

UNIT 1. FAMILY MATTERS

LESSON 1

1. a) B.

b) 1) world; 2) storm; 3) share; 4) family.

2. a) 1) ~~was studying~~; 2) ~~are often visiting~~; 3) ~~always wants~~; 4) ~~hasn't got~~; 5) ~~fought, was entering~~; 6) ~~are looking~~; 7) ~~have quarreled~~; 8) ~~I'm having~~; 9) ~~is always trying~~; 10) ~~had come, had lived~~.

b) Students' own answers.

3. a) 1. has shown, live, have grown up and moved; 2. figured, didn't think, was, had, have always been, know; 3. are, have always been, have always been, was, drove, financed, parted, have helped / have been helping.

b) Students' own answers.

LESSON 2

1. a) 1c (giving us identity); 2h (the first form of community); 3a (giving us identity and support); 4g (the first form of community); 5b (giving us support); 6f (cornerstone of society); 7e (cornerstone of society); 8d (giving us support).

b) Students' own answers.

2. a) ~~Verb~~ / Noun + *-hood* = Noun / ~~Verb~~.

b) 1) brotherhood; 2) adulthood; 3) knighthood; 4) neighbourhood; 5) motherhood; 6) parenthood; 7) angelhood; 8) manhood; 9) babyhood.

c) Students' own answers.

3. 1. ~~identity~~ — marriage; 2. ~~breakdown~~ — identity; 3. ~~marriage~~ — cornerstone; 4. ~~cornerstone~~ — breakdown; 5. ~~siblings~~ — stability; 6. ~~bonds~~ — socialise; 7. ~~stability~~ — bonds; 8. OK; 9. ~~socialise~~ — siblings.

LESSON 3

1. a) 1) have been celebrated; 2) was put forward, was founded; 3) has been recognised, will be signed, will be called; 4) is meant, was inspired, are taken, aren't appreciated.

b) Students' own answers.

2. a) 1) Have you heard; 2) aren't known; 3) has been celebrated; 4) is marked; 5) encourages; 6) aren't interested; 7) came; 8) start; 9) becomes; 10) is made.

b) Students' own answers.

3. a) Sarya is the centre of preserving spiritual family values. It has a monument to the patron saints of family and marriage and an icon with a part of their relics, connected with the local history. They come to pray for a stable marriage.

b) 1) was revived; 2) considers; 3) appeared; 4) was held; 5) has become; 6) believe; 7) takes; 8) was commissioned; 9) died; 10) have been coming.

LESSON 4

1. 1) household; 2) obey; 3) breadwinner; 4) divorce; 5) wedding; 6) couple; 7) marriage; 8) identity.

2. a) 1. extended, households, couple; 2. adulthood; 3. marriages, breakdown; 4. weddings; 5. breadwinner, household; 6. obey, cornerstones; 7. identity; 8. marriage, divorce; 9. instability, stable.

b) Students' own answers.

3. a) 1. Was marriage of convenience a dominating form of marriage in the 19th century? 2. Were nuclear families more common in the rural or urban areas? 3. What kind of household had more members? 4. Whose rules and orders were obeyed without questioning them? 5. How was the work divided between men and women? 6. Until what age were children the responsibility of the wife?

b) 1. No, mostly a matter of love between the young people. 2. In the urban, not rural areas. 3. An extended family which consisted not only of several generations but also families of brothers and brothers-in law. 4. The head of the family's. 5. Men: worked in the field, built and repaired houses, provided firewood, women: did all household chores, worked in the kitchen garden and helped with the work in the field, raised children. 6. Girls — until they married and boys — until age 14.

LESSON 5

1. a) 1) childhood (a period, the others name a state); 2) adopted (about a child, the others are about adults); 3) identity (a noun, the others are adjectives); 4) couple (name 2 people, not one); 5) socialise (only a verb, the others can be used as nouns); 6) stability (not a stage in a family life); 7) single-person (not about a family); 8) cohabitation (doesn't mean the end of a family).

b) Students' owns answers.

2. a) 1. adopted; 2. Adoption; 3. adoptive; 4. adopt; 5. stability; 6. unstable; 7. stable; 8. instability; 9. cohabiting; 10. cohabitation; 11. cohabit; 12. orphaned; 13. orphanhood; 14. orphanages; 15. orphans.

b) Students' owns answers.

3. a) 1d; 2f; 3c; 4e; 5g; 6h; 7a; 8b.
b) both; moving away from traditional gender roles.

LESSON 6

1. **A.:** clear rules, high expectations, emotionally distant, rely on punishment to discipline children, expect blind obedience; **B.:** high expectations, clear standards, flexible, responsive, democratic, encourage children to think for themselves, set rules and boundaries, affectionate and supportive, value independence; **C.:** uninterested, not nurturing, little time, neglectful, passive, absent, no standards of conduct, indifferent, uninvolved; **D.:** avoid confrontation, have few or no rules, have low expectations, indulgent and accepting, let children do as they please, make the child the centre of universe.

2. a) 1B; 2D; 3B; 4C.

b) Students' own answers.

3. a) 1) is hotly debated; 2) wants; 3) take; 4) become; 5) are encouraged; 6) are called; 7) are always hovering; 8) means; 9) pay; 10) is doing; 11) are feeling; 12) are going; 13) happens; 14) has become; 15) was first used; 16) learn; 17) protect; 18) are not allowing / don't allow / won't allow.

b) It might look like one of the best ways to raise happy, successful children but it can do more harm than good. Helicopter parenting is about overprotecting and overcontrolling parents who take too much responsibility for their children's successes and failures. Children won't develop their own problem solving skills.

LESSON 7

1. a) 1F; 2B; 3E; 4A; 5C.

b) 1T; 2NI; 3F; 4T; 5F.

2. Students' own answers.

3. Suggested answer:

a) to reflect on what one has experienced.

b) Students' own answers.

LESSON 8

1. a) An informal letter; choice of words, shortened forms, an inside joke.

b) 1. Every year. To catch up with one another. 2. At the campground. Through a family survey. 3. \$50. 4. Sunbathe, swim, play games. 5. Known for his ability to cause problems while cooking.

c) announces a family reunion — 2; encourages active participation in preparations — 6; gives a brief overview of the activities planned for the reunion — 4; gives a closing statement and contact information — 8; gives a warm greeting — 1; gives details about the event and accommodation — 3; turns for help — 7; writes about the expenses — 5.

2. Very closely.

3. a) Students' own answers.

b) Students' own answers.

LESSON 9

1. About family roots. 1) without; 2) where; 3) to; 4) the; 5) about; 6) will; 7) what; 8) which.

2. a) 1a; 2c; 3b; 4b; 5a; 6c; 7a; 8c; 9b; 10c; 11b; 12a; 13b; 14c; 15b; 16a; 17c; 18b.

b) She was inspired by the research done by psychologists. Yes.

3. a) 1. How did your (grand)parents meet? 2. Where did your (grand)parents grow up? 3. Where were your (grand)parents married? 4. What was going on when you (your siblings) were born? 5. Why were you given your name? 6. Who in your family do you act most like? 7. What lessons did your parents learn from good or bad experiences? 8. What awards did your parents receive when they were young?

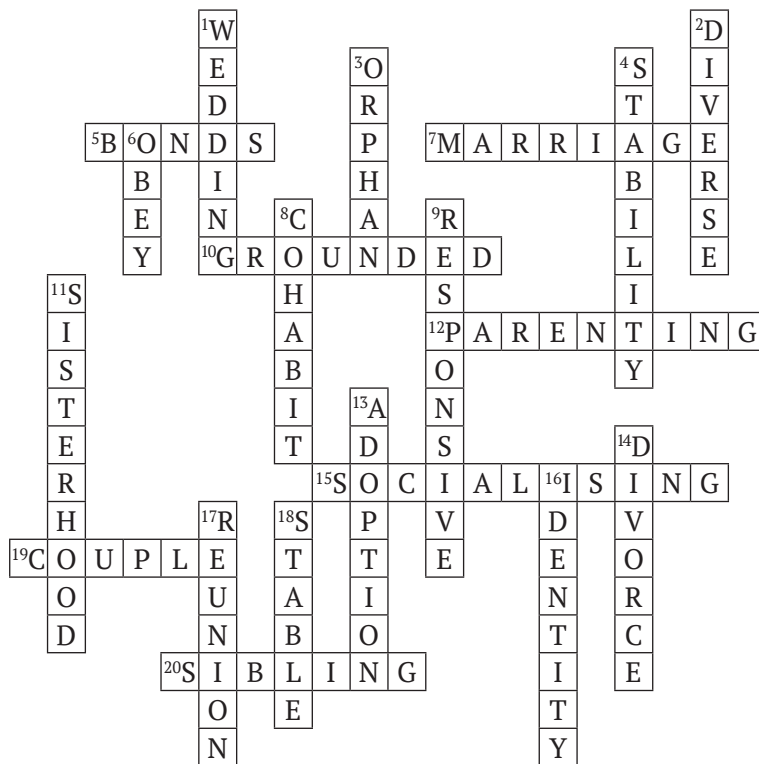
b) Students' own answers.

LESSON 10

1. a) 1. Breadwinner; 2. breakdown; 3. cornerstone; 4. household; 5. milestone; 6. stepmother; 7. timeout.

b) 1. milestone; 2. Timeout; 3. breakdown; 4. breadwinner, household; 5. cornerstone; 6. stepmother.

2.



3. 1. who; 2. had; 3. years; 4. felt; 5. the; 6. was; 7. on; 8. that; 9. the; 10. which; 11. Though; 12. such; 13. yet; 14. out.

LESSON 11

1. 1C; 2F; 3D; 4A; 5E; 6 —; 7B.

2. 1T; 2F; 3NI; 4F; 5T.

3. a) 1. They have higher levels of self-esteem, more self-control, better family functioning, lower levels of anxiety, fewer behavioral problems, and better chances for good outcomes when faced with challenges. 2. Seven. 3. It teaches children perspective. 4. When extended families get together, the biggest opportunities are special events like the holidays, birthdays, family reunions. 5. Never invent a family story.

b) Students' own answers.

LESSON 12

1. a) 1. discipline: a) *n*, b) *v*; 2. bond: a) *n*, b) *v*; 3. household: a) *n*, b) *adj*;
4. ground: a) *v*, b) *n*; 5. demands: a) *v*, b) *n*; 6. divorce: a) *n*, b) *v*.

b) 1. disobedience; 2. boyhood; 3. reunion; 4. adoption; 5. responsive;
6. stability.

2. a) 1) remained; 2) have changed; 3) is no longer seen; 4) is no longer automatically expected; 5) will give up; 6) is becoming.

b) 1. ~~are being happened~~ — are happening; 2. ~~is aiming~~ — is aimed; 3. ~~carries~~ — is carried; 4. ~~has been conducted~~ — has been conducting; 5. ~~was covered~~ — covered; 6. ~~was increased~~ — increased.

3. Students' own answers.

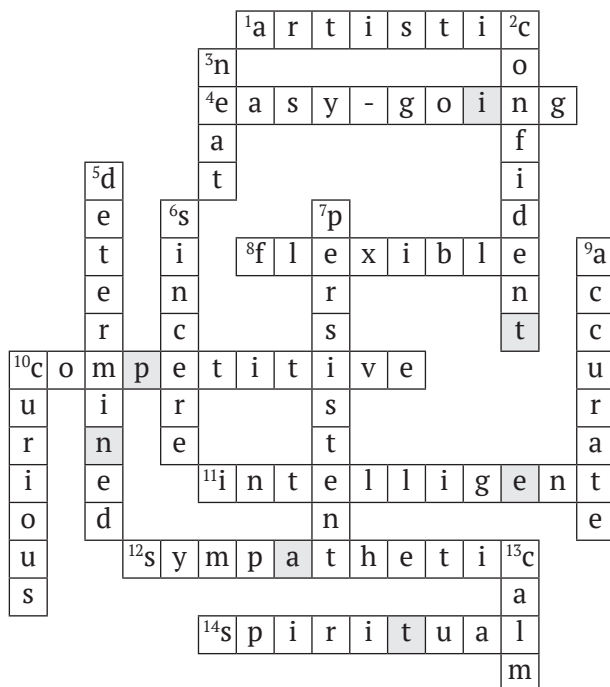
UNIT 2. JOBS

LESSON 1

1. a) 1. systems analyst; 2. accountant; 3. carpenter; 4. psychologist; 5. lawyer; 6. flight attendant; 7. butcher; 8. architect; 9. electrician; 10. surgeon; 11. delivery worker; 12. ambassador.

b) 5, 4, 12, 11, 6, 8, 7, 3, 9, 1, 2, 10.

2. a)



b) patient. Students' own answers.

3. a) 1) have the ability; 2) harmful for business; 3) with great determination; 4) the qualities of leadership; 5) work wholeheartedly; 6) employees and customers; 7) win their trust; 8) lose their temper.

b) 1) with; 2) on; 3) about; 4) At; 5) under; 6) of; 7) with; 8) in; 9) to; 10) —; 11) for; 12) out; 13) with; 14) at; 15) —.

LESSON 2

1. a) 1j; 2c; 3g; 4b; 5h / i; 6f; 7d; 8a; 9h / i; 10e / j.
b) 1. get promotion; 2. Night shift; 3. working from home; 4. flexible work hours; 5. require, qualifications; 6. perk, bonus.
2. a) 1. monotonous, backbreaking, repetitive; 2. messy, challenging, stressful; 3. secure, satisfying; 4. rewarding; 5. tedious, creative; 6. prestigious.
b) Students' own answers.
3. a) 1. so, However; 2. and, On the other hand; 3. because, so, also; 4. as, Additionally, in case, However.
b) Students' own answers.

LESSON 3

1. a) 1. aspirations; 2. peers; 3. follow; 4. overlook; 5. lifelong; 6. affect, affect, affect; 7. influential.
b) Students' own answers.
2. a) 1. —, on, for; 2. into, on, out, to, of; 3. in, into, in, with; 4. —, at, on, in.
b) Students' own answers.
3. A. 1) have been working / have worked; 2) include; 3) is built; 4) have wanted; 5) was; 6) realised; 7) enjoyed; 8) learnt / learned; 9) was; 10) were riding; 11) was working.
B. 1) want; 2) was; 3) was told; 4) would make; 5) am / was; 6) didn't seriously consider; 7) was; 8) took; 9) had spent; 10) realised; 11) was / is.

LESSON 4

1. 1. **Unless**, have, won't become; 2. will be, **if**, find; 3. **If**, doesn't follow, will support; 4. won't get, **unless**, is; 5. **Unless**, are able to, isn't; 6. **If**, provides, will be able to; 7. should, **if**, aren't.
2. a) 1) gets; 2) will have; 3) has; 4) will earn; 5) earns; 6) won't live; 7) doesn't live; 8) will buy; 9) buys; 10) will be; 11) is; 12) won't be; 13) isn't; 14) will enjoy.
b) If Nina **doesn't get** a university degree, she **won't have** a prestigious job. If she **doesn't have** a prestigious job, she **won't earn** a lot of money. If she **doesn't earn** a lot of money, she **will live** in a small flat. If she **lives** in a small flat, she **won't buy** a big house. If she **doesn't buy** a big house, her house **won't be** full of friends. If her house **isn't** full of friends, she **will be** alone. If she **is** alone, she **won't enjoy** life to the full.
c) Students' own answers.
3. a), b) Students' own answers.

LESSON 5

1. a) 1. was / were, would look; 2. Would you apply, wasn't / weren't; 3. was / were, wouldn't give; 4. had, would have; 5. would try, didn't require.

b) 1. had prepared, wouldn't have failed; 2. would have joined, hadn't worked; 3. hadn't become, wouldn't have met; 4. wouldn't have entered, had overlooked; 5. Would Jess have avoided, hadn't been.

c) 1. was / were, wouldn't have lost; 2. wouldn't do, had found; 3. had followed, would be; 4. Would you have attended, had; 5. wasn't / weren't, would have quit.

2. 1. I'd have **became become** an accountant if it wasn't such a repetitive job. 2. If I were you, I **had would** require a higher salary. 3. What **you would would you** do if you started your own business? 4. Will you do a messy job if you **will** are unemployed? 4. If you invite me for lunch, I will help you with your job interview. — **Correct.** 5. If the company **have had** more employees, they would work more efficiently. 6. I'd have finished the presentation yesterday if I **had had** more time. 7. If you **improved improve** your CV, your chances of getting the job will be better. 8. Brenda would apply for a job abroad if she spoke English fluently. — **Correct.**

3. Suggested answers:

1. If I worked from home, I would be more efficient. 2. If Kate had taken my advice, she wouldn't have big problems at work. 3. If Nick hadn't had an influential teacher at school (who sparked his lifelong interest in Chemistry), he wouldn't have become a successful scientist. 4. If I become a flight attendant, I'll travel a lot. If I become an environmentalist, I'll save our nature. 5. If you want to become successful, you need to have high aspirations (because the job market is extremely competitive). 6. If my cousin was / were persistent, he would have achieved his goal.

LESSON 6

1. a) 1. wasn't / weren't; 2. had; 3. worked; 4. didn't live; 5. earned.

b) 1. had picked; 2. had asked; 3. had taken; 4. hadn't fallen; 5. had done.

c) 1. would stop; 2. could relax; 3. would be; 4. wouldn't work; 5. would rise.

2. Suggested answers:

1. I wish (If only) I had finished the project. If I had finished the project, my boss wouldn't be angry. 2. Teresa wishes she didn't have to work night shifts. If she didn't have to work night shifts, she wouldn't feel exhausted. 3. I wish (If only) my colleagues wouldn't (didn't) talk non-stop at work. If my colleagues didn't talk non-stop at work, I could concentrate. 4. I wish (If only) I had some qualifications. If I had some qualifications, I wouldn't have a badly-paid job (I would have a well-paid job). 5. I wish (If only) my brother had found his calling. If my brother had found his calling, he wouldn't have done odd jobs for several years. 6. Pete wishes he had asked for promotion. If he had asked for promotion, his salary would be high.

7. I wish (If only) I weren't (wasn't) unemployed. If I weren't (wasn't) unemployed, I wouldn't have sold my car yesterday.

3. 1. If I were you, I wouldn't do the job which isn't my calling. 2. Fred wishes he had learnt English at school. 3. If Pam had had any aspirations, she would have succeeded in life. 4. I wish I had a rewarding and prestigious job. 5. If you aren't dedicated to your job, you won't get promotion. 6. I wish (If only) my peers would approve of my passion for knowledge. 7. I wish (If only) I hadn't been late for the job interview yesterday.

LESSON 7

1. a) 1. for, to; 2. with, with; 3. During / In, about, —, at; 4. in, —; 5. about, for; 6. off, into; 7. about, to.

b) Tip 5. **Try to Never** complain about past working conditions or low salaries, even if you worked for the worst company in the industry.

2. 1) documentation; 2) application; 3) recommendation; 4) certifications; 5) impression; 6) strengthen; 7) conversation; 8) expressions; 9) clearly; 10) professionalism; 11) inappropriate; 12) impatient.

3. a) 1. Why did you leave your last job? 2. Are you looking for a part-time or a full-time position? 3. What skills have you got that would help you in this job? 4. Have you got any questions? 5. How successful were you? 6. How much will I get paid? 7. Can you tell us about your previous work experience, please? 8. Have you had any experience in working with difficult customers? 9. What is your greatest weakness?

b) A7; B1; C3; D8; E5; F2; G9; H4; I6.

LESSON 8

1. a) 1. for; 2. for; 3. to; 4. with; 5. on; 6. as; 7. on; 8. out; 9. in; 10. to.

b) Students' own answers.

2. a) 1. have already made, are discussing / are going to discuss; 2. had, could, would have offered; 3. have always wanted, will be able to, complete; 4. were, would test; 5. hired, had made; 6. had delivered, wouldn't have fired; 7. was explaining, stole, had left.

b) delivery driver 2; project manager 6; store manager 5; customer assistant 3; software engineer 4; customer service advisor 7; business analyst 1.

3. Students' own answers.

LESSON 9

1. a) 1) as; 2) for; 3) employees; 4) employers; 5) report; 6) is; 7) —; 8) satisfy; 9) as; 10) good; 11) varies; 12) on; 13) wage; 14) hundreds; 15) a; 16) the; 17) accurately; 18) to; 19) reliable; 20) on.

b) Students' own answers.

2.

Mystery shopper. Part 2

One day I accepted the job which was different from anything that ^{had} happened before. The store manager told ^{me} they suspected one of their employees of stealing cash from the register. I needed to go to the store during a time when the person ^{was} working. If their cashier information wasn't on the receipt, the shop would ^{be} closed. I was nervous as this was literally setting someone up to go to prison. ^{have} I seen people get caught stealing at work, and it's not, "Oh, we forgive you." They don't ever do that. Well, I went to the store and it worked out perfectly. The cashier I was supposed ^{to} target was there with another employee, but then ^{the} other person went on a break, so she was there by herself. I went up to the register, she opened the drawer, I gave her the cash, and she thanked me, and she did the transaction correctly as far ^{as} I could tell. But I looked at her and said, "I ^{was} hired to report on you and how you handle cash going into the drawer. You need to find ^a new job or stop what you're doing right now." And she was stone-cold shocked. It was just shocking to see her face. I don't know ^{what} she did after that. Hopefully she avoided prison.

3. a), b) Students' own answers.

LESSON 10

1. a) 1F; 2D; 3A; 4E; 5B; 6C.

b) Suggested answers:

1. Earning a college degree is often the minimum requirement for many jobs. **Furthermore**, people with college degrees often earn more money.

2. Workaholics value work over any other activity, even when it negatively affects their health and family, as well as the quality of their work. **However**, there are many people who put in long hours, but still give back to their loved ones and enjoy outside activities when they have free time. These people are hard workers, not workaholics.

3. **Although** hard work can help every person to succeed, talented individuals find it easier to achieve better in life compared to those who aren't.

4. It helps to cure the boredom that many able-bodied retirees find themselves fighting after leaving their career at the traditional age. **In addition**, it can be very difficult for a company to replace the depth of knowledge and expertise that an older employee has.

5. Some employers believe that males have more potential than a well-qualified woman. **However**, the only criteria must be that how we fit and if we are good enough for the job.

6. When the time is managed properly, this person will have equal chances for success in both sides of her life. **On the other hand**, some people, for example, actors or flight attendants, are most of the time doing outdoors shooting or travelling, their absence might affect their family life.

2. a) 1) part-time; 2) In fact; 3) responsibility; 4) decisions; 5) peers; 6) require; 7) Moreover; 8) affect; 9) wage; 10) find. **Extra** — backbreaking, apply.

b) Students' own answers.

3. 1. would never have got; 2. had known about my; 3. unless Colin turns up; 4. were you I wouldn't; 5. wish I had applied for; 6. she had necessary qualifications; 7. you would not talk / you would stop talking.

LESSON 11

1. 1E; 2C; 3A; 4G; 5D; 6B; 7F.

2. 1F; 2NI; 3T; 4NI; 5F; 6T.

3. a) Suggested answers:

1. Tree climbing was quite easy and user friendly. 2. It was awesome because everybody was sharing this new experience together, an experience that brought them together. Tim found it magical. 3. It's been a true blessing to experience so many different tree ecosystems around the world. 4. He enjoys sleeping in the trees as the night sounds are enchanting and the moon light is fascinating. 5. Once you climb into the crown of a tree, you are surrounded by nature and your worldly problems

seem to sink back to the ground. 6. He also loves introducing folks into this unique kingdom where time seems to stand still and nature comes back alive.

b) Students' own answers.

LESSON 12

1. a) 1. calling; 2. lifelong; 3. salary; 4. flexible; 5. aspirations; 6. tedious.

b) 1. from; 2. —, of; 3. in; 4. for; 5. on; 6. out; 7. as, for; 8. —; 9. at; 10. for.

2. a) Suggested answers:

I wish / If only I weren't / wasn't so tired. I wish / If only I didn't work night shifts. I wish / If only I had a well-paid job. I wish / If only my boss wouldn't criticise me. I wish / If only I had graduated from university. I wish / If only I hadn't failed my driving test last week.

b) 1. If your brother **completes** this course, he will have more opportunities in the future. 2. You can't get this job unless you **don't** have necessary qualifications. / You can't get this job **unless if** you don't have necessary qualifications. 3. I'd have become a surgeon if I weren't afraid of blood. ✓ 4. Would you **gave give** money to charity if you had a well-paid job? 5. If Victor were more persistent, he'd be a chief inspector now. ✓ 6. If I **wouldn't have hadn't** done research into the company's history, I **hadn't wouldn't have** answered that question in the interview yesterday.

3. Students' own answers.

UNIT 3. ECOLOGY

LESSON 1

1. a) 1d; 2f; 3m; 4b; 5c; 6a; 7e; 8j; 9g; 10k; 11n; 12i; 13h; 14l.

b) **The environment:** the natural world; including the land, water, air; where plants and animals live; considered as something; affected by human activity.

Ecology: address the full scale of life; from tiny bacteria to the entire planet; study diverse relations among species; the diversity of life; organised into different habitats; from terrestrial to aquatic ecosystems; important for the survival; the human species; for preserving life in general.

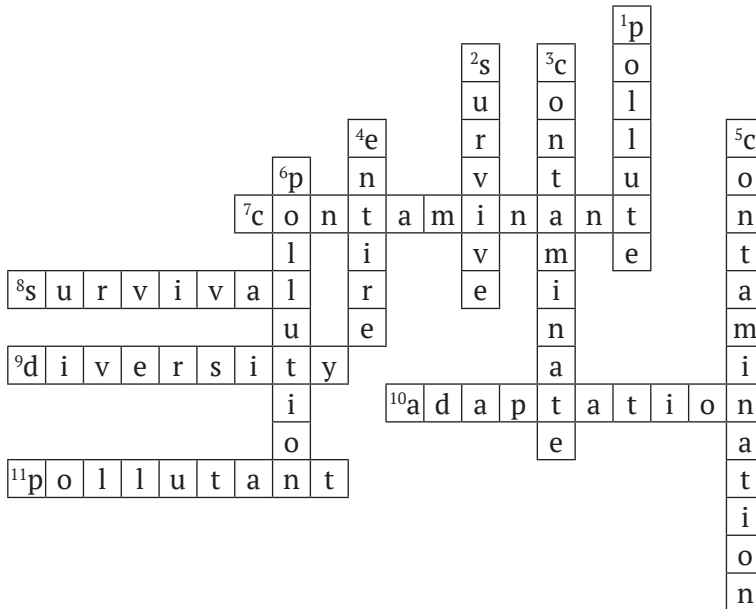
c) 1. As ecology addresses the full scale of life, its studies are important for preserving life on the entire planet.

As life is organised into different habitats, people consider clean and healthy environment equally important for keeping the diversity of life and for the survival of the human species.

2. Solving both ecological and environmental problems helps preserve life on our planet.

2. 2. adapted (2); 3. diverse (1); 4. affect (1); 5. considered (2); 6. affected (2); 7. considers (3); 8. adapt (1); 9. affected (3); 10. diverse (2); 11. affected (1).

3.



LESSON 2

1. 1c; 2a, b, c; 3b, c; 4b, c.

2. a)

1. Pollution in pre-historic times

volcanoes / throw lava;
decaying marshes / pollute the Earth;
without people / contaminate land,
water and air;
plants and animals / survive and evolve;
nature / develop an atmosphere;
nature / have time to adapt

3. Water pollution during the Industrial Age

factors / make cities healthier places;
cities / experience a new kind of
pollution; waste from / dumped into;
dumping into / contaminate rivers and
lakes;
destroy / ecosystems

2. Pollution in ancient Rome & in the Middle Ages

streets / filled with sewage;
diseases / break out across Europe;
epidemics / related to unsanitary
conditions;
waste and garbage / cause;
an outbreak of cholera / make people
build a sewerage system;
become a model / sanitation in the
world

4. Air pollution during the Industrial Age

pollute the air / first learn to use;
not become a problem / until the dawn;
the burning of / release pollutants;
polluted air and smog / lead to;
causing / and worsening the problems

b) 1. Active volcanoes, decaying marshes, numerous people, a self-cleansing atmosphere. 2. Waterborne diseases, unsanitary conditions, human and animal waste, modern sanitation, the entire world. 3. Important factors, industrialized cities, industrial and human waste, freshwater ecosystems. 4. Air pollution, health problems, existing problems.

c) Students' own answers.

LESSON 3

1. 1. outbreaks, habitats, species; 2. sewage, waste, chemicals; garbage, waste, landfills; exhaust, smoke, gases.

2. 2. with particles and substances causing problems to our lungs and nervous system.

3. falling later as acid rain.

4. making the ocean water acidic.

5. killing a lot of species, destroying marine ecosystems, and poisoning forests.
6. protecting our planet from the Sun's ultraviolet radiation.
7. polluting land because these chemicals are not biodegradable.
8. ...thus causing habitat destruction in different places and leading to the loss of biodiversity.

3. a)

Type of pollution	Polluter	Pollutant	Impact
Land (since the middle of the 20 th century)	People's activities: dumping garbage into landfills, extracting fossil fuels, minerals, coal, tar sands, gas, oil, fertilisers	Garbage, old paper, batteries, metal, clothes, plastic, radioactive waste, toxic chemicals	Polluting the environment, causing deaths, destroying habitats and ecosystems, the loss of biodiversity, land contamination
Water	People, industries, farming, and cars: dumping sewage, dirty water and chemicals from industries, waste from farms into rivers and lakes; acidifying ocean water	Sewage, dirty water, waste from industries and farming, chemicals, pesticides, herbicides, carbon dioxide from car exhaust	Water contamination, shortages of clean and drinking water
Air	People, industries, farming, and cars: burning garbage, releasing toxic gases, methane from cattle, releasing car exhaust into the air, ...	Smoke, soot, methane, carbon dioxide, toxic gases, sulphur oxides, nitrogen oxides, ...	Forming acid rain through a mixture of water vapour with sulphur oxides & nitrogen oxides, ...

b), c) Students' own answers.

LESSON 4

1. 1f; 2d; 3g; 4a; 5i; 6c; 7b; 8j; 9h; 10e.

2. a)

1. Carbon dioxide (CO ₂) — <i>углекислый газ</i>	[kɑ:bən daɪ'ɒksaɪd]
2. Methane (CH ₄) — <i>метан</i>	['mi:θeɪn]
3. Nitrous oxide (N ₂ O) — <i>оксид азота</i>	[naɪtrəs 'ɒksaɪd]
4. Fluorinated gases — <i>фторсодержащие газы</i>	['flɔ:ri:neɪtɪd] / ['fluəri:neɪtɪd]
5. Hydrochlorofluorocarbons (HCFCs) — <i>гидрохлорфторуглероды (ГХФУ)</i>	[haɪdrəʊ,klɔ:rəʊ'fluərəʊkɑ:bənz]
6. Hydrofluorocarbons (HFCs) — <i>гидрофторуглероды</i>	[haɪdrəʊ'fluərəʊkɑ:bənz]
7. Chlorofluorocarbons (CFCs) — <i>хлорфторуглероды</i>	[klɔ:rəʊ'fluərəʊkɑ:bənz]
8. Sulphur hexafluoride (SF ₆) — <i>гексафторид серы</i>	['sʌlfə heksə'flu:raɪd]

b) Greenhouse gases warm our planet by absorbing the Sun's energy and slowing down the escape of this energy from the atmosphere.

These gases have a different ability to absorb the Sun's energy. They also differ in their lifetime in the atmosphere. Thus, each gas has its own global warming potential (GWP).

Global Warming Potential (GWP) is a metric (measure) to show the amount of energy the emissions of 1 ton of a gas will absorb over a 100-year period, compared with the emissions of 1 ton of carbon dioxide (CO₂).

c) Students' own answers.

3. 1) favourable; 2) environment; 3) environmental; 4) impact; 5) consider; 6) evolution; 7) adapted; 8) evolve; 9) global; 10) habitats; 11) change; 12) causes; 13) kill; 14) suffer; 15) destroyed; 16) affect.

LESSON 5

1. a) 1) will have become; 2) will have been destroyed; 3) will have gone; 4) will have melted; 5) will have become; 6) will have worsened; 7) will have become; 8) will have appeared; 9) will have appeared; 10) will have melted; 11) will have become; 12) will have become; 13) will have become.

b) Students' own answers.

2. Suggested answers:

Sea level is rising nowadays (because of melting ice caps). Coral reefs are being constantly destroyed (by acidified ocean water).

Lots of habitats have been destroyed and some animals have been brought to the brink of extinction.

Floods, hurricanes, droughts, and heatwaves have become frequent. Storms and floods damage people's homes and infrastructure.

Weed and pest invasions are often experienced in different parts of the world. Extreme weather events ruin crops, reduce the size of pastures for feeding cattle. Little rainfall leads to water shortages. As a result, food production reduces, and food prices increase.

High temperatures and humidity cause mosquito-borne diseases, heart diseases, and premature deaths.

3. a)

Affect (verb)	Effect (noun countable / uncountable)	Impact (noun countable / uncountable)
Impact (verb transitive / intransitive)	Influence (noun)	Influence (verb transitive)

b) 1. impact (affect); 2. affected; 3. effect; 4. will not affect (influence); 5. affects; 6. impact; 7. affect; 8. influenced; 9. affect; 10. influence; 11. influence; 12. effect; 13. impact (on); 14. influence.

LESSON 6

1. 1) Sustainable; 2) generations; 3) access; 4) resources; 5) sustainable; 6) impact; 7) environment; 8) environmental; 9) pollution; 10) renewable; 11) biodiversity; 12) ecosystems.

2. 1) logging; 2) polluting; 3) over-fishing; 4) atmosphere; 5) contaminating, herbicides.

3. 1. Solar; 2. Wind; 3. Isothermal; 4. Hydro; 5. Tidal; 6. Biomass; 7. Wave.

4. **a)** (1)B; (2)F; (3)A; (4)D; (5)E; (6)C.

b) 1) of; 2) of; 3) of; 4) without; 5) on; 6) by; 7) of; 8) through; 9) in; 10) by; 11) for; 12) in; 13) in; 14) in; 15) on; 16) of; 17) over; 18) for; 19) for; 20) of; 21) of; 22) on; 23) on; 24) of; 25) of; 26) for; 27) with; 28) of; 29) in; 30) from; 31) with; 32) of; 33) of; 34) During; 35) of; 36) by; 37) in; 38) in; 39) for; 40) on; 41) along; 42) by; 43) in.

c) 4. *The challenges of solar energy*: intermittency; the spatial limitations; the manufacturing process.

5. *Maximizing benefits and overcoming challenges*: can be integrated with other renewable energy sources; excess energy generated by solar panels can be stored in batteries; encourage sustainable and responsible land use for solar installations.

d) Students' own answers.

LESSON 7

1. a) 1) functionality; 2) healthy; 3) recycled; 4) insulated; 5) heating; 6) cooling; 7) circulation; 8) lighting; 9) solar; 10) electrical; 11) collection; 12) collected; 13) relaxation; 14) attractive; 15) delicious; 16) disposable; 17) conclusion; 18) sustainable.

b) c.

2. a) S = 1, A = 2, O = 3, G = 4.

1. An eco-friendly home: the best choice you can make.

2. Eco-friendly homes save energy, save money, save the planet.

3. Green homes reduce, reuse, recycle.

4. Green homes are healthy homes — for you and for the planet!

5. Build green, live smart: live in harmony with nature.

b) 1. Don't be mean, build green!

2. Eco-friendly homes are for a sustainable world: be in the new trend.

3. Eco-friendly homes are part of the sustainable solution, not the pollution.

4. Build eco-friendly homes: because you care.

5. Make an eco-friendly choice and save the planet: one home at a time.

c) Students' own answers.

3. Students' own answers.

LESSON 8

1. a) 1d; 2a; 3f; 4b; 5g; 6h; 7e; 8c.

b), c) Students' own answers.

2. 1) industrialised; 2) destruction; 3) solution; 4) directly; 5) sustainable; 6) examining; 7) products; 8) polluters; 9) disposable; 10) pollution; 11) sustainable; 12) choices; 13) deforestation; 14) emissions; 15) consumption; 16) difference; 17) bike; 18) collectively.

3. 2. By 2028, Laura will have been saving money to buy a new house for 5 years. 3. William will have been working for an ecological organisation for half a year by next July. 4. By the time he retires, my father will have been working for an engineering company for 25 years. 5. By the next company election, her son will have

been doing an important project for 2 months as he would like to get a promotion.
6. By 4 o'clock, my classmates will have been solving problems for a math test for three hours.

LESSON 9

- a)** 1b; 2d; 3a; 4c; 5f; 6j; 7i; 8e; 9h; 10g.
b) Students' own answers.

LESSON 10

- a)** (1)D, (2)E, 3(G), (4)B, (5)C, (6)F, (7)A.
b) Students' own answers.
- a)** 2) molecules; 3) methane; 4) hydrogen; 5) gasification; 6) emit; 7) steelmaking; 8) generation; 9) emissions; 10) renewable; 11) zero-carbon; 12) sources; 13) method; 14) nuclear; 15) economy; 16) technology.
b) Suggested answers:
The use and production of hydrogen today and in the future
- Students' own answers.

LESSON 11

- a)** 1. accessible; 2. adapt; 3. biodegradable; 4. outbreak; 5. deposits; 6. acid; 7. deplete; 8. evolve; 9. garbage; 10. contaminate; 11. diversity; 12. extract.
b) Students' own answers.
- a)** **K** — The Kyoto protocol, kill species.
The Kyoto Protocol is an international agreement signed in Japan in 1997, attached to the UN Framework Convention on *Climate Change* and aimed at *reducing greenhouse gas emissions*. It requires developed countries to set targets for *reducing emissions* and promotes the use of *renewable energy*. Although not all countries have ratified the agreement, the Kyoto Protocol remains a significant step towards addressing *climate change* on a global scale and saving life on our planet. We know that *climate change* and human activities causing it both *destroy ecosystems*, kill species, and *deplete biodiversity*. It all threatens our own *survival*.
b) 2 K-words and expressions + 9 different word combinations on the topic *Ecology and environment*. 5 sentences are used in the story.
- Students' own answers.

LESSON 12

1. 1c; 2e; 3d; 4g; 5b; 6a; 7f.

2. 1) diversity; 2) diverse.

3. 1. Particulates; 2. acidic; 3. waste, waste; 4. evolution; 5. deplete; 6. sewerage.

4. 1) has already seen; 2) have transformed; 3) are expected; 4) will have been living; 5) will have revolutionised; 6) are already witnessing / have already witnessed; 7) will have learnt; 8) will also see; 9) were once considered; 10) could; 11) will have become widespread; 12) will have; 13) include; 14) expect; 15) will have.

UNIT 4. THE UK, AUSTRALIA AND NEW ZEALAND

LESSON 1

1. **a)** 1c; 2e; 3g; 4f; 5h; 6b; 7d; 8a.
b) Students' own answers.
2. **a)** Suggested answers: culture, weather, geography, history, etc.
b) Students' own answers.
3. **a)** 1) May 31st; 2) 9000; 3) Greater London; 4) 270; 5) 57,000; 6) Waterloo;
7) Big Ben; 8) the bell; 9) curry; 10) 10.
b) Students' own answers.

LESSON 2

1. **a)** 1c; 2d; 3a; 4b.
b) 1. prime minister; 2. parliamentary democracy; 3. the final say; 4. general election.
2. **a)** 1. The National Assembly; 2. the bill; 3. the House of Commons; 4. peer;
5. a constituency; 6. the House of Lords; 7. MP.
b) Students' own answers.
3. 1T; 2T; 3F; 4F; 5T; 6F.

LESSON 3

1. **a)** 1. boosted; 2. fingers and thumbs; 3. tickering around with;
4. accomplishment, fulfilling; 5. I'd rather watch paint dry; 6. appeal, hooked on;
7. immerse into, take your mind off.
b) Students' own answers.
2. **a)** 1c; 2g; 3a; 4f; 5d; 6h; 7h; 8e; 9d; 10c.
b) 1. Could; 2. have to; 3. Shall; 4. should; 5. must; 6. May; 7. can; 8. must.
3. Suggested answers:
1. A lot of people took up a new hobby. 2. Hobbies boosted people's well-being and creativity, helped them to cope with stress. 3. People do not want to give them up and some of them are planning to make money out of their pastimes. 4. Students' own answers. 5. Students' own answers.

LESSON 4

1. 1. off-putting; 2. give it a go; 3. put Shanghai on the map; 4. cheered him on; 5. cultural appropriation; 6. get-together; 7. my idea of hell.

2. 1. it has to be approved; 2. ~~must~~ may lead to the emergence; 3. ~~can't~~ couldn't feel; 4. ~~should~~ would work.

3. 1. off-putting; 2. parliamentary; 3. fulfilling; 4. appropriation; 5. accomplishment.

LESSON 5

1. a) 1e; 2a; 3d; 4b; 5c.

b) 1. the outback; 2. a penal colony; 3. Marsupial; 4. convict; 5. indigenous.

2. a) 1g; 2d; 3h; 4e; 5b; 6c; 7a; 8f.

b) 1. —, a, the; 2. a, the, —; 3. the, the, the; 4. the, —, —; 5. a, —, the, the; 6. the, the; 7. —, the, a; 8. a, the.

3. a) 1d; 2a; 3e; 4b; 5c.

b) Students' own answers.

LESSON 6

1. a) 1. convict; 2. indigenous; 3. accomplishment; 4. marsupial; 5. constituency; 6. fulfilling; 7. parliamentary; 8. appropriation.

b) 1. fulfilling; 2. marsupial; 3. convict; 4. constituency; 5. appropriation; 6. indigenous; 7. accomplishment; 8. parliamentary.

2. 1. a; 2. an, the; 3. —, —; 4. a, a; 5. The, the, —, —; 6. a, a; 7. the; 8. The, a, The.

3. 1) mustn't; 2) should; 3) must; 4) shouldn't; 5) can; 6) can't; 7) don't have to; 8) might; 9) ought to; 10) would.

LESSON 7

1. a) 1) islands; 2) canyons; 3) tribes; 4) fathers; 5) towns; 6) dreamers.

b) Students' own answers.

2. a)

Addition	Consequence	Contrast	Sequence
a, c, e, f	b	d, g, h	i, j

b) 1. Moreover; 2. as a result; 3. Nevertheless; 4. in addition; 5. as well as / and; 6. on the other hand; 7. nevertheless / however.

3. a) 1f; 2c; 3a; 4g; 5d; 6e; 7h; 8b.
b) Students' own answers.

LESSON 8

1. a) 1f; 2d; 3b; 4a; 5c; 6e.
b) Students' own answers.
2. a) 1E; 2B; 3C; 4F.
b) Suggested answers:

It has a catchy title and exciting details. It only mentions important details. It has a real photo of a tour boat. It is well structured.

3. Students' own answers.

LESSON 9

1. a) 1. In **the** school photo, Kim is standing on **the** right and Harry is standing in **the** middle, next to **the** teacher. 2. They went to **the** Bahamas on holiday, and then they went to Mexico. 3. Loch Ness is **the** most famous lake in Scotland, because of **the** Loch Ness monster. 4. We went to visit **the** Eiffel Tower in Paris. 5. My uncle went to **the** clinic because he had **an** ear infection. 6. We must save **the** Amazon jungle from total destruction. 7. **The** man was sent to prison for robbing **a** bank in **the** Philippines. 8. **The** Mississippi river is **the** longest river in **the** world.

b) 1. It was **an** excellent holiday. We had great fun. 2. **Correct**. 3. **Correct**. 4. No news is **a** good news. 5. **Correct**. 6. My brother is **a** clerk in a bank. 7. Lend me **a** hundred roubles, please. 8. Do you play **the** guitar?

2. 1. In addition; 2. Nevertheless; 3. This is why; 4. Moreover; 5. In other words / In fact; 6. As a result; 7. on the other hand; 8. however.

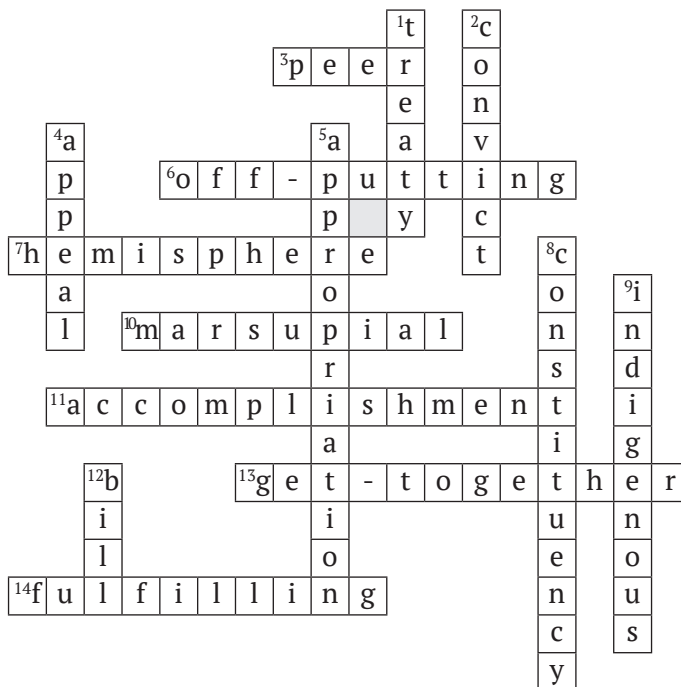
3. 1. They can't run their business in this country. 2. You can't / mustn't take pictures in the museum. 3. He has to babysit his sister. 4. He could / was able to break the world record twice. 5. Could / May I take a day off on Friday? 6. It can't be Jared's car. 7. They should set off early in the morning. 8. I might go on holiday this spring.

LESSON 10

1. a) be all fingers and thumbs; be hooked on; immerse oneself in; take mind off; tinker around with; watch paint dry; my idea of hell; put a place on the map; cheer on; give it a go.

- b) Students' own answers.

2.



3. a)

The Australian Government, also known as the Commonwealth	0	✓
Government, is the national government of the Australia, a federal	00	the
parliamentary constitutional monarchy. It is made up of three branches:	1.	✓
the executive (the prime minister, the ministers, and a government	2.	a
departments), the legislative (the Parliament of Australia), and the	3.	✓
judicial. The federal legislature has two chambers: the House of	4.	✓
Representatives and a Senate. The House of Representatives has	5.	a
151		
members, each was representing an individual electoral district of	6.	was
about		
165,000 people. The Senate has 76 members: twelve from each	7.	✓
of the		

six states and two of each from Australia's internal territories. The	8.	from
Australian Government is formed by the party or coalition with a the	9.	the
majority in the House of Representatives, with the prime minister being	10	✓
the parliamentary leader. The government can is based in the nation's	11.	can
capital, Canberra. As a founding member of the Commonwealth and a	12.	✓
former British colony, Australia's Constitution is influenced with by	13.	with
the British Westminster system as well as the United States Constitution	14.	✓

b) Students' own answers.

LESSON 11

1. a) C.

b) 1F; 2NI; 3F; 4NI; 5T; 6T.

2. 1a; 2c; 3b; 4b.

3. Students' own answers.

LESSON 12

1. a) 1a; 2a; 3c; 4c; 5b; 6c.

b) 1. all fingers and thumbs; 2. indigenous; 3. fulfilling; 4. off-putting;
5. cheering their team on; 6. give it a go.

2. a) 1a; 2b; 3b; 4c; 5a; 6c.

b) 1. You *have to* get a visa if you want to travel around the UK. 2. You *should*
tell her the truth. 3. It's strange he hasn't called yet. His phone's battery *might be*
dead. 4. You *mustn't* make a U-turn here. 5. *Could* you share the details of the seminar
I missed? 6. *Shall* I order some flowers for her birthday?

3. Students' own answers.