

1 ★ Write the phrases in the box in the correct categories.

global warming ■ cut down trees  
 climate change ■ use public transport  
 plant trees ■ solar power ■ greenhouse gases  
 air pollution ■ reduce-reuse-recycle  
 send rubbish to landfills

Environmental problems	Protecting the environment

🔍 Look: compound nouns

2 Complete the compound nouns.

Air<sup>1</sup> \_\_\_\_\_ and greenhouse<sup>2</sup> \_\_\_\_\_  
 cause climate<sup>3</sup> \_\_\_\_\_. We can reduce this  
 by using solar<sup>4</sup> \_\_\_\_\_.

3 ★♻️ Eco-friendly activities Cross out the wrong words in the sentences below.




**BE ECO-FRIENDLY!**

- Recycle paper, gas, a beach and tin cans.
- Save electricity, water, a street and food waste.
- Do a clean-up on a glass, in a park, on a petrol, on a plastic or by a river.


4 ★★ Complete the sentences.




1 Save the planet! Use less \_\_\_\_\_ and \_\_\_\_\_!



2 Recycle waste! Don't send it to \_\_\_\_\_!



3 Use public transport – reduce air \_\_\_\_\_!



4 Don't \_\_\_\_\_ trees! \_\_\_\_\_ new trees!

5 ★★★ Write your own opinions. Use *good* or *bad* and add the reason.

- Planting trees is \_\_\_\_\_ because \_\_\_\_\_.
- Landfills are \_\_\_\_\_ because \_\_\_\_\_.
- Greenhouse gases are \_\_\_\_\_ because \_\_\_\_\_.
- Recycling is \_\_\_\_\_ because \_\_\_\_\_.

6 ★★ 05 🎧 Usłyszysz dwukrotnie cztery wypowiedzi związane z ochroną środowiska. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A often joins in clean-up activities.
- B started to worry about the environment 10 years ago.
- C has never worried about the environment.
- D helps the environment by donating money.
- E doesn't do anything to help environmental groups now.


1	2	3	4

Train your brain!


7 Join the words to make correct phrases. What's the Earth's message?



greenhouse	planting	E	save	P!	
climate	change		the		environment
gases	trees				



5 \_\_\_\_\_ the environment!



6 Global warming is making the \_\_\_\_\_ go up!

# Grammar 1

Lesson objective: *the passive (Present simple, Past simple, Future simple, Present perfect)*

## Grammar hub: The passive



▶ VIDEO 07

1 ★ Match the questions about Tom and Mia's inventions with the answers.

- |   |  |                          |   |                  |
|---|--|--------------------------|---|------------------|
| 1 | Was the brain hat designed to look good?             | <input type="checkbox"/> | a | No, it hasn't.   |
| 2 | Are memories stored in the brain hat?                | <input type="checkbox"/> | b | No, it wasn't.   |
| 3 | Is the brain hat connected to the head?              | <input type="checkbox"/> | c | Yes, they will.  |
| 4 | Will the e-Smell Readers be used by a lot of people? | <input type="checkbox"/> | d | No, they aren't. |
| 5 | Has the e-Smell Reader been put on sale?             | <input type="checkbox"/> | e | Yes, it is.      |

2 ★ Complete the details about how this family recycles things. Use the Present simple passive.



### THE ECO-INSPECTOR

This week, the Eco-Inspector visited a family in Bristol. Do you agree with his conclusion?

The family try to be eco-friendly. All the kitchen waste <sup>1</sup> \_\_\_\_\_ (put) in the kitchen bin. Plastic and paper things <sup>2</sup> \_\_\_\_\_ (put) in the recycling bins. Every month, photos of unwanted toys <sup>3</sup> \_\_\_\_\_ (upload) to a recycling site. Some rubbish <sup>4</sup> \_\_\_\_\_ (send) to a landfill. Oil and gas <sup>5</sup> \_\_\_\_\_ (not use) in the house. All their electricity <sup>6</sup> \_\_\_\_\_ (produce) by solar power. The cars <sup>7</sup> \_\_\_\_\_ (charge) with electricity every morning. I think they're doing well.

3 ★★ This is a photo of a rainforest area from 2–3 years ago. Use the Past simple passive to describe what happened there.



4 ★★ The people on the island below are worried. Write what they say about global warming. Use the Future simple passive.



- ice / melt / by global warming  
\_\_\_\_\_
- sea level / increase / by the melting ice  
\_\_\_\_\_
- our island / flood / by the sea  
\_\_\_\_\_
- our houses / destroy / by the flood  
\_\_\_\_\_
- our lives / ruin / by global warming  
\_\_\_\_\_

5 ★★ Complete the report with the Present perfect passive. Use the verbs in brackets.

### BRAINYTOWN RECYCLING REPORT

During the last three months, about 60% of our plastic waste <sup>1</sup> \_\_\_\_\_ (recycle). The other 40% <sup>2</sup> \_\_\_\_\_ (take) to landfill sites. Garden waste <sup>3</sup> \_\_\_\_\_ (not recycle) because we don't collect garden waste in winter. About 20% of our food <sup>4</sup> \_\_\_\_\_ (throw away). Most of this <sup>5</sup> \_\_\_\_\_ (send) for composting. All paper products <sup>6</sup> \_\_\_\_\_ (recycle).

not protect ■ cut down ■ not recycle  
send ■ not plant

- The trees \_\_\_\_\_.
- New trees \_\_\_\_\_.
- The environment \_\_\_\_\_.
- The rubbish left by the workers \_\_\_\_\_.
- The rubbish \_\_\_\_\_ to a landfill.

1 ★★ ♻️ Seasons and weather Read the poster and the article. Complete the table with information about the weather at the festival.

When	Season	Weather
two years ago	_____	_____
last year	_____	_____
this year	_____	_____



## THE ECO-FUN FESTIVAL COOKHAM CASTLE

**FRIDAY, JULY 15TH TO SUNDAY, JULY 17TH**

Join us for three days of eco-fun and music!  
Have fun and help to protect the environment  
at the same time!

The festival will be formally opened at 2:00 pm by our  
special guest, the eco-comedian C. Level.  
Everyone will be given a tree sapling when  
they arrive – the trees will all be planted  
at the opening ceremony.  
It's going to be hot and sunny this weekend,  
so come along and have lots of eco-friendly fun!

- All electricity will come from solar panels!
- All the wood and metal from the stage will be recycled!
- Nothing will be sent to landfills!

ABC **Brainy words**

2 Write the opposite. Use a dictionary.

- 1 genuine – \_\_\_\_\_
- 2 unforgettable – \_\_\_\_\_
- 3 uninhabitable – \_\_\_\_\_


3 ★★ 🎓 Przeczytaj teksty: 1. i 2. z ćwiczenia 1. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

- 1 Text 1 was written to
  - A make people think about the environment.
  - B invite people to an event at a local castle.
  - C advise people to take warm clothes to the festival.
- 2 Andy wants people to realise that
  - A most festivals are eco-friendly.
  - B some bands will be eco-friendly.
  - C the event he's describing is the most eco-friendly festival.
- 3 Andy says that
  - A he has forgotten the name of the eco-comedian.
  - B the eco-comedian is very eco-friendly.
  - C the eco-comedian makes you laugh about serious things.

2

### Andy's eco-events page

The Eco-Fun Festival is starting tomorrow! Everything is ready to go!



Top eco-friendly bands from all over the UK have been booked, and the food stalls have been put up!

Most festivals say they are 'eco-friendly' now, but this is the only one that really is **genuine** – it's 100% eco-friendly. This means that it's all about reducing, recycling and reusing things – so plastic cups and straws, oil and gas won't be used anywhere. It's recyclable eco-cups and solar power all the way!

Two years ago, the festival was held in December. That was great, but only if you like freezing foggy weather. ☹️ For the rest of us, it was a nightmare! My tent was **uninhabitable**. Last year, it was held in September, and it was wet, cold and windy. This year, I'm sure it'll be much better!

The Eco-Fun Festival is just what it says it is – it's really good fun! Eco-comedian C. Level's show is **unforgettable**! It's hard to believe, but, although global warming and climate change are not a joke, he'll have you laughing all the time!

One more thing – don't come in a car. There's no parking space for cars at the festival. There's a bus stop near the festival entrance, so come on public transport, on your bicycle, or on foot!

See you there!

4 ★★ 🎓 Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstów: 1. i 2. w ćwiczeniu 1.

New message

Hi Mia,

We're going to have an Eco-Fun Festival in the park, and it starts on <sup>1</sup>\_\_\_\_\_. I know you don't like serious eco-friendly events, but the Eco-Fun Festival really is good fun. It's a laugh a minute – that's why I'm telling you about it.

The festival takes place at <sup>2</sup>\_\_\_\_\_. We can get there by <sup>3</sup>\_\_\_\_\_ – it stops near the site. There'll be a lot of people there, so we should get there at <sup>4</sup>\_\_\_\_\_, which is half an hour before it starts. We can have something to eat at one of the eco-food stands.

So, are you going to come to the festival with us? I really hope so!

Lorna

Send

# Speaking

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

## 1 ★ Write sentences for the situations.

- You want the person to repeat what they said. (sorry / say)  
\_\_\_\_\_?
- You want to say 'no' in a strong way. (no / definitely)  
\_\_\_\_\_.
- You are not sure what the other person wanted to say. (sorry / mean)  
\_\_\_\_\_?
- Someone has asked you for permission to do something. You want to say that it's OK. (sure / ahead)  
\_\_\_\_\_.
- You want to check that the person understands what you said. (do / know / mean)  
\_\_\_\_\_?
- You want to say that you understand what someone has just said. (I / what / mean)  
\_\_\_\_\_.

## 2 ★★ Complete the text with the words in the box.

eco-friendly ■ install ■ standby ■ change ■ turn  
rainwater

**HOW CAN YOU HELP TO LOOK AFTER THE ENVIRONMENT?**

**THERE ARE LOTS OF SIMPLE WAYS TO DO THAT.**



- ❖ If you still use old-fashioned light bulbs, then <sup>1</sup>\_\_\_\_\_ them.
- ❖ Do you have solar panels for electricity? If not, you can <sup>2</sup>\_\_\_\_\_ some.
- ❖ If you use a lot of water in the garden, then it's a good idea to collect <sup>3</sup>\_\_\_\_\_ and use it to water the plants.
- ❖ If you leave the TV on <sup>4</sup>\_\_\_\_\_, then try to turn it off when you're not watching. In fact, you should <sup>5</sup>\_\_\_\_\_ off all electrical appliances when you're not using them.
- ❖ Finally, don't use any toxic cleaning products in your house – only use <sup>6</sup>\_\_\_\_\_ cleaning products.

## 3 ★★★ Write three more eco-slogans.

Save water! Collect rainwater for your garden!

Protect \_\_\_\_\_!  
Use \_\_\_\_\_!

Reduce \_\_\_\_\_!  
Install \_\_\_\_\_!

Reuse \_\_\_\_\_!  
Don't \_\_\_\_\_!

## 4 ★★ 06 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- I'm afraid I don't have one.
- Have you got a computer at home?
- Yes, I know exactly what you mean.
- How many exactly?
- I mean that I can't help you.

1	2	3	4
_____	_____	_____	_____

## 5 ★★★ Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

- X: That's just not good enough.  
Y: \_\_\_\_\_ again?
- X: I mean that you can do more to protect the environment.
- X: Do you think this is good enough?  
Y: \_\_\_\_\_ afraid \_\_\_\_\_.
- X: OK, I'll try to do it better.

# Vocabulary 2 and Listening

Lesson objective: *plants*

lesson **5** UNIT **2**

## 1 ★ Match the words with the correct definitions.

- 1 branch
- 2 herb
- 3 berry
- 4 root
- 5 crops
- 6 trunk

- a a very small fruit that you can eat
- b plants that are grown for people to eat
- c the tall central part of a tree
- d the part of a plant which is in the soil
- e a plant that gives flavour to food
- f the part of a tree that grows from the trunk and has leaves

## 2 ★ Complete the sentences with the words in the box.

soil ■ leaves ■ seeds ■ water ■ mushrooms

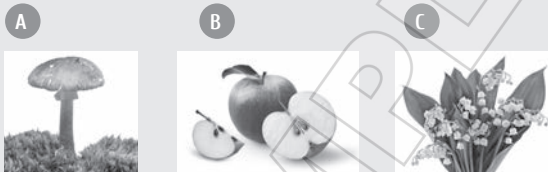
- 1 When it doesn't rain, you have to \_\_\_\_\_ your plants.
- 2 Plants grow better in good \_\_\_\_\_.
- 3 Some \_\_\_\_\_ are white, but when you cook them in oil, they turn brown.
- 4 The \_\_\_\_\_ of this plant are more than three metres long.
- 5 Some \_\_\_\_\_ are so small that they are difficult to see.

## 3 ★ 07 Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C).

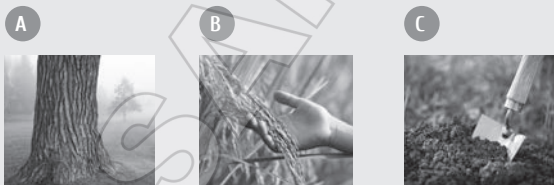
1 Which is Joe's favourite tree?



2 Which plant is the most dangerous?



3 What is the subject of the *Life with Plants* podcast this week?



4 What is the woman going to talk about?

- A How to grow herbs.
- B How to use herbs with food.
- C Where herbs come from.

5 What is the man's main message to teenagers?

- A It's always fun working with plants.
- B You can help other people when you work with plants.
- C You can earn a lot of money working with plants.

## 4 ★★ 07 Listen again and complete the sentences with the correct words.

Text 1

- 1 One of his favourite trees has long, thin \_\_\_\_\_.
- 2 There's an unusual plant with \_\_\_\_\_ that grow above water.

Text 2

- 3 Apple \_\_\_\_\_ can be dangerous if you eat too many.
- 4 One of the plants has poisonous roots, \_\_\_\_\_ and leaves.

Text 3

- 5 Last week, they talked about why farmers have to \_\_\_\_\_ their crops.
- 6 Most plants have \_\_\_\_\_ in the soil.

Text 4

- 7 Most herbs are easy to \_\_\_\_\_.

Text 5

- 8 Working with plants can help to reduce \_\_\_\_\_.
- 9 Some plant experts help people to grow better \_\_\_\_\_.

## 5 ★★★ Write up to three names of plants for these categories.

1 Herbs you can use in food:

\_\_\_\_\_

2 Healthy berries:

\_\_\_\_\_

3 Crops that farmers grow in Poland:

\_\_\_\_\_


4 Types of trees in Poland:


\_\_\_\_\_

5 Seeds that people can eat:

\_\_\_\_\_

1 ★★ Use the words and picture cues to make passive sentences. Then rewrite each sentence in the active form.

1 the  cut down by the trees were  
 Passive: The trees were cut down by the beaver.  
 Active: The beaver

2 the  been walked on by the have crops  
 Passive: \_\_\_\_\_  
 Active: \_\_\_\_\_

3 the  eaten by berries are the  
 Passive: \_\_\_\_\_  
 Active: \_\_\_\_\_

4 the  scared the be diver will by  
 Passive: \_\_\_\_\_  
 Active: \_\_\_\_\_

2 ★★★ Complete the text with the correct active or passive forms of the verbs in brackets. Circle the correct prepositions.



Trees help us in many different ways. For millions of years, trees <sup>1</sup> \_\_\_\_\_ (give) us food. Some medicines come from trees too – more than 2,000 years ago, the leaves and bark of willow trees <sup>2</sup> \_\_\_\_\_ (use) <sup>3</sup> from / by the Greeks to make salicin, a form of aspirin.

Wood is used <sup>4</sup> from / for building houses and making furniture, boats, fences, etc. In the past, all blocks of flats <sup>5</sup> \_\_\_\_\_ (made) <sup>6</sup> by / of metal, bricks and concrete. Nowadays, some blocks of flats <sup>7</sup> \_\_\_\_\_ (made) <sup>8</sup> by / of wood.

Trees <sup>9</sup> \_\_\_\_\_ (reduce) global warming. Carbon dioxide (CO<sub>2</sub>) <sup>10</sup> \_\_\_\_\_ (take) from the air by trees!

Finally, trees <sup>11</sup> \_\_\_\_\_ (improve) our mental health. Our level of stress goes down when we relax near trees. There's no doubt that our lives <sup>12</sup> \_\_\_\_\_ (improve) by trees.

3 ★★ Put the words in the correct order to make questions about trees. Underline the answers in the text in exercise 2.

- by Who aspirin was discovered ?  
\_\_\_\_\_
- in the past was Where taken from salicin ?  
\_\_\_\_\_
- is the atmosphere What trees taken from by ?  
\_\_\_\_\_
- our mental health How trees is by improved ?  
\_\_\_\_\_


4 ★★★ Who are the following things done by? Complete the sentences with the correct passive forms of the verbs in brackets and your own ideas.


- The food in my house (buy) \_\_\_\_\_
- Last night, dinner in my house (cook) \_\_\_\_\_
- The classrooms in my school (clean) \_\_\_\_\_ this evening.
- My favourite song (sing) \_\_\_\_\_
- The rubbish in the street (collect) \_\_\_\_\_ on \_\_\_\_\_

### Train your brain!

5 Read the text. Then complete the questions and write the answers.

Joe got up at 8:00. He went out at 8:55.  
 Laura got up at 9:00. She went out at 9:45.  
 The dishwasher was full at 8:00.  
 The dishwasher was empty at 8:30.  
 The rubbish was in the kitchen at 9:00.  
 The rubbish was outside at 9:30.

1  Who \_\_\_\_\_ by?  
 The dishwasher \_\_\_\_\_ by \_\_\_\_\_

2  Who \_\_\_\_\_ ?  
 The rubbish \_\_\_\_\_



## ★ ★ ★ ★ ★ Quiz - Svalbard Global Seed Bank ★ ★ ★ ★ ★

### 1 ★ What do you remember about the Svalbard Global Seed Bank? Choose the correct answers.

- |   |   |
|---|---|
| 1 How many types of seeds can be stored there?<br>A 4.5 million                      B 45 million | 4 How many types of seeds did Poland send in 2019?<br>A 46                                      B 406 |
| 2 What is the temperature in the seed bank?<br>A -18°C                              B -6°C        | 5 When was the seed bank opened?<br>A in 2008                              B in 2018                  |
| 3 How many types of potato did Ireland send?<br>A 32                                      B 302   | 6 Where is the bank?<br>A in Sweden                              B in Norway                          |

### 2 ★★ 🎓 Read about the biggest seed collection in the world and answer the questions below.



There are seed banks all around the world, and most specialise in different types of seeds. Svalbard, for example, specialises in keeping the seeds of crops and other kinds of food.

The largest seed bank of all, the Millennium Seed Bank (MSB) in England, wants to collect the seeds of all the plants in the world that are in danger of extinction. To do this, the MSB works with more than 100 organisations in 95 countries around the world. So far, more than 2 billion seeds have been added to the MSB collection.



Tree seeds are an important part of the MSB collection. There are 60,000 species of trees in the world; more than 8,000 of them are **endangered**, and more than 1,000 are almost extinct. The seeds of these trees and other plants are collected by scientists all over the world. Thanks to these scientists, the seeds of 11,000 types of trees have been added to the MSB collection. In years to come, thousands more types of seeds will be added.

The MSB hopes that the seeds will still **germinate** after hundreds of years. To make sure this happens, the seeds are

checked every 10 years. If they germinate, then the seeds are OK. So far, all the seeds are in good condition.

The MSB tries to collect large amounts of each seed. When they have enough seeds, they start to **distribute** them. The seeds are sent wherever they are needed – usually where plants are becoming **extinct** because of global warming or **habitat** destruction. The Millennium Seed Bank is located in a beautiful large park in south-east England. You can visit it and learn more about the valuable work that is being done there.

- |  |  |
|--|--|
| 1 How many types of trees are there in the world?<br>_____       | 3 How many seeds were there in the bank when the text was written? _____ |
| 2 How many types of trees are very close to extinction?<br>_____ | 4 How often do scientists test the seeds?<br>_____                       |

### 3 ★★ Read the text again and correct the answers below.

- 1 Q: How is the MSB different to other seed banks?  
A: It collects the seeds of plants and trees that look nice in their garden.  
\_\_\_\_\_
- 2 Q: Why do the scientists germinate the seeds?  
A: To make sure they taste good.  
\_\_\_\_\_
- 3 Q: Which seed bank specialises in the seeds of crops?  
A: The Millennium Seed Bank.  
\_\_\_\_\_
- 4 Q: Where are the seeds from the MSB taken to?  
A: To areas where people like growing plants.  
\_\_\_\_\_

### ABC Brainy words

#### 4 Complete the sentences with these words.

habitat ■ germinates ■ extinct ■ endangered distributed

- The place where an animal lives or plant grows is called a(n) \_\_\_\_\_.
- When a seed produces leaves and roots, it \_\_\_\_\_.
- A plant or animal that doesn't exist anymore is \_\_\_\_\_.
- A plant or animal that may not exist soon is \_\_\_\_\_.
- When something is taken to a lot of people or places, it is \_\_\_\_\_.

# Writing

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

## 1 ★★ Complete the email with the phrases in the box.

Recently ■ We think this is ■ We would also like to suggest ■ If nothing is done  
We are writing to complain ■ For these reasons

New message

Dear Sir / Madam,

1 \_\_\_\_\_ about the state of the river near our town.

2 \_\_\_\_\_, a lot of rubbish has been dumped into it. 3 \_\_\_\_\_ a serious problem because the plants and animals are affected by this.

4 \_\_\_\_\_ about this rubbish, the underwater plants will stop growing, and the fish and other water animals will not get enough food. They will die, and the river will become lifeless. And there will be no place for people to enjoy nature and for children to go swimming. 5 \_\_\_\_\_, we think the rubbish must be removed as quickly as possible.

We would like to ask the local council to organise a clean-up operation at the river. We hope that others in the community will join in and help. 6 \_\_\_\_\_ that the council should investigate who is leaving this rubbish.

We look forward to hearing from you soon.

Yours faithfully,  
Class 8, Dunstan College

Send

## 2 ★ Match the paragraphs with the content.

- Paragraph 1  a presenting a solution
- Paragraph 2  b describing an environmental problem
- Paragraph 3  c explaining the possible consequences

## Look: *there will/won't be*

## 3 ★★ Read about the beach and the plans for it. Imagine the consequences of the plans, and complete the sentences with *there will be / there won't be*.



Fedrington Beach is a beautiful place, but it's more than that – it's an important nature reserve. The forest next to the beach is home to thousands of birds and wild animals like deer and badgers, and the sea is home to many fish and even dolphins.

Now, the international company *WasteMaster* wants to cut down the forest and turn all the land into a landfill site for the town's rubbish.

- 1 \_\_\_\_\_ more rubbish on the beach.
- 2 \_\_\_\_\_ injured sea animals.
- 3 \_\_\_\_\_ a place for wild animals.
- 4 \_\_\_\_\_ any nice places to spend free time in.
- 5 \_\_\_\_\_ more pollution.

## 4 ★★★ Wyobraź sobie, że mieszkasz niedaleko Fedrington Beach. Okoliczne lasy mają być przekształcone w wysypisko śmieci. Napisz do rady miejskiej formalny e-mail w tej sprawie.

W e-mailu:

- opisz problem;
- przedstaw możliwe skutki;
- zaproponuj inne rozwiązanie.

Podpisz się jako XYZ. Użyj od 50 do 120 słów.

New message

Dear Sir / Madam,

I am writing to complain about the plan to ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Send



# Revision workout

Lesson objective: Revision of lessons 1–8

Over to you video 08  
page 88

Lesson 9 UNIT 2

## 1 ★ Match the words with the definitions.

- |                 |                          |   |
|-----------------|--------------------------|---|
| 1 oil           | <input type="checkbox"/> | a to change something so that we can use it again |
| 2 reduce        | <input type="checkbox"/> | b a place where rubbish is stored                 |
| 3 solar power   | <input type="checkbox"/> | c to stop using so much of something              |
| 4 reuse         | <input type="checkbox"/> | d a black liquid which we use to make petrol      |
| 5 landfill site | <input type="checkbox"/> | e to use something again                          |
| 6 recycle       | <input type="checkbox"/> | f electricity produced by the heat of the sun     |

## 2 ★★ Complete the sentences.

SIX EASY WAYS TO BE MORE ECO-FRIENDLY

- Change old-fashioned light \_\_\_\_\_.
- Install solar \_\_\_\_\_.
- Switch \_\_\_\_\_ all electrical appliances.
- Collect \_\_\_\_\_ when it rains.
- Don't leave the TV on \_\_\_\_\_.
- Use eco-friendly \_\_\_\_\_ products.

## 3 ★★ Complete the words below.

- Parts of a tree: l \_\_\_\_\_ f, t \_\_\_\_\_ k,  
b \_\_\_\_\_ h, r \_\_\_\_\_ t, s \_\_\_\_\_ d
- Plants you can use for food:  
c \_\_\_\_\_ s, h \_\_\_\_\_ s, b \_\_\_\_\_ s
- What plants need to grow:  
s \_\_\_\_\_ l, w \_\_\_\_\_ r

## 4 ★★ Complete the sentences with the words in the box.

gases ■ change ■ pollution ■ protect  
warming ■ sea levels

Air<sup>1</sup> \_\_\_\_\_ creates greenhouse<sup>2</sup> \_\_\_\_\_.  
These cause global<sup>3</sup> \_\_\_\_\_. The result of this  
is climate<sup>4</sup> \_\_\_\_\_ and increasing<sup>5</sup> \_\_\_\_\_.  
We must<sup>6</sup> \_\_\_\_\_ the environment!

## 5 ★★ Number the sentences in the correct order to make two conversations.

- A  Sure – go ahead!

B  No, definitely not!

C  Could I ask you a few questions?

D  Do you think we can ignore global warming?
- A  I'm afraid not. I'm in a hurry.

B  Sorry, what do you mean?

C  I mean, could I ask you a few questions about how you protect the environment?

D  Hi, I'm doing a survey about attitudes to the environment.

## 6 ★★ Complete the pairs of active and passive sentences.

- | Active   | Passive  |
|--|--|
| 1 Joe organises an eco-festival every year.            | _____ by _____   |
| 2 This year, _____                                     | This year, some big problems were caused by the visitors.      |
| 3 The visitors left a lot of rubbish.                  | _____ by _____   |
| 4 _____  | Public transport wasn't used by the visitors.                  |
| 5 The festival has produced a lot of greenhouse gases. | _____  |
| 6 _____  | All the rubbish will be sent to landfills by the town council. |
| 7 Next year, Joe will organise a better festival.      | Next year, _____   |

## 7 ★★ Uzupelnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Greenhouse gases are produced when gas \_\_\_\_\_ (burn).
- Since last year, public transport \_\_\_\_\_ (use) a record number of people.
- \_\_\_\_\_ (who / give) the best grade in the last class test?
- We hope that global warming \_\_\_\_\_ (reduce) sometime in the future.



Listening

1 08 Usłyszysz dwukrotnie rady dotyczące hodowli roślin. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-3. Na pytania należy odpowiedzieć w języku angielskim.

- 1 How often should you water your plant?  
\_\_\_\_\_
- 2 How far from a sunny window is a good place for a plant?  
\_\_\_\_\_
- 3 Where is the most important place to look for insects on your plant?  
\_\_\_\_\_

Language functions

2 Wpisz w każdą lukę (1-6) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

- A
- X: Good afternoon. I <sup>1</sup> \_\_\_\_\_ (like) return this wireless charger, please.  
 Y: Oh dear. What's the problem?  
 X: It <sup>2</sup> \_\_\_\_\_ (work). I don't know why.  
 Y: OK. Would you like to replace it?  
 X: No, thank you. I would rather <sup>3</sup> \_\_\_\_\_  
 \_\_\_\_\_ (back), please.



- B
- X: I'm doing a survey about solar panels.  
<sup>4</sup> \_\_\_\_\_ (ask) a few questions?  
 Y: Yes, of course.  
 X: Have you installed solar panels?  
 Y: What <sup>5</sup> \_\_\_\_\_ (mean)?  
 X: I mean, do you have solar panels on the roof of your house?  
 Y: No, <sup>6</sup> \_\_\_\_\_ (afraid).



Reading

3 W zadaniach 1-4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

Right now is a great time to pick blackberries in the countryside. They can be found in lots of places, and they're delicious. Make sure you know exactly what blackberries look like – you can get very sick if you eat other, similar types of berries. The leaves, branches and berries should be checked to make sure they're real blackberries.



We all know that blackberries are good for you, but be very careful when you buy them. They should always have a sell-by date. Fresh, ripe blackberries are the best to pick up, but remember that, after a few days, they often go soft.



- 1 Both texts are about
- A the health value of eating blackberries.
  - B why eating berries can be dangerous.
  - C finding the best blackberries.



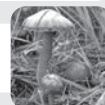
This is my favourite mushroom. It's quite common, and its red top is beautiful, but it can be very poisonous.

I really like this mushroom. It can be found in fields, and it's easy to cook.



Another of my favourite mushrooms. It's delicious, but, unfortunately, it's not very common in England.

I love this mushroom! You can eat it, but it's rare, so we shouldn't pick it.



- 2 This text is about
- A mushrooms that the writer likes.
  - B mushrooms that you shouldn't eat.
  - C the different colours of mushrooms.



PLANT A TREE, PROTECT THE ENVIRONMENT  
 Collect your free tree on Saturday between 10:00 am and 5:00 pm.  
 Please plant your tree on Sunday at the latest.  
 These trees are young and small, so you can carry them.  
 Please walk to the collection centre - keep air pollution down.  
 Prepare the soil before you collect the tree.

- 3 What should you not do?
- A Plant your tree in soil.
  - B Go to the collection centre in your car.
  - C Plant your tree the day after you collect it.

2:30pm

Nathan,

1 After that, I sent a parcel from the post office. I saw a friend there who laughed at my new haircut!

2 I didn't do it earlier because I had to go to the barber's.

3 My hair was very long, and it didn't look good, so I had it cut.

4 I've just set up my social media account so that we can send each other messages.

Matt

- 4 The correct order of the sentences in this message is
- A 2 - 3 - 1 - 4.  
B 4 - 2 - 3 - 1.  
C 3 - 2 - 4 - 1.

4 Przeczytaj tekst. Uzupełnij luki w zdaniach 1-3 zgodnie z treścią tekstu.



### The Computer Hospital is open today!

- ▶ Have you got a problem with your computer? If so, we're at the Town Hall every Saturday from 9:00 am to 1:00 pm.
- ▶ Bring your computer and our volunteers will do their best to fix it. Then make a donation - you decide how much to give.

#### Look at what our visitors have said:

*I couldn't scroll up or down with my mouse. They opened it and cleaned it - and it started working!*

★★★★★

*My computer crashed, and I couldn't start it again. They told me about the 'safe mode' and started the computer with it. They fixed the issue and now my computer is working again!*

★★★★★

*I spent a lot of money on a wireless charger, but I couldn't use it. They showed me how it works!*

★★★★★

#### We're here for you!

All donations are used to plant more trees in our town.

- 1 The volunteers at the Town Hall try to \_\_\_\_\_.
- 2 One of the volunteers used the safe mode to \_\_\_\_\_.
- 3 If a visitor gives the volunteers money, they use it to \_\_\_\_\_.

### Use of English

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

- 1 These headphones stopped working (*kiedy słuchałem*) \_\_\_\_\_ to my favourite song.
- 2 (*Używałam*) \_\_\_\_\_ a tablet last year, but now I prefer my smartphone.
- 3 The plant (*była podlewana*) \_\_\_\_\_ every day, but it died anyway.
- 4 My sister likes Polish food, but (*nigdy nie jadła*) \_\_\_\_\_ bigos.
- 5 (*Używam*) \_\_\_\_\_ a smartphone since 2016.
- 6 The amount of air pollution (*wzrosło*) \_\_\_\_\_ since last year.
- 7 At 1:00 am, (*spałem*) \_\_\_\_\_, but a noise woke me up.
- 8 My family (*oglądała*) \_\_\_\_\_ television when I phoned them.
- 9 We made a lot of salad, but I'm sure it (*zostanie zjedzona*) \_\_\_\_\_.
- 10 Unfortunately, we can't go to the concert - all the tickets (*zostały sprzedane*) \_\_\_\_\_.

### Writing

6 Prowadzisz bloga o rozwiązywaniu różnych problemów. Napisz wpis na blogu.

We wpisie:

- opisz ostatni problem techniczny z jakimś urządzeniem;
- napisz, jak pomogłeś/pomogłaś rozwiązać problem ekologiczny;
- opisz incydent, jaki Ci się przydarzył podczas korzystania z jakiejś usługi.

Podpisz się jako XYZ. Użyj od 50 do 120 słów.

*You've got a problem? Perhaps I can solve it! Here are some problems and how I solved them.*

*I had a problem with my*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_