Karin.

- 6> **PRACTISE** In your notebook, match 1–5 with a–e to make sentences.

- 1 If I hadn't gone out in the rain,
- 2 If I'd revised,
- 3 Would you have gone to the lecture
- 4 I might have been given a new phone
- 5 I wouldn't have missed out question 8
- a I would have passed the test.
- b if I'd got good marks.
- c I wouldn't have caught a cold.
- d if I'd read the paper carefully.
- e if you hadn't had to help your mum?











- 7> Write sentences from the prompts in your notebook.

- 1 If / my aunt / know / about the wildfires / she / not / go / to California last month.
- 2 The flood water / not / come / into our house last week / if / we / have / protection.
- 3 If / the firefighters / not / act / quickly / more people / die in the fire.
- 4 If / they / not build / so many roads and houses here / they / not / destroy / the animals' natural habitats.
- 5 If / we / have / more time yesterday / we / go / to the safari park.
- 6 I / not / learn about endangered fish / if / I / not / watch / the documentary last night.

- 8> Join the sentences to make comments from people who were involved in the wildfire. Use the third conditional.

- 1 My cat jumped on me. I woke up.
- 2 I didn't look out of the window. I didn't see the fire.
- 3 The tourist didn't put out his cigarette. The fire started.
- 4 We ran quickly. We avoided the falling tree.
- 5 The firefighters came into my house. I didn't die.
- 6 We had a fire alarm. We got out quickly.

- 9> In your notebook, complete the sentences with your own words. Compare your answers with a partner.

- 1 If I hadn't  last week, I .
- 2 If I had  this morning, I .
- 3 If I had  when I was younger, I .
- 4 If our teacher hadn't , we .
- 5 If the weather had  yesterday, I might .

- 10> **NOW YOU DO IT** Work in pairs. Make a chain story together. Start with the sentence below and either use the prompts or make up your own story.

*I got up late this morning.*

miss my bus • walk to school • see the crime • speak to the police  
• recognise an old family friend • invite her round to chat • learn about her career • apply to join the police force

*If I hadn't got up late this morning, I wouldn't have missed my bus. If I hadn't missed my bus ...*



1> Work in pairs. In three minutes, how many animals can you write down in each category below?

- 1 animals which can swim
- 2 animals which are active at night
- 3 animals which only live on one continent
- 4 animals which are predators
- 5 animals which are reptiles
- 6 wild animals which live in Poland



2> Describe the pictures in texts A-C. Have you heard of these 'celebrity' animals? What might be unusual about them?






3> In your notebook, match the texts A-C with questions 1-4. Two texts may be matched with more than one question.

Which text tells us about an animal

- 1 which lost its natural home to another species?
- 2 which was considered not to be in danger?
- 3 which had its appearance changed for protection?
- 4 whose death made people feel a great loss?

### Reading challenge!

4> Read the texts again. In your notebook, complete the sentences, using no more than six words.

- 1 Cecil's death affected everyone because .
- 2 Cecil the lion's death was cruel because .
- 3 The reason why Sudan may not be able to mate is .
- 4 Sudan's failure to mate will .
- 5 As a result of human activity the number of giant tortoises .

5> Work in pairs and answer the questions.








- 1 Which story in the three texts do you find the most moving? Do you know any similar stories?
- 2 Are people obliged to help endangered species survive despite the costs of such conservation programmes? Why?/Why not?
- 3 What could individuals do to help homeless animals?

### Vocabulary development

6> In your notebook, complete the compound nouns below. Check your answers with the texts in exercise 3.

- |  |   |   |
|--|---|---|
| 1  park   | 4  ban     | 6  species |
| 2  hunter | 5  experts | 7  habitat |
| 3  act    |   |   |

7> In your notebook, complete the sentences with the collocations from exercise 6.

- 1  do everything possible to save  from extinction.
- 2 A lot of animals die after their  is destroyed by humans.
- 3  are prepared to pay a lot of money to be able to hunt down a particular animal. The problem is that they are not often punished for their .
- 4 Luckily, there is a  on hunting in all . Animals can live safely there.

A



Until 2015 Cecil the Lion had lived the life of a star in Zimbabwe's Hwange National Park.

He was something of a mascot for the park, loved for his tame nature and his unusual black mane. The lion was believed to be safe in the park where hunting is forbidden. So, when his celebrity life came to a brutal end, it shocked everyone. It turned out that an American dentist and trophy hunter had paid 50,000 dollars to have the chance to kill a lion. The hunter wounded Cecil with an arrow, followed him for forty hours



B



Sudan the Rhinoceros

C



When Lonesome George died

unexpectedly, aged 100, the world's animal conservation experts reacted very emotionally. They knew that another species had become extinct despite all their efforts to help it survive. The species would not have become endangered if people had not hunted these animals down for meat and tortoise oil. Goats were also introduced to the island, which led to the loss of the tortoise natural habitat and

their eventual extinction. How Lonesome George managed to survive is unknown, but when he was discovered in 1971, he was fit and scientists believed his







Cecil the Lion

and watched his agony before killing him. The man's cruel act was widely criticised and made people demand a total ban on hunting to protect endangered species such as African lions.



**Sudan** is the only male northern white rhino living in his natural habitat on our planet, and his species depends on him for survival. Now over 40 years old,

he lives with his four armed guards in Ol Pejeta Conservancy in Kenya. He is fitted with radio transmitters for safety reasons and he had his horn removed to make him 'less attractive' to trophy hunters. All this effort is made in the hope that, despite his old age, Sudan will be able to mate with a female and save his species from extinction. If the attempts prove impossible, northern white rhinos will simply die out.



Lonesome George, the Pinta Giant Tortoise

species could still reproduce by contact with other tortoise species. Sadly, it did not happen and the only place where you can see him now is the American Museum of Natural History, where his stuffed body is on display.

8> In your notebook, match the phrases which have similar meanings. Then translate them into Polish.

become extinct   mate   save a species from extinction  
make a species survive   die out   reproduce

### Vocabulary challenge!

9> Copy and complete the table in your notebook with the missing parts of speech.

adjective	negative adjective	noun	negative noun	adverb
possible				
able				
		responsibility		
safe				
				honestly
		comfort		

10> Work in pairs and test each other on the parts of speech from exercise 9.

- A What's the opposite of 'safe'.  
B 'Unsafe'.

11> Change the underlined words to the part of speech in brackets, and rewrite the sentences correctly in your notebook.

- We should use nature's resources with great responsibility. (adverb)
- The way the money was divided between the charities was honest. (adverb)
- The safari park guards led the visitors to a safe place after a lion tried to attack one of them. (noun)
- It is not possible to save all endangered species. (noun)
- Sometimes conservation experts do not have the ability to help endangered species. (negative adjective)

12> Imagine you have seen the message below on a social networking site. Write a post (80–130 words) in response to the call for help. Include the information below.

- what you think of this idea
- what else could be done to help
- whether you would be prepared to help promote the campaign



HELP US SAVE  
SUDAN THE RHINO.

If everybody in the world donates \$10, there will be enough money to keep him under guard and finance his conservation programme!

Like Share



- 1) Work in pairs. What two aspects of cycling in the city do the posters below present?



Drop your car & pick up a bike



- 2) **CD 2.26** Listen to a dialogue and answer the questions.
- What is the topic of the conversation?
  - What arguments do Ola and Philip give to support their points of view?
- 3) **CD 2.26** Listen again. Which two of the phrases from the Phrase Bank have the speakers not used?

### Phrase Bank

#### Hypothesising

*I think the situation is unlikely to change ...*

*The chances are that ...*

*Certainly, there will be more ...*

*There is every chance that ...*

*No doubt, the situation will improve.*

*If they introduced ..., it would be something.*

*If it ever happens ..., I'll ...*

#### Questioning other people's points of view

*Frankly, I doubt it.*

*Why not?*

*It's all very well, but ...*

*Well, yes, but don't you think that ...?*

*How pessimistic!*

*Maybe, though I'm not so optimistic.*

*Sure, but how realistic is that?*

- 4) Work in pairs and role-play the dialogue. Use the prompts in brackets to help you.

**Student A** Do you think that a total ban on cars in city centres is a good idea?

**Student B** To my mind, it's not a perfect solution.

*(Uzasadnij swoją opinię).*

**Student A** It's all very well, but we do need to do something to reduce the traffic. *(Wyjaśnij, dlaczego nie zgadzasz się z uczniem B).*

**Student B** I'm not so sure that's true. There are many disadvantages to a ban on cars in the city centres. *(Przedstaw inne, dodatkowe problemy związane z zakazem).*

**Student A** I agree up to a point, but *(Wyjaśnij swój punkt widzenia).*

**Student B** Do you think the idea of a total ban on cars in city centres will actually be possible? *(Wysuń przypuszczenie, że zakaz ma swoje realne podstawy).*

**Student A** Well, from my point of view *(Przedstaw swoje przewidywania i uzasadnij je).*

**Student B** Maybe ...

- 5) **CD 2.27** Listen to the dialogue. Are the sentences below true or false? Whose opinion do you share?

- Peter was late because his bike got stuck in traffic.
- Julia does not know what the aim of Critical Mass is.
- Peter suggests other forms of protests for the cyclists.
- Julia agrees with her father's point of view about cycling.

- 6) **CD 2.27** Listen again. In your notebook, complete the sentences with the missing words.

- It's not *(1)*, is it?
- I *(2)* it's a good idea.
- I see what you *(3)*.
- Isn't it *(4)* time people realised ...?
- I agree up to a *(5)*.
- I'm not so sure that's *(6)*.
- Spot *(7)*. I couldn't *(8)* more.
- You're *(9)* wrong.

- 7) Work in pairs. Choose one question each.

**Student A:** Answer the question, using the prompts below to help you.

**Student B:** Agree or disagree with your partner's opinion and give reasons.

**Use the phrases from the lesson in your discussion.**

- What will happen if car traffic is not reduced?  
more pollution • heavier traffic • more traffic jams • more angry drivers, more accidents
- Would it be a good idea to stop supermarkets from selling plastic and paper bags to customers? Why?/Why not?  
**yes:** less waste, better for the environment, fewer trees cut down;  
**no:** shops must offer bags for the shopping, what if someone forgets his/her own bag

- 8) Prepare your answer to the question below. Brainstorm arguments to support your opinion. Then give a presentation to the class. Speak for at least two minutes.

Do you think it will be possible for people to live a fully eco-friendly life in the future?



- 1> Work in pairs. How many of these signs do you recognise? What ideas do they represent?



- 2> Read the writing task below. How many paragraphs would you include in the letter? What information would you include in each paragraph?

Niedawno przeczytałeś/przeczytałaś artykuł mówiący o tym, że młodzież nie ma świadomości ekologicznej. Napisz list (200–250 wyrazów) do redakcji lokalnej gazety, w którym zgodzisz się z opinią autora. Wyjaśnij, z czego wynika taka sytuacja oraz zaproponuj, w jaki sposób można zachęcić młodzież do bardziej ekologicznego trybu życia.

- 3> Read the example letter below. Decide which of the missing paragraphs (A or B) should go in the letter. Why is the other paragraph unsuitable?

Dear Sir/Madam,

- ① I am writing in response to the article about the problem of young people not being 'green' enough. I fully support this opinion, and I would like to share my point of view on this matter.
- ②
- ③ Therefore, if we want to improve the situation, certain steps must be taken. First of all, imagine if all the parents made their lifestyles more ecological and involved their children in those changes. Then, it might be useful to organise interactive workshops at schools during which the students would learn about ecological issues. Finally, what if teenage TV channels and social networking sites made more effort to 'sell' an ecological attitude rather than show hundreds of adverts? Would this not make young people reflect?
- ④ To conclude, I am convinced that if adults stressed the importance of being eco-friendly more and set a good example, young people would feel inspired. After all, the best way to learn is by example.
- I look forward to hearing from you.
- Yours faithfully,
- XYZ

**A** Young people have no idea what it means to be environmentally friendly. They drop litter everywhere, buy bottled water, and use too much energy by constantly plugging in their smart devices or watching TV. In addition, they have no idea what can and cannot be recycled. Many young people have never heard of such problems as climate change or the protection of endangered species. The situation is truly hopeless.

**B** Firstly, I believe this situation may have to do with the way they are brought up at home. Many grown-ups are simply poor role models themselves. Every day they drive their cars to work, carry plastic bags or overuse energy. Additionally, the problem could be connected with the fact that young people do not receive proper ecological education at school as teachers have little time to discuss green issues. This situation may also result from the fact that the media and social networking sites hardly ever promote pro-environmental attitudes in a way that would appeal to teenagers.

- 4> In your notebook, complete the phrases with the missing words. Check your answers with the letter in exercise 3. Then translate the phrases into your own language.

### Phrase Bank

#### Hypothesising

I believe this may have to <sup>1</sup> with ...  
 The problem could / may be <sup>2</sup> with the fact that ...  
 This situation could / may <sup>3</sup> from the fact that ...  
 If adults stressed the importance of ..., more young people would ...  
 Imagine if all the parents <sup>4</sup> their lifestyles more ecological.  
 What <sup>5</sup> teenage TV channels made more effort to ...?

- 5> Read the statements below. Make hypotheses about the possible causes of the problems described, using the prompts to help you. Write the answers in your notebook.
- 1 People buy a lot of old environmentally unfriendly cars.  
 lower price • be not aware of the pollution these cars may cause  
 • allowed by law  
 I believe that this may have to do with the lower price of these cars. Secondly, ...
- 2 We produce more and more rubbish.  
 do not recycle • throw away things that could still be used •  
 be not aware of environmental issues
- 3 The Earth's climate is changing.  
 global warming caused by greenhouse gases • overconsumption of energy • cut down tropical forests
- 6> Work in pairs. Brainstorm ideas about the causes of the problem below and possible solutions. Then write a short paragraph to include in a formal letter.
- Problem:** Few young people take part in ecological campaigns.  
**Causes:** **Solution:**
- 7> Read the instructions and do the writing task.

Niedawno przeczytałeś/przeczytałaś artykuł mówiący o tym, że młodzież rzadko angażuje się w akcje na rzecz ochrony przyrody. Zgadzasz się z tym punktem widzenia. Napisz list (200–250 wyrazów) do redakcji lokalnej gazety, w którym wyjaśnisz, z czego wynika taka sytuacja oraz zaproponujesz, w jaki sposób można by zwiększyć zainteresowanie tego typu działalnością.

### Remember to:

- use phrases to give reasons and hypothesise
- follow the instructions in the writing task



1) Choose the appropriate response. Write the answers in your notebook.

- 1 'It's high time people stopped using cars.'  
a 'I couldn't agree more.'  
b 'I'd rather they weren't.'
- 2 'Will climate change continue to be such a big problem in the future?'  
a 'It's likely to.'      b 'I see what you mean.'
- 3 'What will happen to this animal shelter?'  
a 'I doubt it.'      b 'I wish I knew.'
- 4 'It is unlikely they'll introduce a total ban on hunting.'  
a 'Why not?'      b 'It's time they did.'
- 5 'Why did you buy these shoes? They were made from crocodile leather!'  
a 'If I knew, I wouldn't buy them.'  
b 'If I had known, I wouldn't have bought them.'

2) Choose the correct answers to complete the mini-dialogues. Write them in your notebook.

- 1 X I wish there were no cars in the city centre.  
Y   
X Wouldn't it be just great?!  
a Imagine there weren't!  
b Frankly, I doubt it.  
c I'm not so sure it's true.
- 2 X Are you coming with me to the Natural History Museum?  
Y   
X Why can't you?  
a I'd rather go.  
b What if I did?  
c I wish I could.
- 3 X Why turn up at the meeting?  
Y If you had told me, I would have come!  
a didn't you  
b don't you  
c would you like to
- 4 X What will happen to this dog? Will someone adopt him?  
Y   
X I hope so.  
a The chances are they won't.  
b I think it's probable.  
c I agree up to a point.
- 5 X All trophy hunters should go to prison, shouldn't they?  
Y   
X I'm glad more people think just like me!  
a Spot on!  
b Certainly not!  
c Why exactly?
- 6 X What are those people doing on your roof?  
Y   
X How sensible!  
a I have installed solar panels.  
b I'm installing solar panels.  
c I'm having solar panels installed.

3) In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

- 1 If people had not hunted animals in the past, many species (nie wymarłyby).
- 2 I (szkoda, że nie wiem więcej) about the ecological problems in our country.
- 3 (Są duże szanse na to, że) one day people will take care of the natural environment better.
- 4 I think it's high time we (zaczęliśmy myśleć o ocieplaniu Arktyki) more seriously.
- 5 My mum would rather (żebym segregowała śmieci). I hardly ever do it.
- 6 If people (ograniczyliby zużycie energii), it would help our planet a lot.
- 7 Just think (co mogłoby się stać) if all those toxic chemicals had gone into the river!
- 8 Everyone (powinien wziąć odpowiedzialność za) keeping our planet tidy.
- 9 Using more (alternatywnych źródeł energii byłoby) a very good idea.
- 10 I wish (abyś przestał narzekać na) cyclists in the city.

Challenge!

4) In your notebook, complete the text with the correct forms of the words in brackets.



Perhaps the best known fact about *Rafflesia arnoldii* is its <sup>1</sup> (**terrible**) disgusting smell, which is like a rotting body, but few people know that it is actually one of the strangest plants found on Earth. It has no roots, no leaves and no stem, but instead it boasts the biggest flower in the world which is 11 kilos in <sup>2</sup> (**weigh**). However, because of its rarity, human environmental <sup>3</sup> (**responsibility**) and its own biology, *Rafflesia* is now an endangered species, first of all because its natural habitat is decreasing. Another problem is the fact that the flower lasts only a few days while the male and female flowers are so rare that it's often <sup>4</sup> (**possible**) for the plants to cross-pollinate each other. <sup>5</sup> (**conserve**) experts are doing their best to help the plant survive by building special research centres, but they say they may be <sup>6</sup> (**able**) to prevent this unusual plant from dying out.



5) Work in pairs. In five minutes, how many more words in each category can you write? Compare your answers with another pair.

- |   |   |
|---|---|
| 1 endangered species:<br>rhino, ...               | 3 pro-environmental activities:<br>insulating houses, ... |
| 2 environmental problems:<br>water pollution, ... | 4 natural habitats: jungle, ...                           |
|   | 5 plants: rose, ...                                       |





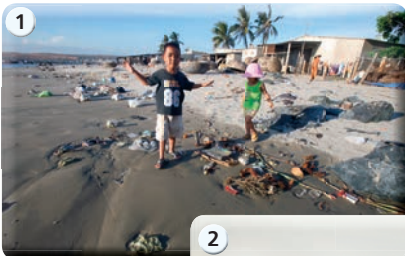
### Tip

Przeczytaj uważnie zadanie. Uzasadniając wybór jednej ilustracji, upewnij się, że Twoje argumenty dotyczą opisanej w zadaniu sytuacji i nawiązują do wybranej ilustracji. Pamiętaj, aby wyjaśnić, dlaczego odrzucasz jedno ze zdjęć.

### 1> CD 2.28 Read and listen to two students (A, B) doing the speaking task. Then answer questions 1–5.

Wraz z kolegami i koleżankami z klasy organizujecie kampanię mającą na celu zachęcenie młodzieży do udziału w charytatywnej akcji czyszczenia plaży. W kampanii tej wykorzystasz jedno z dwóch przedstawionych zdjęć.

- Wybierz to zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- A** The first picture shows children playing on a dirty, littered beach whereas the other shows a group of people picking the litter up. In my opinion, the picture with the teenagers in it would be more appropriate for the campaign because young people can identify with the volunteers in the picture. It shows enthusiasm and a friendly atmosphere between the people while doing an important job. Although the first picture shows the problem itself more clearly, I don't think it would appeal to volunteers because it doesn't show the good work that they can do.
- B** The two pictures are good to show how many rubbish is on our beaches. It is really terrible. One picture show childrens on dirty beach. In other picture people are cleaning the beach. I think picture two is better. Litter is dangerous for children. People must not to throw things on the beach.

Which student (A, B):

- 1 has understood the situation described in the task?
- 2 has chosen one picture and explained reasons for choosing?
- 3 has explained why he/she rejects the second picture?
- 4 has made grammatical mistakes?
- 5 has used a good range of vocabulary and structures?

- 2> **Work in pairs. Find and correct the grammatical mistakes in student B's answer in exercise 1. What can you say to improve her answer?**

- 3> **Work in pairs and discuss the two questions about the stimulus discussion task in exercise 1. Use the prompts below to help you.**

- 1 Is littering dangerous for the environment? Why?  
animals / people / toxic chemicals • visually ugly / smelly
- 2 Do you agree that most young people are not concerned about ecological issues? Why? / Why not?  
boring • too busy • can't do anything



### Tip

W swojej wypowiedzi stosuj różnorodne struktury gramatyczne i bogate słownictwo. Unikaj powtarzania tych samych słów.

- 4> **Look again at Student A's answer in exercise 1 and find words and phrases which mean the same as the phrases below:**

- |                   |  |
|-------------------|--|
| 1 full of rubbish | 4 feel that you can understand and share someone else's feelings |
| 2 I think         |  |
| 3 suitable        | 5 be interesting for   |

- 5> **Replace the words in bold in the sentences with the words or phrases below which have a similar meaning.**

**important illustrate appear enjoying themselves  
littering go for is unpleasant lovely**

- 1 It looks as if the young people are **having fun**.
- 2 The plastic bags and bottles are ruining a **nice** beach.
- 3 It is **vital** to help protect the environment.
- 4 The plastic bottles are **lying on** the beach.
- 5 It **isn't good** to walk on a dirty beach.
- 6 I didn't **choose** the second picture because it doesn't **show** the problem.
- 7 The young people **look** happy.

- 6> **Read the instructions and do the speaking task.**

**TEST IT!** Przygotowujesz prezentację na temat zanieczyszczenia rzek i mórz. Masz do wyboru dwa zdjęcia do wykorzystania w prezentacji.

- Wybierz to zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór,
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- 1 Are ecological campaigns effective? Why? / Why not?
- 2 Is it a good idea to keep exotic animals as pets? Why? / Why not?



Complete all the exercises on this page in your notebook.

1) Complete the sentences with the missing words.

- Experts say that **g** gases are responsible for global **w** .
- Ice **c** are melting and sea **l** are rising due to climate **ch** .
- There is a total **b** on hunting in national **p** .
- No one is allowed to deposit toxic **ch** at landfill **s** .
- The natural **h** of many animals is decreasing because of **d** . Cutting down forests should be made illegal.

—/11

2) Complete the sentences with the correct forms of the words in brackets.

- There are thousands of (**danger**) species which (**conserve**) experts are trying to protect.
- People need to start using (**renew**) energy sources a lot more than they are at the moment.
- Car fumes cause most of the air (**pollute**) in towns.
- Poor waste (**manage**) means there is more and more rubbish in our cities.
- Trophy (**hunt**) should go to prison for killing wild animals.

—/5

3) Choose the correct preposition.

- In Poland people should prepare **to** / **for** very cold winters.
- All houses should be equipped **with** / **in** solar panels to use solar energy.
- We must look **to** / **up** scientists for solutions to reduce energy consumption.
- Stop complaining **for** / **about** the local government's policies on waste collection.
- What is the best approach **for** / **to** recycling?

—/5

Vocabulary challenge!

4) Complete the sentences with the missing words.

- It's not easy to change people's **m** \_\_\_\_\_ **s** \_\_\_\_\_ about ecological issues.
- No one knows what the best way is to **t** \_\_\_\_\_ **le** the problem of traffic jams.
- All containers should be **bio** \_\_\_\_\_ **e** or easy to recycle.
- Car fumes are very **har** \_\_\_\_\_ to people's health and may cause lung diseases.
- Is there any **poss** \_\_\_\_\_ that the animals may attack the visitors of the safari park?
- I don't understand the government's \_\_\_\_\_ **abil** \_\_\_\_\_ **y** to ban cars from the city centre!

—/6

5) Rewrite the sentences, starting with the phrases in bold.

- People really must do something about Arctic warming now. **It's high time** ...
- I'd like you to use energy-saving bulbs. **I'd rather** ...
- My dream is that people will stop eating meat. **I wish** ...
- I think we should ban intensive farming, but I'm not the president to do that. **If** ...
- Do you think I should not get involved in this protest? **Would you rather** ...?

- Don't you dream of supermarkets selling only organic food? **Don't you wish** ...?

- Unfortunately, I have no money to support this charity. **If** ...

—/7

6) Join the sentences. Use the third conditional.

- I did not study for the biology test. I failed it. *If I had studied for the biology test, I wouldn't have failed it.*
- People hunted a lot in the past. Many species died out because of this.
- I used a lot of energy last month. I received a very high electricity bill.
- My bike got a puncture. I went to school by car.
- The guards did not protect the animals well enough. The animals were killed.
- We did not take a map. We got lost in the safari park.

—/5

Grammar challenge!

7) Express your irritation or dissatisfaction at the following situations, using **would**.

- Your parents keep telling you what to do all the time.
- The local government is slow to create more bike lanes.
- People don't give enough money to support the local animal shelter.
- You turn vegetarian, but your wife still eats a lot of meat.
- Your sister does not turn off the lights when she leaves her room.

—/5

8) Choose the correct option in the mini-dialogues.

- A** There is <sup>1</sup>**every** / **each** chance that the financial situation of this zoo will improve.  
**B** Frankly, I <sup>2</sup>**doubt** / **doubt in** it.
- A** I agree <sup>3</sup>**down** / **up** to a point that a ban on cars is a good idea.  
**B** You are completely <sup>4</sup>**wrong** / **incorrect**. It's a very bad idea.
- A** <sup>5</sup>**Certainly** / **Frankly**, people will stop littering the streets one day.  
**B** Maybe, though I <sup>6</sup>**won't** / **wouldn't** be so optimistic.

—/6

9) Choose the correct answers.



Jim2001

I often wonder why so few people help at our local animal shelter. It may have to <sup>1</sup>**do** / **make** with the fact that they do not care about homeless animals, but the problem could also <sup>2</sup>**lead** / **result** from the fact that they are simply unaware the shelter exists. I'm sure there would be more people willing to work there <sup>3</sup>**when** / **if** the shelter published more advertisements. <sup>4</sup>**Imagine** / **Provided** that every person who passed by, walked in and donated just one pound. <sup>5</sup>**Wouldn't** / **Won't** that help?

—/5

10) Work in pairs and test each other.

Student A: go to page 142.

Student B: go to page 149.



### Threats to the environment / Zagrożenia dla środowiska

**air pollution** /,eə(r) pə'lu:ʃ(ə)n/ zanieczyszczenie powietrza  
**Arctic warming** /,ɑ:(r)ktik 'wɔ:(r)mɪŋ/ topnienie lodów Arktyki  
**carbon footprint** /,kɑ:(r)bən 'fɒt,prɪnt/ ślad węglowy  
**climate change** /,klaɪmət 'tʃeɪndʒ/ zmiany klimatyczne  
**deforestation** /di: fɒrɪ'steɪʃ(ə)n/ wylesienie  
**destruction of coral reefs** /di'strʌkʃ(ə)n əv 'kɒrəl ,ri:fs/ niszczenie raf koralowych  
**fossil fuels** /'fɒs(ə)l, 'fju:əlz/ paliwa kopalne  
**global warming** /,gləʊb(ə)l 'wɔ:(r)mɪŋ/ globalne ocieplenie  
**greenhouse gases** /'ɡri:n,haʊs ,ɡæsis/ gazy cieplarniane  
**ice cap** /'aɪs kæp/ pokrywa lodowa  
**intensive animal farming** /ɪn'tensɪv ,ænim(ə)l 'fɑ:(r)mɪŋ/ intensywny chów zwierząt  
**landfill sites** /'lænd(ə)l ,saɪts/ wysypiska śmieci  
**poor waste management** /pʊə(r) ,weɪst 'mænɪdʒmənt/ zła gospodarka odpadami  
**renewable energy sources** /rɪnju:əb(ə)l 'enə(r)dʒi ,sɔ:(r)sɪz/ odnawialne źródła energii  
**sea level** /si: 'lev(ə)l/ poziom morza  
**solar farm** /'səʊlə(r) fɑ:(r)m/ elektrownia słoneczna  
**toxic chemicals** /,tɒksɪk 'kemɪk(ə)lz/ toksyczne chemikalia

#### Challenge!

**affect** /ə'fekt/ oddziaływać, mieć wpływ na  
**alternative** /ɔ:l'tɜ:(r)nətɪv/ alternatywny  
**biological** /,baɪə'lɒdʒɪk(ə)l/ biologiczny  
**ecological** /i:kə'lɒdʒɪk(ə)l/ ekologiczny  
**harmful** /'hɑ:(r)mfl(ə)l/ szkodliwy  
**harming** /'hɑ:(r)mɪŋ/ krzywdzący, szkodzący czemuś  
**have an effect on sth** /həv ən 'fekt ɒn ,sʌmθɪŋ/ mieć wpływ na coś  
**(non-)biodegradable** /('nɒn) ,baɪəʊdɪ'greɪdəb(ə)l/ (nie)biodegradowalny  
**renewable** /rɪnju:əb(ə)l/ odnawialny

### Protecting the environment / Ochrona środowiska

**buy fewer products** /baɪ ,fju:ə(r) 'prɒdʌkts/ kupować mniej produktów  
**cut down on energy use** /kʌt ,daʊn ɒn 'enə(r)dʒi ,ju:z/ ograniczać zużycie energii  
**grow your own vegetables** /,grəʊ jə(r) ,əʊn 'vedʒtəb(ə)lz/ uprawiać własne warzywa  
**install solar panels** /ɪn'stɔ:l 'səʊlə(r) ,pænl(ə)lz/ instalować panele słoneczne  
**insulate houses** /ɪn'sjʊleɪt 'həʊsɪz/ ocieplać domy  
**recycle waste** /rɪ:saɪk(ə)l 'weɪst/ wykorzystywać materiały wtórne  
**save water** /seɪv 'wɔ:tə(r)/ oszczędzać wodę  
**stop using plastic bags** /stɒp ju:zɪŋ ,plæstɪk 'bægz/ zaprzestać używania plastikowych toreb

### Phrases with prepositions / Wyrażenia z przyimkami

**approach to sth** /ə'prəʊtʃ tə ,sʌmθɪŋ/ podejście do czegoś  
**as a result of sth** /əz ə rɪ'zʌlt əv ,sʌmθɪŋ/ w wyniku czegoś  
**be equipped with sth** /bi 'kwɪpt wɪθ ,sʌmθɪŋ/ być wyposażonym w coś  
**complain about sth** /kəm'pleɪn ə baʊt ,sʌmθɪŋ/ narzekać na coś

**go on a protest march** /gəʊ ɒn ə 'prəʊtest mɑ:(r)tʃ/ iść na marsz protestacyjny  
**invest in sth** /ɪn'vest ɪn ,sʌmθɪŋ/ inwestować w coś  
**look to sb for sth** /'lʊk tə ,sʌmbədi fə(r) ,sʌmθɪŋ/ zwracać się do kogoś o coś  
**make a step forward in sth** /,meɪk ə 'step ,fɔ:(r)wəd(r)d ɪn ,sʌmθɪŋ/ zrobić krok naprzód w czymś  
**prepare for sth** /pri'peə(r) fə(r) ,sʌmθɪŋ/ przygotować się do czegoś

#### Challenge!

**change sb's mindset** /,tʃeɪndʒ ,sʌmbədaɪz 'maɪnd(ə)z/ zmieniać czyjś sposób myślenia  
**instil new habits** /ɪn'stɪl nju: 'hæbɪts/ wyrabiać nowe nawyki  
**make the problem go away** /,meɪk ðə 'prɒbləm gəʊ ə weɪ/ spowodować, że problem zniknie  
**miss the point** /mɪs ðə 'pɔɪnt/ nie rozumieć istoty rzeczy  
**tackle the problems** /tæk(ə)l ðə 'prɒbləmz/ stawiać czoło problemom  
**take responsibility** /teɪk rɪ,sponsə'bɪləti/ brać odpowiedzialność

### Endangered species / Zagrożone gatunki

**become extinct** /bi,kəm ɪk'stɪŋkt/ wyginąć  
**conservation experts** /kɒnsə(r)'veɪʃ(ə)n 'ekspɜ:(r)ts/ specjaliści od ochrony przyrody  
**cruel act** /kru:əl 'ækt/ okrutne zachowanie  
**die out** /daɪ 'aʊt/ wymrzeć, wyginąć  
**endangered species** /ɪn,dendʒə(r)d 'spi:ʃi:z/ zagrożony gatunek/gatunki  
**mate** /meɪt/ łączyć się w pary  
**national park** /,næʃ(ə)nəl 'pɑ:(r)k/ park narodowy  
**natural habitat** /,næt(ə)rəl 'hæbɪtæt/ naturalne środowisko życia  
**predator** /'predətə(r)/ drapieżnik  
**reproduce** /rɪ:'prɒ:dju:s/ rozmnażać się  
**reptile** /'reptajl/ gad  
**save a species from extinction** /seɪv ə ,spi:ʃi:z frəm ɪk'stɪŋkt(ə)n/ ocalić gatunek od wyginięcia  
**survive** /sə(r)'vaɪv/ przetrwać, przeżyć  
**total ban** /təʊt(ə)l 'bæn/ całkowity zakaz  
**trophy hunter** /,trɒfi 'hʌntə(r)/ łowca trofeów

#### Challenge!

**ability / inability** /ə'bɪləti, ɪnə'bɪləti/ zdolność, umiejętność / niezdolność, niemożność  
**able / unable** /eɪb(ə)l, ʌn'eɪb(ə)l/ zdolny / niezdolny  
**ably** /'eɪbli/ umiejętnie  
**comfort / discomfort** /'kʌmfə(r)t, dɪs'kʌmfə(r)t/ wygoda / niewygoda  
**comfortable / uncomfortable** /'kʌmfətb(ə)l, ʌn'kʌmfətb(ə)l/ wygodny / niewygodny  
**comfortably** /'kʌmfətbli/ wygodnie  
**honest / dishonest** /'ɒnɪst, dɪs'ɒnɪst/ uczciwy, szczerzy / nieuczciwy, nieszczerzy  
**honesty / dishonesty** /'ɒnɪst(ə)li, dɪs'ɒnɪst(ə)li/ uczciwość, szczerze / nieuczciwość, nieszczerze  
**possibility / impossibility** /,pɒsə'bɪləti, ɪm,pɒsə'bɪləti/ możliwość / niemożliwość  
**possible / impossible** /'pɒsəb(ə)l, ɪm'pɒsəb(ə)l/ możliwy / niemożliwy  
**possibly** /'pɒsəbli/ możliwie  
**responsibility / irresponsibility** /rɪ,sponsə'bɪləti, ɪrɪ,sponsə'bɪləti/ odpowiedzialność / nieodpowiedzialność  
**responsible / irresponsible** /rɪ'sponsəb(ə)l, ɪrɪ'sponsəb(ə)l/ odpowiedzialny / nieodpowiedzialny

**responsibly** /rɪ'sponsəbli/ odpowiedzialnie  
**safe / unsafe** /seɪf, ʌn'seɪf/ bezpieczny / niebezpieczny  
**safely** /'seɪfli/ bezpiecznie  
**safety** /'seɪfti/ bezpieczeństwo

### Other words / Inne wyrazy

**animal shelter** /ænim(ə)l 'ʃeltə(r)/ schronisko dla zwierząt  
**arrow** /'ærəʊ/ strzała  
**baking hot** /'beɪkɪŋ 'hɒt/ upalny  
**bike lane** /'baɪk leɪn/ ścieżka rowerowa  
**car fumes** /kɑ:(r) 'fju:mz/ spaliny samochodowe  
**caravan** /'kærəvən/ przyczepa kempingowa  
**coastal region** /,kəʊst(ə)l 'ri:dʒ(ə)n/ region nadmorski, wybrzeże  
**cope with** /'kɒp wɪθ/ radzić sobie z czymś  
**cross pollinate** /,krɒs 'pɒləneɪt/ zapylać krzyżowo  
**cyclist** /'saɪklɪst/ rowerzysta/rowerzystka  
**eco-friendly** /i:kəʊ 'fren(d)li/ ekologiczny, przyjazny dla środowiska  
**electricity bill** /ɪ'lek'trɪsɪti 'bɪl/ rachunek za energię  
**environmentally friendly** /ɪnvaɪrən'ment(ə)li 'fren(d)li/ ekologiczny, przyjazny dla środowiska  
**face a problem** /feɪs ə 'prɒbləm/ napotykać problem, stawiać czoła problemom  
**far-fetched** /fɑ:(r) 'fetʃt/ przesadny, zbyt daleko idący  
**green issues** /,ɡri:n 'ɪʃu:z/ problemy ekologiczne  
**grown-up** /grəʊn'ʌp/ dorosły  
**have a puncture** /həv ə 'pʌŋktʃə(r)/ złapać gumę  
**hazard** /'hæzə(r)d/ zagrożenie, niebezpieczeństwo  
**heatwave** /'hi:t weɪv/ fala upałów  
**horn** /hɔ:(r)n/ róg  
**industrial plant** /ɪn,dʌstriəl 'plɑ:nt/ fabryka, zakład przemysłowy  
**leaf/leaves** /li:f, li:vz/ liść/liście  
**litter** /'lɪtə(r)/ śmieci  
**mane** /meɪn/ grzywa  
**marine life** /mə'ri:n laɪf/ flora i fauna morska  
**melt** /melt/ topnieć, rozpuszczać się  
**open dumping** /əʊpən 'dʌmpɪŋ/ nielegalne wysypisko śmieci  
**overpopulation** /,əʊvə(r)'pɒpjə'si:ʃ(ə)n/ przeludnienie  
**pro-environmental attitude** /,prəʊ ɪnvaɪrən'ment(ə)l 'æti,tju:d/ podejście pro-ekologiczne  
**put out a fire** /pʊt ə 'faɪə(r)/ ugasić ogień  
**rare** /reə(r)/ rzadki  
**role models** /'rɒl ,mɒd(ə)lz/ wzory do naśladowania  
**roots** /ru:ts/ korzenie  
**rubbish bin** /'rʌbɪʃ bɪn/ kosz na śmieci  
**sleepwalk** /'sli:pwɔ:k/ chodzić we śnie, lunatykować  
**spokesperson** /'spəʊ(r)ks,pɜ:s(ə)n/ rzecznik/rzeczniczka  
**stem** /stem/ łodyga  
**strengthen sea defences** /,streŋθən(ə)n si:di'fensɪz/ wzmacniać wały nadmorskie  
**stuff** /stʌf/ rzeczy, coś  
**stuffed body** /stʌft 'bɒdi/ wypchane ciało  
**swap** /swɒp/ zamieniać, wymieniać  
**technological advances** /tek'nɒlədʒɪk(ə)l əd'vɑ:nsɪz/ postęp technologiczny  
**zilch** /zɪltʃ/ kompletnie nic