



# CLIMATE CHALLENGES



Scan to review worksheet

Expemo code:  
15RE-S7JE-K79T

1

## Warm up

These words relate to the issue of global warming. Match the words and meanings.

- |                           |  |
|---------------------------|--|
| 1. <u>atmosphere</u>      | a. a gas that is produced when we burn things (CO <sub>2</sub> )                           |
| 2. <u>carbon dioxide</u>  | b. a thick layer of ice at the north and south poles                                       |
| 3. <u>climate</u>         | c. change from a solid to a liquid form  |
| 4. <u>fossil fuels</u>    | d. go up or get higher   |
| 5. ice cap                | e. how high the top of the ocean is where it meets the land                                |
| 6. <u>increase</u> / rise | f. sources of energy that were formed underground millions of years ago, like oil and coal |
| 7. melt                   | g. the gases that surround a planet  |
| 8. sea <u>level</u>       | h. the weather conditions that we usually find in a place                                  |

Now answer these questions:

- Which of these things can you see in the picture below?
- Why do you think global warming is a serious issue?





## 2

## Listening

Listen to a podcast, "Climate change for beginners", and decide if these sentences are true or false.



1. Global warming and climate change are completely different things.
2. We need to use fossil fuels so we can eat and drink.
3. Cutting down trees makes carbon dioxide levels increase.
4. Carbon dioxide levels have no effect on sea levels.
5. Temperatures will possibly rise as much as 7 degrees by the year 2100.
6. We should stop using fossil fuels and plant more trees.

Listen again and choose the best form to complete the sentences.

1. When we cut down trees and burn oil and coal, carbon dioxide levels in the atmosphere **rise / will rise**.
2. And when there are high levels of carbon dioxide in the atmosphere, temperatures **increase / will increase**.
3. When temperatures increase, there **are / will be** more storms and extreme weather events.
4. And as the earth gets hotter, the ice caps at the poles **melt / will melt** and sea levels **rise / will rise**.
5. If we continue to cut down forests and burn oil and coal, temperatures **rise / will rise** by 3 to 5 degrees before the end of this century.
6. Scientists predict that if the world's temperature increases by more than 1.5 degrees, many people **die / will die** in extreme weather events and lots of big cities **are / will be** underwater.
7. If we stop burning oil and coal, these problems **don't get / won't get** worse.
8. And if we plant more trees, they **take up / will take up** some of the extra carbon dioxide in the atmosphere.

Which verb forms are you choosing between in this exercise?



## 3

**Language point**

Read these sentences and the information and answer the questions.

- 1) When we cut down trees and burn oil and coal, carbon dioxide levels in the atmosphere rise.
- 2) And when there are high levels of carbon dioxide in the atmosphere, temperatures increase.
- 3) When temperatures increase, there are more storms and extreme weather events.
- 4) And as the earth gets hotter, the ice caps at the poles melt and sea levels rise.

Sentences 1-4 are called **zero conditional** sentences, which explain **causes** and **effects**, or **reasons** and **results**. These sentences have two **clauses**. A **clause** is a piece of a sentence which includes a **subject** and a **verb**. Circle the subjects and underline the verbs in both clauses of the sentences.

1. Which words introduce the cause/reason?
2. Which verb tense is used for the cause/reason?
3. Which verb tense is used for the effect/result?
4. Are these sentences describing scientific facts or making predictions about the future?

Now do the same with these. Read these sentences and the information and answer the questions.

- 5) If we continue to cut down trees and burn oil and coal, temperatures will rise by 3 to 5 degrees before the end of this century.
- 6) If the world's temperature increases by more than 1.5 degrees, many people will die in extreme weather events and lots of big cities will be underwater.
- 7) If we stop burning oil and coal, these problems won't get worse.
- 8) If we plant more trees, they will take up some of the extra carbon dioxide in the atmosphere.

Sentences 5-8 also have two clauses that explain causes and effects, but these are called **first conditional** sentences. Circle the subjects and underline the verbs.

1. Which word introduces the cause/reason?
2. Which verb tense is used for the cause/reason?
3. Which verb tense is used for the effect/result?
4. Are these sentences describing scientific facts or making predictions about the future?



We can change the order of the clauses in conditional sentences.

- When the temperature increases, there are more storms and extreme weather events.
- There are more storms and extreme weather events when the temperature increases.
- If we stop burning oil and coal, these problems won't get worse.
- These problems won't get worse if we stop burning oil and coal.

1. When the cause/reason comes first in the sentence, what punctuation separates the cause/reason from the effect/result?
2. Is this punctuation the same when we give the effect/reason first?

4

Practice

Complete these sentences with the correct form of a verb from the box. Some verbs have similar meanings, so you can choose when to use them: *increase/rise, become/get*.

be	become/get x 3	burn	continue	go x 2
melt	plant	rise/increase x 5	not stop	

1. When we \_\_\_\_\_<sup>1</sup> fossil fuels, CO2 levels \_\_\_\_\_<sup>2</sup>.
2. The earth \_\_\_\_\_<sup>3</sup> hotter as CO2 levels in the atmosphere \_\_\_\_\_<sup>4</sup> up.
3. If we \_\_\_\_\_<sup>5</sup> to burn oil and gas, temperatures \_\_\_\_\_<sup>6</sup> to dangerous levels.
4. When ice caps \_\_\_\_\_<sup>7</sup>, sea levels \_\_\_\_\_<sup>8</sup> to dangerous levels.
5. If temperatures \_\_\_\_\_<sup>9</sup> by more than 1.5 degrees, London, Miami and Bangkok \_\_\_\_\_<sup>10</sup> underwater.
6. As temperatures \_\_\_\_\_<sup>11</sup>, storms \_\_\_\_\_<sup>12</sup> stronger.
7. Global warming \_\_\_\_\_<sup>13</sup> worse if we \_\_\_\_\_<sup>14</sup> using fossil fuels.
8. If we \_\_\_\_\_<sup>15</sup> lots of trees, CO2 levels in the atmosphere \_\_\_\_\_<sup>16</sup> down.

Which sentences are zero conditionals, and which are first conditionals?



**5 Speaking**

You are going to do a dictation in A/B pairs. First, complete the sentences in your box with a true or logical idea. Do not show your sentences to your partner.

Student A

- As we burn fossil fuels,
- If I become fluent in English,
- If I stop using my car,
- If sea levels increase,
- When we plant more trees,

Take turns to read your sentences to your partner. Listen and write the sentence in the correct place, depending on the grammar.

Tip: read each sentence twice. First read the sentence at normal speed, so your partner knows where to write the sentence. Then read the sentence in short phrases so your partner has time to write.

My partner's sentences:

Zero conditional

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First conditional

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You are going to do a dictation in A/B pairs. First, complete the sentences in your box with a true or logical idea. Do not show your sentences to your partner.

**Student B**

- When the ice caps melt,
- If we find new types of fuels,
- As we cut down trees,
- If I continue using my car,
- If CO2 levels go down,

Take turns to read your sentences to your partner. Listen and write the sentence in the correct place, depending on the grammar.

**Tip:** read each sentence twice. First read the sentence at normal speed, so your partner knows where to write the sentence. Then read the sentence in short phrases so your partner has time to write.

My partner's sentences:

Zero conditional

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First conditional

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**6 Extra practice/homework**

Match these clauses to make conditional sentences.



- |   |  |
|---|--|
| 1. When people cut down trees in the forest,          | a. if we want to stop global warming.                            |
| 2. As CO2 levels in the atmosphere increase,          | b. it will be difficult to grow enough food for everyone to eat. |
| 3. Storms get stronger                                | c. many people will lose their homes.                            |
| 4. If temperatures go up,                             | d. temperatures rise.  |
| 5. If we have more extreme weather,                   | e. the animals who live there lose their homes.                  |
| 6. We should remember that when we burn fossil fuels, | f. we put the earth in danger.                                   |
| 7. If we find new types of fuels,                     | g. we will protect the planet.                                   |
| 8. We will need to work together                      | h. when temperatures rise.                                       |

Now answer these questions:

1. Which sentences are about scientific facts?
2. Which sentences are predictions?



## 7

### Optional extension

When you learn new vocabulary, you should learn the meaning, the spelling and the pronunciation. A good way to review new words is to think about how they are pronounced.

For example, you should think about how many syllables a word has, and which syllable is stressed. Stressed syllables are pronounced more strongly.

- Example: *cli.mate* has two syllables and we stress the first one.

This word has a syllable stress pattern of **Oo**.



Find words from the lesson to complete the table. You can use words from any part of the lesson, including the instructions.

syllable stress pattern	example	more words from the lesson
O	rise	1
oO	extreme	2
Oo	climate	3
oOo	dioxide	4
Ooo	atmosphere	5