

# 4

## Our planet

### Unit map

#### Vocabulary

Weather  
Describing temperature  
Natural disasters  
Verbs of movement  
In the street  
Climate change

#### Word Skills

Phrasal verbs

#### Grammar

Comparative adjectives  
Superlative adjectives  
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## 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.

# 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**.

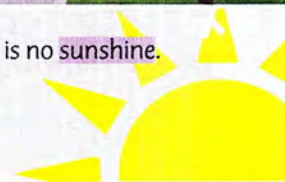
b there are **storm clouds**.

c there is no **sunshine**.

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

a towards the east →

b towards the west ←



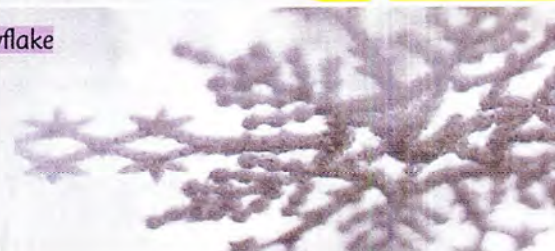
7 What is the maximum time a **snowflake** takes to reach the ground?

a a minute

b five minutes

c twenty minutes

d an hour

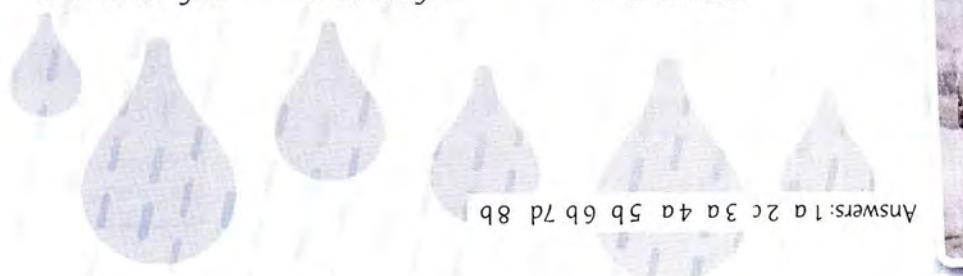


8 When you are facing a rainbow, the **sun** is always

a in front of you.

b behind you.

c to one side.



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

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**

- It's -10°C and there's \_\_\_\_\_ everywhere.
- We're expecting \_\_\_\_\_ this afternoon.

**Report 2**

- There is \_\_\_\_\_ on the ground.
- There isn't \_\_\_\_\_ but the wind is blowing the snow into my face.

**Report 3**

- There's \_\_\_\_\_ on the grass after a cold night.
- There aren't \_\_\_\_\_ in the sky.

**Report 4**

- There's \_\_\_\_\_ in people's gardens.
- There's \_\_\_\_\_ on the pavements.

**Report 5**

- There were \_\_\_\_\_ and it was windy too.
- 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.

# 4B

## Grammar

### 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.

➔ Grammar Builder 4B page 130

#### 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 <sup>1</sup> \_\_\_\_\_ (far) from a city so <sup>2</sup> \_\_\_\_\_ (few) people saw it, but it was much <sup>3</sup> \_\_\_\_\_ (powerful) than the one in Chelyabinsk. It destroyed more than 80 million trees in the Siberian forest, so it's lucky it was not <sup>4</sup> \_\_\_\_\_ (close) to a town or city. The night sky became <sup>5</sup> \_\_\_\_\_ (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 <sup>6</sup> \_\_\_\_\_ (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.

# 4C

## Listening

### 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:

- a short adjective without a spelling change.
- a short adjective with a spelling change.
- two long adjectives.
- an irregular adjective.
- 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*
- b** Sometimes the spelling changes.  
*foggy – foggier – the foggiest* *hot – hotter – the hottest*
- c** We put *the most* before long adjectives.  
*dangerous – more dangerous – the most dangerous*
- d** There are a few irregular comparative forms.  
*good – better – the best* *bad – worse – the worst*  
*far – further – the furthest*
- e** We can use *of* after superlative adjectives.  
*the sunniest day of the week*
- f** 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.

- The largest (large) earthquake ever recorded was in Chile in 1960 (magnitude 9.5).
- (early) recorded earthquake was in China in 1177 BC.
- (deadly) earthquake happened in 1556 in China. About 830,000 people died.
- (deep) earthquake recorded occurred 450 km below the surface of the Earth.
- Antarctica is the continent with                      (small) number of earthquakes.
- 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 <sup>1</sup>                      an adjective. *too small*
- b** *enough* comes <sup>2</sup>                      an adjective. *not small enough*
- c** *enough* comes <sup>3</sup>                      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*.

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

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

- what / interesting subject / at school / ?  
*What's the most interesting subject at school?*
- who / attractive actor / in the world / ?
- what / funny comedy / on TV / ?
- what / interesting city / in your country / ?
- who / bad singer / in the world / ?
- 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

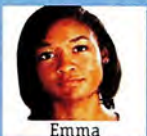
- › The Earth is heating up. The average <sup>1</sup> \_\_\_\_\_ temperature is 0.75°C higher now than it was 100 years ago.
- › When we burn <sup>2</sup> \_\_\_\_\_ fuels, they give off <sup>3</sup> \_\_\_\_\_ gases like carbon dioxide (CO<sub>2</sub>). This causes <sup>4</sup> \_\_\_\_\_ warming.
- › We have cut down over 50% of the Earth's <sup>5</sup> \_\_\_\_\_ forests in the last 60 years. These are important because they remove CO<sub>2</sub> 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 <sup>6</sup> \_\_\_\_\_ change.
- › <sup>7</sup> \_\_\_\_\_ levels are rising and the polar <sup>8</sup> \_\_\_\_\_ 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 <sup>9</sup> \_\_\_\_\_ 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*).

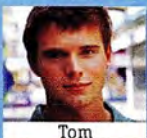
3 Read the **Learn this!** box. Find five phrasal verbs in the fact file. Which have a similar meaning to the main verb and which have a completely different meaning?

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



Emma

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!



Tom

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

- 1 Internet cafés are dying \_\_\_\_\_ because people use smartphones instead.
- 2 My dad \_\_\_\_\_ down the tree in the front garden.
- 3 Kate gave \_\_\_\_\_ chocolate because she wants to be healthier.
- 4 Supermarkets are causing small shops to close \_\_\_\_\_.
- 5 We've \_\_\_\_\_ up all the bread. Can you buy some more?
- 6 You can heat \_\_\_\_\_ the soup in the microwave.
- 7 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 <sup>1</sup> \_\_\_\_\_, ...  
I <sup>2</sup> \_\_\_\_\_ that ... It <sup>3</sup> \_\_\_\_\_ to me that ...  
To be <sup>4</sup> \_\_\_\_\_, ... As I <sup>5</sup> \_\_\_\_\_ it, ...

#### Agreeing and disagreeing

I agree / <sup>6</sup> \_\_\_\_\_ with (Emma) that ...  
(Tom) is right / <sup>7</sup> \_\_\_\_\_ to say that ... because ...  
It's <sup>8</sup> \_\_\_\_\_ 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?

- 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

irlanguage

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 <sup>1</sup>\_\_\_, they noticed that a thunderstorm was **approaching**. However, they decided to carry on. After all, these were the best paragliders in the world; they <sup>2</sup>\_\_\_ . Or so they thought.

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

The clouds pulled Ewa up inside the storm like a leaf in the wind. She <sup>5</sup>\_\_\_ , with 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 – that's higher than the top of Mount Everest – and then <sup>6</sup>\_\_\_ . At that height, the temperature was about -40°C and there was very little oxygen. Death <sup>7</sup>\_\_\_



**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?

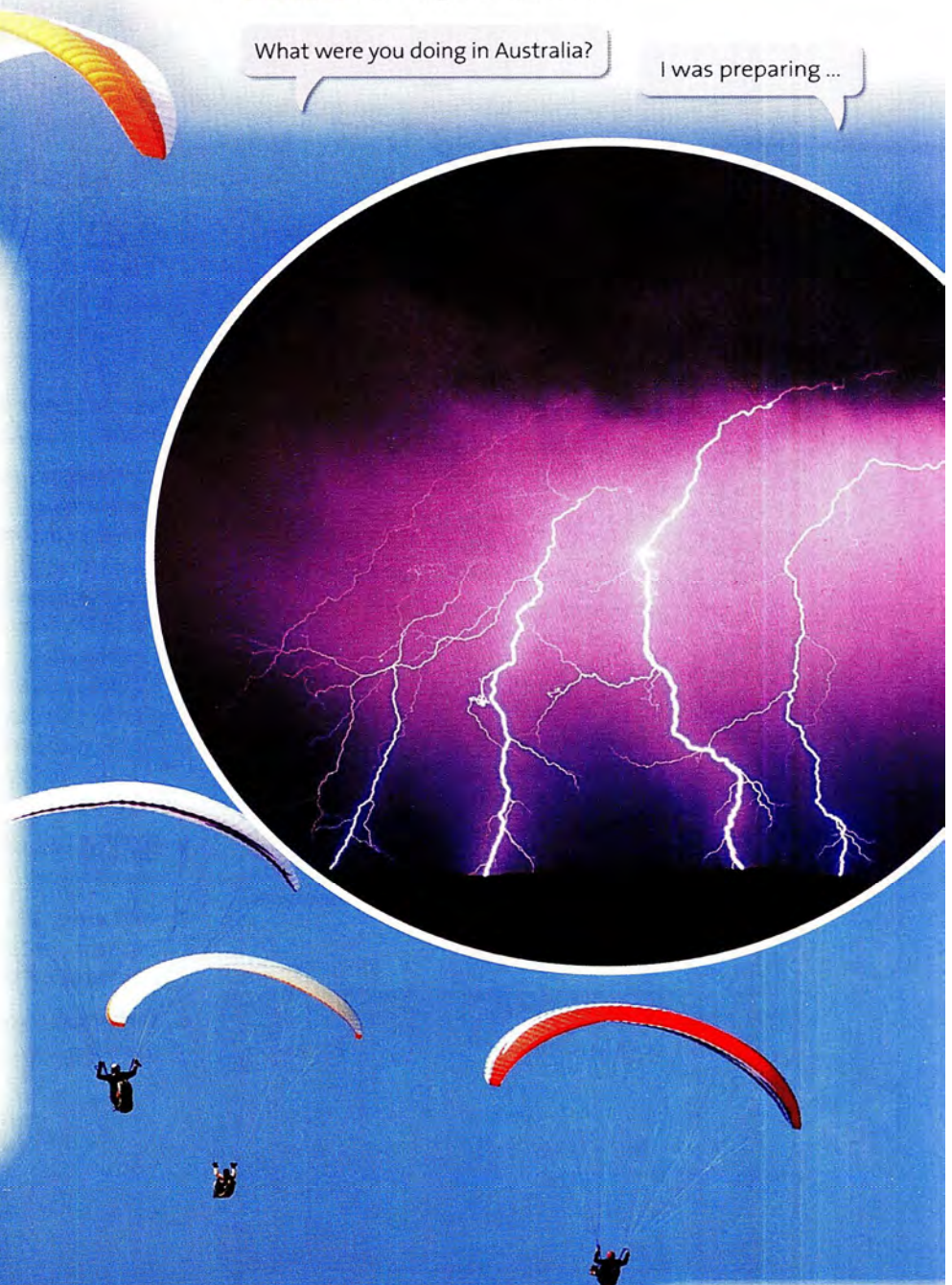
I was preparing ...

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, <sup>8</sup> \_\_\_\_, 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 <sup>9</sup> \_\_\_\_. 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 <sup>10</sup> \_\_\_\_,' 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.





# 4G

## Speaking

### 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.


- 1 Look at the article below. Do you agree or disagree with the statement in the debate? Give reasons for your opinion.
- 2 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).

- 3 Read the **Writing Strategy** and answer the questions.
  - 1 In paragraph 1 of Ben's article, how many arguments does he give in support of his opinion?
  - 2 In paragraph 2, how many arguments does he give in support of the opposing view?
  - 3 Does he give a counter-argument?

- 4 **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

- 5 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**.

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

➔ **Grammar Builder 4H** page 130

- 7 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 ...

- 8 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?

## Reading

## Strategy

Statements in *true / false* exercises often repeat words from the text, but this doesn't necessarily mean that the statements are true. Underline the key words in each statement to help you to really understand the meaning of the whole sentence and not just the individual words.

- 1 Read the **Strategy**. Then read the statements that follow the text and underline the key words. The first one has been done for you.
- 2 Read the text. Are the sentences true or false? Write T or F.

**Hurricane in Jamaica**

I was staying with my aunt and uncle in Jamaica when the hurricane came. They've lived in Jamaica all their lives so they know about hurricanes. I, on the other hand, was born in Britain because my parents came here when they were first married. They bought a house in London, found work, and my sister and I were born a few years later. Our parents always tell wonderful stories about Jamaica and we go there as often as we can. We love staying with our aunt and uncle in the north of the island. Last year, my sister started university and my parents were busy working, so they said I could go on my own, which meant the visit was even more exciting than usual.

I went in December, because between October and mid-December the weather isn't as hot, but it's still lovely. However, it's also the hurricane season during those months, so you have to watch out for that. Luckily, my aunt and uncle heard the warning on the radio before I arrived, and as a result, there was already lots of extra food and drink in the house. I was glad about that, as one of my favourite things about being in Jamaica is the food!

As soon as we saw the first signs of the hurricane, we closed the windows and the doors, and then we waited. The storm was a Category 1 hurricane, with heavy rain and winds of about 125 km/h. I played games and chatted with my cousins to pass the time, and we ate lots of food. But I remember the sound of the wind crashing around the house, day and night, and I felt quite scared. My aunt told me there was nothing to worry about and that they'd had worse storms than that, so I felt a bit better. While we waited, we listened to the news on the radio; there was some flooding on the roads and on farms, and some damage to buildings. The storm began on Monday, and then by Wednesday it was moving out to sea. So we weren't indoors for very long really, and afterwards, there was sunshine again!

- 1 The writer used to live in Jamaica. \_\_\_\_\_
- 2 Her parents are always positive about their home country. \_\_\_\_\_
- 3 The writer was worried about going to Jamaica this time. \_\_\_\_\_
- 4 Most hurricanes in Jamaica take place at the end of the year. \_\_\_\_\_
- 5 The storm surprised the writer and her family. \_\_\_\_\_
- 6 The writer was afraid for the whole time. \_\_\_\_\_
- 7 The rain flooded their house. \_\_\_\_\_
- 8 The hurricane lasted for less than a week. \_\_\_\_\_

## Listening

## Strategy

Before you listen, read the questions and options carefully to get an idea of what the recording is going to be about.

- 3 Read the **Strategy**. Then read the questions and answers and predict what the recording is about. Think about words you might connect with this topic.
- 4 **2.04** Listen to the text and answer the questions. Circle the correct answers (A–C).
  - 1 When the writer was a child, her parents
    - A taught her the names of all the stars.
    - B bought her books about space.
    - C spent time listening to her talk about the planets.
  - 2 What is true about the writer at school?
    - A She liked science best.
    - B She imagined being a musician one day.
    - C She was talented at maths.
  - 3 When did she decide to be a space scientist?
    - A after a lesson at school about meteoroids
    - B after she saw a shooting star
    - C after she watched a film about space travel
  - 4 What did she do when she first finished her education?
    - A She worked abroad.
    - B She went travelling.
    - C She stayed in Britain.
  - 5 What is her advice to people who want to be space scientists?
    - A work hard at university
    - B get a good science degree
    - C study different subjects

## Use of English

## Strategy

If you are unsure which option is correct, cross out the option that is definitely wrong. Then read the sentence with both remaining options and decide which one sounds better. If you are still unsure, guess!

- 5 Read the **Strategy**. Then read the text and complete gaps 1–8. Circle the correct answer A, B or C.

### The Avengers

Superheroes are very popular: people love films like *The Amazing Spider Man*, *Batman Begins*, *X-Men*, *Thor* and *Captain America*. All of these films are great, but in my opinion *The Avengers* is <sup>1</sup> \_\_\_ superhero film. I like *The Avengers* because it's different. Superheroes are usually lonely people – they save the world on their own. <sup>2</sup> \_\_\_ isn't how things work in *The Avengers*.

Loki is the bad character in the film, and he's <sup>3</sup> \_\_\_ Thor's brother. The film begins when Loki and his powerful army steal the Tesseract. This is a source of energy, and Loki can use it to destroy the Earth. Nick Fury is the good character, and he's also the leader of an organisation called S.H.I.E.L.D. Nick knows that he isn't strong <sup>4</sup> \_\_\_ to fight against Loki – so he creates a team of superheroes. Now Iron Man, the Hulk, Thor, Captain America, Hawkeye and Black Widow are working together! How can they fail?

There are <sup>5</sup> \_\_\_ characters in *The Avengers*, but they each have a great story and great scenes to play too. The final battle scene between the superhero team and Loki's army is the <sup>6</sup> \_\_\_ scene in the film. The script is very clever too, and there are <sup>7</sup> \_\_\_ funny lines for all the characters.

The <sup>8</sup> \_\_\_ of putting superheroes together was amazing, and audiences loved it. The film made \$1.51 billion worldwide and received many awards.

- |              |                 |                 |
|--------------|-----------------|-----------------|
| 1 A good     | B better        | C the best      |
| 2 A What     | B Then          | C This          |
| 3 A too      | B also          | C as well       |
| 4 A many     | B either        | C enough        |
| 5 A a lot of | B much          | C a little      |
| 6 A exciting | B most exciting | C more exciting |
| 7 A any      | B some          | C much          |
| 8 A idea     | B opinion       | C view          |

### Speaking

#### Strategy

A speaking task may ask you to compare two photos showing people in different places and doing different activities. You should talk about their similarities and their differences. While you are comparing, you should also speculate about what is happening in each situation.

- 6 Read the **Strategy** and the phrases below. Which of the phrases could be used for talking about similarities (Si), differences (D) and speculation (Sp)? Can you add any more phrases to each category?

- (It) can't be ... because ...
- Both photos show ...
- One obvious difference is ...
- (They) must be ... because ...
- In contrast to the first photo, the second photo ...
- The common theme in the photos is ...

- 7 Compare and contrast the two photos.

A



B



### Writing

#### Strategy

When you have finished writing, it is important to re-read your work. Check that it is clear and makes sense. Then check again for spelling and punctuation mistakes.

- 8 Read the **Strategy**. Then read the example of a message. Underline three spelling mistakes and two punctuation mistakes.

✉ Hi Luke.

I went to see *Jurassic World* last night. The storie is about a place called Jurassic World which is an artificial dinosaur resort off the coast of Costa Rica. One of the dinosaurs escapes and thats when the trouble starts! It's realy good? I love the speciel effects.

Anyway, while I was at the cinema, I saw an advert for a job. They want people to sell popcorn. I know you're looking for a job, so you should phone them.

See you soon. Ben.

- 9 Imagine you went to the cinema last night and are writing to your English friend. Write a message in which you:

- describe the film.
- give your opinion of the film.
- make a suggestion to your friend.