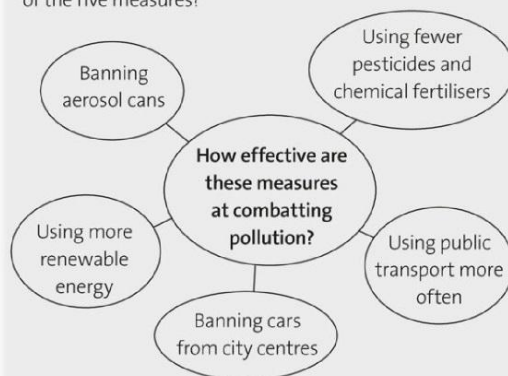


Imagine that you are discussing practical ways in which people can help to combat pollution. How effective is each of the five measures?



2.18 Read the task above and listen to two students doing the task. Answer the questions. Which three measures do the students agree will be particularly effective?

KEY PHRASES Match the sentence halves in each group below to make phrases.

Starting a discussion

- | | |
|------------------|---|
| 1 Shall we | a with ... , shall we? <input type="checkbox"/> |
| 2 Let's begin | b by talking about ... <input type="checkbox"/> |
| 3 We could start | c start with ... ? <input type="checkbox"/> |

Expressing an opinion

- | | |
|-------------------|---|
| 4 I'm of the | d chief consideration is ... <input type="checkbox"/> |
| 5 For me, the | e strongly that ... <input type="checkbox"/> |
| 6 Personally, I'd | f say that ... <input type="checkbox"/> |
| 7 I feel quite | g opinion that ... <input type="checkbox"/> |

Adding an opinion

- | | |
|----------------------|--|
| 8 Not | h only that, ... <input type="checkbox"/> |
| 9 Yes, and another | i also believe that ... <input type="checkbox"/> |
| 10 Good point. And I | j thing. ... <input type="checkbox"/> |

Agreeing and disagreeing

- | | |
|---------------------------|--|
| 11 Absolutely. I couldn't | k some extent. However, ... <input type="checkbox"/> |
| 12 I'm with | l agree more. <input type="checkbox"/> |
| 13 Yes, I think | m you on that. <input type="checkbox"/> |
| 14 That's true to | n you're right. <input type="checkbox"/> |
| 15 I'm not sure I | o different view on that. <input type="checkbox"/> |
| 16 I take a rather | p how I see it. <input type="checkbox"/> |
| 17 That's not quite | q agree. <input type="checkbox"/> |

2.18 Listen again and tick the phrases in exercise 2 that you hear.

Choose the correct words to complete the sentences.

- We're having our dog **looked** / **looking** after by a neighbour.
- I've left the keys **hidden** / **hiding** under the mat.
- The film will keep you **guessing** / **guessed** to the end!
- Don't leave that candle **burning** / **burned** when you go to bed.
- They got their house **painted** / **painting** by a friend.
- I don't want that painting **throwing** / **thrown** away.
- I've finally got my tablet **working** / **worked** again!
- Rob found his sister **waited** / **waiting** outside.