

Aims

Vocabulary: the environment (*Świat przyrody: zagrożenia i ochrona środowiska naturalnego*)

Listening: for detailed understanding (fact or fake quiz and a dialogue)

Lead-in

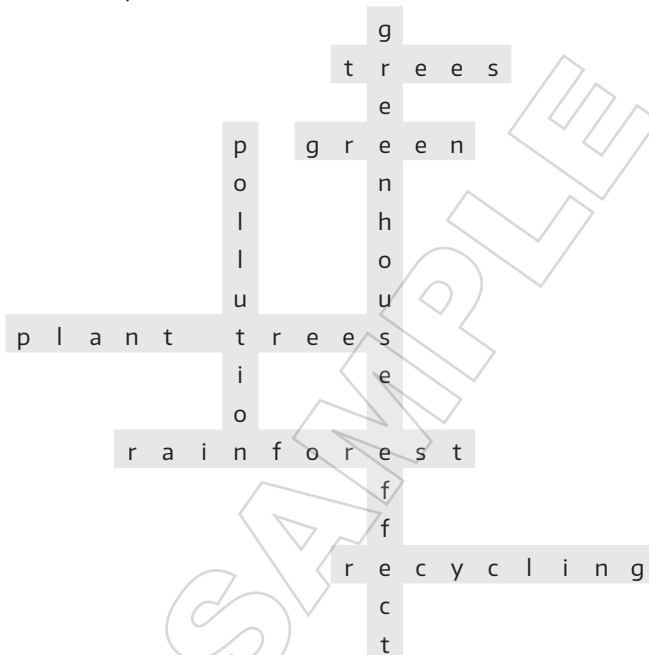
Play hangman with the word ENVIRONMENT.

Before exercise 1 Extra practice 1

Make a word cloud on the board with the class. Write *protect the environment* on the board and ask students to come up and write any words associated with this topic that they can think of. Encourage them to write words and phrases in different sizes and connect letters (like in a crossword puzzle). Allow them to use a dictionary. Tell your students to copy the word cloud into their notebooks when they finish.

Suggested answers:

greenhouse effect, pollution, green, recycling, trees, rainforest, plant trees



After exercise 3 Extra practice 2

Put your students into pairs with their notebooks closed. Tell them to test each other on compound nouns. Student A says a word, Student B says a word that collocates with it to make a compound noun.

Before exercise 4 Extra practice 3

Tell your students to look at the words in their word cloud and underline any words/phrases connected with protection of the environment and then compare their words with those in exercise 4. If there are any extra, tell them to add the word or phrase to their word cloud.

After exercise 5 Fast finishers

Ask fast finishers to turn to the pair of classmates nearest them and listen to their conversation to see if they all do any of the same activities to help protect the environment. Tell them to make a note in their notebooks while listening of any different activities mentioned.

Happy goodbye

Play a sentence formation game. Write a key word from this lesson on the board about protecting the environment. Ask for a student volunteer to make a sentence with that word. If the sentence is correct, ask the volunteer to come to the board, write a different word and name another student to make a sentence using that word.

Example:

Teacher writes: glass

Student volunteer says: *I recycle glass bottles to protect the environment. Water!*

Homework

Workbook, page 15

Aims

Grammar: the passive (Present simple, Past simple, Future simple, Present perfect)

Speaking: giving opinions about what will happen to the environment in the future

Optional materials: a piece of A4 paper for each group of 4 students (for Extra practice 1)

Lead-in

Have a quick participle verb test to prepare students for the passive forms of the verbs. Divide the class into two large teams and give Student A in each team a piece of paper. Say the infinitive of a verb and both Students A write the participle as quickly as they can. Pass the paper to Student B and continue. When all students have finished, check with the class to see who got the most correct answers.

Verbs: *buy – bought, recycle – recycled, stop – stopped, use – used, send – sent, create – created, cut – cut, close – closed, destroy – destroyed, pollute – polluted*

✓ Quick check

Write the compound nouns from lesson 1 on the board and put your students in groups of three. Ask Student A in each group to choose one of the compound nouns and define it for the others to guess.

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

Grammar hub: The passive



Option 1 (5 minutes)

Ask your students to look at the video still and guess what the boy is holding. (Answer: It's not an e-reader!)

Option 2 (10–15 minutes)

Play VIDEO 07 (<https://macmillandlaucznia.pl/brainy-kl-8>). Tell your students to look at the passive verbs in the speech bubbles and make them active. Finally, get the students to do the TASK TIME! which is at the end of the video.

TASK TIME!

True or false?

- 1 The brain hat electrodes are attached to the back of your neck. (False)
- 2 When you wear the hat, your sense of smell is stimulated. (False)
- 3 The e-Smell Reader will be used by everyone in the future. (True)

➤➤ After exercise 2 ➤➤ Extra practice 1

Give each group of four students a piece of A4 paper and tell them to tear it into six pieces. Write the six verbs from exercise 2 on the board and tell each pair to write a passive sentence using each of the verbs on a different piece of paper. The sentences must be different than the ones in exercise 2. When they have finished, tell students to swap their sentences with another group. Students check and correct the other group's sentences and then swap them back.

➤➤ After exercise 3 ➤➤ Extra practice 2

Put your students in pairs and ask each pair to choose 2–3 of the statements in exercise 3 to discuss. Ask them to say if they agree with each other and justify their opinions. Write the phrases below on the board for them to use.

Do you agree with me? Why? / Why not? What do you think?

Example:

I think that in the future, endangered animals will be protected. What do you think?

Happy goodbye

Ask your students to choose three words from the Quick check vocabulary at the beginning of this lesson and use a dictionary or the Internet to add 2–3 more collocations.

Example:

climate – climate change, climate scientist, cold climate, dry climate

Homework

Workbook, page 16

Aims

Vocabulary & Grammar: revision of lessons 1–2

Reading: for general and detailed understanding (texts about climate change with multiple choice questions)

Lead-in

Ask your students to look quickly at the title of text 1 and ask them what they think Earth Day is and what people do on that day. Elicit ideas and write them on the board. Tell your students to read the text and check their ideas.

Before exercise 1

Exam skills: Reading – multiple choice

Tell your students that some questions in a multiple choice task require understanding the general meaning and purpose of a text. Ask them to look at the questions in exercise 1 and say which of them asks about the whole text and not about details.

Brainy fact

Methane, which is emitted when cows burp, is the second most common greenhouse gas on the planet, but its effect on the atmosphere is about thirty times more harmful than that of CO₂. In Australia, scientists are suggesting we feed cows pink seaweed to reduce the amount of methane gas they produce.

Grammar in context

Tell your students to look at text 2 about climate change and count the examples of each tense of the passive.

Answers:

Present simple passive – 4

Past simple passive – 1

Present perfect passive – 4

Future simple passive – 2

Life skills: Protecting the environment

Suggest some key words to your students to help them think of more ways to prevent climate change and protect the environment.

Suggested key words: plastic, reuse, save, carpool, paper, bottles

After exercise 2 Extra practice 1

Practise retelling text 2. Put your students in pairs. Tell them to look at their table of causes and effects of global warming from exercise 2 and make sentences similar to those in the texts. Tell them to check with the original texts 2 when they finish.

After exercise 3 Extra practice 2

Tell your students to go online and find information about weather in a different city or country and how global warming might change it.

Encouragement note

When students are working in groups of three in exercise 4, encourage each of them to take on a role where they can show their good work – some will be better at creating artwork for the poster, other at writing the text.

Happy goodbye

Put your students in pairs. Student A faces the board, Student B turns away. Write a word from this lesson on the board and ask Student A to define it for Student B. Students change roles with each word you write on the board. If you are concerned that your students might speak Polish in this activity, put them in groups of three and have Student C check if only English is used.

Homework

Workbook, page 17

Let's read – Analysing text types

Get the students to read more! Tell them to open their books to page 120 where they will learn to talk about different aspects of a text and write an analysis of a short text.

Aims

Functions: doing a survey (asking for clarification and repetition, checking understanding)

Vocabulary: eco-friendly activities at home

Lead-in

Write these key letters on the board for students to guess the vocabulary in the listening.

E_O-FR_ _NDLY
OLA P_ _ELS
LI_ _ _BULB_
APPL_ _NC_S

Answers:

ECO-FRIENDLY, SOLAR PANELS, LIGHTBULBS, APPLIANCES

Look

Write the phrases from the *Look* box out of order on the board and ask your students to come to the board and put them in the correct order.

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

Answers:

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

Before exercise 3 Extra practice 1

Put your students in pairs and prepare to practise the dialogue without using the books. Tell Student A to keep their notebook open and read the lines of the dialogue in green to Student B, who has to try to remember the other lines. Swap roles.

Before exercise 4 Extra practice 2

Write parts of the eco-friendly activities in two columns on the board. Ask students to come to the board and match the parts to make correct phrases.

<i>install</i>	<i>rainwater</i>
<i>not leave</i>	<i>electrical appliances</i>
<i>change</i>	<i>old-fashioned light bulbs</i>
<i>use eco-friendly</i>	<i>the TV on standby</i>
<i>switch off all</i>	<i>solar panels</i>
<i>collect</i>	<i>cleaning products</i>

Answers:

install solar panels
not leave the TV on standby
change old-fashioned light bulbs
use eco-friendly cleaning products
switch off all electrical appliances
collect rainwater

Before exercise 5

Exam skills: Language functions – completing the dialogue

Remind your students that, in order to find the correct answer, it is essential to read and understand what comes before and after the missing phrases.

Happy goodbye

Write *the most eco-friendly student at our school* on the board. Ask students to come to the board and make a mind map of all the things the most eco-friendly student does.

Homework

Workbook, page 18

Aims

Vocabulary: plants (*Świat przyrody: rośliny*)

Listening: for detailed understanding (text about growing sunflowers and review of a mobile app)

Optional materials: some flowers (for Lead-in); two pieces of scrap paper for each student (for Happy goodbye)

Lead-in

Ask your students to describe some flowers you brought. Check if they can name any parts of the plants (e.g. petals, leaves).

Look: plurals

Ask your students whether they know any other nouns in English which have irregular plural forms, similar to *knife – knives*. Give them a clue with nouns they might know: *man – men, person – people, foot – feet, child – children*.

After exercise 1 Extra practice 1

Ask your students to use their dictionaries to find different words that collocate with the answers to exercise 1.

Example answers:

trunk – of a tree, an elephant

branch – of a tree, a company

seed – of a flower, cereal

berry – raspberry, blueberry, blackberry

leaf – of a flower, a tree, a bush

roots – of a plant, a tree, a vegetable

Before exercise 3 Extra practice 2

Write these prompts on the board to help your students give better definitions.

It's something which we ... (verb)

We use it to ... (verb)

It's made of ... (noun), it's ... (adjective)

Before exercise 4

Exam skills: Listening – answering questions

Ask students to read the questions in exercise 4 and 5 and think what kind of information they need to look for in the text (a number, measure, name of a plant/place, etc.). Then ask them to try to come up with some possible options for each question and check if they were correct while listening.

Joke

What did the little tree say to the big tree?

Leaf me alone!

Happy goodbye

Tell your students these facts about sunflowers. Tell your students to write *T* on one piece of paper and *F* on the other and raise the correct one for each fact.

- The sunflower is the national flower of Ukraine.*
- Sunflowers move their heads round to face the sun at all times.*
- The painter Monet loved sunflowers so much he painted a famous picture of them.*
- There are about 50 different types of sunflower.*

Answers:

1 T 2 T 3 F (van Gogh) 4 F (there are 70)

Homework

Workbook, page 19

Aims

Grammar: the active and the passive; passive questions with prepositions

Speaking: asking and answering questions about a zoo

Lead-in

Ask for nine volunteers to come to the front of the class. Give each volunteer the name of an animal (*bat, camel, chimpanzee, kangaroo, ostrich, owl, penguin, bear, shark*) to either draw or, if they are brave, mime for the class to guess.

✓ Quick check

Draw an unlabelled flower on the board and ask your students to copy and label it correctly in their notebooks.

Grammar hub: The active and the passive

Point out to your students that *by* + noun at the end of a passive sentence is only sometimes used if the information is relevant. For example, we don't usually write *by people*.

After exercise 1 **Extra practice 1**

Ask your students to think of another collocation for the verbs in exercise 1, and then to think of a passive sentence using the new collocation.

Examples:

To water – grass / flowers

The grass is watered every weekend by my dad.

To protect – the environment

The environment isn't protected.

To plant – tree / herbs / flowers

The flowers in our garden were planted by my mum last year.

To add – ingredients

The ingredients were added to make the cake.

Before exercise 3**Exam skills: Use of English – paraphrasing**

Before students do exercise 3, remind them to look carefully at each sentence and decide which of them need to be changed to passive and which require change to active.

Answers:

1 active – passive

2 passive – active

3 active – passive

After exercise 4 **Extra practice 2**

Put your students into pairs and tell them to close their books. Students ask each other the passive questions they made in exercise 4 and see who can remember the correct answers.

Happy goodbye

Ask the class: *Who will your food be prepared by this evening?*

Homework

Workbook, page 20



Aims

Culture: global seed banks

Reading: for detailed understanding (article about the Svalbard Global Seed Bank)

Listening: for detailed understanding (a dialogue about the Millennium Seed Bank)

Lead-in

Tell your students they are going to read about the Global Seed Bank. Ask them to predict what they think is done there.

Grammar in context

Put your students in pairs and ask them to choose three examples of sentences in the passive from the text, each in a different tense, and make each sentence into a question.

Answers (students only choose 3):

Why has it (the Global Seed Bank) been designed?

Why was it built?

What will happen if plants are destroyed?

Will all the seeds be needed?

Have some of the seeds been used?

What happened after Syria's plants were destroyed in a war?

What were the seeds from the Global Seed Bank used for?

Where is the Global Seed Bank located?

How is the temperature of the rooms cooled?

Where were the potatoes sent from?

How many types of Polish crops were sent and will be sent in the next few years?

Before exercise 2

Exam skills: Reading – completing an email in Polish

Tell your students to look at the language before and after the three gaps in the email in Polish. Put them in pairs and ask them to guess what kind of information is missing and what type of words (nouns, verbs, numbers, etc.) they might need to complete the gaps. Then, ask them to look for the relevant fragments in the text in English.

When they find the missing information, tell them to think if they need to change the forms of the words used in English when translating into Polish.

After exercise 4 Extra practice 1

When students have finished the listening task and checked their answers, ask them to remember the four questions asked in the recording. Give some clues. Listen to the text again to check their answers.

Clues:

_____ is the Millennium _____ Bank?

When _____ it opened?

How _____ seeds are _____ there _____?

Have they got _____ from all the _____ of the _____?

Answers:

Where is the Millennium Seed Bank?

When was it opened?

How many seeds are stored there now?

Have they got seeds from all the plants of the UK?

Brainy fact

There are about 1000 seed banks in the world today. The one in Svalbard is also known as the Doomsday Vault. It can withstand any disaster such as an earthquake or explosion.

Discover more!

Exercise 5

Tell your students to find photos of Svalbard or Polish plants to include in their poster.

Dyslexia tip – less text

Allow students with dyslexia to design the poster, focusing on making it look interesting, as opposed to spending a lot of time writing or rewriting long texts full of unnecessary information.

Happy goodbye

Watch a video with your class about the Global Seed Vault available on the Global Seed Vault official website:

<https://www.seedvault.no/news/svalbard-global-seed-vault-a-new-video/>.

Homework

Workbook, page 21

Aims

Writing: a formal email

Reading: for general understanding (an email describing an environmental problem)

Functions: describing an environmental problem, explaining the possible consequences, presenting an alternative solution

Grammar: passive

Optional materials: a sticky note for each student, with a few extra for those who can't write small enough (for Brainy phrases)

Lead-in

Ask your students to look out the classroom window and count how many trees they can see.

Brainy phrases

Tell your students to copy the *Brainy phrases* onto their sticky note and stick it into their notebook. They will have to write small, but doing this means the phrases will be more memorable for them when they have to write this type of email.

Before exercise 3 Extra practice 1

Write this example answer with gaps on the board and ask your students to fill the gaps to give them some help.

Recently, all plastic recycling bins _____ in Braintown, and paper and glass recycling bins _____ next month. We _____ this is a problem because recycling is a very important part of protecting the _____.

Answers:

Recently, all plastic recycling bins **have been removed** in Braintown, and paper and glass recycling bins **will be removed** next month. We **think** this is a problem because recycling is a very important part of protecting the **environment**.

Look: There *will/won't be*

Ask your students to identify which two sentences in exercise 4 are future passive and which two are future active with *there is / there are*.

Answers:

Passive sentences are numbers 1 and 3.

Before exercise 7

Exam skills: Writing – a formal email

Tell your students to use the model email at the beginning of this lesson and to include the ideas and solutions they thought of in exercise 6.

Remind them the email should be more formal as it is written to the Braintown Council.

After exercise 7 Extra practice 2

When students have finished, ask them to swap emails with a partner to read and correct them. Encourage students to share their ideas how to correct the emails or make the language more interesting.

Happy goodbye

Write the words *plastic*, *paper* and *glass* in three columns on the board. Give three students a piece of chalk / board pen each. Ask them to come to the board and add a suggestion of what can be made if we recycle any of these three materials. After writing their ideas, they give the chalk / board pens to three other students until all students have added their ideas.

Homework

Workbook, page 22



Aims

Revision of lessons 1–8: vocabulary, speaking and grammar in a variety of exam tasks

Exam tasks

Explain to the students that this lesson contains exam tasks that are likely to appear in the compulsory end-of-school exam (*Egzamin ósmoklasisty*). For a more standard revision, go to the corresponding page in the Workbook.

Lead-in

Ask students to remember what the three Rs stand for.

Answer:

Reduce, reuse and recycle.

After exercise 1 Post-exam task 1

Play utterance 4 of the audio recording again as a dictation exercise for the class.

After exercise 2 Post-exam task 2

Put your students into pairs to think of a situation for one of the other phrases in exercise 2.

Example:

1 A: You are a teacher helping your students prepare for an exam.

1 B: You are a teacher and you ask your students this at the end of a lesson.

After exercise 4 Post-exam task 3

Put your students in pairs and ask them to read the description of the picture together. Ask them to decide where to pause when reading it aloud (usually where the commas are placed or at a full stop but not always – encourage them to add pauses where the logical meaning of each phrase ends). Then ask them to read out loud to their partner in turn. The partner has to listen and check if the pauses were correct.

Suggested pauses:

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 taken from an aeroplane / – we can see part of the plane's wing on the right. / On the left, / there are some houses which are situated very close to the water. / The people of Tuvalu are worried about global warming / because their homes might be destroyed. / If the sea level goes up, / their islands will disappear under water!

Happy goodbye

Put your students in groups of four and ask one student from each group to say a definition or explanation of a phrase from this lesson for the others to guess. They swap roles until all students from the group have said the definition.

Homework

Workbook, page 23



Aims

General aims: revision of vocabulary and grammar from Unit 1 lessons 1–8, cumulative revision of vocabulary and grammar from *Brainy klasa 4–8*

Special aims: speaking skills (answering personalised questions about recycling), memory skills (vocabulary categories), listening skills (listening for detail); writing skills (definitions); cooperation (project work)

Optional materials: a small soft ball to throw (for Lead-in), a strip of paper for each student (for Extra practice 1)

Lead-in

Write these names of items you can recycle on the board and ask your students to fill in the missing letters.

____ PER
 CARD ____ RD
 GL ____
 ____ NS
 ____ ASTIC
 FO ____ WA ____ E

Answers:

PAPER, CARDBOARD, GLASS, TINS, PLASTIC, FOOD WASTE

Sound alert!

Ask your students to put these words in two groups according to the pronunciation of the underlined fragments.

power sea flower tree seeds greenhouse
 greenhouse

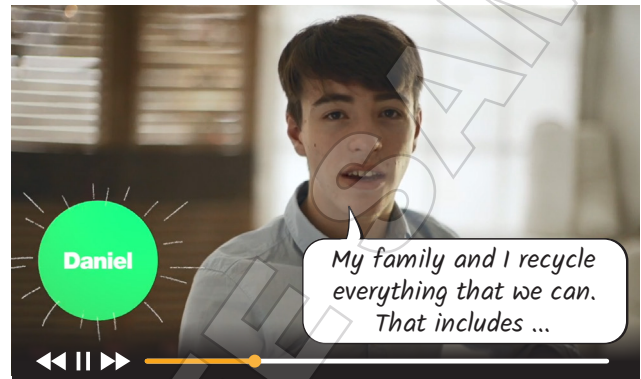
Answers:

A: sea, seeds, greenhouse, tree

B: power, greenhouse, flower

Over to you!

Exercise 1



Tell your students that they are going to watch a video together. Play VIDEO 08 (<https://macmillandlauczna.pl/brainy-kl-8>) and get them to write the names of items that the teenagers in the video recycle.

Answers:

paper, tins, cans, organic food (banana peels), glass (bottles), cartons, textiles, plastic containers, cardboard, vegetable waste, teabags

Cumulative revision

In *Brainy klasa 8*, we want to make sure students revise and remember everything they have learnt from *Brainy klasa 4–7*, so we have designed the revision exercises in this book to reflect that. You will find that students are asked to remember grammar, functional language, vocabulary and skills from previous *Brainy* books. This will help them with exam preparation as well as with raising their level of English in general.

After exercise 5 Extra practice 1

Put your students in pairs. Give each student a strip of paper and tell them to write a sentence on it, using any of the tenses or structures from this unit. Tell them to fold the piece of paper and pass it to their partner. Student A identifies the tense or structure used on their piece of paper and says it to Student B, who has to change the tense or structure on his/her piece of paper to match.



Project

Exercise 6

Help your students with these ideas for the project:

A: The Amazon rainforest: deforestation, indigenous people, illegal logging, water supply, temperature

B: The polar icecaps: climate variation, shrink, glacier, recovery

Happy goodbye

Put your students in groups of three or four.

Ask them to spell vocabulary from the vocabulary list of this unit to each other, using only their hands to make the letters.

Homework

Workbook, page 88

Aims

Revision of grammar, vocabulary and functional language from Units 1 and 2 through a variety of exam tasks (including listening, language functions, reading, use of English, writing)

Lead-in

Write the letters below on the board. Get the students to put the letters in the correct order to make words from units 1–2.

APNERHOES
OUACNTC
RCYEDCLE
GNURATEEA
MEAROTPSHN
TEBRATY

Answers:

EARPHONES
ACCOUNT
RECYCLED
GUARANTEE
SMARTPHONE
BATTERY

After exercise 5 **Extra practice 1**

Put the students into pairs, with one notebook between them. Ask them to write short messages, similar to those from exercise 5, about getting a refund (1A) and asking for help (1C). Tell them to use the messages from exercise 5 as models to guide their writing.

After exercise 6 **Extra practice 2**

Get the students to write sentences in the passive voice using the four verbs from the box in exercise 6 (*replace, break, invite, find*).

Happy goodbye

Put the students into pairs to read each other's emails from exercise 8. Get them to give each other feedback on the grammar and vocabulary used in each email.

Homework

Workbook, pages 24–25