

4

Our planet

4A

Vocabulary

Weather

I can describe the weather.

1 Do the weather quiz in pairs. Then check your answers at the bottom of the page.

Unit map

Vocabulary

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Describing temperature
Natural disasters
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Weather QUIZ

1 What shape is a **raindrop** before it starts falling?

a



b



c



2 What makes the sound of **thunder**?

a a cloud

b rain

c lightning

3 You see lightning and then hear thunder six seconds later.
How far away is the **storm**?

a 2 km

b 3 km

c 6 km

4 You only get **foggy** weather when

a the air is cold.

b it is **rainy**.

c you are near the ocean.

5 You only get **hail** when

a it is **windy**.

b there are **storm clouds**.

c there is no **sunshine**.

6 In what direction does an 'east **wind**' blow?

a towards the east →

b towards the west ←

7 What is the maximum time a **snowflake** takes to reach the ground?

a a minute

b five minutes

c twenty minutes

d an hour

8 When you are facing a rainbow, the **sun** is always

a in front of you.

b behind you.

c to one side.

Answers: 1a 2c 3a 4a 5b 6b 7d 8b

- 2 VOCABULARY** Complete the table with the highlighted words from the quiz in exercise 1. What do you notice about the way the adjectives are formed?

Weather			
Noun	Adjective	Verb	Related words and phrases
1	cloudy		rain clouds 2
fog	3		
frost	frosty		frostbite
4		hail	hail storm
ice	icy		
5			flash of lightning
mist	misty		
6	7	rain	8
shower	showery		rain shower
snow	snowy	snow	9
10	stormy		thunderstorm
11	sunny	(the sun) shines	12
13	thundery	to thunder	clap / crash of thunder
14	15	(the wind) blows	

- 3 SPEAKING** In pairs, ask and answer the questions (1–4) below. Use words and phrases from exercise 2 and the words below.

Describing temperature

It's minus ten. It's 35 degrees (Celsius). It's below zero. It's freezing / cold / cool / mild / warm / hot / sweltering.

- What is the weather like today?
- What is it usually like in December?
- What is it usually like in August?
- Do you prefer rainy, snowy or icy weather? Why?

- 4 1.34** Listen to five weather reports (1–5). Match three of them with the photos (A–C).

1 ____ 2 ____ 3 ____ 4 ____ 5 ____



RECYCLE! *a few, a little, not much / many, a lot of*

- Remember: we use *a few*, *not many* or *a lot of* with plural (countable) nouns.

a few thunderstorms

We use *a little*, *not much* or *a lot of* with uncountable nouns.

a little snow

- 5 1.34** Read the **Recycle!** box. Then listen again and complete these sentences from the weather reports.

Report 1

1 It's -10°C and there's _____ everywhere.

2 We're expecting _____ this afternoon.

Report 2

3 There is _____ on the ground.

4 There isn't _____ but the wind is blowing the snow into my face.

Report 3

5 There's _____ on the grass after a cold night.

6 There aren't _____ in the sky.

Report 4

7 There's _____ in people's gardens.

8 There's _____ on the pavements.

Report 5

9 There were _____ and it was windy too.

10 Now there's _____ and the wind is extremely strong.

- 6** In pairs, invent a weather report. Use the prompts below to help you plan it.

- What type of weather?
- Temperature?
- What can you see? (snow, ice, clouds, etc.)

- 7 SPEAKING** Present your weather report to the class.

Here in Birmingham, there's a strong wind blowing from the north.

Comparison

I can make comparisons.

- 1 SPEAKING** Work in pairs. Do you know what a shooting star is? Compare your ideas.
- Read part 1 of the text. Check your ideas from exercise 1.
- Complete the table with comparative adjectives from part 1 of the text.

Short adjective	Comparative	Rule
small	1	+ -er
large	2	+ -r
early	3	-y → -ier
big	4	double consonant + -er
Long adjective	Comparative	Rule
powerful	5	more + adjective
Irregular adjective	Comparative	
far	6	
good	better	(no rules)
bad	worse	

- Read the **Learn this!** box. Then find examples of each rule (a–d) in part 1 of the text.

LEARN THIS! Comparative forms

- We use *than* to make comparisons.
Greece is hotter than the UK.
- We use *not as ... as* to make negative comparisons.
It isn't as warm as yesterday.
- We use *as ... as* to say two things are equal.
Yesterday, London was as hot as Athens.
- We use *far* or *much* to make a comparison stronger.
Libya is far / much hotter than Canada.

- Read the **Look out!** box. Complete part 2 of the text with the comparative form of the words in brackets.

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LOOK OUT! little – less

Some quantifiers also have comparative forms.
few – fewer much / many – more

- Complete the sentences with the correct form of the words in brackets.

- My brothers often fight, but *Tom* is *much stronger than Nathan* (Tom / much / strong / Nathan) so he usually wins.
- Delhi is bigger than Mexico City but _____ (it / not as / large) Tokyo.
- The Chelyabinsk explosion _____ (much / small) than the Tunguska Event.
- Occasionally, hail stones can _____ (be / big / as) tennis balls!
- A hurricane _____ (much / powerful) an ordinary storm.

Part 1

On a clear night, you can often see meteors – space rocks – as they fall towards the Earth. Each rock is smaller than an apple, but they look as bright as stars in the night sky, so people call them 'shooting stars'. Larger meteors are much rarer, but their effects are far more spectacular. In 2013, a meteor exploded in the sky above the city of Chelyabinsk in Russia. The explosion was more powerful than the 1945 Hiroshima atomic bomb, but its effect was not as devastating as the bomb because the meteor exploded much further from the ground. Scientists compared the Chelyabinsk meteor to an earlier – and far bigger – explosion: the Tunguska Event.

Part 2

The Tunguska Event of 1908 was ¹ _____ (far) from a city so ² _____ (few) people saw it, but it was much ³ _____ (powerful) than the one in Chelyabinsk. It destroyed more than 80 million trees in the Siberian forest, so it's lucky it was not ⁴ _____ (close) to a town or city. The night sky became ⁵ _____ (bright) than normal for a few days, and people a hundred kilometres away could read a newspaper outdoors even at midnight. Most scientists believe it was a meteor explosion, but there are some ⁶ _____ (unusual) theories too. Perhaps it was a UFO!

- Write questions beginning *Which ... ?* Use the comparative form of the adjectives.

- dangerous / a blizzard / a thunderstorm / ?
Which is more dangerous, a blizzard or a thunderstorm?
- beautiful / snowflake / rainbow / ?
- holiday venue / good / the mountains / the beach / ?
- city / get / little snow / Warsaw / Moscow / ?
- for you personally / temperature / bad / -5°C / 35°C / ?
- type of weather / frightening / hail / lightning / ?
- country / rainy / Spain / England / ?
- in your country / month / hot / July / August / ?

- 8 SPEAKING** Work in pairs. Ask and answer the questions in exercise 7. Do you agree with your partner?

Which is more dangerous, a blizzard or a thunderstorm?

I think a blizzard is more dangerous. What about you?

I agree. / I don't agree. I think a thunderstorm is more dangerous.

Eyewitness

I can identify the context of a dialogue or monologue.

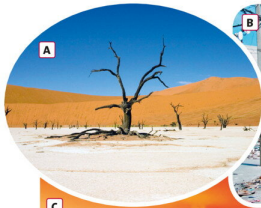


- 1 **1.35 SPEAKING** How observant are you? Look at the photo for 30 seconds and remember as much detail as you can. Then cover the photo and listen to the description. What mistakes do you notice in the description?

Listening Strategy

It is important to be able to identify the context of the listening, i.e. who is speaking, where and when they are speaking, and what the situation is. This is not always obvious so listen carefully for clues to help you.

- 2 **1.36** Read the **Listening Strategy**. Then listen to three dialogues and answer questions 1–3 below for each one. Give reasons for your answers.
- Who is speaking?
 - When are they speaking?
 - Where are they?
- 3 **1.37** Listen and match each dialogue with a photo of a natural disaster (A–E).
- 1 2 3 4 5



- 4 **1.37** Listen again and circle the correct answers (a–c).

- The interview is taking place
 - in the man's house.
 - in the street outside the man's house.
 - in a church hall.
 - The speaker
 - works for a charity.
 - is a politician.
 - raises funds for a charity.
 - The people who started the fire
 - did it intentionally.
 - were cooking.
 - left without phoning the fire service.
 - The volcanic eruption
 - happened last year.
 - has just finished.
 - is still happening now.
 - When the wave reached the boat, the boat was
 - close to the shore.
 - moving away from the shore.
 - in the port.
- 5 **VOCABULARY** Check the meaning of all the natural disasters below in your dictionary.
- Natural disasters** avalanche drought earthquake epidemic famine flood forest fire mudslide tornado tsunami volcanic eruption
- 6 Work in pairs. Write a dialogue between a journalist and a witness to a natural disaster (real or imaginary). Include some of this information.
- Where was the witness? (at home, in the street, in a car)
 - What did they see and do? (helped children / old people, found family members, ran away, phoned the emergency services)
 - How did they feel? (terrified, upset, shocked, worried, helpless)
 - Was anyone injured? (people died / were injured / were taken to hospital, doctors helped people)
- 7 **SPEAKING** Act out your dialogue to the class.

Superlative adjectives, *too* and *enough*

I can use different structures to make comparisons.

- 1 SPEAKING** Describe the photo. What do you think happened? Use the words below to help you.

carry dry land leave lift (v) tsunami wave (n)



- 2** Read the text and check your answers from exercise 1.

The Tohoku earthquake in 2011 was **the most powerful** earthquake ever in Japan and the fifth most powerful in the world. The earthquake happened 70 km from the coast, but it caused one of **the biggest** tsunamis ever recorded. The wave was over 40 m high and was **large enough** to travel 10 km inland in some places. **The worst** damage was in coastal towns where the land was flat. Some people managed to go to places **high enough** to be safe, but others weren't so lucky and didn't have **enough time** to escape. More than 18,000 people lost their lives. The wave also damaged the nuclear power station at Fukushima. Some people say that the power station was **too close** to the sea. The Prime Minister of Japan said, 'In the 65 years since the end of World War II, this is **the toughest** and **the most difficult** crisis for Japan.'

- 3** Read the **Learn this!** box. Then study the highlighted superlative forms in the text and find:

- 1 a short adjective without a spelling change.
- 2 a short adjective with a spelling change.
- 3 two long adjectives.
- 4 an irregular adjective.
- 5 a superlative adjective followed by *in* and a place.

LEARN THIS! Superlative adjectives

- a We add *-est* to short adjectives.
rich – richer – the richest *slow – slower – the slowest*
- Sometimes the spelling changes.
foggy – foggier – the foggiest *hot – hotter – the hottest*
- We put *the* most before long adjectives.
dangerous – more dangerous – the most dangerous
- There are a few irregular comparative forms.
good – better – the best *bad – worse – the worst*
far – further – the furthest
- We can use *of* after superlative adjectives.
the sunniest day of the week
- We use *in* (not *of*) with nouns for groups or places.
the tallest boy in the class *the biggest lake in the world*

- 4** Complete these earthquake facts using the superlative form of the adjectives in brackets.

- 1 The largest (large) earthquake ever recorded was in Chile in 1960 (magnitude 9.5).
- 2 _____ (early) recorded earthquake was in China in 1177 bc.
- 3 _____ (deadly) earthquake happened in 1556 in China. About 830,000 people died.
- 4 _____ (deep) earthquake recorded occurred 450 km below the surface of the Earth.
- 5 Antarctica is the continent with _____ (small) number of earthquakes.
- 6 The _____ (destructive) earthquake ever recorded was in 1906 in San Francisco.

➡ Grammar Builder 4D (Part 1) page 130

- 5** Study the underlined examples of *too* and *enough* in the text in exercise 2. Complete the **Learn this!** box with *after* and *before*.

LEARN THIS! *too* and *enough*

- a *too* comes ¹ _____ an adjective. *too small*
- b *enough* comes ² _____ an adjective. *not small enough*
- c *enough* comes ³ _____ a noun. *(not) enough money*
- d We often use an infinitive with *to* after *too* + adjective or adjective + *enough*.
He's too young / old enough to join the army.

➡ Grammar Builder 4D (Part 2) page 130

- 6** Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

- 7** Write questions using the superlative form of the adjectives.

- 1 what / interesting subject / at school / ?
What's the most interesting subject at school?
- 2 who / attractive actor / in the world / ?
- 3 what / funny comedy / on TV / ?
- 4 what / interesting city / in your country / ?
- 5 who / bad singer / in the world / ?
- 6 what / dangerous animal / in the world / ?

- 8 SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

In your opinion, what's the most interesting subject at school?

Phrasal verbs

I can understand and use a variety of phrasal verbs.

- 1 **SPEAKING** Describe the photo. Use the words below to help you.

nouns chimney factory pollution smoke

verbs breathe pollute pour out

- 2 **1.38** Complete the compound nouns in the fact file with the words below. Use a dictionary to help you. Then listen and check your answers.

climate fossil global greenhouse ice rain renewable sea surface



GLOBAL WARMING

FACT FILE

- ▶ The Earth is heating up. The average ¹ _____ temperature is 0.75°C higher now than it was 100 years ago.
- ▶ When we burn ² _____ fuels, they give off ³ _____ gases like carbon dioxide (CO₂). This causes ⁴ _____ warming.
- ▶ We have cut down over 50% of the Earth's ⁵ _____ forests in the last 60 years. These are important because they remove CO₂ from the atmosphere and add oxygen. They are also home to over half of the world's plant and animal species.
- ▶ Some scientists believe that by 2050, about 35% of all plant and animal species could die out because of ⁶ _____ change.
- ▶ ⁷ _____ levels are rising and the polar ⁸ _____ caps are melting.
- ▶ Scientists say that fossil fuels like coal and gas may run out by the year 3000. So we need to develop alternatives, such as ⁹ _____ energy and nuclear energy.

LEARN THIS! Phrasal verbs

- a Some phrasal verbs have a meaning which is similar to the meaning of the main verb (e.g. to use up = to use all of something).
- b Other phrasal verbs have a meaning which is completely different from the meaning of the main verb (e.g. to carry on = to continue).

- 3 Read the **Learn this!** box. Find five phrasal verbs in the fact file. Which have a similar meaning to the main verb and which have a completely different meaning?

- 4 Read what two students say about global warming and climate change. Who is more worried about the situation?



Emma



Tom

We are using up fossil fuels like coal and gas very fast. If we carry on like this for much longer, we will have no fuel left and it will be impossible to stop climate change. We must change the way we live and start looking after the environment. Politicians must wake up and take action! We can't put it off!

It's impossible to come up with a solution that everyone is happy with. We can't just close down all the coal and gas power stations. We rely on fossil fuels for most of our energy. And it's difficult to persuade people to change the way they live. How many people will give up their cars? Not many! We should just learn to live with climate change, not try to stop it.

- 5 Find nine phrasal verbs in the texts in exercise 4. Match five of them with the definitions below. Check the meaning of the others in the dictionary. Are the meanings similar to the main verbs or different?

- | | |
|---------------------------------|----------------------|
| 1 continue _____ | 4 take care of _____ |
| 2 delay _____ | 5 think of _____ |
| 3 stop using or doing sth _____ | |

- 6 Complete the phrasal verbs in the sentences with the words below. All the verbs are in the texts in exercises 2 and 4.

cut down looked out up up used

- Internet cafés are dying _____ because people use smartphones instead.
- My dad _____ down the tree in the front garden.
- Kate gave _____ chocolate because she wants to be healthier.
- Supermarkets are causing small shops to close _____.
- We've _____ up all the bread. Can you buy some more?
- You can heat _____ the soup in the microwave.
- I _____ after my little brother while Mum was out.

- 7 **KEY PHRASES** Complete the useful phrases with the words below.

believe disagree honest opinion
see seems true wrong

Expressing opinions

I think / I don't think that ... In my ¹ _____, ...
I ² _____ that ... It ³ _____ to me that ...
To be ⁴ _____, ... As I ⁵ _____ it, ...

Agreeing and disagreeing

I agree / ⁶ _____ with (Emma) that ...
(Tom) is right / ⁷ _____ to say that ... because ...
It's ⁸ _____ that ... (but ...)

- 8 **SPEAKING** Do you agree more with Emma or Tom? Why? Use the phrases in exercise 7 to help you.

Gliders in the storm

I can understand a text about a paraglider.

- 1 SPEAKING** Work in pairs. Look at the title and the photos, read the *I can ...* statement for this lesson and predict what happens in the text. Tell the class your ideas.
- Read the text, ignoring the gaps. How accurate were your predictions?
- Read the Reading Strategy. Then look at the gaps in the text. Which gaps begin with a verb in the past simple?

Reading Strategy

To help you decide which phrases fit which gaps, think about the grammar of each sentence. For example, is first word in the gap a verb, or is a different kind of word needed?

- 4** Match the phrases (A–K) with gaps 1–10 in the text. Use your answers to exercise 3 to help you. There is one extra phrase which you will not need.

- A flew higher and higher
- B to keep away from some dark clouds
- C which was **spinning** above her head
- D seemed certain
- E came together and trapped her
- F where she **took off**
- G to spend more time on the ground
- H were getting ready to take off
- I she got away with it
- J lost consciousness
- K became worse

A bumpy ride



1.39

In February 2007, about two hundred paragliders were in Australia for a few days to prepare for the World Championship. They included Ewa Wiśnierska, a German paragliding champion. One morning, as the competitors ¹ __, they noticed that a thunderstorm was **approaching**. However, they decided to carry on. After all, these were the best paragliders in the world; they ² __. Or so they thought.

Unfortunately, as the competitors took off, the weather quickly ³ __. That was the start of the most terrifying and dangerous ⁴ __ experience of her life. Ewa tried to get away from the storm, but two enormous clouds ⁵ __.

The clouds pulled Ewa up inside the storm like a leaf in the wind. She ⁶ __, with ⁷ __ lightning and hail all around her. 'I was shaking,' she told reporters afterwards. 'The last thing I remember, it was dark. I could hear lightning all around me.' She rose to an altitude of nearly 10,000 m – ⁸ __ that's higher than the top of Mount Everest – and then ⁹ __. At that height, the temperature was about -40°C and there was very little oxygen. Death ¹⁰ __.

- 5 **VOCABULARY** Match the six highlighted verbs of movement in the text with the definitions below. Write the infinitives.

Verbs of movement

- 1 to go round and round quickly _____
- 2 to go up from the ground _____
- 3 to come down to the ground _____
- 4 to move nearer _____
- 5 to arrive at a certain place _____
- 6 to move in an certain direction _____

- 6 **SPEAKING** Work in pairs. Prepare an interview with Ewa.

Student A: You are the interviewer. Prepare six questions using the prompts below and / or your own ideas.

Student B: You are Ewa. Prepare your answers to Student A's questions. Use as much information from the text as you can.

- 1 what / you / do / in Australia?
- 2 what / weather / like / that morning?
- 3 why / you / take off?
- 4 what / can / remember / about the storm?
- 5 what / most terrifying part / experience?
- 6 how / you / feel / afterwards?

- 7 **SPEAKING** Act out your interview.

What were you doing in Australia?

I was preparing ...

For forty minutes, Ewa was unconscious.

- 30 When she woke up, she was still inside the storm. It was dark and hailstones were flying past. They were as big as tennis balls. But fortunately her glider, ⁸ ____, was still in one piece.

- 35 Eventually, Ewa came out of the storm cloud and saw a small farm on the ground. She **headed** towards it and **landed** safely. She fell to the ground and rolled over, too weak and confused to call for help. When 40 her team **reached** her, she was 60 km away from the place ⁹ ____. She was covered in ice – but alive!

- Godfrey Wenness, the organiser of the championships, described Ewa as the 45 luckiest woman in the world. 'This is like winning the lottery ten times in a row. That's how lucky this woman is. There's no logical reason why ¹⁰ ____,' he said. Sadly, a Chinese competitor was not as lucky as 50 Ewa. He flew into the same storm and died.

- Ewa had frostbite on her ears and legs and went to hospital for treatment, but a few days later, she competed in the World Championship. 'Flying is too fantastic to 55 stop because of an accident,' she said.

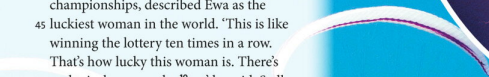


Photo comparison

I can describe, compare and contrast photos.



- 1 Look at the photos. Match them with the events below.
music festival parade street market

- 2 **VOCABULARY** Find three of the things in the list below in photo C.

In the street bus stop lamp post pavement
pedestrian crossing road sign shop sign traffic light

➔ **Vocabulary Builder** In the street: page 119

Speaking Strategy

When you do a photo comparison task, follow these steps.

- 1 Describe each photo in general (e.g. mention the people, where they are, speculate about what is happening, etc.)
- 2 Describe any obvious differences or similarities between the photos.
- 3 Speculate about how the people in the photos are feeling, or what they are thinking or saying.

- 3 **2.02** Read the **Speaking Strategy**. Then listen to two candidates comparing the photos. Answer the questions.

- 1 Which two photos does each student compare?
- 2 Do they both follow all of the advice?

LEARN THIS!

You can use *must be* to talk about things which you can deduce are true.

They're wearing T-shirts, so the weather must be warm.

You can use *can't be* to talk about things which you can deduce are not the case.

It can't be a British city because the flags are all American.

- 4 **2.02** Read the **Learn this!** box. Then listen again to the first candidate and complete the deductions he makes.

- 1 It can't be in Britain because _____
- 2 It must be a rainy day because _____
- 3 It must be a cold night because _____

- 5 **KEY PHRASES** Read the key phrases. Check the meaning of all the phrases.

Comparing and contrasting**Similarities**

The common theme in the photos is ...

You can see ... in both photos.

Both photos show ...

In both photos there are ...

Differences

The first photo shows ..., whereas the second photo shows ...

In the first photo ..., but in the second photo ...

One obvious difference is (that) ...

Unlike the first photo, the second photo shows ...

In contrast to the first photo, the second photo ...

- 6 **2.03** Listen to the second candidate again. Which phrases from exercise 5 did she use?

- 7 **SPEAKING** Work in pairs. Take turns to compare and contrast photos A and C in exercise 1. Follow the steps in the **Speaking Strategy**.

- 8 **SPEAKING** Work in pairs. Turn to page 142 and do the extra speaking task. Use words and phrases from this lesson.

An article

I can write an article about a global issue.

- Look at the article below. Do you agree or disagree with the statement in the debate? Give reasons for your opinion.
- Read the article. Do you agree with Ben? Does he mention any of the reasons you gave in exercise 1?

Green Earth > Monthly Competition > April 2016

littleleaf1998 Moderator

'Most people do not take global warming seriously enough.' Do you agree?

Join the debate. A prize for the best article!



ben_the_climber

Global warming is probably the most serious threat we face, and we should all be worried about it. And indeed, **it seems to me that** most people take the issue very seriously. These days, people take a lot of care to recycle plastic, paper, glass and other materials. If recycling bins are available, they use them. **What is more**, they often choose to walk or cycle somewhere in order to reduce carbon emissions.

There are people who believe that it is normal for the temperature of the Earth to go up and down. They don't believe that humans are causing global warming, so they don't believe that humans need to alter their behaviour. Other people may just be too selfish to lead a green lifestyle. Nevertheless, the majority of people believe the evidence and do whatever they can to combat climate change.

Ben

Writing Strategy

When you are expressing your opinions and the opinions of others, give your text a clear structure. For example:

- In one paragraph, give your opinion with two or three arguments that support it.
- In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counter-argument).

- Read the **Writing Strategy** and answer the questions.

- In paragraph 1 of Ben's article, how many arguments does he give in support of his opinion?
- In paragraph 2, how many arguments does he give in support of the opposing view?
- Does he give a counter-argument?

- VOCABULARY** Complete the collocations from the text with the words below.

alter cause combat lead recycle reduce

Climate change

- | | |
|---------------------------------|---------------------------|
| 1 _____ plastic / paper / glass | 4 _____ your behaviour |
| 2 _____ carbon emissions | 5 _____ a green lifestyle |
| 3 _____ global warming | 6 _____ climate change |

➔ **Vocabulary Builder** Climate change: page 119

- Read the phrases below. Add the highlighted phrases in Ben's post to the correct group (A–D).

A Expressing an opinion

I think / don't think that ... To be honest, ... As I see it, ...
I believe / don't believe that ... In my opinion, ...

B Presenting an opposing opinion

Having said that, ... On the other hand, ...

C Presenting a counter-argument

However, ... In spite of this, ...

D Making an additional point

Moreover, ... Furthermore, ... In fact, ...

LEARN THIS! Zero conditional

We use the zero conditional to talk about things that are generally or always true, especially scientific facts.

If you heat ice, it melts.

- Read the **Learn this!** box and find a zero conditional sentence in the forum post.

➔ **Grammar Builder** 4H page 130

- Work in pairs. Read the statement and decide if you agree or disagree. Prepare arguments for and against it. Use the ideas below to help you.

'Global warming is the most significant problem facing us today.' Do you agree?

- For:** We need to protect the planet / prevent climate change / save endangered species.
- Against:** There are other problems such as poverty, disease, nuclear war, etc. / Millions of people die every year because of ... / A nuclear war could destroy ...

- Write your article. Use phrases from exercise 5 and your ideas from exercise 7 to help you. Follow the structure suggested in the **Writing Strategy**.

CHECK YOUR WORK

Have you ...

- followed the advice in the Writing Strategy?
- included useful phrases from exercise 5?
- checked the spelling and grammar?