

BÀI TẬP RÈN LUYỆN **LUYỆN THI THPT QUỐC GIA MÔN TIẾNG ANH**
TỜ SỐ 35 **GLOBAL SUCCESS 10**
UNIT 9: PROTECTING THE ENVIRONMENT

A. VOCABULARY.

| STT | TỪ VỰNG | PHIÊN ÂM | TỪ LOẠI | NGHĨA |
|-----|------------------------|-------------------------|---------|-------------------------------------|
| 1 | environment | /ɪn'vaɪ.rən.mənt/ | n | môi trường |
| | environmental | /ɪn.vaɪ.rən'men.təl/ | adj | thuộc về môi trường |
| | environmentally | /ɪn.vaɪ.rən'men.təl.i/ | adv | một cách thân thiện với môi trường |
| 2 | protect | /prə'tekt/ | v | bảo vệ |
| | protection | /prə'tek.ʃən/ | n | sự bảo vệ |
| | protective | /prə'tek.tɪv/ | adj | bảo vệ, che chở |
| 3 | identify | /aɪ'den.tɪ.fai/ | v | nhận diện/xác định |
| | identification | /aɪ.den.tɪ.fi'keɪ.ʃən/ | n | sự nhận dạng |
| | identity | /aɪ'den.tə.ti/ | n | đanh tính; bản sắc |
| 4 | issue | /'ɪʃ.uː/ | n | vấn đề |
| | | | v | phát hành/đưa ra (vé, thông báo...) |
| 5 | global warming | /,glɒb.əl 'wɔːr.mɪŋ/ | n.phr | hiện tượng nóng lên toàn cầu |
| 6 | deforestation | /,diː.fɒr.ɪ'steɪ.ʃən/ | n | sự/nạn phá rừng |
| | deforest | /,diː'fɒr.ɪst/ | v | phá rừng |
| | reforestation | /,riː.fɒr.ɪ'steɪ.ʃən/ | n | sự tái trồng rừng |
| | reforest | /,riː'fɒr.ɪst/ | v | trồng rừng lại |
| | forest | /'fɒr.ɪst/ | n | rừng |
| 7 | danger | /'deɪn.dʒər/ | n | sự nguy hiểm/nguy cơ |
| | dangerous | /'deɪn.dʒərəs/ | adj | nguy hiểm |
| | endanger | /ɪn'deɪn.dʒər/ | v | gây nguy hiểm |
| | endangered | /ɪn'deɪn.dʒərd/ | adj | có nguy cơ tuyệt chủng |
| 8 | cause | /kɔːz/ | n | nguyên nhân, lý do |
| | | | v | gây ra |
| 9 | solution | /sə'luː.ʃən/ | n | giải pháp |
| | solve | /sɒlv/ | v | giải quyết, tìm ra lời giải |
| | solvable | /'sɒl.və.bəl/ | adj | có thể giải quyết được |
| | unsolved | /ʌn'sɒlvd/ | adj | chưa được giải quyết |
| 10 | biodiversity | /,baɪ.əʊ.daɪ'vɜː.sə.ti/ | n | sự đa dạng sinh học |
| | biodiverse | /,baɪ.əʊ'daɪ.vɜːs/ | adj | đa dạng sinh học |
| 11 | habitat | /'hæb.ə.tæt/ | n | môi trường sống |
| | inhabitant | /ɪn'hæb.ɪ.tənt/ | n | cư dân |
| | inhabit | /ɪn'hæb.ɪt/ | v | sinh sống (ở đâu) |
| | inhabited | /ɪn'hæb.ɪ.tɪd/ | adj | có người/động vật sinh sống |
| 12 | ecosystem | /'iː.kəʊ.sɪs.təm/ | n | hệ sinh thái |
| 13 | wildlife | /'waɪld.laɪf/ | n | đời sống/động vật hoang dã |
| | wild | /waɪld/ | adj | hoang dã |

| | | | | |
|----|---------------------------------|-----------------------------------|--------|--------------------------------|
| 14 | climate change | /ˈklaɪ.mət tʃeɪndʒ/ | n.phr | biến đổi khí hậu |
| | balance | /'bæl.əns/ | n v | sự cân bằng cân bằng |
| 15 | balanced | /'bæl.ənst/ | adj | cân bằng, ổn định |
| | imbalance | /ɪm'bæl.əns/ | n | sự mất cân bằng |
| | unbalanced | /ʌn'bæl.ənst/ | adj | mất cân bằng |
| 16 | essay | /'es.eɪ/ | n v | bài tiểu luận viết bài luận |
| | temperature | /'tem.prə.tʃər/ | n | hiệu độ |
| 17 | temperate | /'tem.pər.ət/ | adj | ôn hòa (khí hậu) |
| 18 | atmosphere | /'æt.mə.sfɪr/ | n | lớp khí quyển; bầu không khí |
| 19 | consequence | /'kɒn.sɪ.kwəns/ | n | hậu quả, kết quả |
| | consequently | /'kɒn.sɪ.kwənt.li/ | adv | vì vậy; do đó |
| 20 | rising sea levels | /'raɪ.zɪŋ si: 'lev.əlz/ | n.phr | mức nước biển dâng cao |
| 21 | polar ice melting | /'pəʊ.lə aɪs 'mel.tɪŋ/ | n.phr | băng tan ở hai cực |
| 22 | extreme weather | /ɪk'stri:m 'weð.ə/ | n.phr | thời tiết cực đoan |
| 23 | flood | /flʌd/ | n v | lũ lụt làm ngập; tràn vào |
| | heatwave | /'hi:t.weɪv/ | n | đợt nóng |
| 25 | negative | /'neg.ətɪv/ | adj | tiêu cực, phủ nhận |
| | negatively | /'neg.ətɪv.li/ | adv | một cách tiêu cực |
| | positive | /'pɒz.ətɪv/ | adj | tích cực; dương tính |
| | positively | /'pɒz.ətɪv.li/ | adv | một cách tích cực |
| 26 | respiratory | /'res.pɜ:.ə.tɔ:ri/ | adj | thuộc hô hấp |
| | respiration | /,res.pə'reɪʃən/ | n | sự hô hấp |
| 27 | illegally | /ɪ'li:.gəl.i/ | adv | một cách bất hợp pháp |
| | illegal | /ɪ'li:.gəl/ | adj | bất hợp pháp |
| | legal | /'li:.gəl/ | adj | hợp pháp |
| | legally | /'li:.gəl.i/ | adv | một cách hợp pháp |
| 28 | non-living | /,nɒn'lɪv.ɪŋ/ | adj | không sống; vô tri |
| 29 | substance | /'sʌb.stəns/ | n | chất |
| | substantial | /səb'stæn.ʃəl/ | adj | đáng kể; quan trọng |
| 30 | emit | /i'mɪt/ | v | tỏa/ thải ra |
| | emission | /i'mɪʃ.ən/ | n | sự tỏa ra/ phát thải |
| | emissions | /i'mɪʃ.ənz/ | n (pl) | khí thải |
| 31 | ban | /bæn/ | n | lệnh cấm cấm |
| 32 | non-governmental | /,nɒn,gʌv.ən'men.təl/ | adj | phi chính phủ |
| | government | /'gʌv.ən.mənt/ | n | chính phủ |
| | governmental | /,gʌv.ən'men.təl/ | adj | thuộc chính phủ |
| 33 | survive | /sə'vaɪv/ | v | sống sót |
| | survival | /sə'vaɪ.vəl/ | n | sự sống sót, sự tồn tại |
| 34 | environmental protection | /ɪn,vaiə.rən'men.təl prə'tek.ʃən/ | n.phr | bảo vệ môi trường |

| | | | | |
|----|-------------------------------------|--|-------|---------------------------------|
| 35 | endangered animals | /ɪn'deɪn.dʒərd 'æn.ɪ.məlz/ | n.phr | động vật có nguy cơ tuyệt chủng |
| 36 | deliver | /dɪ'lɪv.ə/ | v | thực hiện; giao/ chuyển |
| | delivery | /dɪ'lɪv.ə.i/ | n | sự giao hàng; sự chuyển phát |
| 37 | organise | /'ɔ:.gə.naɪz/ | v | tổ chức/sắp xếp |
| | organisation | /,ɔ:.gə.naɪ'zeɪ.ʃən/ | n | tổ chức (cơ quan) |
| | organiser | /'ɔ:.gə.naɪ.zər/ | n | người tổ chức |
| | organised | /'ɔ:.gə.naɪzd/ | adj | ngăn nắp; được tổ chức |
| 38 | explain | /ɪk'spleɪn/ | v | giải thích |
| | explanation | /,ɛk.splə'neɪ.ʃən/ | n | sự/lời giải thích |
| | explained | /ɪk'spleɪnd/ | adj | được giải thích |
| 39 | pick | /pɪk/ | v | hái; chọn |
| 40 | playground | /'pleɪ.ɡraʊnd/ | n | sân trường |
| 41 | polar bears | /'pəʊ.lə'berz/ | n.phr | gấu Bắc Cực |
| 42 | documentary | /,dɒk.jə'men.tər.i/ | n | phim tài liệu |
| | documentary | /,dɒk.jə'men.tər.i/ | adj | thuộc tài liệu |
| 43 | rest | /rest/ | n | sự nghỉ ngơi |
| | | | v | nghỉ ngơi |
| 44 | involve | /ɪn'vɒlv/ | v | liên quan; bao gồm |
| | involvement | /ɪn'vɒlv.mənt/ | n | sự tham gia/sự liên quan |
| | involved | /ɪn'vɒlvd/ | adj | có liên quan |
| 45 | global issues | /'glɒb.əl 'ɪʃ.u:z/ | n.phr | các vấn đề toàn cầu |
| 46 | effect | /ɪ'fekt/ | n | ảnh hưởng; tác động |
| | effective | /ɪ'fek.tɪv/ | adj | hiệu quả |
| | effectively | /ɪ'fek.tɪv.li/ | adv | một cách hiệu quả |
| 47 | fly | /flaɪ/ | v | bay |
| 48 | loss | /lɒs/ | n | sự mất mát; sự mất |
| | lose | /lu:z/ | v | mất/đánh mất |
| | lost | /lɒst/ | adj | bị mất; lạc |
| 49 | natural habitats | /'nætʃ.ər.əl 'hæb.ɪ.tæts/ | n.phr | môi trường sống tự nhiên |
| 50 | waste gases | /weɪst 'gæs.ɪz/ | n.phr | khí thải từ xe cộ |
| 51 | respiratory diseases | /'res.pə.ə.tɔ:ri dɪ'zi:zɪz/ | n.phr | bệnh về đường hô hấp |
| 52 | disappear | /,dɪs.ə'pɪr/ | v | biến mất |
| | disappearance | /,dɪs.ə'pɪr.əns/ | n | sự biến mất |
| 53 | machines and factories | /mə'ʃi:nz ænd 'fæk.tər.ɪz/ | n.phr | máy móc, nhà xưởng sản xuất |
| 54 | recycle | /,ri:'saɪ.kəl/ | v | tái chế |
| 55 | vehicles or public transport | /'vi:ə.kəlz ɔ:r 'pʌb.lɪk 'træn.spɔ:t/ | n.phr | xe và phương tiện công cộng |
| 56 | rubbish | /'rʌb.ɪʃ/ | n | rác |
| 57 | avoid | /ə'vɔɪd/ | v | tránh |
| | avoidable | /ə'vɔɪ.də.bəl/ | adj | có thể tránh được |
| 58 | gas emissions | /gæs ɪ'mɪʃ.ənz/ | n.phr | khí thải |
| 59 | wildlife trade | /'waɪld.laɪf treɪd/ | n.phr | buôn bán động vật hoang dã |

| | | | | |
|----|-------------------------|------------------------|--------|--------------------------|
| 60 | mid-term project | /,mɪd'tɜ:m 'prɒdʒ.ekt/ | n.phr | dự án giữa kỳ |
| 61 | tortoise | /'tɔ:.təʊs/ | n | rùa |
| 62 | supporter | /sə'pɔ:.tər/ | n | người ủng hộ |
| | support | /sə'pɔ:t/ | n/v | sự ủng hộ; ủng hộ/hỗ trợ |
| | supportive | /sə'pɔ:.tɪv/ | adj | hay giúp đỡ; ủng hộ |
| 63 | conduct | /kən'dʌkt/ | v | tiến hành |
| | conduct | /'kɒn.dʌkt/ | n | hành vi |
| 64 | back-up copy | /'bæk.ʌp 'kɒp.i/ | n.phr | bản sao lưu |
| 65 | territories | /'ter.ə.tɔ:r.ɪz/ | n (pl) | vùng lãnh thổ |
| | territory | /'ter.ə.tɔ:r.i/ | n | vùng lãnh thổ |
| | territorial | /,ter.ə'tɔ:r.i.əl/ | adj | thuộc lãnh thổ |
| 66 | save the planet | /seɪv ðə 'plæn.ɪt/ | v.phr | cứu hành tinh |
| 67 | lights-out | /,laɪts'aʊt/ | n | tắt đèn |
| 68 | Earth Hour | /ɜ:θ 'aʊər/ | n | giờ Trái Đất |

CÂU TRÚC

NGHĨA

| | | |
|----|---|------------------------------------|
| 1 | do research | làm nghiên cứu |
| 2 | a range of | một loạt các |
| 3 | come up with | nghĩ ra |
| 4 | ask for | yêu cầu, xin |
| 5 | advise sb to do sth | khuyên ai làm gì |
| 6 | had better + v(bare) | tốt hơn hết nên làm gì |
| 7 | follow one's advice | nghe theo lời khuyên của ai |
| 8 | deliver the presentation | có bài thuyết trình |
| 9 | depend on | phụ thuộc vào |
| 10 | involve doing sth | có liên quan tới việc làm gì |
| 11 | need to do sth | cần phải làm gì |
| | need doing sth = need to be done | cái gì cần được làm |
| 12 | deal with | giải quyết, đối phó với |
| 13 | have effects/impacts/influences on sth | có ảnh hưởng đến cái gì |
| 14 | lead to | dẫn đến |
| 15 | be aware of sth | nhận thức điều gì |
| 16 | put sb/sth in danger | Đặt ai/cái gì vào nguy hiểm |
| 17 | combine with | kết hợp với |
| 18 | come down | đi xuống, rơi xuống |
| 19 | be harmful to | có hại cho |
| 20 | upset the balance of the ecosystem | làm mất cân bằng hệ sinh thái |
| 21 | cut down | cắt giảm |
| 22 | stop to do sth | dừng lại để làm việc gì |
| | stop doing sth | dừng hẳn làm việc gì |
| 23 | set up | thành lập, bố trí |
| 24 | die out | tuyệt chủng |
| 25 | apologize to sb for sth/going sth | xin lỗi ai vì điều gì/vì đã làm gì |
| 26 | worry about | lo lắng về |

| | | | |
|----|----------------------------|------------------------------|---|
| 27 | turn off = switch off | tắt | |
| | turn on | bật | |
| | turn down | từ chối | |
| | turn into | trở thành, biến thành | |
| | turn up | xuất hiện | |
| | turn out | hóa ra là | |
| | turn back | quay trở lại | |
| | 28 | encourage sb to do sth | khuyến khích ai làm gì |
| | | discourage sb from doing sth | khuyên can ai làm gì/khiến cho ai không còn muốn làm gì |
| | 29 | draw attention to sth | Hướng sự chú ý đến cái gì |
| 30 | call for | kêu gọi, gọi cho | |
| 31 | tend to | có xu hướng | |
| 32 | prevent someone from | ngăn cản ai đó | |
| 33 | hand in | nộp, giao | |
| 34 | practical action | những hành động thiết thực | |
| 35 | ring someone up | gọi cho ai đó | |
| 36 | be interested in something | có hứng thú với việc gì đó | |

B. GRAMMAR

REPORTED SPEECH

❖ Một số thay đổi khi chuyển từ câu trực tiếp sang câu gián tiếp:

| Những thay đổi | | Trực tiếp | Gián tiếp |
|-------------------------------|---|--|--|
| Thì động từ | Hiện tại đơn | - V _{bare} /V _{s,es} He said: "I <u>live</u> in a big city." | - V _{ed} /V _{cột 2} He said (that) he <u>lived</u> in a big city. |
| | | - Am/is/are She said: "I <u>am</u> at home." | - Was/were She said (that) she <u>was</u> at home. |
| | Quá khứ đơn | - V _{ed} /V _{cột 2} Peter said: "I <u>did</u> it by myself." | - Had + V _{p2} Peter said (that) he <u>had done</u> it by himself. |
| | | - Was/were Mary said: "I <u>was</u> in the park last Sunday." | - Had been Mary said (that) she <u>had been</u> in the park the Sunday before. |
| | Hiện tại tiếp diễn | - Am/is/are + V _{ing} She said: "We <u>are learning</u> now." | - Was/were + V _{ing} She said (that) she <u>was learning</u> then. |
| | Quá khứ tiếp diễn | - Was/were + V _{ing} He said: "I <u>was sleeping</u> then." | - Had + been + V _{ing} He said (that) he <u>had been sleeping</u> then. |
| | Hiện tại hoàn thành | - Have/has + V _{p2} He said: "Someone <u>has stolen</u> my bag." | - Had + V _{p2} He said (that) someone <u>had stolen</u> his bag. |
| Hiện tại hoàn thành tiếp diễn | - Have/has + been + V _{ing} She said: "I <u>have been waiting</u> for you for 3 hours." | - Had + been + V _{ing} She said (that) she <u>had been waiting</u> for me for 3 hours. | |
| Tương lai đơn | - Will/shall + V _{bare} | - Would + V _{bare} | |

| | | | |
|---|--|--|--|
| | Tương lai gần | Lan said: "I <u>will call</u> you tonight." | Lan said (that) she <u>would call</u> me that night. |
| | | - Am/is/are + going to + V Huong said: "We <u>are going to have</u> a party next weekend." | - Was/were + going to + V Huong said (that) they <u>were going to have</u> a party the next weekend. |
| | Động từ khuyết thiếu | - Can He said: "I <u>can't come</u> on time." | - Could He said (that) he <u>couldn't come</u> on time. |
| | | - Must/have to (sự bắt buộc) She said: "I <u>must take</u> care of my little brother." | - Had to She said (that) she <u>had to take</u> care of her little brother. |
| | | - Must (sự suy diễn) He said: "You <u>must be</u> tired now." | - Must He said (that) I <u>must be</u> tired then. |
| | | - Must (đưa ra lời khuyên) My father said: "This exam is very important. You <u>must prepare</u> for it well." | - Must My father said (that) that exam was very important and I <u>must prepare</u> for it well. |
| | | - Mustn't (sự cấm đoán) She said: "You <u>mustn't make</u> noise here." | - Mustn't She said (that) I <u>mustn't make</u> noise there. |
| | | - May My teacher said: "You <u>may use</u> dictionaries for this test." | - Might My teacher said (that) we <u>might use</u> dictionaries for that test." |
| - Need He said: "I <u>need do</u> it now." | - Needed/had to He said (that) he <u>needed/had to</u> do it then. | | |
| - Needn't (dùng ở hiện tại) She said: "We <u>needn't set</u> off early." - Needn't (dùng ở tương lai) He said: "You <u>needn't come</u> here tomorrow." | - Needn't/ didn't have to She said (that) they <u>needn't/ didn't have to set</u> off early. - Wouldn't have to He said (that) I <u>wouldn't have to</u> come there the next day. | | |
| Trạng từ | Today | that day | |
| | Tonight | that night | |
| | Tomorrow | the next day / the following day | |
| | Tomorrow morning | the next morning | |
| | Yesterday | the day before / the previous day | |
| | Ago | Before | |
| | Now | Then | |
| | Next(Tuesday) | the next / following Tuesday | |
| | Last(Tuesday) | the previous Tuesday/ the Tuesday before | |
| | The day after tomorrow | in two days' time/ two days later | |
| | The day before yesterday | Two days before | |
| | Here | There | |
| Đại từ | Subject | I | He/ She |
| | | You | I/ We/ They |

| | | | |
|-----------------------|------------------------------|-------|--------------------|
| | pronouns | We | We/ They |
| | | me | him/ her |
| | Object pronouns | you | me/ us/ them |
| | | us | us/ them |
| | Possessive adjectives | my | his/ her |
| | | your | my/ our/ their |
| | | our | our/ their |
| | Possessive pronouns | mine | his/ hers |
| | | yours | mine/ ours/ theirs |
| | | ours | ours/ theirs |
| Demonstratives | this | That | |
| | these | Those | |

❖ Các trường hợp không thay đổi thì động từ:

| Nhóm quy tắc | Điều kiện nhận biết |
|--|--|
| 1. Động từ tường thuật ở hiện tại / tương lai | says / says to / will say... |
| 2. Mốc thời gian quá khứ xác định (cụ thể) | in 1980, in 2010, last Monday... |
| 3. Câu điều kiện loại 2, loại 3 | If + V ₂ ... / If + had V ₃ ... |
| 4. Cấu trúc giả định: wish / as if / as though | wish + V ₂ / wish + had V ₃ ; as if/as though + V ₂ /had V ₃ |
| 5. Chân lý / sự thật hiển nhiên | facts, laws of nature, truths |
| 6. Các cấu trúc cố định | It's (high) time, if only, wish, used to, had better, would rather, would/should/could/might/ought to |
| 7. Quá khứ hoàn thành | had + V ₃ |

Ví dụ

| | |
|---|---|
| He says, "I hope it will rain tomorrow." | He says (that) he hopes it will rain... |
| He said, "I was born in 1980." | He said (that) he was born in 1980. |
| He said, "If I were you, I wouldn't come here." | He said (that) if he were me, he wouldn't come there. |
| Mary said, "I wish I were a boy." | Mary said (that) she wishes she were a boy. |
| My teacher said, "The sun rises in the East." | My teacher said (that) the sun rises in the East. |
| He said, "You should stay." | He said (that) I should stay. |
| He said, "I had finished." | He said (that) he had finished. |

❖ Các loại câu tường thuật

1. Thể mệnh lệnh

| Loại câu | Công thức (Reported speech) |
|---------------------|---------------------------------------|
| Mệnh lệnh / yêu cầu | S + told/asked + O + (not) to + V-inf |
| Mệnh lệnh phủ định | S + told/asked + O + not to + V-inf |

Câu trực tiếp

Câu gián tiếp

| | |
|--|---|
| She said to John: "Show me your paper." | → She told John to show her his paper. |
| Ann said to him: "Don't wait for me if I am late." | → Ann told him not to wait for her if she was late. |

2. Câu trần thuật

| Cấu trúc | Công thức | Ví dụ |
|----------|----------------------------------|--|
| 1 | S + said (that) + S + V | "I saw her this morning", he said. |
| 2 | S + said to + O + (that) + S + V | – He said that he had seen her that morning. |
| 3 | S + told + O + (that) + S + V | Mary said to Bill, "I don't like living here." – Mary told Bill (that) she didn't like living there. |

3. Câu nghi vấn

| Loại câu hỏi | Công thức (Reported speech) |
|--------------------|------------------------------------|
| 1. Yes/No question | S + asked + O + if/whether + S + V |
| 2. Wh-question | S + asked + O + Wh-word + S + V |

| Câu trực tiếp | Câu gián tiếp |
|---|---|
| "Does your brother live in London, Nam?", she said. | – She asked Nam if his brother lived in London. |
| The boy asked me, "What time is it?" | – The boy asked me what time it was. |

| Câu tường thuật với động từ theo sau bằng động từ nguyên thể | |
|--|--|
| <ul style="list-style-type: none"> promise + to V: hứa làm gì advise sb + to V: khuyên ai làm gì invite sb + to V: mời ai làm gì offer + to V: đề nghị làm gì agree + to V: đồng ý làm gì | <ul style="list-style-type: none"> tell/ask sb + to V: bảo/yêu cầu ai làm gì threaten + to V: đe dọa làm gì warn + sb + not to V: cảnh báo không nên làm gì remind + sb + to V: nhắc nhở ai làm gì encourage sb + to V: khuyến khích ai làm gì |
| Câu tường thuật với động từ theo sau bằng danh động từ | |
| <ul style="list-style-type: none"> accuse sb of + Ving: buộc tội ai vì làm gì admit + Ving: thừa nhận làm gì deny + Ving: phủ nhận làm gì apologize (to sb) for + Ving: xin lỗi ai vì làm gì blame sb for + Ving: đổ lỗi cho ai vì làm gì complain (to sb) about + Ving: phàn nàn về điều gì confess to Ving: thú nhận làm gì | <ul style="list-style-type: none"> congratulate sb on + Ving: chúc mừng vì làm gì criticize sb for Ving: chỉ trích vì làm gì insist on + Ving: khẳng định làm gì object to + Ving: phản đối làm gì suggest + Ving: gợi ý/đề nghị làm gì thank sb for + Ving: cảm ơn ai vì làm gì warn sb against + Ving: cảnh báo ai không làm gì |

C. PRACTICE

Exercise 1: Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

Question 1: Our class joined _____ to promote recycling during Earth Hour and reduce rubbish on campus.

A. a recycling school-wide campaign

B. a campaign recycling school-wide

C. a school-wide recycling campaign

D. a school-wide campaign recycling

Question 2: Many teenagers become _____ aware after watching documentaries about polar bears losing their natural habitats.

A. environmentally

B. environmental

C. environment

D. environmentalism

Question 3: If we keep cutting down forests, it will _____ serious biodiversity loss and rising sea levels worldwide.

A. draw attention to

B. come up with

C. depend on

D. lead to

Question 4: Our teacher said we _____ our mid-term project on climate change by Friday, or we would lose ten marks.

A. were excited to finish

B. had to hand in

C. might upload

D. were planning to discuss

Question 5: Many governments are planning to _____ a ban on illegal wildlife trade, but enforcement still depends on funding.

A. deliver

B. pick

C. impose

D. conduct

Question 6: If students recycle more, the amount of non-biodegradable _____ in landfills will decrease gradually.

- A. habitat B. balance C. waste D. atmosphere

Question 7: If you are not aware _____ waste gases, you may ignore how machines and factories affect the atmosphere.

- A. in B. of C. for D. with

Question 8: Plastic bags seem harmless, but they can be _____ to sea turtles and other wildlife.

- A. danger B. endanger C. endangered D. dangerous

Question 9: During the heatwave, our school issued _____ to remind students to drink water and avoid outdoor sports.

- A. safety clear warnings B. clear safety warnings C. warnings clear safety D. clear warnings safety

Question 10: To save the planet, you should _____ the lights when leaving your classroom, especially during Earth Hour.

- A. turn off B. switch on C. leave on D. set up

Question 11: The campaign was _____ because students actually recycled bottles instead of throwing them into rubbish bins.

- A. effect B. effectively C. effective D. effectiveness

Question 12: Our teacher asked us to watch _____ at home tonight before writing an essay on global issues.

- A. a climate-change documentary short B. a documentary short climate-change
C. a short documentary climate-change D. a short climate-change documentary

Question 13: For our mid-term project, we had to _____ solutions that reduce gas emissions from vehicles or public transport.

- A. come up with B. deal with C. turn down D. depend on

Question 14: A local NGO provided _____ masks, because smoke from burning rubbish can cause respiratory diseases in winter.

- A. protection B. protective C. protect D. protectively

Question 15: Students debated _____ in class, including global warming, deforestation, and wildlife trade in Southeast Asia.

- A. global major issues B. issues major global C. major issues global D. major global issues

Question 16: Using too many chemicals on the school playground can _____ and harm insects that pollinate nearby gardens.

- A. call for practical action B. come up with solutions
C. upset the balance of the ecosystem D. put wildlife in danger

Question 17: Scientists warn that polar ice melting is a _____ consequence of rising temperatures in the atmosphere.

- A. negative B. positively C. positive D. negatively

Question 18: The poster showed _____ clearly to explain how deforestation changes habitats for each forest inhabitant.

- A. cause-and-effect simple diagrams B. diagrams simple cause-and-effect
C. simple diagrams cause-and-effect D. simple cause-and-effect diagrams

Question 19: Whether our reforestation plan succeeds will _____ community involvement and long-term support from local businesses.

- A. result in B. call for C. depend on D. take over

Question 20: The coach encouraged us to _____ rubbish separately, so recycling became easier after events.

- A. pick B. lose C. sort D. fly

Question 21: Our science teacher showed _____ and asked us to identify which regions face more extreme weather.

A. climate-change interactive maps B. maps interactive climate-change

C. interactive maps climate-change D. interactive climate-change maps

Question 22: Students often confuse “stop to do” and “stop doing,” so the teacher asked us to _____ carefully.

A. recycle B. ban C. read D. fly

Question 23: The NGO asked students to deliver _____ speeches at local events, so people take climate change seriously.

A. dramatic B. persuasive C. formal D. detailed

Question 24: Electric buses can cut down on carbon _____, but only if the electricity comes from cleaner sources.

A. emissions B. emission C. emitting D. emit

Question 25: We wrote _____ for our English essay, combining facts about global warming with personal ideas and solutions.

A. a problem-solution clear outline B. an outline clear problem-solution

C. a clear problem-solution outline D. a clear outline problem-solution

Question 26: Throwing batteries into normal rubbish is harmful _____ the environment because chemicals may leak into soil and water.

A. for B. to C. on D. with

Question 27: The ranger said poachers had been hunting _____, so the reserve asked for more governmental support.

A. illegally B. illegal C. legally D. legal

Question 28: After the flood, volunteers _____ a temporary shelter for wildlife, including injured tortoises found near the river.

A. came across B. handed in C. turned down D. set up

Question 29: Without strict recycling rules, plastic waste can quickly _____ microplastics that threaten marine ecosystems and food chains.

A. break down B. call for C. come up with D. turn into

Question 30: A(n) _____ diet matters, but so does a balanced ecosystem; both affect our health and survival.

A. balance B. balancing C. balanced D. imbalance

Question 31: The documentary highlighted _____ to show how climate change threatens polar bears and other endangered animals.

A. rapid polar ice melting B. polar rapid ice melting

C. ice melting rapid polar D. rapid ice melting polar

Question 32: On our way home, we stopped _____ reusable straws after the documentary drew attention to plastic pollution.

A. buying B. to buy C. to recycle D. recycling

Question 33: Air pollution is still an _____ issue in many cities, even though researchers keep proposing new solutions.

A. solvable B. unsolved C. solve D. solution

Question 34: The teacher asked us if we could _____ a short speech explaining why recycling matters to our community.

A. conduct B. organize C. involve D. deliver

Question 35: Students used TikTok videos to _____ the issue of fast fashion, which causes substantial waste and pollution.

A. come up with B. depend on C. draw attention to D. turn back

Question 36: Our class looked _____ because the organiser planned every activity, from recycling games to a lights-out countdown.

- A. organized B. organize C. organization D. organiser

Question 37: To reduce waste, our canteen launched _____ and offered discounts to students who brought reusable bottles.

- A. a lunch plastic-free program B. a program plastic-free lunch
C. a plastic-free program lunch D. a plastic-free lunch program

Question 38: Experts say global warming has serious effects _____ crop yields, so food prices may rise in many regions.

- A. for B. on C. to D. with

Question 39: Wearing masks during smoggy days can reduce _____ problems, especially for students with asthma or allergies.

- A. respire B. respiration C. respiratory D. respirator

Question 40: If you want to cut pollution, you should _____ using private vehicles and take public transport whenever possible.

- A. cut down on B. rely on C. take in D. put up with

Question 41: After heavy rain, the temperature finally _____, but extreme weather is becoming more common because of climate change.

- A. went up B. came down C. turned into D. called for

Question 42: Many factories still _____ toxic gases at night, so residents worry about air quality and health impacts.

- A. emission B. emissions C. emitting D. emit

Question 43: In our report, we included _____ to show how rising sea levels affect coastal territories across Vietnam.

- A. recent satellite images B. satellite recent images
C. images recent satellite D. recent images satellite

Question 44: My cousin is interested _____ renewable energy, so she is doing research on solar panels for our school project.

- A. at B. for C. in D. with

Question 45: National parks protect _____ by keeping forests inhabited and preventing rare species from dying out.

- A. ecosystem B. habitat C. biodiversity D. territory

Question 46: When we saw rubbish near the lake, we _____ to pick it up instead of ignoring the mess.

- A. walked away B. turned back C. carried on D. looked down

Question 47: The principal tried to _____ students from buying plastic bottles by installing free water stations around campus.

- A. reward B. invite C. motivate D. discourage

Question 48: Our parents were really _____ when we joined an environmental protection club and cleaned the playground on weekends.

- A. supportive B. supporter C. support D. supported

Question 49: Last week, the government announced _____, and our class shared the news widely online.

- A. a strict plastic-bag ban B. a plastic-bag strict ban
C. a ban strict plastic-bag D. a strict ban plastic-bag

Question 50: These old classroom fans _____ because spare parts are unavailable and they waste substantial electricity every day.

- A. need cleaning B. need fixing C. need replacing D. need painting

- Question 51:** If you can't recycle at home, you had better _____ public transport to cut down on emissions.
A. fly B. pick C. use D. lose
- Question 52:** My friend said she would _____ to discuss the results when she finished her research on climate change and gas emissions.
A. call for me B. ring me up C. look after me D. turn me down
- Question 53:** New laws aim to _____ companies from dumping waste gases, but enforcement still depends on local governments.
A. invite B. allow C. prevent D. involve
- Question 54:** She said, "I will do research," and later she _____ further that climate change affects temperate zones too.
A. explained B. added C. turned D. involved
- Question 55:** The doctor advised me _____ the windows closed on smoggy days to avoid respiratory diseases.
A. opening B. to keep C. to close D. leaving
- Question 56:** Had we turned off the lights earlier, we _____ more electricity during Earth Hour last year.
A. saved B. would save C. have saved D. would have saved
- Question 57:** During the presentation, the organiser asked us to _____ the music, not switch it off, so everyone could hear.
A. turn down B. mute C. turn off D. set up
- Question 58:** Our climate-change essay included _____ examples, from heatwaves to floods, to show how extreme weather affects teenagers' lives.
A. a slice of B. a piece of C. a range of D. a pair of
- Question 59:** Instead of blaming others, we should deal _____ the issue of littering by setting up more recycling bins.
A. about B. with C. on D. for
- Question 60:** The sudden disappearance of frogs in our area _____ immediate action, so the class wrote to local authorities.
A. raises B. brings C. includes D. calls for
- Question 61:** The report shows that illegal hunting has _____ many species in danger of extinction across several territories.
A. listed B. protected C. put D. involved
- Question 62:** If you don't understand the assignment, you should _____ clarification instead of copying answers from the internet.
A. ask for B. look for C. pay for D. wait for
- Question 63:** My mom asked where I had _____ my reusable bottle, because she didn't want me buying another plastic one.
A. thrown away B. recycled C. handed in D. lost
- Question 64:** The teacher explained that planting trees can help _____ the balance of the ecosystem after forest fires.
A. upset B. restore C. deliver D. avoid
- Question 65:** Our recycling plan didn't _____ as expected, because students kept throwing bottles into normal bins.
A. show up B. turn out C. call for D. lead to
- Question 66:** Before you hand in your report, _____ a back-up copy so you don't lose your work.
A. deliver B. recycle C. make D. involve
- Question 67:** To protect endangered animals, some countries plan to _____ the sale of products made from ivory or turtle shells.

A. ban B. recycle C. protect D. deliver

Question 68: The scientist said rising sea levels _____ many coastal cities in the next decades unless emissions come down.

A. would protect B. would solve C. would balance D. would endanger

Question 69: Parents worry _____ their children's health when extreme weather causes floods, heatwaves, and more respiratory diseases.

A. for B. with C. about D. to

Question 70: Teenagers tend to _____ short videos, so NGOs use reels to explain climate change in simple language.

A. recycle B. watch C. ban D. solve

Question 71: Buying pets from illegal wildlife trade can _____ many species in danger, even if the animals look healthy.

A. turn B. take C. keep D. put

Question 72: The teacher told us to _____ our phones during the documentary so we could focus on the message.

A. turn off B. switch off C. log in D. hand in

Question 73: If you want to save the planet, you'd better _____ your rubbish and recycle bottles after lunch.

A. sort B. throw away C. burn D. ignore

Question 74: I apologized to my friend for _____ the lights on all night, because it wastes electricity and increases emissions.

A. dropping B. leaving C. spilling D. breaking

Question 75: To write our essay on deforestation, we decided to _____ research using reliable reports and recent satellite images.

A. make B. take C. do D. give

Question 76: Not only did the documentary shock us, but it also made us _____ practical action against wildlife trade.

A. pay B. make C. bring D. take

Question 77: My teacher advised me to use public transport, and I finally _____ her advice by cycling to school.

A. copied B. followed C. changed D. ignored

Question 78: Illegal wildlife trade can _____ many endangered animals, so our club called for stricter laws.

A. solve B. recycle C. endanger D. explain

Question 79: To cut emissions, try to _____ unnecessary flights and choose online meetings when possible instead.

A. avoid B. involve C. deliver D. support

Question 80: After Earth Hour, students decided to _____ a monthly lights-out event to keep energy saving habits.

A. turn into B. draw attention to C. come down D. set up

Question 81: The report said the ecosystem needed _____, but students still littered the playground after lunch.

A. solves B. protection C. emissions D. danger

Question 82: She was nervous, but she still managed to _____ the presentation on climate change and answer questions confidently.

A. conduct B. deliver C. identify D. solve

Question 83: It was the student council that _____ a range of activities, from recycling challenges to a tree-planting day.

A. delivered B. conducted C. supported D. organized

Question 84: The sudden _____ of fish in the bay overnight surprised locals, so they asked for an investigation into waste gases.

A. disappearance B. headline C. schedule D. territory

Question 85: Some influencers spread climate misinformation, so our teacher encouraged us to _____ facts before sharing posts.

A. distort B. ignore C. verify D. lose

Question 86: The forest was cut down illegally; _____, many animals lost their natural habitats and moved closer to villages.

A. otherwise B. consequently C. similarly D. eventually

Question 87: A new _____ report from the Ministry showed that gas emissions fell after the city improved public transport.

A. governmental B. commercial C. personal D. accidental

Question 88: She said she would join the reforestation trip if her parents _____ her to travel with the club.

A. encouraged B. forced C. invited D. allowed

Question 89: We were told that respirators are necessary when you work near dangerous substances, especially those _____ by factories.

A. emitted B. identified C. recycled D. banned

Question 90: When the power came back, we _____ the projector to show a documentary about endangered animals and habitat loss.

A. turned on B. shut down C. set up D. unplugged

Question 91: He asked me whether I had _____ my solution clearly in the essay or just listed facts.

A. copied B. explained C. ignored D. delivered

Question 92: Because air quality is getting worse, students are calling _____ stricter rules on factory emissions near residential areas.

A. on B. to C. for D. with

Question 93: The wildlife club asked students to avoid buying souvenirs made from animal parts, because it could _____ poaching.

A. prevent B. solve C. encourage D. identify

Question 94: The teacher said that if we were interested in the issue, we should _____ more questions during the talk show.

A. pick B. avoid C. involve D. ask

Question 95: Volunteering at the animal shelter involves _____ injured wildlife daily, then releasing them when they recover.

A. selling B. caring for C. hunting D. ignoring

Question 96: If people recycle more, fewer trees will be cut down, and forests will be protected more _____.

A. randomly B. loudly C. effectively D. selfishly

Question 97: When my laptop crashed, I was glad I had a(n) _____ of our climate-change presentation on a USB drive.

A. extra memory B. paper version C. online link D. back-up copy

Question 98: To fight greenwashing, students learned to _____ real eco-friendly products by checking labels and emission reports.

A. identify B. recycle C. ban D. deliver

Question 99: _____ by the teacher, we organized a reforestation trip and raised money for seedlings in one week.

A. Warned B. Forced C. Encouraged D. Surprised

Question 100: Most students agreed that climate change has lasting impacts _____ mental health, especially after floods damage homes.

- A. for B. on C. in D. with

Question 101: Linh wanted to know when _____ to discuss the school's new recycling program.

- A. will the meeting start B. the meeting will start C. would the meeting start D. the meeting would start

Question 102: "We're collecting plastic bottles for the Green Day," said the volunteers.

The volunteers said they _____ plastic bottles for the Green Day.

- A. collected B. were collecting C. have been collecting D. had collected

Question 103: "You've been wasting electricity all evening!" my dad said.

My dad said I _____ electricity all evening.

- A. wasted B. was wasting C. have been wasting D. had been wasting

Question 104: "At seven o'clock, I was planting trees with my class," said Mai.

Mai said she _____ trees with her class at seven o'clock.

- A. had planted B. had been planting C. planted D. has planted

Question 105: "You'll harm the river without proper waste sorting," the teacher said.

The teacher said we _____ the river without proper waste sorting.

- A. will harm B. harmed C. would be harming D. would harm

Question 106: "He can identify endangered species in our local park," said Trang.

Trang said he _____ endangered species in their local park.

- A. identified B. had identified C. would identify D. could identify

Question 107: "You must reduce single-use plastic at school," the principal said.

The principal said we _____ reduce single-use plastic at school.

- A. were having to B. would have to C. had to D. must

Question 108: "Could you pick up that litter near the gate, please?" I asked Minh.

I asked Minh _____ up that litter near the gate.

- A. pick B. if he picks C. to pick D. if he would pick

Question 109: "Would you mind turning off the lights for a moment?" the monitor asked us.

The monitor asked us _____ for a moment.

- A. turning off the lights B. to turning off the lights
C. if we turn off the lights D. if we would turn off the lights

Question 110: "Please don't throw batteries into the normal bin," Mum said to Nam.

Mum told Nam _____ batteries into the normal bin.

- A. that he doesn't throw B. not to throw C. not to throw your D. don't throw

Question 111: "Could you tell me where you were during the beach clean-up?" the leader asked An.

The leader asked An _____ during the beach clean-up.

- A. tell him where you were B. where he tells him he was
C. to tell him where he had been D. to tell him where you

Question 112: "Could I have your email to share the eco-campaign plan?" I asked Ms Hoa.

I asked Ms Hoa _____ email to share the eco-campaign plan.

- A. to give me her B. give me your C. give me her D. gave me your

Question 113: I asked Phuong _____ to join the school's tree-planting club.

- A. whether she is planning B. if she was planning
C. when was she planning D. where she was planning

Question 114: "What's the name of your environmental project?" he asked me.

He asked me _____.

- A. what the name of your environmental project is B. what the name of my environmental project was
C. what the name of my environmental project is D. what your environmental project was

Question 115: "Are you joining the no-plastic challenge?" the teacher asked the class.

The teacher wanted to know _____.

- A. if I was joining the no-plastic challenge B. if the class was joining the no-plastic challenge
C. if I am joining the no-plastic challenge D. if the class is joining the no-plastic challenge

Question 116: "What eco-friendly transport are you taking to school?" she asked me.

She wanted to know _____.

- A. what eco-friendly transport am I taking to school B. what eco-friendly transport you are taking to school
C. what eco-friendly transport was I taking to school D. what eco-friendly transport I was taking to school

Question 117: "I won't join the trip because I have to finish the climate poster," Minh said.

Minh said that _____.

- A. I wouldn't join the trip because I had to finish the climate poster
B. he wouldn't join the trip because he has to finish the climate poster
C. he won't join the trip because he had to finish the climate poster
D. he wouldn't join the trip because he had to finish the climate poster

Question 118: "You can sit here and help sort the recyclables," the volunteer said.

The volunteer said _____.

- A. you can sit here and help sort the recyclables B. I could sit there and help sort the recyclables
C. I could sit here and help sort the recyclables D. you could sit there and help sort the recyclables

Question 119: "The eco-club left this classroom an hour ago," she said.

She told me that _____.

- A. the eco-club had left this classroom an hour ago B. the eco-club had left that classroom an hour ago
C. the eco-club had left this classroom an hour before D. the eco-club had left that classroom an hour before

Question 120: "I don't want to use disposable cups now," he said.

He said _____.

- A. he doesn't want to use disposable cups now B. he didn't want to use disposable cups then
C. I didn't want to use disposable cups then D. I didn't want to use disposable cups now

Question 121: "I've only used this refillable bottle since yesterday," Lan said.

Lan said that _____.

- A. I had only used this refillable bottle since yesterday
B. she had only used that refillable bottle the previous day
C. she had only used that refillable bottle since the day before
D. she has only used that refillable bottle since the before day

Question 122: "Don't waste water when you brush your teeth," Dad said to me.

Dad told me _____.

- A. that I don't waste water when I brush my teeth B. to waste water when I brush my teeth
C. don't waste water when you brush your teeth D. not to waste water when I brushed my teeth

Question 123: "You shouldn't burn trash near the river," the science teacher said.

The science teacher advised the students _____.

- A. that you shouldn't burn trash near the river B. not to burn trash near the river
C. not to burn your trash near the river D. not to burn her trash near the river

Question 124: "I'll finish the recycling report by the end of this week," she said.

She promised _____.

- A. she'll finish the recycling report by the end of this week
B. she would finish the recycling report by the end of this week

C. to finish the recycling report by the end of that week

D. to finish the recycling report by the end of this week

Question 125: "Don't forget to bring your reusable bag to the market," Grandma said.

Grandma reminded me _____.

A. to bring my reusable bag to the market

B. bring your reusable bag to the market

C. don't forget to bring your reusable bag to the market

D. to bring your reusable bag to the market

Exercise 2: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 5.

Cycling Makes Financial Sense

These days, most people are aware of the environmental impact of motor vehicles, and they realise that cars are responsible for a (1) _____ of problems facing their cities. Not many people, however, ever stop to think about how much money they would save by (2) _____ from driving to cycling.

Cars cost a lot to buy, and unlike other major investments such as houses, they quickly lose their value. On top of that, there are running costs such as repair bills, tax and insurance. All of (3) _____ seem to go up every year. Bicycles, (4) _____, are far less expensive to purchase and maintain, do not require petrol and are easy to park. And if a lot more people (5) _____ cycling, the government could spend less of the nation's resources on roads, which at present their taxes help pay for whether they drive on them or not.

[Adapted from First trainer, Cambridge University]

Question 1: A. many

B. few

C. number

D. some

Question 2: A. exchanging

B. changing

C. adapting

D. altering

Question 3: A. them

B. which

C. that

D. whom

Question 4: A. for example

B. in contrast to

C. therefore

D. on the other hand

Question 5: A. adopt

B. nurture

C. develop

D. foster

Exercise 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 6.

Education for Nature Vietnam (ENV) is a Vietnamese non-governmental organisation. It was set up in 2000 by a group of young Vietnamese people. It (1) _____ to stop the illegal wildlife trade in Viet Nam through (2) _____.

Much of the work of ENV focuses on stopping wildlife trade by (3) _____ public awareness through school talks, public events, and social media. It also involves the public by providing a special phone line (4) _____ people can report cases of trading animal parts or arresting animals illegally.

ENV has grown into one of the biggest environmental (5) _____ in Viet Nam with 30 staff and more than 7500 volunteers around the country. It has succeeded in returning over 300 wild animals to their natural habitats and (6) _____ many cases of wildlife trade in the country.

Question 1: A. aims

B. likes

C. reaches

D. goes

Question 2: A. trade

B. education

C. climate change

D. human activities

Question 3: A. declining

B. rising

C. decreasing

D. raising

Question 4: A. so that

B. such that

C. in order to

D. with a view to

Question 5: A. offices

B. organisations

C. stations

D. systems

Question 6: A. protecting

B. confusing

C. identifying

D. encouraging

[Adapted from Global Success Workbook 10]

Exercise 4: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 10.

Protecting the environment is critical to preserving the health and well-being of both humans and other living beings. One way to (1) _____ the environment is through sustainable practices, (2) _____ involve

using resources in a way that meets present needs without (3) _____ the ability of future generations to meet their own needs.

Sustainable practices can include reducing carbon (4) _____ by using renewable energy sources, such as solar or wind power, conserving water by installing efficient fixtures, or using (5) _____ materials to reduce waste.

(6) _____ important aspect of protecting the environment is conservation. This involves preserving natural areas and ecosystems, such as forests, wetlands, and wildlife (7) _____, to ensure that they continue to thrive over time. Conservation efforts can include reducing deforestation or protecting endangered species.

Individuals can also (8) _____ protecting the environment by making simple changes to their daily routines, such as reducing plastic use, taking public transportation, or conserving energy by (9) _____ off lights and electronics when not in (10) _____.

[Adapted from Environmental Protection Agency]

- | | | | |
|------------------------------|-----------------|------------------|----------------------|
| Question 1: A. control | B. safeguard | C. manage | D. remain |
| Question 2: A. which | B. that | C. who | D. what |
| Question 3: A. exchanging | B. compromising | C. bettering | D. trading |
| Question 4: A. gases | B. emissions | C. releases | D. moistures |
| Question 5: A. biodegradable | B. indissoluble | C. inorganic | D. non-biodegradable |
| Question 6: A. Other | B. Another | C. Others | D. The other |
| Question 7: A. habitable | B. habits | C. habitation | D. habitats |
| Question 8: A. attribute to | B. help to | C. contribute to | D. access to |
| Question 9: A. putting | B. calling | C. turning | D. taking |
| Question 10: A. turn | B. hand | C. case | D. use |

Exercise 5: Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange of text in each of the following questions.

Question 1:

- a. Anna: Wow! It's so pretty!
- b. Ben: Hi Anna. It's a book about sea life. Look at this! This is a Northern Pacific sea star. It's a type of starfish.
- c. Anna: Hi Ben! What are you reading?

[Adapted from Workbook 11 – iLearn Smart World]

- A. c – b – a B. a – c – b C. c – a – b D. b – a – c

Question 2:

- a. Lucy: Let's think of some ways to save water for our Environmental Science homework.
- b. Ben: I couldn't agree more... If people took showers, they would use less water. Another idea could be to collect rainwater in a barrel and use it to water the plants.
- c. Lucy: I don't think so because that wouldn't be very hygienic. What about taking showers instead of baths?
- d. Lucy: I completely agree. That's a brilliant idea! Let's write them all down.
- e. Ben: Right. How about washing the dishes in the bathwater?

[Adapted from Workbook 10 – Bright]

- A. a – d – b – e – c B. b – c – a – e – d C. b – e – a – d – c D. a – e – c – b – d

Question 3:

- a. Ethan: What part worries you most—causes like emissions from machines and factories, or solutions?
- b. Ethan: Try a short documentary clip about polar bears or a rescued tortoise, then come up with a range of practical actions: recycle, avoid rubbish, and use public transport.
- c. Nora: Our mid – term project on climate change is due Friday, but my slides feel unbalanced.
- d. Nora: That helps. I'll follow your advice, organise the examples in a shared folder, and deliver the presentation with you.

e. Nora: Both. I did research on rising sea levels and polar ice melting, yet I'm not sure how to explain it simply.

A. a - c - e - b - d

B. c - e - a - d - b

C. c - a - e - b - d

D. c - a - b - e - d

Question 4:

Dear Doctor Clark,

a. Since 2004, the lionfish have been eating local fish, and they are continuing to destroy native fish populations.

b. Since then, we have been working on making a robot that will be able to kill lionfish with electricity. We already tested the first model, but it didn't work very well.

c. I am writing to you about the serious threat of lionfish in the Atlantic Ocean.

d. Until we can find a solution, we must hope that the lionfish do not destroy entire populations of native fish.

e. There are no animals that naturally eat the lionfish here, so we tried to train sharks to eat them, but it didn't work.

Your colleague,

Doctor Lewis

[Adapted from iLearn Smart World 11]

A. b - a - e - c - d

B. c - a - e - b - d

C. b - c - a - e - d

D. c - a - e - d - b

Question 5:

Dear Anna,

How are you doing at school these days? I hope your classes are going well.

a. We also need more gloves and bags, so support from your class would make a difference.

b. Some classmates identified the main issue as plastic rubbish, which endangers wildlife in its habitat.

c. If you can, discourage your friends from littering and bring a back - up copy of the poster you designed.

d. I'm sorry for missing your call yesterday; the river bank needs cleaning, so I helped organise a clean - up.

e. We set up a group chat and asked the local government for guidance on safe waste collection.

Write back soon.

Best,

Tom

A. d - e - a - b - c

B. e - b - d - a - c

C. d - b - a - c - e

D. d - b - e - a - c

Question 6:

a. Furthermore, it would be a good idea to introduce laws to limit the number of cars that can go into the city centre.

b. In this way, there will be fewer cars in the area and it will be safer and healthier for people walking in the town centre.

c. Improving public transport and introducing laws to limit the number of cars are the two effective ways to solve the issue of heavy traffic.

d. Firstly, we can improve public transport by making trains and buses better and cheaper.

e. All in all, I believe that doing these two things allows us to solve the traffic issue and make our city a nicer place to live in.

[Adapted from Workbook 10 - Bright]

A. c - d - b - a - e

B. a - e - c - d - b

C. c - d - a - b - e

D. a - d - c - e - b

Question 7:

a. Our group teaches ways not to waste water such as using rainwater.

b. Planet Help is a new wildlife group that wants to help the environment and make sure animals don't become extinct.

c. For more information about Planet Help and to learn how to donate money to our charity, visit our website!

d. It also teaches how to use compost bins so we don't have to throw away food.

e. We work hard to protect trees from getting cut down and believe in using solar energy so that we don't pollute the air with fossil fuels.

[Adapted from Workbook 10 – Bright]

A. b – d – a – c – e

B. b – e – a – d – c

C. d – b – e – a – c

D. d – c – b – a – e

Question 8:

a. This small change may seem minor, yet it helps prevent extra greenhouse gases and supports wildlife by keeping natural habitats healthier.

b. Many teenagers know environmental protection matters, but they are not always aware of how daily habits affect the atmosphere in their town.

c. If more people do practical actions like turning off lights and avoiding avoidable waste, global issues such as rising temperatures will be easier to solve.

d. To cut down on those emissions, I stopped taking short motorbike trips and used public transport instead; our family's fuel use came down and we recycled more rubbish at home.

e. Gas emissions from vehicles and factories can upset the balance of the ecosystem and lead to climate change.

A. b – e – a – d – c

B. b – d – e – a – c

C. b – e – d – a – c

D. e – b – d – a – c

Question 9:

a. Protecting our planet is crucial for future generations. Simple actions like recycling, conserving water, and reducing waste can make a significant difference.

b. Education is key; by raising awareness about environmental issues, we can inspire others to take action.

c. In conclusion, it is our responsibility to protect the environment. Together, we can create a healthier, more sustainable world for everyone.

d. The environment is essential for our survival, yet it faces numerous threats from pollution, deforestation, and climate change.

e. Planting trees helps combat air pollution and supports wildlife. Additionally, using public transport or biking reduces carbon emissions.

A. b – a – d – e – c

B. d – a – e – b – c

C. a – e – c – d – b

D. e – d – b – a – c

Question 10:

a. To deal with this imbalance, our organiser asked a non – governmental organisation for identification photos, and we made a short documentary to draw attention to the wildlife trade.

b. One consequence is that, when forests are cut down illegally, ecosystems become unbalanced, biodiversity falls, and endangered animals may struggle to survive or even die out.

c. Because that documentary attracted attention, we also combined practical action with a call for government protection: we planted trees for reforestation, kept a back – up copy of our leaflets for Earth Hour's lights – out night, and encouraged families to use public transport and support legal bans on harmful gas emissions.

d. In our report, we found that climate change is linked to emissions from machines and factories, while deforestation removes natural habitats for wildlife.

e. For our mid – term project, our geography club did research on global issues, and we have to deliver the presentation to the whole school.

A. e – d – b – a – c

B. d – e – b – a – c

C. e – d – a – b – c

D. e – b – d – a – c

Exercise 6: Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks.

Plants and animals are the living base of the environment. Without them, ecosystems cannot work. Together, they provide ecosystem services, which are the benefits people get from nature. These benefits include food and clean water, (18) _____.

Plants are the main producers in most ecosystems, and they do more than just look green. Through photosynthesis, (19) _____. Their roots also hold the soil, reduce erosion, and help the ground store water.

When forests are cut down, these functions become weaker: water runs off faster, soils lose quality, and more mud and sediment can enter rivers, (20) _____. As a result, the whole system is damaged, not only the trees.

Animals help keep ecosystems stable by doing jobs that plants cannot do alone. Pollinators, such as bees and butterflies, (21) _____. Many crops depend on pollination, so pollinators directly support human food supplies. Other animals also support ecosystems. For example, predators can reduce pest numbers, and seed dispersers help forests grow back after storms or fires.

When species disappear, the effects can spread like dominoes. (22) _____. Ecosystems may also struggle to handle droughts or strong storms. This makes both nature and human life less secure. Today, many species are threatened, so protecting biodiversity is becoming more urgent.

Question 1:

- A. climate and flood control, cultural value, and basic life processes such as nutrient cycling
- B. controlling the climate and floods, cultural value, and basic life processes such as nutrient cycling
- C. which include climate and flood control, cultural value, and basic life processes such as nutrient cycling
- D. and climate and flood control, cultural value, and basic life processes such as nutrient cycling are

Question 2:

- A. having taken in carbon dioxide and released oxygen, helping to balance the air
- B. plants take in carbon dioxide and release oxygen, helping to balance the air
- C. which plants take in carbon dioxide and release oxygen, helping to balance the air
- D. plants taking in carbon dioxide and release oxygen, helping to balance the air

Question 3:

- A. that can harm water quality and increase the risk of flooding
- B. harm water quality and increase the risk of flooding
- C. having harmed water quality and increased the risk of flooding
- D. which can harm water quality and increase the risk of flooding

Question 4:

- A. who move pollen so plants can make seeds and fruit
- B. move pollen so plants can make seeds and fruit
- C. moving pollen so plants can make seeds and fruit
- D. to move pollen so plants can make seeds and fruit

Question 5:

- A. If an important pollinator or predator is lost, harvests may drop and pest numbers may rise
- B. Losing an important pollinator or predator, harvests may drop and pest numbers may rise
- C. An important pollinator or predator is lost, harvests may drop and pest numbers may rise
- D. Because an important pollinator or predator lost, harvests may drop and pest numbers may rise

Exercise 7: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

E-commerce has made shopping faster and more convenient, but it also creates a serious problem: packaging waste. When we buy online, each item often arrives in a separate box with plastic wrapping, bubble mailers, tape, and fillers. After opening the package, most of these materials are thrown away within minutes. Because millions of parcels are delivered every day, the amount of waste grows quickly and puts pressure on landfills and recycling systems.

A key issue is that not all packaging is easy to recycle. Some parcels use mixed materials, such as plastic-coated paper or multi-layer bags, which recycling centers cannot **process**. In addition, “oversized packaging” is common: a small product may be shipped in a large box with extra padding. **This** wastes resources and increases fuel use because delivery trucks carry more volume than necessary.

However, there are **practical** solutions. **Businesses can redesign their packaging by using right-sized boxes, less plastic, and recycled or biodegradable materials.** They can also offer “minimal packaging” options at checkout and encourage customers to choose slower, grouped shipping so fewer boxes are used. Governments and cities can improve recycling guidelines and support collection programs. Finally, consumers can help by reusing boxes, returning packaging through take-back schemes, and buying from brands that use eco-friendly packing.

In short, e-commerce packaging waste is not just a small inconvenience; it is an environmental challenge. With smarter design, clearer policies, and better choices from shoppers, online shopping can become more sustainable without losing its convenience.

Question 1: According to paragraph 1, what happens to most packaging materials after a customer opens an online order?

- A. They are collected by brands through special take-back schemes.
- B. They are reused by customers for their own shipping needs.
- C. They are discarded within a very short period of time.
- D. They are sent directly to recycling centers for processing.

Question 2: The word “**process**” in paragraph 2 is closest in meaning to _____.

- A. accumulate
- B. handle
- C. purchase
- D. create

Question 3: The word “**practical**” in paragraph 3 is **OPPOSITE** in meaning to _____.

- A. unfeasible
- B. efficient
- C. realistic
- D. reasonable

Question 4: The word “**This**” in paragraph 2 refers to _____.

- A. The use of multi-layer bags in e-commerce.
- B. Reducing the volume of delivery trucks.
- C. Shipping a small product in a large box.
- D. The recycling of plastic-coated paper.

Question 5: Which of the following best paraphrases the sentence: “Businesses can redesign their packaging by using right-sized boxes, less plastic, and recycled or biodegradable materials.”?

- A. Companies should focus on making their boxes more attractive to shoppers while reducing the cost of plastic materials.
- B. Enterprises have the option to modify their packing methods by adopting appropriately scaled containers and sustainable substances.
- C. The most effective way for brands to save money is to use smaller boxes made from any recycled waste available in the market.
- D. Using biodegradable materials is more important for businesses than ensuring that the boxes used are the correct size for the product.

Question 6: Which of the following is **TRUE** about “oversized packaging” according to the passage?

- A. It is a necessary measure to protect fragile items during long-distance delivery.
- B. It helps recycling centers distinguish between paper and plastic materials more easily.
- C. It is the primary reason why governments have issued new guidelines for online brands.
- D. It results in a higher consumption of fuel due to the inefficient use of space in delivery vehicles.

Question 7: In which paragraph does the author discuss the specific types of materials that present difficulties for current recycling infrastructures?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

Question 8: In which paragraph does the author suggest specific actions that both corporations and individual consumers can take to mitigate the waste problem?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

Exercise 8: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

[I] Climate change is one of the most pressing challenges of our time, affecting ecosystems, biodiversity, and human communities across the globe. [II] **Scientists warn that unless greenhouse gas emissions are significantly reduced, the Earth's climate may experience irreversible damage.** [III] The consequences of climate change are widespread, impacting weather patterns, agricultural productivity, and health conditions worldwide. [IV]

One of the primary causes of climate change is the burning of fossil fuels, such as coal, oil, and gas, which releases large amounts of carbon dioxide (CO₂) into the atmosphere. This gas traps heat, leading to a rise in global temperatures, a phenomenon known as global warming. Another major contributor is deforestation, as trees play a critical role in absorbing CO₂. When forests are destroyed, that CO₂ is released, adding to the atmosphere's greenhouse effect.

The impacts of climate change are already **evident** in various forms. Rising sea levels are causing coastal erosion and increasing the frequency of flooding, which endangers millions living in low-lying areas. Additionally, extreme weather events like hurricanes, droughts, and heatwaves are becoming more common and severe. These events not only damage infrastructure but also **pose serious risks to** human health and food security.

Addressing climate change requires a collaborative, global response. Many governments have joined international agreements, like the Paris Agreement, aiming to limit global temperature rise and reduce emissions. However, it is crucial for individuals and businesses to also play a part by reducing **their** carbon footprint through actions such as conserving energy, reducing waste, and supporting renewable energy sources.

[Adapted from "Climate and Human Impact"]

Question 1: Where in paragraph 1 does the following sentence best fit?

"Rapid industrial development and population growth have accelerated the accumulation of greenhouse gases."

- A. [I] B. [II] C. [III] D. [IV]

Question 2: The phrase "**pose serious risks to**" in paragraph 3 could not be best replaced by _____.

- A. create severe risks for B. result in serious dangers for
C. provide substantial benefits to D. present major threats to

Question 3: The word "**their**" in paragraph 4 refers to _____.

- A. deforestation B. individuals and businesses
C. fossil fuel combustion D. greenhouse gases

Question 4: According to paragraph 2, which of the following is **NOT** a cause of climate change?

- A. burning fossil fuels B. rising sea levels C. deforestation D. increased CO₂ levels

Question 5: Which of the following best summarizes paragraph 3?

- A. The rising sea levels threaten coastlines and biodiversity.
B. Climate change is creating both environmental and human health challenges.
C. Increased CO₂ levels lead to more frequent weather disasters.
D. Global warming affects agriculture, health, and living conditions.

Question 6: The word "**evident**" in paragraph 3 is **CLOSEST** in meaning to _____.

- A. essential B. unforgettable C. noticeable D. severe

Question 7: Which of the following is **TRUE** according to the passage?

- A. Industrialization has decreased greenhouse gas emissions.
B. Only governments can effectively reduce climate change effects.
C. Extreme weather events are becoming more frequent due to climate change.
D. Climate change impacts are limited to environmental issues.

Question 8: Which of the following best paraphrases the sentence: "Scientists warn that unless greenhouse gas emissions are significantly reduced, the Earth's climate may experience irreversible damage."?

- A. If greenhouse gas emissions continue to rise, scientists believe that the Earth will eventually recover from the climate damage.

- B.** Experts caution that the Earth's climate could suffer permanent harm if there isn't a substantial decrease in greenhouse gas discharges.
- C.** Scientists are worried that the climate is already damaged beyond repair, regardless of how much we reduce our emissions now.
- D.** Unless we stop all industrial activities, the greenhouse gas emissions will cause the Earth's climate to change forever.

Question 9: Which of the following can most likely be inferred from the passage?

- A.** Technological solutions alone are insufficient to combat climate change without global cooperation and individual effort.
- B.** The Paris Agreement has successfully stopped the rise of global temperatures since it was first implemented.
- C.** Deforestation is a more significant contributor to global warming than the burning of fossil fuels like coal and oil.
- D.** People living in mountainous areas are completely safe from the negative impacts of global climate change.

Question 10: Which of the following best summarises the passage?

- A.** The history of international environmental agreements and their impact on global temperature rise over the decades.
- B.** A technical analysis of how carbon dioxide traps heat in the atmosphere and leads to the greenhouse effect.
- C.** A comprehensive look at the causes, impacts, and the necessity for a unified global response to climate change.
- D.** The specific risks that rising sea levels and extreme weather pose to human health and global food security.

Exercise 9: Look at five sentences for this part. You will hear an interview between the interviewer and Dr. Ancarani, an environmentalist. Decide if each sentence is TRUE or FALSE. You will hear the recording twice.

| | Sentence | True | False |
|---|--|------|-------|
| 1 | Biodiversity includes plants, animals, microorganisms, and humans. | | |
| 2 | An ecosystem is a group of living organisms that interact with each other and their environment. | | |
| 3 | Tropical forests are less able to deal with fires and floods than less diverse ecosystems. | | |
| 4 | Ecosystem services include food, water, raw materials, and recreation. | | |
| 5 | Mangrove forests can help reduce damage caused by storms and floods. | | |

Exercise 10: [VDC] Listen to the recording and answer the questions.

Question 1: Protecting the environment is a concern of politicians, government leaders, and _____.

- A.** companies
- B.** citizens
- C.** shopping centers

Question 2: The three keys protecting the environment are informing the public, developing technology, and _____.

- A.** increasing demand on recycled goods
- B.** conserving water every day
- C.** growing a home garden

Question 3: _____ can't be recycled very easily.

- A.** Egg cartons
- B.** Tin cans
- C.** Fast food wrappers

Question 4: Companies can be supported to recycle more if they are given _____.

- A.** solar panels
- B.** cheap land to grow
- C.** money

Question 5: One final problem is finding companies that _____.

- A.** have enough employees trained in recycling
- B.** are interested in using recycled goods