



Fact OR Fake?

How much do you know about **climate change** and **protecting the environment**?

- 1 Because of **global warming**, the sea level has gone up by 20 centimetres since 1900. *c; Fact*
- 2 More **greenhouse gases** are produced by the USA than any other country. *h; Fake*
- 3 About 15 billion trees are **cut down** every year. *a; Fact*
- 4 Turkey holds the world record for **planting** the most **trees** in one hour. *b; Fact*
- 5 Warsaw is the European capital with the worst **air pollution**. *i; Fake*
- 6 24% of the UK's rubbish is sent to **landfills**. *f; Fact*
- 7 China is the world leader in developing and using **solar power**. *g; Fact*
- 8 We can produce all the **oil** and **gas** that the world needs. *j; Fake*
- 9 Every year in the EU, people **use public transport** almost 60 million times. *d; Fake*
- 10 In English, the 3 Rs of the environment mean '**reduce** - **reuse** - **recycle**'. *e; Fact*



1 1.20 Read and listen to the *Fact or Fake?* quiz. In your notebook, match sentences 1–10 with pictures a–j.

2 1.21 Work in pairs. Do the *Fact or Fake?* quiz. Then listen and check your answers. What extra information did you learn?

Look: compound nouns

climate change (noun + noun) } = compound nouns
solar power (adjective + noun) }

3 Match the words in box A with the words in box B to make compound nouns. Write the answers in your notebook.

A climate ■ air ■ global ■ solar ■ sea
 public ■ greenhouse

B pollution ■ transport ■ gases ■ warming
 level ■ change ■ power

4 1.22 **Eco-friendly activities** Listen to Sara talking about eco-friendly activities. Which of these things does she and her family do?

- recycle:** glass ✓ ■ paper ✓ ■ plastic ✓
 tin cans ✓ ■ food waste ✓
- save:** electricity ✓ ■ gas ■ petrol ■ water ✓
- do a clean-up:** on a beach ■ in a park ✓
 by a river ■ on a street

5 Work in pairs. What do you do to protect the environment? Take turns to answer the question.

What do you do to protect the environment?

I / We ...

climate change, air pollution, global warming, solar power, sea level, public transport, greenhouse gases

Grammar hub: The passive



▶ VIDEO 07



Present simple passive

Paper **is/isn't recycled** in my town.
Electrical gadgets **are/aren't recycled** in my town.

Past simple passive

A new landfill **was/wasn't opened** in our town last week.
Greenhouse gases **were/weren't created** by burning gas and oil.

Future simple passive

Climate change **will/won't be stopped** by technology.
Will climate change **be stopped** by technology?
Yes, it **will**. / No, it **won't**.

»» Grammar summary on page 29

1 In your notebook, complete the text with Present simple passive forms of the verbs in brackets.

The 'greenhouse effect'

- Oil and gas ¹**are used** (use) in homes and factories.
- A greenhouse gas called methane ²**is produced** (produce) by cows.
- Greenhouse gases ³**are sent** (send) into the Earth's atmosphere.
- The greenhouse effect ⁴**is created** (create).
- Global warming ⁵**is caused** (cause) by the greenhouse effect.

2 In your notebook, write sentences using the words below and the Past simple passive.

Last year in Brainytown, ...

- | | |
|---|--|
| 1 500 trees / plant
<i>500 trees were planted.</i> | 2 a lot of paper / recycle
<i>a lot of paper was recycled.</i> |
| 3 two landfills / close
<i>two landfills were closed.</i> | 4 only one tree / cut down
<i>only one tree was cut down.</i> |
| 5 gas and electricity / not waste
<i>gas and electricity weren't wasted.</i> | 6 air pollution / not reduce
<i>air pollution wasn't reduced.</i> |

3 What do you think will happen in the future? In your notebook, complete the sentences with **will be** or **won't be**. Then have a class vote.

In the future,

- endangered animals _____ protected.
- the Amazon rainforest _____ destroyed.
- all of the oil and gas in the world _____ used up.
- new types of energy _____ created.
- public transport _____ used more.

Grammar hub: Present perfect passive

The rubbish **has/hasn't been recycled**.
The trees **have/haven't been planted**.
Has the environment **been damaged**?
Yes, it **has**. / No, it **hasn't**.
Have the polar bears **been protected**?
Yes, they **have**. / No, they **haven't**.

»» Grammar summary on page 29

4 Look at the pictures. In your notebook, write six sentences with the verbs in the box. Use the Present perfect passive with **yet** or **already**.

cut down ■ recycle ■ pollute



- The trees have already been cut down.*
- The tree hasn't been cut down yet.*
- The bottles haven't been recycled yet.*
- The bottle has already been recycled.*
- The river has already been polluted.*
- The river hasn't been polluted yet.*

5 Work in pairs. Take turns to ask and answer questions about the pictures in exercise 4.

In picture 1, have the trees been cut down yet?

Yes, they have.

*In picture 1, have the trees been cut down yet? Yes, they have.
In picture 2, has the tree been cut down yet? No, it hasn't.
In picture 3, have the bottles been recycled yet? No, they haven't.
In picture 4, has the bottle been recycled yet? Yes, it has.
In picture 5, has the river been polluted yet? Yes, it has.
In picture 6, has the river been polluted yet? No, it hasn't.*

1 HAPPY Earth DAY

22nd April **10^{am} – 4^{pm}**

Brayntown Community Centre

- 10 am – 11 am Q&A Your questions about climate change **will be answered** by Professor Bill Green.
- 11 am – 12 am Film A documentary about the greenhouse effect **will be shown** after the Q&A session.
- 12 am – 2 pm Lunch Please bring vegetarian food to share!
- 2 pm – 4 pm Games Games **will be organised** in the garden (if the weather permits) or indoors.

All the events can be attended for free.

- 2 Between 2010 and 2020
 - A. the Earth became 10 degrees Celsius warmer.
 - B.** average temperatures were recorded every year.
 - C. the temperature of the Earth increased by 3 degrees Celsius.
- 3 The author of text 2
 - A.** describes the causes and effects of global warming.
 - B. explains how he/she has been affected by climate change.
 - C. thinks that climate change won't be stopped.

2 **1.23** Read and listen to text 2. In your notebook, complete the table with the causes and effects below.

sea levels are going up ■ trees are cut down
 fossil fuels are burnt ■ the Earth is becoming warmer
 the weather is getting more extreme ■ farming

Global warming	
causes	effects
trees are cut down, fossil fuels are burnt, farming	sea levels are going up, the Earth is becoming warmer, the weather is getting more extreme

3 **Seasons and weather** Say what the weather is usually like where you live in each season. How might it change in the future with global warming?

spring ■ summer ■ autumn ■ winter
 cloudy ■ foggy ■ snowy ■ sunny ■ windy ■ wet
 warm ■ hot ■ cold ■ freezing

In summer, it's usually warm.
 In the future, it might get hotter.

Life skills: Protecting the environment

use public transport ■ plant more trees
 recycle rubbish

Which of these things do you do?

How many more things can you think of that may help to prevent climate change?

4 Work in groups of three. Make a poster to answer the question. Use the prompts below and your ideas.

HOW WILL YOUR COUNTRY BE AFFECTED BY CLIMATE CHANGE IN THE FUTURE?

weather
 people
 endangered animals

2 FAQs: Global warming

What is global warming?

Global warming is the process of our planet becoming warmer. During the last hundred years, the Earth's temperature has already gone up by 1°C. The average temperatures which **were measured** between 2010 and 2020 were all higher than usual.

What causes global warming?

Global warming **is caused** when greenhouse gases, like carbon dioxide and methane, create a greenhouse effect around the Earth. Greenhouse gases **are created** by burning fossil fuels, such as oil and gas, and by farming. There's more CO₂ in the atmosphere now because many **trees have been cut down**.

How have we been affected by global warming?

Many homes around the world **have** already **been destroyed** by floods and forest fires. Experts say this extreme weather **is caused** by climate change and global warming is one of its symptoms.

How will we be affected in the future?

Cities that **are situated** near the coast **might be damaged** by rising sea levels. If the world's temperature goes up by 3°C, cities like Miami and Shanghai **will be destroyed**.

How can we prevent global warming?

We can use public transport and recycle more things so that less rubbish is sent to landfills. We can also plant more trees to replace those which **have been cut down**. Every little thing helps, so let's all try to protect the environment!

Brainy fact

Cows produce more methane than the oil industry!

1 **Przeczytaj teksty 1. i 2. W zadaniach 1–3 spośród podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.**

- 1 Text 1 was written to
 - A. explain what the greenhouse effect is.
 - B.** invite people to a community event.
 - C. present a new book about climate change.

Speaking

lesson 4

UNIT 2

Lesson objectives: **Functions:** doing a survey (asking for clarification and repetition, checking understanding); **Vocabulary:** eco-friendly activities at home

- 1 1.24 Read and listen to the dialogue. In your notebook, complete gaps 1–4 with questions a–d in the Look box.

Hello. I'm doing a survey about eco-friendly activities in your home ¹ d.

Sure – go ahead!

Have solar panels been installed in your home?

² c

I mean, has someone installed solar panels on the roof of your house?

Ah, no. I'm afraid not.

OK. And is the TV usually left on standby?

No, definitely not! We always switch off all the electrical appliances.

Great! And have the old-fashioned light bulbs been changed?

³ a

Yes, of course. Have you got eco-friendly light bulbs? ⁴ b

Ah, yes, I do. But I'm not sure. I'll ask my parents.

SURVEY: How eco-friendly is your house?		YES	NO
1	Have solar panels been installed?	<input type="checkbox"/>	<input type="checkbox"/>
2	Is the TV usually left on standby?	<input type="checkbox"/>	<input type="checkbox"/>
3	Are the electrical appliances always switched off when not in use?	<input type="checkbox"/>	<input type="checkbox"/>
4	Have the old-fashioned light bulbs been changed?	<input type="checkbox"/>	<input type="checkbox"/>
5	Are eco-friendly cleaning products used?	<input type="checkbox"/>	<input type="checkbox"/>
6	Is rainwater collected and reused?	<input type="checkbox"/>	<input type="checkbox"/>

- 2 In your notebook, match the questions in the Look box with these functions. How do the people in the dialogue reply to each question?

- przeprowadzanie ankiety *Sure – go ahead!*
- sprawdzanie zrozumienia *Ah yes, I see what you mean.*
- prośba o powtórzenie *a* *Yes, of course...*
- prośba o sprecyzowanie *c* *I mean, ...*

- 3 Work in pairs and practise the dialogue in exercise 1. Which thing in the survey is done in the girl's home? *All the electrical appliances are switched/turned off when not in use.*

Look

- Sorry, can you say that again?
- Do you know what I mean?
- Sorry, what do you mean?
- Could I ask you a few questions?

- 4 1.25 In your notebook, match these eco-friendly activities with pictures 1–6. Then listen, check and repeat. Which of the activities are done in your house?

switch off all electrical appliances **5**
 not leave the TV on standby **2**
 install solar panels **1** ■ use eco-friendly cleaning products **4**
 replace old-fashioned light bulbs **3** ■ collect rainwater **6**



- 5 Uzupełnij luki w dialogach 1–2, tak aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.

- X: Is rainwater reused here?
Y: Sorry, *what do you / what does that* mean?
X: I mean, do you collect and reuse the rainwater?
- X: Who were these solar panels installed by?
Y: Sorry, can *you say that* again, please?
X: Yes, of course. Who installed these solar panels?

- 6 Work in pairs and do the survey. Follow the instructions.

How eco-friendly is your school?

- Copy the model survey into your notebook and add one more question.
- Student A asks the questions and ticks (✓) the correct boxes.
- Student B gives true answers about your school.
- Swap roles.

Hello! I'm doing a survey about eco-friendly activities at your school. Could I ask you a few questions?

Sure – go ahead!

Vocabulary 2 and Listening

Lesson objective: *plants*

- 1 **1.26** Listen and repeat the words below. In your notebook, label items 1–10 in the picture with the correct words.

leaf ■ branch ■ seed ■ root ■ trunk ■ berry ■ soil
herbs ■ mushrooms ■ crops ■ to water ■ to grow

Look: Plurals

herb → herbs berry → berries
leaf → leaves branch → branches



- 2 **1.27** Read the text. In your notebook, write the missing words. Then listen and check.

HOW DOES PHOTOSYNTHESIS WORK?

A plant gets water from the soil through its 1 roots – from the rain or when we 2 water it. The plant gets CO₂ (carbon dioxide) from the air through its 3 leaves, and energy from the sun. This energy turns the water and CO₂ (carbon dioxide) into sugar and oxygen. The plant uses the sugar to 4 grow, and to make flowers, 5 seeds, and fruit (like e.g. 6 berries). People and animals use the oxygen to breathe. So, we survive thanks to plants!

- 3 **1.28** Work in pairs. Play *Guess the word!* In turns, give definitions of the words from exercise 1 and guess the words.

They're plants which we eat.

Crops?

No – we use them when we're cooking.

Herbs?

Correct!

! Tips

Pamiętaj, aby udzielać krótko w zadaniach, które polegają na odpowiedzi na pytania po wysłuchaniu informacji.

- 4 **1.28** Usłyszysz dwukrotnie opis procesu uprawy słoneczników. Na podstawie informacji zawartych w nagraniu odpowiedź krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszytcie.

1 Before planting the seeds, how deep should you make the holes in the soil?

(About) 12 millimetres. / 1.2 centimetres.

2 What should be done after planting the seeds?

The seeds should be watered.

3 Where was the world's tallest sunflower grown?

(In) Germany.

- 5 **1.29** Usłyszysz dwukrotnie recenzję aplikacji do rozpoznawania rodzajów drzew. Na podstawie informacji zawartych w nagraniu odpowiedź krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszytcie.

1 To start with, what should you take a photo of?
Any part of a tree. / A leaf, branch, trunk, or fruit. / Leaves, branches, trunks, fruit.

2 What types of plants are *not* included in this app?
Flowers, herbs and bushes.

3 Where can this app be used?
Anywhere. / Anywhere in Britain / the UK. / In the countryside.

- 6 **1.30** Work in pairs. Follow the instructions. *Example answer: p128*

- Listen to some information about mushrooms.
- On a piece of paper, each student writes three questions about the information in the recording.
- Swap with your partner. Then listen again and answer your partner's questions. Remember to use short answers!

Grammar hub: The active and the passive



Active: He planted it 60 years ago.

Passive: It was planted (by him) 60 years ago.

Active: We won't cut down this tree.

Passive: This tree won't be cut down (by us).

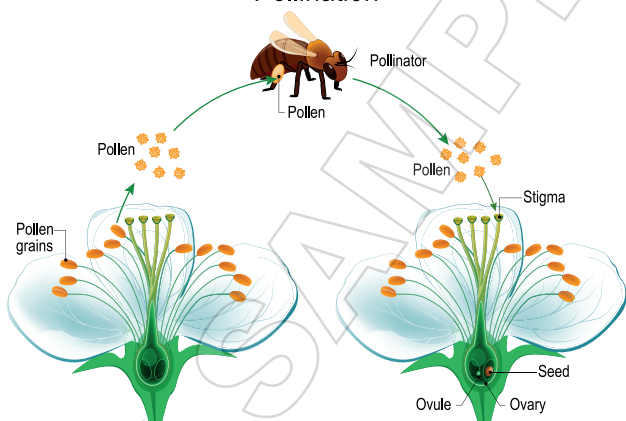
>>> Grammar summary on page 29

1 In your notebook, rewrite these active sentences in the passive voice. Use by if it is necessary.

- My mum usually waters the plants.
The plants are usually watered by my mum.
- The government has protected this forest.
This forest has been protected by the government.
- They planted those crops last year.
Those crops were planted last year.
- My brother will plant these seeds.
These seeds will be planted by my brother.
- People usually add herbs to this dish.
Herbs are usually added to this dish.

2 Work in pairs. Student A says an active sentence, then Student B makes it passive.

Pollination



- bees / carry / pollen / from one flower to another
A: *Bees carry pollen from one flower to another.*
B: *Pollen is carried from one flower to another (by bees).*
- flowers / use / the pollen / to make their seeds
A: *Flowers use the pollen to make their seeds.*
B: *The pollen is used by flowers to make their seeds.*
- the wind / carry / the seeds from one flower to another
A: *The wind carries the seeds from one flower to another.*
B: *The seeds are carried from one flower to another by the wind.*
- we / call / this process / 'pollination'
A: *We call this process 'pollination.'*
B: *This process is called 'pollination.'*

3 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować znaczenie zdania wyjściowego. W każdej lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- My sister took that photo of the tree trunks. **WAS**
That photo of the tree trunks was taken by my sister.
- These branches haven't been cut down by my father. **CUT**
My father hasn't cut down these branches.
- We will eat those crops next spring. **BE**
Those crops will be eaten next spring.

Grammar hub: Passive questions with prepositions

What are these herbs used **for**?

Who were those flowers planted **by**?

Where have these mushrooms been collected **from**?

Who will these flowers be sent **to**?

>>> Grammar summary on page 29

4 Work in pairs. In turns, say passive questions for the answers below.

- Endangered animals are protected by the government.
Who are endangered animals protected by?
- Those trees were used for making paper.
What were those trees used for?
- The solar panels will be installed by my uncle.
Who will the solar panels be installed by?
- Global warming has been caused by the greenhouse effect.
What has global warming been caused by?
- Planet Earth will be protected by all of us!
Who will planet Earth be protected by?

5 Animals Work in pairs. Imagine you are volunteers at a zoo. It's midday and you're checking the feeding schedule.

- Copy the schedule into your notebooks and add 5 more animals together..
- Student A completes the morning feed column.
- Student B completes the evening feed column.
- In turns, ask and answer passive questions and complete the schedules.

Who were the penguins fed by this morning?

The penguins were fed by Ewa this morning.
Who will the penguins be fed by this evening?

Schedule	morning feed	evening feed
penguins	Ewa	Piotr



- 1 1.31 Listen and read about the Svalbard Global Seed Bank. How many seed samples can be kept there? *4.5 million seed samples can be kept there.*

Web Encyclopedia

Svalbard Global Seed Bank

The Svalbard Global Seed Bank is like a library – it **has been designed** to store 4.5 million seed samples.* Seeds for crops, fruit trees, vegetables and herbs from around the world **are kept** there. It's like making backups of all the world's plants!

Location:	the island of Spitsbergen, in Svalbard (Norway)
Distance from the North Pole:	1,300 kilometres
Opened in:	2008
Built by:	Norway's government
Seeds from:	78 countries
Total capacity:	4.5 million seed samples



The Global Seed Bank **was built** to protect the world's plants from possible problems such as war and climate change. In the future, if plants **are destroyed**, we will be able to grow new ones using these seeds.

Hopefully, most of the seeds in Svalbard **won't be needed**. But some of them **have already been used**. After Syria's plants **were destroyed** in a war, seeds from the Global Seed Bank **were used** to grow new crops.

The Global Seed Bank **is located** inside a mountain, 130 metres above sea level, to protect it from the effects of global warming. The temperature of the rooms **is cooled** to -18 degrees Celsius **by** a special cooling system.

All countries can store seeds there. For example, 32 types of potato **were sent** from Ireland. Poland sent its first seeds there in 2019. 406 different types of Polish crops **were sent**, and more **will be sent** in the next few years.



*one seed sample = 500 seeds

- 2 Przeczytaj ponownie tekst. Zgodnie z jego treścią uzupełnij luki 1–3 w e-mailu. Zapisz odpowiedzi w zeszycie.

Od: Ania	Do: Tomek
Tytuł: Projekt pt. „Ratowanie Ziemi”	
<p>Hej, Tomek! Pamiętasz, jak rozmawialiśmy o skutkach zmiany klimatu? Znalazłam ostatnio ciekawą stronę o Globalnym Banku Nasion. Znajduje się on na wyspie ¹ <i>Spitsbergen/Szpicbergen</i> w Norwegii. Przechowywane są w nim nasiona roślin uprawnych, warzyw, drzew owocowych oraz ² <i>ziół</i> z całego świata. Polska wysłała do tej pory już ³ <i>406</i> próbek z nasionami. Wygląda na to, że nie ma powodu do zmartwień – ludzkość zawsze będzie miała możliwość uprawiania roślin i zawsze będziemy mieć co jeść!</p> <p>Może opiszemy ten bank w naszym projekcie?</p> <p>Ania</p>	

- 3 Answer the questions. Use the correct passive or active forms.

- When was the Svalbard Global Seed Bank opened? *The Svalbard Global Seed Bank was opened in 2008.*
- Who was it built by? *It was built by Norway's government / the Norwegian government.*
- Why was it built inside a mountain? *It was built inside a mountain to protect it from the effects of global warming / to keep it cool.*
- How many countries have sent seeds? *78 countries have sent seeds.*
- When did Poland start sending seeds to Svalbard? *Poland started sending seeds to Svalbard in 2019.*

- 4 1.32 Usłyszysz dwukrotnie rozmowę o banku nasion *Millennium*. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

Location: West Sussex, England **Opened in:** ¹ *2000*
Now has: about ² *two/2* billion seeds from more than ³ *95* countries
Objectives: to store seeds from all UK plants and ⁴ *25* % of the world's plants

Discover more!

- 5 Work in pairs. Choose task A or B and make a poster for the classroom wall.

- A Find out about Polish plants which could be stored in the Global Seed Bank. Think about:

crops ■ flowers ■ trees ■ herbs
fruit and vegetables ■ grass

- B Find out more about Svalbard. Think about:

the weather ■ town(s) ■ tourism
plants and animals ■ protecting the environment

Lesson objective: a formal email (describing an environmental problem, explaining the possible consequences, presenting an alternative solution)

Brainy phrases

Paragraph 1

We are writing to complain about ...

Recently, ...

We think this is a (serious) problem because ...

Paragraph 2

If ..., this will be good / bad for ...

There will / won't be ...

For these reasons, we (don't) agree with ...

Paragraph 3

Instead, we would like to ...

We hope that ...

We would also like to suggest ...


To Subject

Dear Sir/Madam, *Szanowny Panie! / Szanowna Pani! / Szanowni Państwo!*
 We are writing to complain about *Zwracamy się ze skargą związaną z...*
 an environmental problem in our town.

- 1 Recently, a few large trees have been cut down in front of our school, and we have heard that more will be cut down soon because they are sick. We think this is a serious problem because trees protect the environment against the effects of climate change.
- 2 If more trees are cut down, this will be bad for us and the environment. With fewer trees, there will be more air pollution near the school and there won't be much shade on hot summer days. For these reasons, we don't agree with the city's plans.
- 3 Instead, we would like to try to treat those trees. Our Biology teacher promised to help with that. We would also like to suggest planting flowers in front of the school. We hope that you will consider our offer.

We look forward to hearing from you soon.
Oczekujemy od Państwa odpowiedzi w niedługim czasie.

Yours faithfully, *Z poważaniem / Z wyrazami szacunku*
 Class 8B, Brainytown High School



1 Read the model email. What is described in paragraphs 1-3? Suggested answers:

In paragraph 1, an environmental problem is described. In paragraph 2, the possible consequences are explained. In paragraph 3, an alternative solution is presented.

2 Work in pairs. Translate the highlighted phrases into your language. Are the phrases formal or informal? They are formal.

3 Read paragraph 1 and the headline below. In your notebook, write the first part of your email to Brainytown Council.

BRAINYTOWN COUNCIL HAS REMOVED ALL PLASTIC RECYCLING BINS!

Paper and glass recycling bins will also be removed next month.

! Tips

- Pamiętaj, aby użyć fraz z sekcji *Brainy phrases*.
- Uzasadnij swoją opinię na temat decyzji rady.

🔍 Look: there will/won't be

There will be more air pollution near the school.

There won't be any trees left.

4 In your notebook, complete sentences 1-4 using the phrases in the box.

there will be ■ there won't be ■ will be ■ won't be

- 1 All these trees *will be* cut down next week.
- 2 *There won't be* much shade on hot summer days.
- 3 There aren't any recycling bins here, so this rubbish *won't be* recycled.
- 4 That means *there will be* a lot more rubbish going to landfills.

5 Work in pairs. Look at the problem described in exercise 3 again. Write the possible consequences in your notebook. Example answers:

If the recycling bins are removed, there will/won't be ...

If the recycling bins are removed, there will be more rubbish in landfills.

If the recycling bins are removed, there won't be any recycling facilities near our school.

6 Work in groups. What would you like to do about the problem described in exercise 3? Present your favourite idea to the class.

We would like to ...

7 Wyobraź sobie, że mieszkasz w Brainytown, gdzie właśnie zlikwidowano kosze do segregacji odpadów ze względu na ich nieestetyczny wygląd. Sprzeciwiasz się temu pomysłowi. Napisz list formalny do rady miejskiej.

W liście:

- opisz problem z punktu widzenia środowiska naturalnego;
- wytłumacz możliwe skutki usunięcia koszy;
- zaproponuj inne rozwiązanie.

Dear Sir/Madam,

I am writing to complain about an environmental problem in our town.

! Tips

- Użyj przynajmniej dwóch czasowników w stronie biernej.
- Pamiętaj, aby użyć konstrukcji: *there will/won't be*.
- Użyj poznanego słownictwa z dziedziny ochrony środowiska.



1 **1.33** Usłyszysz dwukrotnie cztery wypowiedzi na temat recyklingu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. At home we all reduce, reuse and recycle.
- B. Nearly all my clothes are reused.
- C. Plastic isn't recycled there.
- D. I've reduced plastic waste.
- E. My family isn't very eco-friendly.

1	2	3	4
D	E	C	B

4

2 Do każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Chcesz przeprowadzić ankietę na temat środowiska. Jak zaczniesz?
 - A. Can I answer a few questions?
 - B. Have the questions been answered?
 - C.** Could I ask you a few questions?
- 2 Nie usłyszałeś/usłyszałaś, co ktoś powiedział. Poproś o powtórzenie.
 - A. Shall I speak more loudly?
 - B.** Could you say that again, please?
 - C. Do you know what I mean?
- 3 Rozmawiasz z kimś, kto wydaje się nie rozumieć, o czym mówisz. Co powiesz, żeby to sprawdzić?
 - A.** Do you know what I mean?
 - B. Sorry, what do you mean?
 - C. What does that mean?

3

3 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.

1 Have all the electrical appliances been switched off?
Sorry, can/could you say that again?

2 Was the TV left on standby all weekend?!
Sorry, Mum. I forgot to switch/turn it off.

2

4 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.



In this photograph, we can see the island of Fongafale in Tuvalu, which is in the Pacific Ocean, between Australia and Hawaii. The photo was ¹ taken from an aeroplane – we can see part of the plane's

wing on the ² right. On the left, there are some houses which ³ are situated very close to the water. The people of Tuvalu are worried about global ⁴ warming because their homes might be destroyed. If the sea ⁵ level goes up, their islands will disappear under water!

5

5 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować znaczenie zdania wyjściowego (1–3). **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 People will send less rubbish to landfills next year. **BE**
Less rubbish will be sent to landfills next year.
- 2 The solar panel hasn't been installed yet. **INSTALLED**
They haven't installed the solar panel yet.
- 3 Did someone collect these berries in the forest? **BERRIES**
Were these berries collected in the forest?

3

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 In 2030, (będzie) there will be more greenhouse gases in the atmosphere.
- 2 Global warming (nie zostanie powstrzymane) won't be stopped next year.
- 3 Our old-fashioned light bulbs (nie zostały wymienione) haven't been changed / have not been changed yet.

3

The environment

air pollution /'eə pə,lu:f(ə)n/
zanieczyszczenie powietrza

climate change /'klaɪmət ,tʃeɪndʒ/
zmiana klimatu

cut down /,kʌt 'daʊn/
ściąć

global warming /,glɔ:b(ə)l
'wɔ:miŋ/
globalne ocieplenie

greenhouse gases /'grɪ:n,haʊs
'gæsɪz/
gazy cieplarniane

landfill /'lænd(ɪ)fl/
wysypisko śmieci

oil /ɔɪl/
ropa naftowa

gas /gæs/
gaz (ziemny)

plant trees /plɑ:nt 'tri:z/
sadzić drzewa

protect the environment
/prə'tekt ði ɪn'vaɪənmənt/
chronić środowisko

recycle /rɪ'saɪk(ə)l/
przetwarzać (odpady)

reduce /rɪ'dju:s/
ograniczać

reuse /ri:'ju:z/
wykorzystywać ponownie

sea level /'si: ,lev(ə)l/
poziom morza

solar power /'səʊlə ,paʊə(r)/
energia słoneczna

use public transport /'ju:z ,pʌblɪk
'træns'pɔ:t/
używać komunikacji publicznej

Doing a survey

Could I ask you a few questions? Czy mógłbym/mogłabym zadać ci kilka pytań?

Do you know what I mean? Wiesz, o co mi chodzi?

I mean, ... Chodzi mi o to, że...

I see what you mean. Wiem, o co ci chodzi.

I'm afraid not. Niestety nie.

I'm doing a survey about ...
Przeprowadzam ankietę na temat...

No, definitely not! Nie, zdecydowanie nie!

Sorry, can you say that again?
Przepraszam, mógłbyś/mogłabyś powtórzyć?

Sorry, what do you mean?

Przepraszam, ale co masz na myśli?

Sure – go ahead! Oczywiście, proszę bardzo/nie krępuj się.

Plants

berries /'berɪz/
owoce leśne

branch /brɑ:ntʃ/
gałąź

crops /krɒps/
rośliny uprawne, uprawy

grow /grəʊ/
rosnąć, uprawiać

herbs /hɜ:zbz/
zioła

leaf /li:f/
liść

mushroom /'mʌʃru:m/
grzyb

root /ru:t/
korzeń

seed /si:d/
nasiono

soil /sɔɪl/
gleba

trunk /trʌŋk/
pień

water (v) /'wɔ:tə(r)/
podlewać

Other

affect /ə'fekt/
wpływać na (coś)

attend /ə'tend/
uczestniczyć w (czymś), uczęszczać na (coś)

average /'æv(ə)rɪdʒ/
średni

breathe /bri:ð/
oddychać

burn /bɜ:n/
palić się

capacity /kə'pæsɪti/
pojemność

carbon dioxide /,kɑ:b(ə)n
daɪ'ɒksaɪd/
dwutlenek węgla

carry /'kæri/
przenosić, roznosić

cause (n/v) /kɔ:z/
przyczyna/powodować

community centre /kə'mju:nɪ
'sentə/
dom kultury, świetlica

cooling system /'ku:lɪŋ ,sɪstəm/
chłodzenie, system chłodniczy

destroy /dɪ'strɔɪ/
niszczyć

effect /ɪ'fekt/
efekt, skutek

endangered /ɪn'deɪndʒəd/
zagrożony (wyginięciem)

environment /ɪn'vaɪənmənt/
środowisko

factory /'fæktəri/
fabryka

feed (n) /fi:d/
pora karmienia

feeding schedule /'fi:dn̩ ,fedʒu:l/
pory karmienia

flood /flʌd/
powódź

food waste /'fu:ɪd ,weɪst/
odpady spożywcze

fossil fuels /'fɒs(ə)l ,fju:əlz/
paliwa kopalne

garden waste /'gɑ:d(ə)n ,weɪst/
odpady ogrodowe

government /'gʌvənmənt/
rząd

greenhouse effect /'grɪ:n,haʊs
ɪ,fekt/
efekt cieplarniany

methane /'mi:θeɪn/
metan

oil industry /'ɔɪl ,ɪndʌstri/
przemysł naftowy

oxygen /'ɒksɪdʒ(ə)n/
tlen

permit (v) /pə'mɪt/
pozwalać

photosynthesis /,fəʊtəʊ'sɪnθəɪsɪs/
fotosynteza

pollen /'pɒlən/
pyłki

pollination /,pɒlɪ'neɪf(ə)n/
zapylenie

protect against /prə'tekt ə'genst/
chronić przed

rainforest /'reɪn,fɒrɪst/
las deszczowy

recycling bin /rɪ'saɪklɪŋ ,bɪn/
kosz na odpady segregowane

remove /rɪ'mu:v/
usuwać

replace /rɪ'pleɪs/
wymieniać

review (v) /rɪ'vju:z/
recenzować

rubbish /'rʌbɪʃ/
śmieci

sample /'sɑ:mpl(ə)l/
próbka

seed bank /'si:d ,bæŋk/
bank nasion

store (v) /stɔ:(r)/
przechowywać

sunflower /'sʌn,flaʊə(r)/
słonecznik

survey /'sɜ:veɪ/
ankieta

survive /sə'vaɪv/
przeżyć

symptom /'sɪmptəm/
sympptom, objaw

technology /tek'nɒlədʒi/
technologia

treat /tri:t/
leczyć

turn off the lights /,tɜ:n 'ɒf ðə
'laɪts/
wyłączać światło

use up /,ju:z 'ʌp/
wykorzystać (w całości)

war /wɔ:(r)/
wojna

waste (v) /weɪst/
marnować

The passive

Strony biernej używamy, gdy nie wiemy, kto lub co jest wykonawcą czynności, lub gdy nie jest to istotne. Zdania w stronie biernej tworzymy za pomocą odpowiedniej formy czasownika *be* oraz formy *past participle* czasownika.

		<i>be</i>	past participle
Present simple	Air pollution	is	reduced.
Past simple	Air pollution	was	reduced.
Future simple	Air pollution	will be	reduced.
Present perfect	Air pollution	has been	reduced.

» lista czasowników nieregularnych – strony 126–127

Present simple passive

I **am invited** / **'m not invited** to the meeting.
 You **are protected** / **aren't protected**.
 He/She **is called** / **isn't called** an 'eco-warrior'.
 It **is recycled** / **isn't recycled** here.
 We/You **are invited** / **aren't invited** to the party.
 They **are watered** / **aren't watered** every day.
Is the air **polluted**? Yes, it **is**. / No, **it isn't**.

Past simple passive

I **was invited** / **wasn't invited** to the meeting.
 You **were protected** / **weren't protected**.
 He/She **was called** / **wasn't called** an 'eco-warrior'.
 It **was recycled** / **wasn't recycled** here.
 We/You **were invited** / **weren't invited** to the party.
 They **were watered** / **weren't watered** every day.
Was he **invited**? Yes, he **was**. / No, he **wasn't**.

Future simple passive

Affirmative
 I/You/He/She/We/You/They **will be protected**.
Negative
 I/You/He/She/We/You/They **will not (won't) be protected**.
Question
Will I/you/he/she/we/you/they **be protected**?
Short answer
 Yes, I/you/he/she/we/you/they **will**.
 No, I/you/he/she/we/you/they **won't**.

Project

Work in pairs and follow the instructions.

- 1 Look at the crazy invention.
- 2 Design and draw a new invention which could help to protect the environment.
- 3 Write passive sentences about your invention.
- 4 Vote for the best invention in your class.



This gadget was designed to ... It is made of ... It will be used by ...

Present perfect passive

Affirmative

I **have been invited** to a beach clean-up.
 You **have been invited** to a meeting.
 He/She **has been invited** to a party.
 It **has been polluted**.
 We/You **have been protected**.
 They **have been planted**.

Negative

I **have not been invited** to a beach clean-up.
 You **have not been invited** to a meeting.
 He/She **has not been invited** to a party.
 It **has not been polluted**.
 We/You **have not been protected**.
 They **have not been planted**.

Question

Have I **been invited**? **Have** you **been invited**?
Has he/she **been invited**? **Has** it **been polluted**?
Have we/you **been protected**?
Have they **been planted**?

Short answer

Yes, I **have**. / No, I **haven't**.
 Yes, you **have**. / No, you **haven't**.
 Yes, he/she **has**. / No, he/she **hasn't**.
 Yes, it **has**. / No, it **hasn't**.
 Yes, we/you **have**. / No, we/you **haven't**.
 Yes, they **have**. / No, they **haven't**.

Active and passive

Zdania w stronie czynnej (*active*) rozpoczynamy od podmiotu, który wykonał, wykonuje lub wykona daną czynność.

A factory **polluted** **the river**.

Zdania w stronie biernej (*passive*) mają inny szyk – zaczynamy je od przedmiotu lub osoby, która podlega danej czynności (dopełnienie), ale nie jest jej wykonawcą. Aby wskazać wykonawcę czynności, używamy *by*.

The river **was polluted** **by** **a factory**.

Passive questions with prepositions

W pytaniach w stronie biernej przyimki (np. *by, of, to, with*) zostają na końcu pytania.

Who was the river polluted **by**?
 What are these recycled products made **of**?
 What has it been made **with**?

There will be / There won't be

Konstrukcji *there will be / there won't be* używamy w celu określenia, czy w przyszłości coś zaistnieje lub nie.

There will be new leaves on the trees in spring.
There won't be any blackberries until September.
 Zamiast *There won't be* możemy użyć *There will be* wraz z *no*.
 There will be **no** blackberries.

Train your brain!

- 1 **Over to you!** What do you usually recycle at home? What isn't recycled at your house?

Daniel

My family and I recycle everything that we can. That includes ...

▶ VIDEO 08

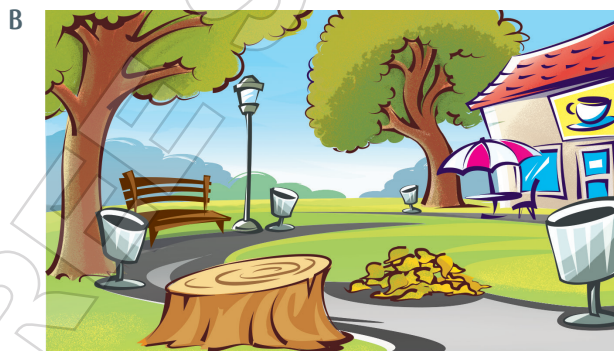
- 2 1.34 **Game** Work in pairs. In turns, play *Collect the compounds*. When you finish, listen and check who has more correct compounds.

global warming, climate change, sea level, air pollution, public transport, solar power, greenhouse gases, tree trunk, autumn leaves, flower seeds, fossil fuels

- 1 Student A says a word from the box.
- 2 Student B writes a compound noun with that word.

sea global climate level tree transport
seeds solar gases warming pollution public
fossil leaves change trunk power air flower
greenhouse autumn fuels

- 3 **Game** In groups of four, play *Spot the difference*. In your notebook, write six passive sentences about Picture B. Who will be the first to write six differences correctly?



The bench has been repaired.

Cumulative revision



Learning to learn!

- 4 **Vocabulary** Revise the vocabulary about environment. Follow the instructions.

- 1 Form eight groups.
- 2 Each group writes words for a different category on a large piece of paper.

plants ■ animals ■ weather and seasons
continents and countries ■ eco-friendly activities
eco-unfriendly activities ■ types of transport
natural places

- 3 In one minute, each group must write as many words as possible in their category.
- 4 After one minute, all groups leave their lists and move to a different place. In one minute, they add as many words as possible to the new category.
- 5 Continue until all the groups have seen all the categories. Which category has got the longest list of words?

- 5 1.35 **Grammar** Revise all the tenses!

Listen to the tense names. Then transform the sentence below into the tense or structure that you hear. Listen to the answers.



Young people are protecting the environment.

Young people are protecting the environment. = Present continuous
Present simple: Young people protect the environment.
Past simple: Young people protected the environment.
Past continuous: Young people were protecting the environment.
Present perfect: Young people have protected the environment.
Future simple: Young people will protect the environment.
going to: Young people are going to protect the environment.
Present simple passive: The environment is protected by young people.
Past simple passive: The environment was protected by young people.
Present perfect passive: The environment has been protected by young people.
Future simple passive: The environment will be protected by young people.

Project

- 6 Work in groups. Choose A or B and prepare a class presentation to explain how things have changed over the last century. Use the passive and active voices..

- A The Amazon rainforest
- B The polar icecaps

One hundred years ago, the Amazon rainforest wasn't protected. Now it is protected, but ...

Suggested answers:

The park has been cleared. The rubbish has been cleared / taken away. The trunk has been cut down. The leaves have been cleared. Recycling bins have been installed. A café has been opened.



Listening

1 1.36 Usłyszysz dwukrotnie tekst. Na podstawie informacji zawartych w nagraniu wybierz w zdaniach (1-3) właściwą z podanych odpowiedzi (A, B albo C). Zapisz odpowiedzi w zeszytcie.

- 1 Mike used to
 - A. pay for a music streaming service.
 - B.** listen to CDs.
 - C. have a slow Internet connection.
- 2 Mike wants to
 - A. do a survey about music streaming.
 - B. get a refund for a service that doesn't work.
 - C.** explain how to sign up for a service.
- 3 After 30 days,
 - A. you can share thousands of songs.
 - B. you will be sent free wireless earphones.
 - C.** payment will be taken from your account.

2 1.37 Usłyszysz dwukrotnie rozmowę na temat Galerii Figur Stalowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1-5) w poniższej notatce. Zapisz odpowiedzi w zeszytcie. Luki należy uzupełnić w języku angielskim.

THE GALLERY OF STEEL FIGURES

- Sculptures made of ¹ recycled steel
- Exhibitions in Warsaw, ² Prague/Berlin and ³ Berlin/Prague
- Cost: ⁴ 100 zł for a family ticket
- Opening hours: 9 a.m. until ⁵ 8 p.m. / 8 o'clock (in the evening) every day.

Language functions

3 1.38 Usłyszysz dwukrotnie cztery wypowiedzi (1-4). Do każdej z nich dobierz właściwą reakcję (A-E). Zapisz odpowiedzi w zeszytcie. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

1	2	3	4
C	A	E	D

- A. Not really. They don't work very well.
- B. I'd rather get a refund if that's okay.
- C. Yes, of course. What's the problem with it?
- D. Since the cables were installed a few years ago.
- E. Sure, go ahead! What would you like to know?

Reading

4 Przeczytaj tekst. Uzupełnij luki w zdaniach (1-3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszytcie.

RECYCLED T-SHIRTS

on sale
NOW
at Brainytown Sports Shop!



- ✦ Did you know that recycled plastic can be used to make eco-friendly clothes?
- ✦ £14.99 each, or a special offer for Brainytown customers: two for £25.
- ✦ Have you seen our 100% recycled T-shirts?
- ✦ Reduce waste, protect the environment, buy recycled products!
- ✦ Each T-shirt has been made from 7 recycled plastic water bottles.
- ✦ Share this advert with friends!
- ✦ T-shirts are sold in four sizes: S, M, L, and XL.

To watch a video of the production process [Click here](#)

- 1 These T-shirts are made from recycled plastic.
- 2 Two T-shirts can be bought for £25.
- 3 If you click on the link, you can see how the T-shirts are made/produced.

5 Przeczytaj teksty. W zadaniach (1-4) spośród podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszytcie.

Hi Sam,
Just a quick message to say that I got my money back for that speaker which you recommended. It was damaged, but I took it back to the shop because it had a one-year guarantee. See you at the homework club tomorrow?
Ricky

Delivered

Hi Dad,
Could you take the new wireless charger back to the phone shop when you're in town, please? If so, please tell them that it doesn't work and ask if they can replace it (I'd rather have a new one than get a refund). Thanks a lot!
Jane

- 1 Both texts are about
 - A. getting a refund.
 - B.** returning a product.
 - C. asking for help.

**Before you leave**

Please turn off the TV if it has been left on standby.
Make sure that all the other electrical appliances
have been switched off.

Help us to save energy and protect the environment.

Every little bit of energy-saving helps!

- 2 This text was written to
- complain about saving energy.
 - ask for advice about eco-friendly activities.
 - C** encourage people to protect the environment.

ORGANIC GARDEN DAY

When? Saturday 10th May, 10 a.m. – 4 p.m.

Where? Braintown Community Garden

Learn how to:

- » grow your own herbs,
- » identify different types of mushrooms,
- » make berry and vegetable smoothies,
- » prepare the soil to plant flower seeds.

All activities are free, but places must be booked in advance by visiting our website or downloading our app on your smartphone.

Tasty organic drinks and snacks will be served all day!



- 3 What can't you do at the Organic Garden Day?
- A** do the activities without booking in advance
 - use your smartphone
 - buy food and drinks

Billy,

- Thanks. I know I can always count on you!
- Please start by sending this parcel to Grandma at the post office.
- Could you do some things for me in town, please?
- Then collect my photocopies at the copy shop, and make an appointment for me to have my hair cut on Saturday.

Mum

- 4 The correct order of the sentences in the note is
- 3-1-4-2.
 - B** 3-2-4-1.
 - 2-4-3-1.

Use of English

- 6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–3). Zapisz odpowiedzi (A–F) w zeszycie.

Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | |
|-------------|-----------|-----------|
| A. replaced | B. broken | C. reason |
| D. invited | E. found | F. way |

**AN UNUSUAL JOURNEY**

Ten-year-old William lost his camera while he was at the beach at Thornwick Bay in eastern England. Two months later, his camera was ¹ E 500 miles away on a small German island called Süderoog. Holger Spreer and Nele Wree found the camera and shared a video online about its long journey. Twelve days later, they were contacted by William's father. Then, William and his family were ² D to Süderoog. This ³ F, they could collect the camera in person!

- 7 Uzupełnij zdania (1–5). Wykorzystaj w odpowiednich formach wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- My brother (leave / TV) left the TV on standby last night.
- While I (charge / battery) was charging the/its battery, my phone crashed.
- (you / top up) Have you topped up your phone yet?
- One thousand trees (plant / by) will be planted by/ are being planted by schoolchildren in this park next weekend.
- That speaker (not / connect) hasn't been connected to wi-fi yet.

Writing

- 8 Read the task and write an email in your notebook.

Wzięłeś/Wzięłaś udział w dniu otwartym zorganizowanym przez nowy sklep z urządzeniami elektronicznymi, który niedawno otworzono w twoim mieście.

Napisz e-mail do znajomego z Londynu, w którym:

- opisziesz produkty sprzedawane w tym sklepie;
- opowiesz znajomemu, co jeszcze robiłeś podczas wyjścia na miasto;
- zaprosisz znajomego na warsztaty organizowane przez nowy sklep w przyszły weekend.

E-mail powinien zawierać od 50 do 120 słów.

To

Subject

Hi Sam,

Have you heard about the new technology shop that has just opened in my town? I went to the open day today ...