1 Put the dialogue in the correct order.

___ **Eloise** It seems to me that you're forgetting about the effect of offshore wind farms on marine life. OK, so humans won't hear the wind turbines, but sea animals and birds do.

___ **Eloise** You say that it doesn't pollute the environment, but what about noise pollution? Lots of people who live near wind farms complain about the noise.

___ **Eloise** No, not really. In my opinion, it's got lots of disadvantages. For example, it's very difficult to store the energy from a wind turbine. So when it isn't windy, we can't get any energy.

___ **Dominic** To be honest, that's a very small number of people. And lots of wind turbines are offshore – in the sea, so no one can hear the noise!

_1_ **Dominic** What do you think about wind energy? Do you think it's a good alternative to fossil fuels?

___ **Dominic** That's true, but, as I see it, that isn't a major problem. Wind energy is renewable, it doesn't pollute the environment and we can't run out of it.

2 Work in pairs. Act out the dialogue.

3 SPEAKING Work in groups of four. Choose one of the statements, A, B or C. Then follow the instructions below.

A We shouldn't build new houses in the countryside.

B We should all become vegetarians.

C There are too many people in the world. No one should have more than two children.

- Think of arguments for and against the statement.
- Two people in the group will argue in favour of the statement; two people will argue against it.
- Prepare your arguments and then make your presentations to the class.
- Hold a class vote.

4 Functional Language Practice: Expressing opinions

Aims: To practise expressing opinions. This draws on the language in Lesson 4E.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout. Ask them to put the dialogue into the correct order. Tell them that they don't have to understand every word of the dialogue, but they should look carefully at the beginnings and endings of each sentence, as these will give a clue about what comes before or after.

KEY

Dominic	What do you think about wind energy? Do you think it's a good alternative to fossil fuels?
Eloise	No, not really. In my opinion, it's got lots of disadvantages. For example, it's very difficult to store the energy from a wind turbine. So when it isn't windy, we can't get any energy.
Dominic	That's true, but, as I see it, that isn't a major problem. Wind energy is renewable, it doesn't pollute the environment and we can't run out of it.
Eloise	You say that it doesn't pollute the environment, but what about noise pollution? Lots of people who live near wind farms complain about the noise.
Dominic	To be honest, that's a very small number of people. And lots of wind turbines are offshore – in the sea, so no one can hear the noise!
Eloise	It seems to me that you're forgetting about the effect of offshore wind farms on marine life. OK, so humans won't hear the wind turbines, but sea animals and birds do.

Exercise 2

- Students work in pairs to act out the dialogue. Ask one or two pairs of students to perform the dialogue to the rest of the class.

Exercise 3

- Students work in groups of four to choose one of the statements and then debate it in front of the class. If all groups pick the same statement, you could encourage them to choose a different one so that the presentations are more varied.
- The two students in each group in favour of the statement should work together to prepare their arguments and think of questions for their opponents.
- The two students in each group against the statement should also work together, preparing their arguments.
- Give students ten minutes to discuss and prepare their arguments before the class debate.
- Each group takes turns to debate their statement in front of the class. Set a time limit for each debate.
- Ensure that the rest of the class listens to each presentation by asking them to take notes and prepare a question for each group. Encourage students to ask questions before you hold the class vote.