MIKC Daugavpils Dizaina un mākslas vidusskola
“Saules skola”

Mācību priekšmets:

Svešvaloda I (B2)

Specialitāte: **Angļu valoda**

3. kurss

Pārbaudes darbs tēmas “Vide” nobeigumā

Metodiskā izstrādne

Izstrādnes autors: **Jekaterīna Ņikiforova**

Daugavpils
2024

ANOTĀCIJA

VĀRDS UZVĀRDS Jekaterīna Ņikiforova

METODISKĀS IZSTRĀDNES NOSAUKUMS Kontroldarbs tēmas "Vide" nobeigumā.

Sasniedzamais rezultāts: Sagatavot 3.kursa audzēkņus angļu valodas eksāmena rakstu un mutvārdu daļām, kur var būt ievietoti uzdevumi, saistīti ar tēmu "Vide".

Mērķauditorija (programmas nosaukums, kurss vai pedagogi): Svešvaloda I (B2) angļu valoda, 3.kursa audzēkņi, angļu valodas skolotāji

Metodiskās izstrādnes praktiskais pielietojums: Metodiskā izstrādne var būt pielietota tēmas "Vide" nobeigumā, kā kontroldarbs. Vai daļas no šīs izstrādnes var būt pielietotas dažādu prasmju, klausīšanas, lasīšanas, rakstīšanas pilnveidosānai, kā arī valodas krājuma pilnveidošanai.

Uzskates un citi mācību līdzekļi: Metodiskajā izstrādnē tika pielietoti un apkopoti teorētiskie un praktiskie materiāli no mācību grāmatas "Longman Exam accelerator, PEARSON, 2012, kā arī no interneta āvotiem www.esleschool.com, www.test-english.com un www.skola2030.lv

Metodiskās izstrādnes aktualitāte/novitāte: Šodienas angļu valodas eksāmenā gan rakstu daļā, gan mutvārdu daļā tiek piedāvāti uzdevumi, kuri ir saistīti ar tēmu "Vide". Lai sekmīgi nokārtotu tie uzdevumiem, audzēkniem ir jāapgūst gan atbilstošu vārdu krājumu, gan būt spējīgiem saklausīt,kontekstā jauni vārdi, gan pielietot tie mūtvārdu atbildēs.Lai to paveiktu vajag būt zināšanām, attiecīgajam vārdu krājumam, izpratnei par dažādiem informācijas pasniegšanās veidiem. Lai audzēkni varētu to pareizi izdarīt, tika veidota šī izstrādne.

SATURS

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IEVADS

Angļu valodas eksāmena rakstu daļas un mutvārdu daļas uzdevumi satur uzdevumi, kuri ir saistīti ar tēmu “Vide” . Mācību grāmata “Longman Exam accelerator, Pearson, 2012” piedāvā ļoti izklāstu un plašu materiālu pēc šīs tēmas, bet lai pārbaudītu audzēkņu sniegumu šīs tēmas ietvaros, nav piedāvāts kontroldarbs.

Šī izstrādne tika veidota, lai pārbaudītu audzēkņu zināšanas līmeni pēc tēmas apgūšanas, lai rastu viņos pārliecību, ka viņi zin šo tēmu, var pildīt dažādi uzdevumi, pielieto apgūtu leksiku attiecīgajā līmenī .

Metodiskā izstrādne sastāv no divām daļām: teorētiskās un praktiskās.

Teorētiskajā daļā tiek prezentēti jauna, saistīta ar tēmu leksika, definīciju saraksts, informāciju apkopojums. Tiek piedāvāta 11.nodaļa no grāmatas “Longman Examm accelerator, Pearson, 2012), kā arī jauna leksika no vietnes www.test-english.com, kura ir saistīta ar tēmu “Vide”.

Praktiskā daļa sastāv no kontroldarba, kurš sastāv no 4 uzdevumiem, kuri pārbauda dažādas prasmes: klausīšanas, lasīšanas, valodas lietojumu un rakstīšanas. Zem katra uzdevuma ir norādīts noteikts punktu skaits, kuru var saņemt skolēns par katru pareizu ztbildi. Un kontroldarba beigās ir norādīt maksimālais punktu skaits pat šo darbu, kas atbilst 100%. Kā arī pielikumos var atrast atbildes šim kontroldarbam un vērtēšanas kriteriji.

1.Teorētiskā daļa

“Mūsdienās daudz runā par globālo krīzi. Domā par tās radītām problēmām. Mēģina tās risināt. Katram cilvēkam ir par to savs viedoklis. Risinājums tiek meklēts un tas ir jāatrod. Šīs krīzes laikā mēs daudz jaunu uzzinam par sevi un apkārt esošo pasauli.” (http://raksti.daba.lv/referaati/2001/LDiediske/eseja_vide.html)

Angļu valodas eksāmena ietvāros auzdēkniem ir jābūt spējīgiem klausīties, lasīt un runāt par visu, kas ir saistīts ar tēmu “Vide”. Tāpēc tālāk tiek piedāvāts mācību materiāls šīs tēmas apgūšanai.

Sāksim ar jaunu leksiku, gan no mācību grāmatas, gan no internet vietnes www.test-english.com

Audzēkniem pašiem jāiztulko un jāiemācās jauni vārdi, vai frāzes. To vārdu vai frāžu tulkojumi, kuri viņi nespes atrast, var uzsprasīt skolotājam.

Pollution and the environment

In this B2 Pre-advanced **Vocabulary** Lesson about Pollution and the Environment, you will learn crucial terms related to environmental protection and sustainability. From the damaging effects of a growing carbon footprint to the protective actions of reforestation and sustainable practices, this lesson will equip you with the language needed to talk about environmental challenges and solutions. Check the pictures and read the texts and definitions below.

Threats to the environment



Our planet is facing an environmental crisis exacerbated by our growing **carbon footprint**[1]. This footprint results from all the **greenhouse gases**[2] we emit, often from burning **fossil fuels**[3] like

coal, oil, and natural gas for energy. These gases, including carbon dioxide, are the primary culprits behind the **greenhouse effect**[4], trapping heat in our atmosphere and leading to **global warming**[5] and **climate change**[6]. The consequences of climate change are very serious, with extreme weather patterns, **rising sea levels**[7] and the alarming process of **desertification**[8], where once fertile lands become deserts.

Deforestation[9] plays a significant role in accelerating these environmental issues. Cutting down vast areas of forest releases carbon dioxide and reduces the Earth's capacity to absorb existing carbon, making it difficult to counteract our **ecological footprint**[10]. This footprint measures the impact of human activity on Earth's resources, indicating how sustainably we live.

Another pressing issue is **plastic waste**[11], which clogs our oceans and landscapes, taking centuries to decompose. The accumulation of plastic not only pollutes but also contributes to **shrinking habitats**[12], threatening the survival of countless species. As our natural spaces dwindle, the delicate balance of ecosystems is disrupted, underscoring the urgency with which we must address our environmental responsibilities.

1 Carbon footprint: The total amount of greenhouse gases released by a person, group, or activity.

2 Greenhouse gases: Gases like carbon dioxide that trap heat in the Earth's atmosphere and contribute to global warming.

3 Fossil fuels: Natural fuels such as oil, coal, and natural gas that are used for energy.

4 Greenhouse effect: A process that occurs when certain gases in the Earth's atmosphere trap the sun's heat and warm the planet.

5 Global warming: Gradual increase in the average temperature of the Earth's atmosphere due to the greenhouse effect.

6 Climate change: Changes in global or regional climate patterns, largely due to the increase of the Earth's temperature.

7 Rising sea levels: Increasing height of the ocean's surface, mainly due to the melting of ice caps and glaciers and the expansion of seawater as it warms.

8 Desertification: The process by which fertile land becomes desert, often because of drought and deforestation.

9 Deforestation: The clearing or thinning of forests by humans that cut down trees often to make way for agriculture or development.

10 Ecological footprint: A measure of how much an individual or group consumes resources and generates waste, compared to the Earth's ability to regenerate those resources and absorb the waste.

11 Plastic waste: Used plastic items that are discarded and can harm the environment because they take a long time to break down.

12 Shrinking habitats: The reduction in the size of the natural environments where plants and animals live, often due to human activities like urbanization or pollution.

Helping the environment



Eco-friendly practices[1] are leading the fight against worldwide environmental problems, and using **renewable energy**[2] is a key part of this effort. More and more, we see **solar**

farms[3] and **wind turbines**[4] across the land, using natural energy to make cleaner electricity. Alongside energy solutions, **forest protection**[5] and **reforestation**[6] are vital eco-friendly practices. They not only help reduce greenhouse gas emissions but also enhance **wildlife conservation**[7] by preserving natural habitats.

A growing **environmental awareness**[8] drives governments and individuals to advocate for **sustainable practices**[9]. Every day, more and more efforts and policies are implemented to improve **pollution control**[10] and **waste management**[11]. A key component of waste management is recycling, which helps reduce the amount of trash in landfills and leads to the creation of **eco-friendly products**[12]. Often made from recycled or organic materials, these products represent a shift towards more environmentally friendly consumption and production patterns.

1 Eco-friendly practices: Actions that help protect the environment by reducing waste and conserving natural resources.

2 Renewable energy: Energy made from natural sources that never run out, like the sun and wind.

3 Solar farms: Large-scale setups of solar panels that capture sunlight and convert it into electrical energy.

4 Wind turbines: Tall structures with blades that spin with the wind to generate electricity.

5 Forest protection: Efforts to preserve forests from deforestation and promote biodiversity.

6 Reforestation: The act of planting trees in deforested areas to rebuild forest ecosystems.

7 Wildlife conservation: The practice of protecting wild species and their habitats to prevent extinction.

8 Environmental awareness: Understanding the importance of protecting the environment and promoting healthy ecosystems.

9 Sustainable practices: Methods of using resources that ensure they are not depleted or permanently damaged.

10 Pollution control: Strategies and technologies used to reduce the release of harmful substances into the environment.

11 Waste management: The process of treating and disposing of trash in ways that are safe and do not hurt the environment, like recycling.

12 Eco-friendly products: Items made using recycled materials or natural materials that are not harmful to the environment.

Verb phrases and phrasal verbs



1 If you **cut down** a tree, you cut its trunk so that it falls to the ground.

- *The company was fined for illegally **cutting down** trees in the protected forest area.*

2 If you **cut back (on)** something, such as CO2 emissions, you reduce it.

- *The new regulations require factories to **cut back (on)** their emissions by 30% over the next five years.*

3 If something **breaks down**, it decays or decomposes into smaller parts.

- *The plastic in coffee pods takes more than 500 years to **break down**.*

4 If you **switch to** something, such as clean energy, recycled materials, etc., you start using these new practices, materials, etc. instead of the old ones.

- *Our city plans to **switch to** clean energy by installing solar panels on all public buildings.*

5 If you **preserve** something like natural resources or endangered species, you protect them from damage, depletion or extinction.

- *The new wildlife reserve was established to **preserve** natural resources and protect endangered species*

6 If you **tackle** a problem, such as environmental issues, global warming, climate change, etc., you take action to deal with it and try to find solutions.

- *The government announced a new initiative to **tackle** environmental issues like air pollution and deforestation.*

7 If you **dump** something like garbage, waste, chemicals, etc. you get rid of it, often in an improper or careless way, such as throwing it in a non-designated area.

- *Illegal **dumping** of waste in the river has led to severe water pollution.*

8 If you **become self-sufficient**, you are able to provide for your own needs without relying on external sources, often in terms of producing your own food or energy.

- *They installed solar panels and a vegetable garden to **become self-sufficient** in energy and food production.*

9 If you **harm** the environment, an ecosystem, etc., you cause damage to it, often through pollution or destructive practices.

- *Excessive use of pesticides in farming can **harm** the environment, affecting both soil and water quality.*
  www.test-english.com

  Pēc jaunas leksikas apgūšanas no interneta vietnes tiek piedāvāts izskatīt leksiku no mācību grāmatas Longman Exam Accelerator, Pearson, 2012.

WORD BANK

LANDSCAPE FEATURES

bay /beɪ/
canal /kəˈnæl/
cape /keɪp/
coastline /ˈkəʊstlaɪn/
dense forest /dens ˈfɒrɪst/
dunes /djuːnz/
estuary /ˈestʃuəri/
forest /ˈfɒrɪst/
gulf /gʌlf/
island /ˈaɪlənd/
lake /leɪk/
meadow /ˈmedəʊ/
mountain range /ˈmaʊntən reɪndʒ/
open fields /ˌəʊpən ˈfiːldz/
peninsula /pəˈnɪnsjələ/
peak /piːk/
pond /pɒnd/
riverside /ˈrɪvəsaɪd/
unspoilt countryside /ʌnˌspɔɪld ˈkʌntrisaɪd/
wetland /ˈwetlənd/

THE WEATHER

air pressure /ˈeə ˌpreʃə/
blizzard /ˈblɪzəd/
blow /bləʊ/
breeze /briːz/
cloudy /ˈklaʊdi/
downpour /ˈdaʊnpɔː/
drizzle /ˈdrɪzəl/
dull /dʌl/
fog /fɒg/
freezing cold /ˌfriːzɪŋ ˈkəʊld/
frost /frɒst/
gale/gale-force wind /geɪl, ˌgeɪl fɔːs ˈwɪnd/
hail /heɪl/
haze /heɪz/
heatwave /ˈhiːt weɪv/
heavy snowfall /ˌhevi ˈsnəʊfɔːl/
high humidity /haɪ hjuːˈmɪdəti/
hurricane /ˈhʌrəkən/
it looks like rain /ɪt lʊks laɪk ˈreɪn/
light shower /laɪt ˈʃaʊə/
mist /mɪst/
overcast sky /ˈəʊvəˌkɑːst ˈskaɪ/
pour with rain/rain heavily /pɔː wɪð ˈreɪn, ˈreɪn ˌhevəli/
rainstorm /ˈreɪnstɔːm/
scorching /ˈskɔːtʃɪŋ/
sleet /sliːt/
snowstorm /ˈsnəʊstɔːm/
soaring temperatures /ˈsɔːrɪŋ ˈtemprətʃəz/
thick clouds /θɪk ˈklaʊdz/
thunderstorm /ˈθʌndəstɔːm/
torrential rain /təˌrenʃəl ˈreɪn/

NATURAL DISASTERS

avalanche /ˈævəlɑːnʃ/
drought /draʊt/
earthquake /ˈɜːθkweɪk/
famine /ˈfæmən/
flood /flʌd/
gale-force wind /ˌgeɪl fɔːs ˈwɪnd/
landslide /ˈlændslaɪd/
tornado /tɔːˈneɪdəʊ/
typhoon /ˌtaɪˈfuːn/
volcanic eruption /vɒlˌkænɪk ɪˈrʌpʃən/

TREES

birch /bɜːtʃ/
horse chestnut /hɔːs ˈtʃesnʌt/
maple /ˈmeɪpəl/
oak /əʊk/
pine /paɪn/
spruce /spruːs/

FLOWERS

daffodil /ˈdæfədɪl/
daisy /ˈdeɪzi/
forget-me-not /fəˈgetmɪnɒt/
heather /ˈheðə/
lily /ˈlɪli/
lily of the valley /ˌlɪli əv ðə ˈvæli/
pansy /ˈpænzi/
snowdrop /ˈsnəʊdrɒp/
tulip /ˈtjuːlɒp/

BIRDS

eagle /ˈiːgəl/
great tit /greɪt tɪt/
magpie /ˈmægpaɪ/
owl /aʊl/
pigeon /ˈpɪdʒən/
raven /ˈreɪvən/
seagull /ˈsiːgʌl/
sparrow /ˈspærəʊ/
stork /stɔːk/
swan /swɒn/

ANIMALS/THINGS ANIMALS DO

beaver /ˈbiːvə/
breed (n) /brɪd/
breed (v) /briːd/
chick /tʃɪk/
donkey /ˈdɒŋki/
emperor penguin /ˈempərə ˌpeŋgwən/
feed /fiːd
goat /gəʊt/
graze /greɪz/
hatch /hætʃ/
have young /hæv ˈjʌŋ/
hibernate /ˈhaɪbəneɪt/
hunt /hʌnt/
incubate eggs /ˌɪŋkjəbeɪt ˈegz/
krill /krɪl/
lay eggs /leɪ ˈegz/
mating call /ˈmeɪtɪŋ kɔːl/
migrate /maɪˈgreɪt/
nest /nest/
prey /preɪ/
sheep /ʃiːp/

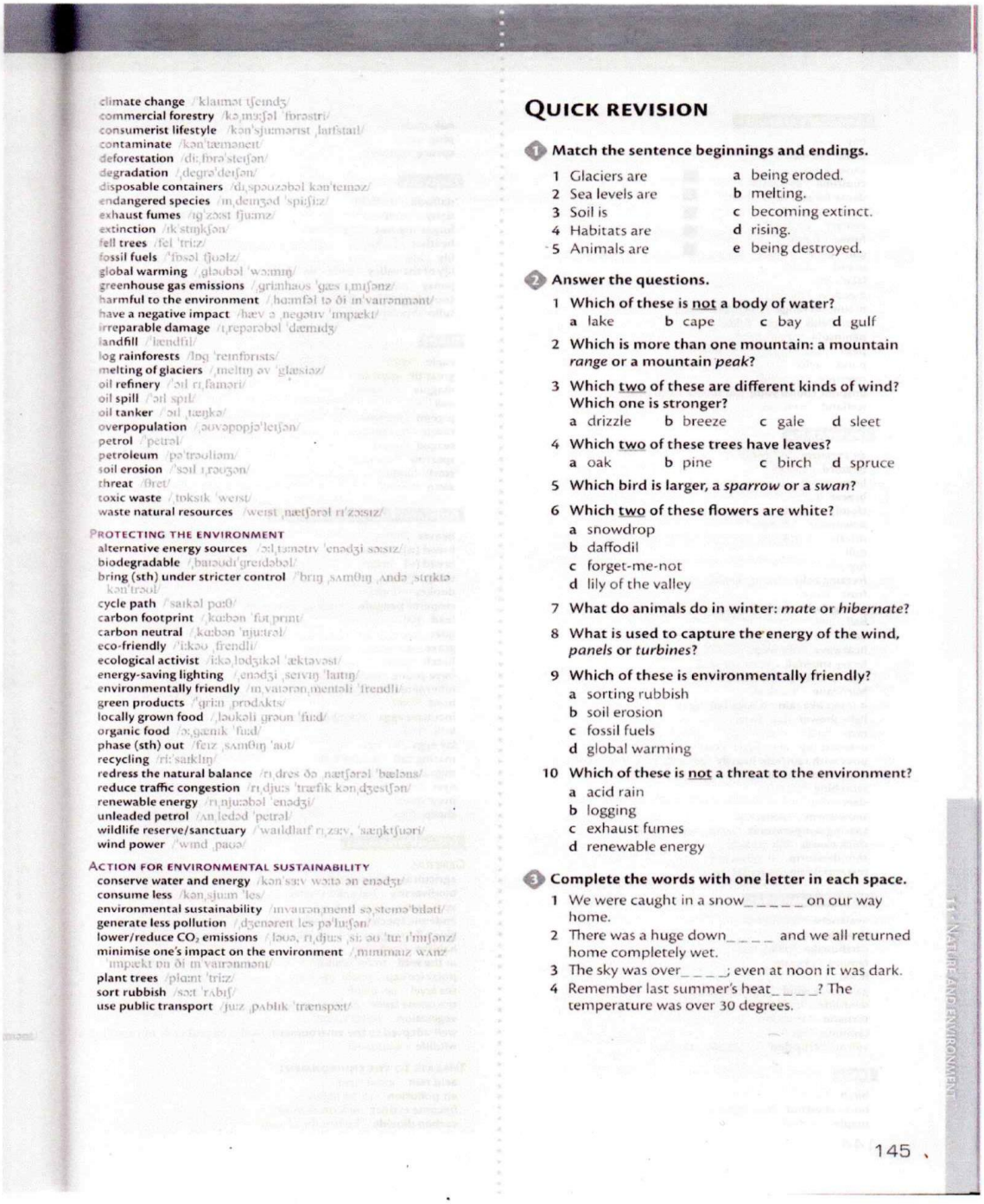
THE ENVIRONMENT

GENERAL

agriculture /ˈægrɪˌkʌltʃə/
biodiversity /ˌbaɪəʊdaɪˈvɜːsəti/
ecosystem /ˈiːkəʊˌsɪstəm/
endemic species /enˌdemɪk ˈspiːʃiːz/
give off (oxygen) /gɪv ˌɒf ˈɒksɪdʒən/
habitat /ˈhæbətæt/
in the wild /ɪn ðə ˈwaɪld/
polar ice cap /ˌpəʊlə ˈaɪs kæp/
sea level /ˈsiː ˌlevəl/
the ozone layer /ðə ˈəʊzəʊn ˌleɪə/
vegetation /ˌvedʒəˈteɪʃən/
well-adapted to the environment /wel əˌdæptɪd tə ðɪ mˈvaɪrənmənt/
wildlife /ˈwaɪldlaɪf/

THREATS TO THE ENVIRONMENT

acid rain /ˌæsəd ˈreɪn/
air pollution /ˈeə pəˌluːʃən/
become extinct /bɪˌkʌm ɪkˈstɪŋkt/
carbon dioxide /ˌkɑːbən daɪˈɒksaɪd/



climate change /ˈklaɪmət tʃeɪndʒ/
commercial forestry /kəˌmɜːʃəl ˈfɒrɪstri/
consumerist lifestyle /kənˈsjuːmərɪst ˌlaɪfstaɪl/
contaminate /kənˈtæmɪneɪt/
deforestation /diːˌfɒrɪˈsteɪʃən/
degradation /ˌdegrəˈdeɪʃən/
disposable containers /dɪˌspəʊzəbəl kənˈteɪnəz/
endangered species /ɪnˌdeɪnʒəd ˈspiːʃiːz/
exhaust fumes /ɪgˈzɔːst fjuːmz/
extinction /ɪkˈstɪŋkʃən/
fell trees /fel ˈtriːz/
fossil fuels /ˈfɒsəl fjuəlz/
global warming /ˌgləʊbəl ˈwɔːmɪŋ/
greenhouse gas emissions /ˌgriːnhaʊs ˈgæs ɪˌmɪʃənz/
harmful to the environment /ˌhɑːmfəl tə ðɪ ɪnˈvaɪrənmənt/
have a negative impact /hæv ə ˌnegətɪv ˈɪmpækt/
irreparable damage /ɪˌrepərəbəl ˈdæmɪdʒ/
landfill /ˈlændfɪl/
log rainforests /lɒg ˈreɪnfɒrɪsts/
melting of glaciers /ˌmeltɪŋ əv ˈglæsiəz/
oil refinery /ˈɔɪl rɪˌfaɪnəri/
oil spill /ˈɔɪl spɪl/
oil tanker /ˈɔɪl ˌtæŋkə/
overpopulation /ˌəʊvəpɒpjəˈleɪʃən/
petrol /ˈpetrəl/
petroleum /pəˈtrəʊliəm/
soil erosion /ˈsɔɪl ɪˌrəʊʒən/
threat /θret/
toxic waste /ˌtɒksɪk ˈweɪst/
waste natural resources /weɪst ˌnætʃərəl rɪˈzɔːsɪz/

PROTECTING THE ENVIRONMENT

alternative energy sources /ɔːlˌtɜːnətɪv ˈenədʒi sɔːsɪz/
biodegradable /ˌbaɪəʊdɪˈgreɪdəbəl/
bring (sth) under stricter control /ˈbrɪŋ ˌsʌmθɪŋ ˌʌndə ˌstrɪktə kənˈtrəʊl/
cycle path /ˈsaɪkəl pɑːθ/
carbon footprint /ˌkɑːbən ˈfʊtˌprɪnt/
carbon neutral /ˌkɑːbən ˈnjuːtrəl/
eco-friendly /ˈiːkəʊ ˌfrendli/
ecological activist /ˌiːkəˌlɒdʒɪkəl ˈæktɪvəst/
energy-saving lighting /ˌenədʒi ˌseɪvɪŋ ˈlaɪtɪŋ/
environmentally friendly /ɪnˌvaɪrənˌmentəli ˈfrendli/
green products /ˈgriːn ˌprɒdʌkts/
locally grown food /ˌləʊkəli grəʊn ˈfuːd/
organic food /ɔːˌgænɪk ˈfuːd/
phase (sth) out /feɪz ˌsʌmθɪŋ ˈaʊt/
recycling /riːˈsaɪklɪŋ/
redress the natural balance /rɪˌdres ðə ˌnætʃərəl ˈbæləns/
reduce traffic congestion /rɪˌdjuːs ˈtræfɪk kənˌdʒestʃən/
renewable energy /rɪˌnjuːəbəl ˈenədʒi/
unleaded petrol /ʌnˌledəd ˈpetrəl/
wildlife reserve/sanctuary /ˈwaɪldlaɪf rɪˌzɜːv, ˈsæŋktʃuəri/
wind power /ˈwɪnd ˌpaʊə/

ACTION FOR ENVIRONMENTAL SUSTAINABILITY

conserve water and energy /kənˈsɜːv wɔːtə ən enədʒi/
consume less /kənˌsjuːm ˈles/
environmental sustainability /ɪnvaɪrənˌmentl səˌsteməˈbɪləti/
generate less pollution /ˌdʒenəreɪt les pəˈluːʃən/
lower/reduce CO_2 emissions /ˌləʊə, rɪˌdjuːs ˌsiː əʊ ˈtuː ɪˈmɪʃənz/
minimise one's impact on the environment /ˌmɪnɪmaɪz wʌnz ˈɪmpækt ɒn ðɪ ɪnˈvaɪrənmənt/
plant trees /plɑːnt ˈtriːz/
sort rubbish /sɔːt ˈrʌbɪʃ/
use public transport /juːz ˌpʌblɪk ˈtrænspɔːt/

QUICK REVISION

1 Match the sentence beginnings and endings.

1 Glaciers are	a being eroded.
2 Sea levels are	b melting.
3 Soil is	c becoming extinct.
4 Habitats are	d rising.
5 Animals are	e being destroyed.

2 Answer the questions.

1 **Which of these is not a body of water?**
a lake b cape c bay d gulf

2 **Which is more than one mountain: a mountain *range* or a mountain *peak*?**

3 **Which two of these are different kinds of wind? Which one is stronger?**
a drizzle b breeze c gale d sleet

4 **Which two of these trees have leaves?**
a oak b pine c birch d spruce

5 **Which bird is larger, a *sparrow* or a *swan*?**

6 **Which two of these flowers are white?**
a snowdrop
b daffodil
c forget-me-not
d lily of the valley

7 **What do animals do in winter: *mate* or *hibernate*?**

8 **What is used to capture the energy of the wind, *panels* or *turbines*?**

9 **Which of these is environmentally friendly?**
a sorting rubbish
b soil erosion
c fossil fuels
d global warming

10 **Which of these is not a threat to the environment?**
a acid rain
b logging
c exhaust fumes
d renewable energy

3 Complete the words with one letter in each space.

1 We were caught in a snow_ _ _ _ _ on our way home.
2 There was a huge down_ _ _ _ and we all returned home completely wet.
3 The sky was over_ _ _ _; even at noon it was dark.
4 Remember last summer's heat_ _ _ _? The temperature was over 30 degrees.

11 NATURE AND ENVIRONMENT

145

Pēc jaunas leksikas apgūšanas, sēkojot līdzi norādēm no skolotāja grāmatas ir jāapgūst 11 nodaļa, Vide un Daba (Longman exam accelerator, Unit 11 Nature and Environment, Pearson, 2012, pp.138 – 145). Pielikums 1 – norades no skolotāja grāmatas.

11 NATURE AND ENVIRONMENT

I realized that if I had to choose,
I would rather have birds than airplanes.'

CHARLES LINDBERGH (US AVIATOR, FIRST PILOT TO FLY NON-STOP ACROSS THE ATLANTIC, 1902–1974)

WORD BANK • PAGE 144

LANDSCAPE FEATURES

1 Complete the sentences with the words from the box.

range peak peninsula cape bay gulf island coastline lake

1 Italy lies on a _____ shaped like a boot.
2 The Alps are the largest mountain _____ in Europe. The highest _____ is Mont Blanc.
3 The Caspian Sea is actually a very large _____, because it is not connected with any of the oceans.
4 Britain's history was largely shaped by the fact that the country is an _____.
5 Norway has the longest _____ in Europe because of the fjords. Its length is approximately 25,000 kilometres if you don't include the larger islands.
6 The world's largest offshore oil fields are located in the Persian _____.
7 The Golden Gate Bridge spans the opening of the San Francisco _____.
8 The waters around _____ Horn, the southernmost tip of South America, are extremely dangerous to sailors due to strong winds, large waves, strong currents and icebergs.

THE WEATHER

2 Put the words from the box into the table.

breeze drizzle downpour gale heatwave hurricane mist overcast scorching

	MILD / LIGHT	EXTREME
RAIN		
WIND		
FOG		
CLOUDY (SKY / DAY)		
HOT (WEATHER)		

3 Complete the email with the words from the box.

heavy light sleet snowstorm strong thick

New Message

To: Catherine
Cc:
Subject: HOME BUT NOT EXACTLY DRY!

Hi Kitty

Just a quick email to tell you I arrived safely in Edinburgh – even though I drove in the worst weather ever for ten hours. You saw the [1] _____ fog when I set off in the morning – it was difficult to see anything. Well, as soon as the fog lifted, it started to rain. The [2] _____ drizzle soon changed into a [3] _____ downpour. On top of that, there was a [4] _____ wind, which did its best to push the car off the road. As I got further north, the rain turned to [5] _____, which made the road incredibly slippery. Finally, when I crossed the Scottish border, it became a proper [6] _____. Thank you so much for nagging me to put on winter tyres!

Much love,

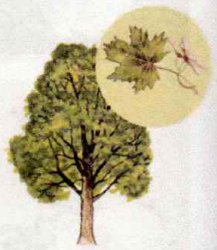
Pat

TREES

4 Label the trees with the words from the box.

birch horse chestnut maple oak pine spruce


1 _____


2 _____


3 _____


4 _____

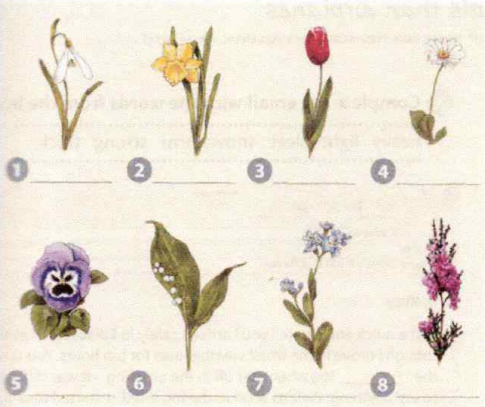

5 _____


6 _____

FLOWERS

5 **Label the flowers with the words from the box. Which ones are your favourites?**

daffodil daisy forget-me-not heather
lily of the valley pansy snowdrop tulip



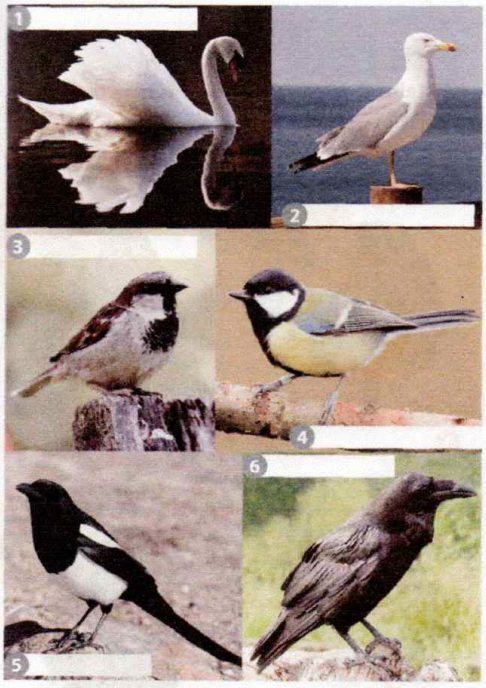
1 _____ 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

BIRDS

6 **Label the birds with the words from the box. Which ones have you seen?**

great tit magpie raven seagull sparrow swan



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

THINGS ANIMALS DO

7 **Complete the two short texts with the words from the boxes.**

breed hatch lay mating nests young

THE BREEDING SEASON

Most animals in the Northern Hemisphere [1]_____ in spring. You can hear their [2]_____ calls in the forests and meadows. Birds build [3]_____ and the females [4]_____ eggs. After the chicks [5]_____, the parents feed them and teach them to fly. It's important not to bother animals in any way when they have [6]_____.

migrate hibernate hunt graze feed

SURVIVING WINTER

Winter is a hard time for animals. It's difficult for them to [7]_____. There's no vegetation, no grass to [8]_____ on and not much prey to [9]_____. A lot of birds, such as storks, [10]_____ to warmer climates. Other animals, for example bears, [11]_____: they go into a deep sleep for several months.

THREATS TO THE ENVIRONMENT

8 **Match the sentence beginnings and endings.**

1 The burning of **fossil fuels**
2 **Greenhouse gas emissions**
3 The **melting** of **glaciers** and **polar ice caps**
4 **Soil erosion** has a negative impact
5 Many animal species are **endangered**
6 Some animals have become **extinct**
7 **Air pollution**

a are believed to cause **global warming**.
b because of the **degradation** or disappearance of their **habitats**.
c may cause **acid rain**.
d causes the **sea level** to rise.
e in the wild, but survive in zoos.
f on **agriculture**.
g produces **carbon dioxide**.

ACTION FOR ENVIRONMENTAL SUSTAINABILITY

9 **Complete the suggestions with the words from the box.**

carbon conserve cycle logging plant recycling renewable vegetarian

1 Sort your rubbish for _____.
2 _____ water and energy at home.
3 Adopt a _____ diet and lifestyle.
4 Minimise your _____ footprint by using public transport.
5 Build more _____ paths.
6 Oppose the _____ of rainforests.
7 _____ trees.
8 Invest in _____ energy.

MATCHING ◂◂12

examWORKOUT

Content and grammar linkers: linking words

1 Complete the sentences with the linking words from the box.

otherwise because however

1 You probably know that animals can become extinct as a result of hunting. _____, some species are endangered simply because of the destruction of their habitats caused by human activity.
2 It's crucial to protect not only animals, but also their living space. _____, many more species will be lost.
3 The Amazon rainforest is probably the best-known threatened habitat, mainly _____ it's home to so many different plant and animal species.

2 Three sentences (A–C) have been taken out of the text below. Match them to gaps (1–3).

There are several reasons why the polar bear is an icon of the Arctic and its wildlife. [1]___ The hunting of polar bears was restricted by international agreements more than thirty years ago. As a result, the polar bear is currently not classed as an endangered species. [2]___ It's not enough to stop the hunting of polar bears; their arctic home must be protected from melting away. [3]___

A Otherwise, polar bears might become extinct within one century.
B Because it's huge yet lovable-looking and because it's so impressively well-adapted to its environment.
C However, its unique habitat, the Arctic sea ice, is threatened by global warming.

WE ALL LOVE PENGUINS. Well, I do, anyway. I slept with one for over ten years. OK, he was only a stuffed toy, but Percy the Penguin meant a lot to me. And now he means a lot to my daughter. Penguins are cute, they're funny when they walk, elegant when they swim, and they manage to survive in an environment so harsh we can hardly imagine what it's like. I remember crying when I saw the film *March of the Penguins* about how the adult emperor penguins walk huge distances inland from the sea; how the adult males balance the eggs precariously on their toes to protect them from the freezing cold of the ice; how the mothers return to the sea in search of food; all to make sure that their chicks hatch safely. There's no doubt in my mind, the world would be a sadder place without penguins.

Nevertheless, I'm afraid we might have to prepare ourselves for a world like that. [1]___ Earlier studies had suggested that Antarctica's penguins were already suffering from warming temperatures. But now a group of researchers have combined what is known about emperor penguin ecology with forecasts from climate change models to predict the future of the species.

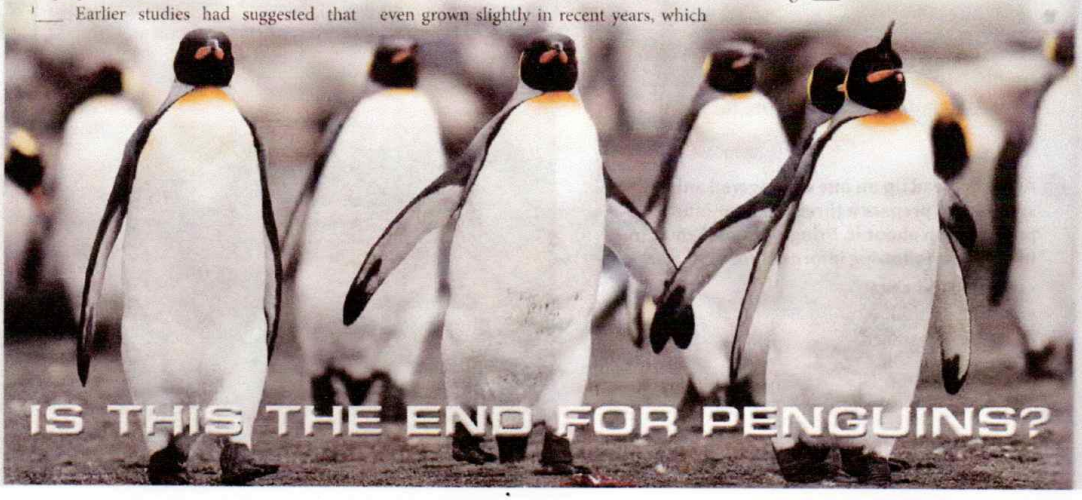
[2]___ The models predict that, unless fossil fuels are phased out, there is more than a one-in-three chance that ninety-five per cent of the Adélie Land colony of eastern Antarctica – the best studied emperor penguin colony – will be gone by 2100.

Penguins rely on floating sea ice to nest and feed. The way males incubate eggs, on the top of their feet, depends on having a level, smooth surface to shuffle over; and the krill they eat consume small organisms that live on the underside of sea ice. Unfortunately, in the late 1970s, warmer temperatures brought a decline in sea ice and the Adélie Land colony shrank by half. It has been more or less stable since, and has even grown slightly in recent years, which Henri Weimerskirch, one of the authors of the study, says is probably due to a slight regional cooling in eastern Antarctica.

[3]___ Moreover, as Weimerskirch says, "there is a tight link between temperatures and the species' survival". He adds that, regardless of some uncertainty in climate models, it is clear that by 2100 there will be much less sea ice in Antarctica. [4]___

Penguins are not alone in their struggle against the effects of global warming. According to some predictions, more than one third of all the animal and plant species on Earth could be extinct by 2050 if we do not bring greenhouse gas emissions under stricter control. This would be a disaster both for biodiversity and for human society.

So, if you want to stop this, if you want your children to grow up in a world where emperor penguins still live in the wild, you'd better take some action to stop global warming. [5]___



OPEN CLOZE ◂◂21

examTASK

3 Five sentences have been removed from the text. Read it and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need to use.

A And unfortunately, things are not looking good for our penguin pals.

B However, there is no doubt at all that Antarctic temperatures are warming overall.

C Otherwise, the only penguins your children will have the chance to see will be the stuffed ones like Percy.

D On the other hand, there is no reason to think the Adélie Land penguins would be any worse affected than other colonies.

E Because emperor penguins are likely to be melted out of house and home by climate change, according to a new study.

F What causes even more concern is that there are no signs that emperor penguins are adapting to these changes in the climate.

4 Work in small groups. List at least five endangered animal species. Discuss: if you could only save two of them, which ones would you choose and why?

5 Look at the following list of things people might do to counter global warming. Which of them would you be prepared to do? Why? / Why not? Discuss in pairs.

- ✿ Never own a car. Cycle or use public transport.
- ✿ Never travel by air, except in emergencies.
- ✿ At home, have the light on only in the room you're in.
- ✿ Reduce your consumption level in many areas. Buy less, throw away less.
- ✿ If you ever buy or build a house, install renewable energy in it even if it's expensive.
- ✿ Become a vegetarian.
- ✿ Take an interest in politics. Find out which politicians are taking concrete action on environmental issues and vote for them.

6 At home, read up on one endangered animal species and prepare a three to five-minute presentation about it. Bring a photo if you can. Include the following information:

- the animal's habitat,
- its lifestyle,
- why it is threatened.

examWORKOUT

What part of speech is missing?

1 Complete the sentences with one word in each gap.

1 According _____ recent forecasts by UK scientists, the global average temperature could rise by 4°C by 2060.

2 Fifty-five million years ago, the area which is now the British Isles may _____ had a tropical climate.

3 The sailors _____ explored the Pacific islands destroyed a number of endemic bird species.

4 The dodo was _____ large flightless bird which lived on Mauritius.

5 The beaver shapes the landscape in which it lives _____ than any other species except man.

2 Match the sentences in Exercise 1 to the categories of words you put in the gaps:

a article
b auxiliary verb
c preposition
d comparative or superlative form
e relative pronoun

examTASK

3 Complete the text with one word in each gap.

The beaver

The beaver is officially back [1]_____ the wild in Britain. This year, some two centuries after the species was hunted to extinction in the UK, three beaver families have [2]_____ released into three lakes in a remote, wooded area in western Scotland. It is the [3]_____ ambitious mammal reintroduction programme in Britain so far.

The presence of beavers is of great value to the ecosystem. By felling trees, building dams and creating ponds, they create richer riverside and wetland habitats, [4]_____ are used by many other species. However, Scottish landowners and fishing authorities fear that if beavers spread across [5]_____ countryside, they may cause a great deal of damage [6]_____ farmland and commercial forestry as well as to salmon and trout rivers.



LISTENING

MULTIPLE CHOICE ◂◂ 10

examWORKOUT

The correct answer: the same meaning conveyed in different words; ruling out wrong answers

1 **You are going to hear an extract from an interview with a young environmentalist, in which she describes some elements of her lifestyle. In pairs, list five things which you think she may mention doing.**

2 **CD2·10** **Listen and circle the best answer.**

1 The speaker thinks rail travel is
- A not especially good for the environment.
- B an opportunity to listen to music.
- C an opportunity to read and reflect.
- D sometimes a waste of time.

2 With regard to shopping decisions, the speaker believes the best way to pollute less is to
- A choose environmentally friendly products.
- B buy locally grown food.
- C buy stationery made from recycled paper.
- D reduce your level of consumption.

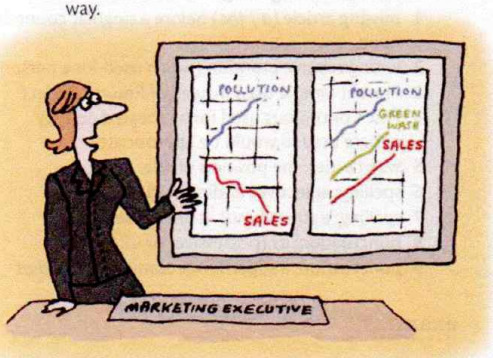
3 **CD2·10** **Listen again and complete the following sentences.**

1 To me, sitting on a train _____ and _____ is not a _____.
2 But the _____ thing to do as far as shopping is concerned is just generally to _____ and _____.

4 **Look at the task in Exercise 2 again and find, among the *wrong* answers, examples of the following:**

1 Answers to question 1:
- someone else's, not the speaker's, opinion.
- something the speaker says about a different form of travel.

2 Answers to question 2:
- actions the speaker mentions, but not as the *best* way.



"IT IS EASIER AND LESS COSTLY TO CHANGE THE WAY PEOPLE THINK ABOUT REALITY THAN IT IS TO CHANGE REALITY."

examTASK

5 **CD2·11** **You're going to hear an interview with an ecological activist. Choose the correct answers.**

1 The term 'greenwash'
- A describes environmentally friendly products.
- B is the name of a type of paint.
- C refers to certain advertising methods.
- D describes products which are harmful to the environment.

2 Advertising products as 'green'
- A exploits feelings of guilt.
- B contributes to a consumerist lifestyle.
- C is avoided by companies which pollute the most.
- D encourages people to think about the future of the planet.

3 According to the speaker, the company BP sells mainly
- A petroleum.
- B other fossil fuels.
- C solar panels.
- D wind turbines.

4 Manchester airport's 'carbon neutral' plan involves
- A reducing CO_2 emissions from planes.
- B increasing the number of flights.
- C the use of energy-saving lighting.
- D complicated calculations.

5 When we buy products advertised as green,
- A it's less costly.
- B we feel obliged to adopt a greener lifestyle.
- C we feel better about ourselves.
- D we are making a radical change.

6 **Do you buy any environmentally friendly products? Make a list. Compare your lists in small groups and discuss how green you believe those products really are.**

7 **Match the words to make compounds.**

1 renewable	a turbines
2 carbon	b panels
3 wind	c energies
4 solar	d neutral

8 **The following sentences come from the recording. Match the beginnings to the endings. Do you agree with the statements? Discuss in pairs.**

1 A lot of us feel guilty
2 Many people are willing to pay more
3 If we believe the ads and buy these so-called 'green' products,

a we don't feel obliged to make the radical changes that we should be making in our way of life.
b for products that appear to be good for the environment.
c about our consumerist lifestyles.

Klausīšanas uzdevumu izpildei, izmanto Pielikums 2 - ieraksta atšifrējums.

SPEAKING

SPEAKING ON A SET TOPIC ‹‹ 36

examWORKOUT

Preparing vocabulary for the exam task

1 Read the exam task at the bottom of the page. Match the five vocabulary boxes below to the five topics in the task.

A cereals potatoes vineyards olives fruit

B landlocked mountains hills coastline lake river

C large mammals rare birds fish alpine plants endangered species

D national park wildlife sanctuary trail caves

E temperate Mediterranean harsh mild

2 Choose the words or phrases from each box that refer to your country, and add at least one more.

examTASK

3 Take turns to do the exam task in pairs.

Describe the natural environment of your country to a foreign nature-lover who would like to come for a visit. The following ideas may help you.

Geographical features

Climate and the weather

Agriculture

Wildlife

Areas of outstanding natural beauty

WRITING

DESCRIPTION OF A PLACE ‹‹ 26

examWORKOUT

Proofreading

1 Read the exam task at the bottom of the page and follow steps (a–d).

a Think of an area you'd like to describe. Take notes under the following headings:

- location
- scenery
- wildlife and vegetation
- atmosphere
- what nature-lovers can do there

b Tell a partner about the area you chose. Take note of any information or words you'll need to check before you start writing.

c Read the following extract from a student's description. It contains nine mistakes. How many can you find?

One of the most beautifull places in Poland is Słowiński National Park. It is located in the north-west of the country, on the Baltic coast. I have very fond memories of that area, as I was going there every summer when I was a child. It's scenery is spectacular. There are dunes of incredibly pure, white sand, which give the landscape a fantastic look.
There are lakes so close to the sea, that sea water gets into them whenever there is a storm.
It is a perfect place for people which enjoy walking, takeing photos, and especially birdwatching. With over 260 bird species, the area is a birdwatchers' paradise. You also can walk up Rowokół hill, which is not very high, but there is a viewing tower on top of it from which you can see a panorama of the surrounding area.
If you are also interested in man-made landscape elements, I recommend a walk to the old lighthouse in the small village of Czołpino. Several years ago it was closed for repairs, but since last summer it is open again.

d Read the extract again. Identify mistakes belonging to the following categories and correct them.

1 missing article (*a / the*) before a singular countable noun
2 wrong relative pronoun (*which* used for a person)
3 Present Simple used instead of Present Perfect
4 Past Continuous used for a repeated activity (where *used to* would be appropriate)
5 word order: the position of *also*
6 spelling: adjectives ending in *-ful*
7 spelling: a superfluous *-e-* in *-ing* verb forms
8 punctuation: *its* (possessive) or *it's* (*it is*)?
9 punctuation: a superfluous comma before *that*

examTASK

Describe a region of your country which you'd recommend to a tourist because of its nature.

Visas nodaļas nobeigumā tiek piedāvāts kontroldarbs.

1. Praktiskā daļa.

Praktiskā daļa sastāv no kontroldarba, kas sastāv no četriem uzdevumiem kuru gaitā tiek pārbaudītas četras prasmes: klausīšanās, lasīšanās, valodu lietojuma prasme un rakstīšanas. Šie uzdevumi tika atlasīti no dažādiem avotiem: https://www.esleschool.com/global-changes/ , https://test-english.com/reading/b2/finding-calm-in-cities-b2-english-reading-test/ , Mācību grāmatas Longman exam accelerator, Pearson, 2012, un www.skola2030.lv
Pielikumā tiek sniegtas atbildes uz piedāvatiem uzdevumiem (izņemot pēdējo, rakstīšanas uzdevumu).

Test. Environment. Name, Surname _____

1. **Listening:** 15-year-old activist Greta Thunberg speaks truth to power at the UN COP24 climate. Watch the video and answer the questions that follow.
   https://www.esleschool.com/global-changes/

   1. Fill in the missing words.
      And if a few children can get _____ all over the world just by not going to school, then imagine what we could all do_____ if we really wanted to.
   2. You are not _____ enough to tell it like is. Even that burden you leave to us_____.
   3. It is the sufferings of the _____ which pay for the luxuries of the _____.
   4. We need to keep the fossil _____ in the ground, and we need to _____ on equity.
   5. We have run out of _____ and we are running out of _____.

10	

2. Reading: You are going to read about Alicia's experiences living in four different cities. For questions 1-10, choose from the cities A-D. You may choose each city more than once.

Finding calm in cities

A. Trinka

While studying here, I stayed in an apartment in Saint Catherine's Square. In medieval times, this would have been a bustling area used for markets and public gatherings, but now it's a little haven of calm, away from traffic and commerce. There are places like this dotted around the city, most of which have benches where you can rest your feet. There's no greenery in them, though. It would have been nice to get some shade from a tree or enjoy its blossom. The city as a whole lacks green spaces or paths beside the river where you can enjoy nature. Even so, under the canopy of a sidewalk café, with your back against a café window, you can detach yourself from the fast pace of city life and while away the hours even on the city's busiest streets.

B. Kampela

As a city, Kampela is entirely utilitarian. The purpose of its streets is simply to shift people and goods from one place to another. Consequently, they are devoid of any aesthetic attributes, like

statues or old decorative features. Since there's nothing of appeal to make you want to linger, everyone just puts their head down and gets where they want to be as quickly as possible. As a result, it doesn't give the impression of a relaxing city. That said, once you get where you want to be, you will often find yourself somewhere peaceful and serene. For there is no shortage of quiet tea shops and bars designed with soft lighting and comfortable furniture to calm your nerves. Many of these have outdoor spaces at the back, which are quiet and well-tended despite being overlooked by other buildings.

C. Pokamarka

Urban planners in Pokamarka seem to have not considered that people might enjoy eating or drinking outside since wide pavements or pedestrianized zones which might house a bench or a café don't exist here. If you want to keep moving, though, you can get some quiet time in plenty of places. The routes along the canal are perfect for stretching the legs. Moreover, the city's park is barely used, though it's not terribly well maintained. It's hard to find somewhere to sit which looks both clean and able to support someone's weight. There's rather a lot of graffiti and vandalism, which has probably discouraged the local council from planting trees and flowers. The few that exist look rather unkempt.

D. Melwick

From an aerial photograph, you would think that Melwick would have plenty of peaceful outdoor spaces. After all, its harbour location offers lots of paved walkways and open plazas, and Great Park is well-known for its stunning trees and botanical gardens, which are just as spectacular in real life as in pictures. The problem is that these spaces are always heaving with tourists trying to take selfies against the statues and memorials, so trying to relax there will make you stressed and irritated. Your best option is to get on a ferry or cable car at a quiet time of day. Then, you can watch the city drift past in peace. However, time it wrong and you'll be queuing next to a load of noisy school kids. Even the cafes don't give you any kind of refuge, as the servers want you in and out as quickly as possible.

	A.Trinka	**B.Kampela**	**C.Pokamarka**	**D.Melwick**
1. The city has no attractive outdoor features.				
2. You are unlikely to find peace eating or drinking indoors here.				
3. The city has many popular historical monuments.				

4. You can have a peaceful walk beside the water here.				
5. The most peaceful areas are inside or behind buildings.				
6. Areas that used to be busy are now peaceful.				
7. Sitting outdoors in this city is pleasant and relaxing.				
8. You may find peace when taking some forms of transport.				
9. You won't find many people in this city's park.				
10. The public park has attractive, well-kept plants.				

10	

3. Language use: Complete the missing words. The first letter of each word is given.

1. The Tatras are the highest mountain **r**_____ in the Carpathian Mountains.
2. The Iberian **p**_____ includes the countries of Andorra, Portugal, Spain and the British colony of Gibraltar.
3. Some birds have built a **n**_____ in the tree outside our window.
4. Bears **h**_____ in winter.
5. Large areas of forests in the mountains were destroyed by **a**_____ rain.
6. Oil and gas are **f**_____ fuels.

6	

4. Vocabulary: Write an appropriate term for given definition.

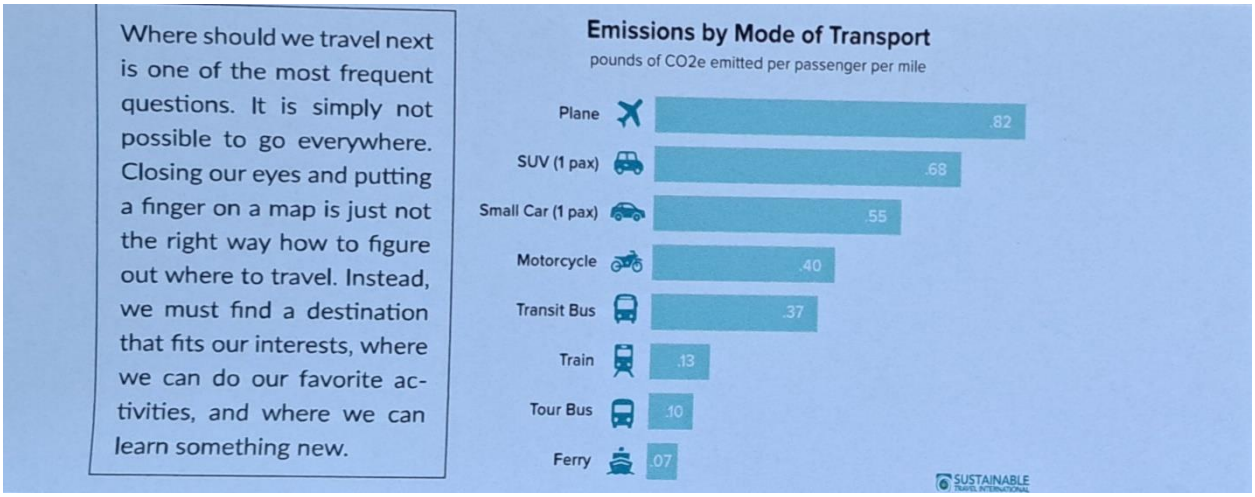
1. Gradual increase in the average temperature of the Earth's atmosphere due to the greenhouse effect.	
2. The clearing or thinning of forests by humans that cut down trees often to make way for agriculture or development.	
3. Energy made from natural sources that never run out, like the sun and wind.	
4. Items made using recycled materials or natural materials that are not harmful to the environment.	

5. The process of treating and disposing of trash in ways that are safe and do not hurt the environment, like recycling.	
6. Increasing height of the ocean's surface, mainly due to the melting of ice caps and glaciers and the expansion of seawater as it warms.	
7. Natural fuels such as oil, coal, and natural gas that are used for energy.	
8. A process that occurs when certain gases in the Earth's atmosphere trap the sun's heat and warm the planet.	
9. The total amount of greenhouse gases released by a person, group, or activity.	
10. Changes in global or regional climate patterns, largely due to the increase of the Earth's temperature.	

10	

5. Writing: Write 150 – 200 words

- **formulate the issue raised in the materials;**
- **compare the information provided in the materials;**
- **state your opinion on the issue;**
- **support your opinion by at least two arguments giving reasons and examples;**
- **come to a conclusion.**



10	

46	

SECINĀJUMI

Metodiskā izstrādne var būt izmantota angļu valodas stundu laikā tēmas “Vide un Daba” apgūvei un zināšana pārbaudei. Šī tēma tiek plaši izmantota angļu eksāmena uzdevumos: gan lasīšanas daļā, gan rakstīšanas daļā, gan mutvārdu dalā.

Ar šīs izstrādnes palīdzību var rast audzēkņos pārliecību par uzdevumu izpildīšanu, paplašināt angļu valodas zināšanas, dod noderīgus padomus informācijas pielietošanai no dažādiem avotiem.

Teorētiskajā daļā tika piedāvāts jaunu vārdu un frāzes saraksts, kas atbilst mācītajam valodas līmenim (B2). Kā arī nodaļa no mācību grāmatas, kur tiek piedāvāti uzdevumi visu prasmju padzilinātai izmantošanai.

Praktiskajā daļā tika piedāvāts kontroldarbs tēmas “Vide un Daba” Pārbaudei, kurā tika pārbaudītas visas prasmes: klausīšanās, lasīšanas, valodas lietojums un rakstīšanas.

Lai pielietotu jaunas teorētiskās zināšanas, tika piedāvāti uzdevumi no interneta vietnēm “https://www.esleschool.com/global-changes , un https://test-english.com/reading/b2/finding-calm-in-cities-b2-english-reading-tes”.

Šīs izstrādes iegūtas zināšanas var būt pielietotas kontroldarba izpildei, kā arī eksāmena uzdevumu, saistīto ar šo tēmu, izpildei.

Literatūras saraksts

1. Longaman Exam accelerator, Pearson 2012
2. https://www.esleschool.com/global-changes/
3. https://test-english.com/reading/b2/finding-calm-in-cities-b2-english-reading-test/
4. https://test-english.com/vocabulary/b2/pollution-and-the-environment-b2-english-vocabulary/

Pielikums 1

11 NATURE AND ENVIRONMENT

WARM-UP

1 Ask students to look at the pictures on the vocabulary pages (138–139). Ask which of the things in the pictures they saw on the way to school / during the last weekend. Do they know any of their names? Can they identify the names in the lists in the exercises?

2 Alternatively, you can start the unit by discussing the quotation from Charles Lindbergh. Do students agree with the great aviator? Why / why not?

VOCABULARY ▸ Thematic Part pages 138–139

After warm-up activity 1, the rest of the section can be set for homework if you're short of time.

1 1 peninsula 2 range, peak 3 lake 4 island 5 coastline 6 Gulf 7 Bay 8 Cape

2

	mild/light	extreme
Rain	drizzle	downpour
Wind	breeze	gale hurricane
Fog	mist	
Cloudy (sky/day)		overcast
Hot (weather)		scorching a heatwave

3 1 thick 2 light 3 heavy 4 strong 5 sleet 6 snowstorm

4 1 oak 2 maple 3 pine 4 spruce 5 birch 6 horse chestnut

5 1 snowdrop 2 daffodil 3 tulip 4 daisy 5 pansy 6 lily of the valley 7 forget-me-not 8 heather

6 1 swan 2 seagull 3 sparrow 4 great tit 5 magpie 6 raven

7 1 breed 2 mating 3 nests 4 lay 5 hatch 6 young 7 feed 8 graze 9 hunt 10 migrate 11 hibernate

8 1 g 2 a 3 d 4 f 5 b 6 e 7 c

9 1 recycling 2 conserve 3 vegetarian 4 carbon 5 cycle 6 logging 7 plant 8 renewable

ADDITIONAL ACTIVITY

After covering the Vocabulary section, set the following additional homework: ask students to go for a walk and tick all the things on pages 138–139 they notice – birds, flowers, trees, weather, perhaps even some animal behaviour, perhaps landscape features or threats to the environment. (You can hardly leave the house without seeing 'the burning of fossil fuels'.) In the next lesson ask a few students with the largest number of observations to report to the class on what they have seen.

READING ▸ Thematic Part pages 140–141

The **exam**WORKOUT focuses on linking words and the way they show connections between sentences. When approaching the exam task, students should start by reading the whole text. You can ask the following introductory question (after Exercise 2): *Read the article once quickly. Why is global warming bad for penguins?*

1 1 however 2 otherwise 3 because

2 1 B 2 C 3 A

3 (**exam**TASK) 1 E 2 A 3 B 4 F 5 C

USE OF ENGLISH ▸ Thematic Part page 141

The **exam**WORKOUT focuses on identifying what parts of speech are missing from a gapped text. Inserting words which match the general sense of the text but not the grammar of the sentence is a common mistake. When working on the exam task, remind students to read the whole text first, so the meaning of the gapped sentences in the context of the whole piece is clear.

1 1 to 2 have 3 who 3 a 5 more

2 1 c 2 b 3 e 4 a 5 d

3 (**exam**TASK) 1 in 2 been 3 most 4 which 5 the 6 to

LISTENING ▸ Thematic Part page 142, Tapescript page 170

The **exam**WORKOUT focuses on identifying the correct answer and eliminating the wrong ones in a multiple-choice task. One of the challenges is understanding why the wrong answers are wrong, as they always have something in common with the recording. The **exam**WORKOUT shows some typical distractors.

2 1 C 2 D

3 1 with a book, thinking, waste of time
2 best, buy less, consume less

4 1 someone else's opinion: answer D (***People ask me:*** *'Don't you value your time?'*)
something the speaker says about a different form of travel: answer B (*When I* ***cycle****, I listen to my ipod*)
2 actions the speaker mentions, but not as the *best* way: answers A, B, C .

5 (**exam**TASK) 1 C 2 A 3 A 4 C 5 C

7 1 renewable energies
2 carbon neutral
3 wind turbines
4 solar panels

8 1 c 2 b 3 a

SPEAKING ▸ Thematic Part page 143

The exam task requires students to talk about their country in English. Your students may have already discovered for themselves that describing their own country and its culture through English to foreign friends is one of the most important language skills in an increasingly connected world. In the **exam**WORKOUT, students can choose useful words from the boxes, but more importantly, they have to think about the most characteristic features of their country and come up with English words to describe those features.

1

Geographical features: B
Climate and the weather: E
Agriculture: A
Wildlife: C
Areas of outstanding natural beauty: D

WRITING ▸ Thematic Part page 143

The aim of the **exam**WORKOUT is to sensitise students to some of the most typical grammar, spelling and punctuation errors made by candidates. It is worth explaining to students that, while their English is not likely to be 'perfect' by the day of the exam (especially as there is no such thing as knowing a language 'perfectly'), they can learn to avoid certain basic mistakes. The nine mistakes in the sample letter illustrate nine rules, for example:

1 A *singular, countable* noun is nearly *always* preceded by an article.

2 The relative pronoun used to refer to people is 'who', not 'which' – and so on.

You may ask students to formulate the rules.

c *One of the most* [6]*beautifull places in Poland is Słowiński National Park. It is located in the north-west of the country, on the Baltic coast. I have very fond memories of that area, as* [4]*I was going there every summer when I was a child.* [8]*It's scenery is spectacular. There are dunes of incredibly pure, white sand, which give the landscape a fantastic appearance. There are lakes so close to the* [9]*sea, that sea water gets into them whenever there is a storm.*
It is a perfect place for people [2]*which enjoy walking,* [7]*takeing photos, and especially birdwatching. With over 260 bird species, the area is a birdwatchers' paradise. You* [5]*also can walk up Rowokół hill, which is not very high, but there is a viewing tower on top of it from which you can see a panorama of the surrounding area.*
If you are also interested in man-made landscape elements, I recommend a walk to [1]*old lighthouse in the small village of Czołpino. Several years ago it was closed for repairs, but since last summer* [3]*it is open again.*

d 1 the old lighthouse 2 who 3 it has been 4 I used to go 5 can also 6 beautiful 7 taking 8 Its 9 sea that

QUICK REVISION ▸ Thematic Part page 145

1 1 b 2 d 3 a 4 e 5 c

2 1 b 2 A mountain range. 3 *gale* is stronger than *breeze* 4 a, c 5 A swan. 6 a, d 7 They hibernate. 8 Turbines. 9 a 10 d

3 1 snowstorm 2 downpour 3 overcast 4 heatwave

REVISION ACTIVITY

1 Prepare little slips of paper with the headings from Word Bank on them: *landscape features, weather* etc. The number of the slips should be the same as the number of students.

2 Students start by working in pairs. Each pair draws two slips. If they draw the same heading twice, they need to exchange it. Students open their books at page 144 and revise the vocabulary from the categories they've drawn.

3 Now students work individually. The task is to prepare a short presentation (1–2 minutes) on *both* topics on the slips *together*, for example, on *trees* and *birds*, including at least 10 words from the relevant sections of Word Bank.

4 Students take turns to deliver their presentations in pairs. Circulate and monitor, then ask for a few funniest talks to be repeated to the whole class.

ADDITIONAL READING

This is not easy, as not many teenagers like reading literary descriptions of nature. If you have *Lord of the Rings* fans in your class, they might enjoy the following extract:

- J.R.R. Tolkien, *The Lord of the Rings, The Two Towers*, Chapter 4: *Treebeard* – the passage (approximately 2-3 pages) where Merry and Pippin meet Treebeard.

If your students enjoy poetry, consider reading a poem connected with the current season of the year, for example:

- Spring: William Wordsworth, *To My Sister* (*It is the first mild day of March ...*)
- Summer: Denise Levertov, *Living* (*The fire in leaf and grass ...*)
- Autumn: John Keats, *To Autumn* (*Season of mists and mellow fruitfulness ...*) – probably only the first stanza, as the poem is quite difficult
- Winter: Robert Frost, *Stopping by Woods on a Snowy Evening*

Pielikums 2

interested in. Or how to get a passport. Or whether a book you need is available and where. In the past, you would have had to go to three different places and ask, or at least make phone calls to lines that would probably have been engaged.

Another situation is communicating with the people you love when they're far away. In the past, if your boyfriend or girlfriend went to another country for a year, the only means of communication you had were letters, which took ages to arrive, and long-distance phone calls, which were expensive. Now you have a choice of email, chat or video calls, all of them free.

Perhaps most importantly, people can get organised using the Internet. Supposing a member of your family has a rare illness and you want to get in touch with people who've got the same problem: you can join a support group even though its members live in different cities, or even on different continents. After natural disasters, help for victims can be organised and money can be raised. And finally, the Internet is a great place for free speech. Governments can no longer stop people sharing information or expressing their views. However, we all know this wonderful free flow of information also contains some pretty disgusting things. The most noticeable are perhaps the opinions some people post on websites. They can be really sick: rude, aggressive, racist, homophobic, showing no sensitivity to other people's feelings. If they target a specific person, they can be very hurtful. And then there's worse. There are lots of illegal activities going on the Web. There are scams, such as when you get an email informing you you've won one million dollars and all you have to do to claim it is give your full name, address and bank account details. There's pornography, including child pornography. There's advice on how to build bombs. And if people with good intentions can get organised online, so can other people, for example terrorists. But in my opinion those abuses, horrible though they are...

CD 2.10

UNIT 11 NATURE AND THE ENVIRONMENT, LISTENING, EXERCISE 2 AND 3

INTERVIEWER: Eva, you have an exceptionally environmentally-friendly lifestyle. For example, you never travel by plane. Why did you make such a choice?

EVA: It's not just about being kind to the environment. Of course, taking a train produces lower carbon emissions than flying. But it also means a slower lifestyle. People ask me: 'Don't you value your time?' and I say, yes I do. I do value my time and this is how I choose to spend it. To me, sitting on a train with a book and thinking is not a waste of time. The same is true about cycling. When I cycle, I listen to my iPod and do a lot of thinking. That's not to say that protecting the planet is irrelevant – it's perhaps the most relevant challenge of our times.

INTERVIEWER: And what else do you do to minimise your impact on the environment? Do you for example buy a lot of green products?

EVA: I have my doubts about that. I'm not sure how 'green' some of those products are. I do go for stationery made from recycled paper, and I buy locally grown food at the market, rather than food which has been flown in from South America or wherever, transported thousands of miles by air. But the best thing to do as far as shopping is concerned is just generally to buy less and consume less. Then you can be quite sure you are generating less pollution.

CD 2.11

UNIT 11 NATURE AND THE ENVIRONMENT, LISTENING, EXERCISE 5

SUE: Maurice Bell is an ecological activist and author of the book *Greenwash: Selling a Lie*. Good morning, Maurice.

MAURICE: Hi Sue.

SUE: What is greenwash?

MAURICE: Well, imagine your house has filthy walls, but you can't be bothered painting it properly, so you just throw on some whitewash, some thin white paint. Your house looks clean, but under the surface it's as dirty as ever. That's what businesses do with greenwash. In their adverts, they give their products a thin coating of green to make them look ecologically friendly. But it's only superficial, their products aren't so eco-friendly, in fact, often, they're actually harmful to the environment.

SUE: Why do they do it?

MAURICE: Because green values sell. A lot of us feel guilty about our consumerist lifestyles, how we're messing up the planet for future generations. We're worried about global warming, rising sea levels, the extinction of wildlife, air pollution... So businesses know that many people are willing to pay more for products that *appear* to be good for the environment.

SUE: Can you give us an example?

MAURICE: It's ironic, but the industries which try hardest to give their products a coat of greenwash are those that pollute the most: airlines, oil companies and car manufacturers. There's a famous advertising poster for one petrol company which shows flowers coming out of the chimneys of an oil refinery. It's priceless.

MAURICE: Another example is BP. BP stands for 'British Petroleum', right?

SUE: Hmm.

MAURICE: But a few years ago someone dreamt up the slogan 'Beyond Petroleum' and that creates the idea that BP is beyond petroleum, you know that they actually generate more power from renewable energies, solar panels wind turbines etcetera, than they do from fossil fuels.

SUE: Don't they?

MAURICE: Well, no, I don't think so, I mean, it's true that BP invest in renewables, perhaps more than other petrol companies do, but their main product is petrol, and filling up your car with petrol will not reduce your carbon footprint.

SUE: Right.

MAURICE: When it comes to car adverts, well, some of them are just ridiculous! They want us to believe that it's green to drive! OK, some cars *are* slightly less polluting than others, but there's no such thing as an ecological car. And as for air travel, well! Manchester airport is advertising a plan to be carbon neutral by 2015, using more low energy light bulbs and so on! Wonderful! The only thing is that in their calculations they don't count CO_2 emissions from flights! The airport would only be carbon neutral if no planes ever landed there, but they're planning to increase the number of flights by fifty per cent!

SUE: If green values sell, why don't businesses produce truly ecological products?

MAURICE: Because it's cheaper and easier to produce a green advert than a green product. As someone once said, "It is easier and less costly to change the way people think about reality than it is to change reality". The danger with greenwash is that if we believe the ads and buy these so-called 'green' products, then our consciences are clear and we don't feel obliged to make the radical changes that we should be making in our way of life. We keep on driving our kids to school, flying abroad three or four times a year and overheating our homes. The problem is...

CD 2.12

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 2

ANNOUNCER: It's four o'clock: time for the news with Sally Adebayo.

1 The Prime Minister of Southland, David Green, has resigned and called a General Election for the 17th of June. Opposition leader, Wendy Campbell, welcomed the decision, saying it was time for the country to choose a new direction. Mr Green, who came to power in a landslide election victory only two years ago, has had a difficult time in office. In the last six months there has been a series of corruption scandals, the most damaging of which recently caused Home Secretary, Tom Rice to resign from the cabinet after being accused of accepting a bribe from arms manufacturers, BSA. The Finance Minister, Ian Deere, is expected to become the new leader of the governing party.

Opinion polls predict a closely fought contest between the two major parties in the forthcoming elections, as well as a possible increase in abstention due to the loss of public confidence in Parliament following the MPs' expenses scandal.

2 The Secretary General of the United Nations has welcomed the progress being made in the Middle East peace talks, which are taking place this week in the southern Spanish city of Córdoba. Diplomatic representatives of the six countries involved in the conflict have agreed a provisional cease-fire and are said to have outlined a plan which could at last bring an end to violence in the region. A source close to the peace process has revealed that there is cautious optimism that the talks will lead to the signing of a peace treaty, but warned that there is still much work to be done before any meaningful and long-lasting agreement could be reached.

3 A professional footballer has been jailed for six years for killing a child in a car crash. Former Liverpool centre forward Sean O'Connell, 28, admitted driving with excess alcohol and causing the death of five-year-old Leah Cook in a crash on the M62 in Yorkshire on 31 December. Bradford Crown Court heard that after leaving a wedding O'Connell had been driving recklessly at almost 100mph and had ignored a friend's plea to pull over at services. O'Connell, who had more than double the legal limit of alcohol in his blood when arrested, was subsequently disqualified from driving for two years for dangerous driving. The girl's parents said they were devastated at what they called 'a lenient sentence', saying that O'Connell would be eligible for parole in little more than three years.

4 And finally, a robber in the US has found a novel way to get rid of the weapon he used when trying to commit a crime. Claiming he had a gun hidden under his T-shirt, nineteen-year-old Terrence Laphroaig from California demanded that bar owner, Mr Bill Fixx, hand over the cash. Instead, Mr Fixx overpowered him and called the police. Before they got there, however, the would-be thief took out his weapon and ate it! He had been trying to hold up the bar with a banana! Police officers took photos of the banana skin and said they were considering charging the teenage delinquent with destroying evidence. 'If he'd really had a gun, he would've shot me' said Mr Fixx, 'but fortunately, he only had a banana.' Mr Laphroaig has been charged with attempted armed robbery.

CD 2.13

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 3

1 The Prime Minister of Southland, David Green, has resigned and called a General Election for the 17th of June. Opposition leader, Wendy Campbell, welcomed the decision, saying it was time for the country to choose a new direction. Mr Green, who came to power in a landslide election victory only two years ago, has had a difficult time in office. In the last six months there has been a series of corruption scandals, the most damaging of which recently caused Home Secretary, Tom Rice to resign from the cabinet after being accused of accepting a bribe from arms manufacturers, BSA. The Finance Minister, Ian Deere, is expected to become the new leader of the governing party.

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CD 2.14

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 5

3 A professional footballer has been jailed for six years for killing a child in a car crash. Former Liverpool centre forward Sean O'Connell, 28, admitted driving with excess alcohol and causing the death of five-year-old Leah Cook in a crash on the M62 in Yorkshire on 31 December. Bradford Crown Court heard that after leaving a wedding O'Connell had been driving recklessly at almost 100mph and had ignored a friend's plea to pull over at services. O'Connell, who had more than double the legal limit of alcohol in his blood when arrested, was subsequently disqualified from driving for two years for dangerous driving. The girl's parents said they were devastated at what they called 'a lenient sentence', saying that O'Connell would be eligible for parole in little more than three years.

Pielikums 3 Testa atbildes.

1. Listening:
    1. headlines, together
    2. mature, children
    3. many, few
    4. fuels, focus
    5. excuses, time

2. Reading:
    1. B
    2. D
    3. D
    4. C
    5. B
    6. A
    7. A
    8. D
    9. C
    10. D

3. Language use:
    1. range
    2. peninsula
    3. nest
    4. hibernate
    5. acid
    6. Fossil

4. Vocabulary:
    1. global warming
    2. deforestation
    3. renewable energy
    4. eco-friendly products
    5. waste management
    6. rising sea levels
    7. fossil fuels
    8. greenhouse effect
    9. carbon footprint
    10. climate change

Pielikums 4

Kontroldarba pirmā klausīšanās uzdevuma atšifrējums.

15-year-old activist Greta Thunberg speaks truth to power at the UN COP24 climate talks:

“My name is Greta Thunberg. I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice Now.

Many people say that Sweden is just a small country and it doesn’t matter what we do. But I’ve learned you are never too small to make a difference. And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to. But to do that, we have to speak clearly, no matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake.

You are not mature enough to tell it like it is. Even that burden you leave to us children. But I don’t care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many which pay for the luxuries of the few.

In the year 2078, I will celebrate my 75th birthday. If I have children, maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn’t do anything while there still was time to act. You say you love your children above all else, and yet you are stealing their future in front of their very eyes.

Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We cannot solve a crisis without treating it as a crisis. We need to keep fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself. We have not come here to beg world leaders to care. You have ignored us in the past, and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people. Thank you.”