

ĐỀ CƯƠNG ÔN TẬP CUỐI KÌ II-NĂM HỌC 2024-2025

MÔN: TIẾNG ANH 11

UNIT 9. SOCIAL ISSUES

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	alcohol	(n)	/ˈælkəhɒl/	đồ uống có cồn (rượu, bia ...)
2.	anti-bullying	(n)	/ˈænti/ ˈbʊliɪŋ/	việc chống bắt nạt
3.	anxiety	(n)	/æŋˈzaɪəti/	sự lo lắng
4.	campaign	(n)	/kæmˈpeɪn/	chiến dịch
5.	crime	(n)	/kraɪm/	sự phạm tội, tội phạm
6.	cyberbullying	(n)	/ˈsaɪbəˌbʊliɪŋ/	sự bắt nạt trên mạng xã hội
7.	depression	(n)	/dɪˈpreʃən/	sự trầm cảm
8.	lie	(n)	/laɪ/	lời nói dối
9.	overpopulation	(n)	/ˌəʊvəˌpɒpjʊˈleɪʃən/	sự quá tải dân số
10.	policy	(n)	/ˈpɒləsi/	chính sách
11.	poverty	(n)	/ˈpɒvəti/	sự nghèo đói
12.	self-confidence	(n)	/self/ ˈkɒnfɪdəns/	sự tự tin vào bản thân
13.	victim	(n)	/ˈvɪktɪm/	nạn nhân
14.	admit	(v)	/ədˈmɪt/	thừa nhận
15.	obey	(v)	/əˈbeɪ/	tuân thủ
16.	skip	(v)	/skɪp/	trốn, bỏ
17.	promote	(v)	/prəˈməʊt/	khuyến khích
18.	frighten	(v)	/ˈfraɪtən/	làm hoảng sợ
19.	hesitate	(v)	/ˈhezɪteɪt/	do dự
20.	argue	(v)	/ˈɑːɡjuː/	tranh cãi
21.	pretend	(v)	/prɪˈtend/	giả vờ
22.	apologise	(v)	/əˈpɒlədʒaɪz/	xin lỗi
23.	target	(v)	/ˈtɑːɡɪt/	nhắm tới
24.	ashamed	(adj)	/əˈʃeɪmd/	hổ thẹn
25.	drunk	(adj)	/drʌŋk/	say rượu
26.	fashionable	(adj)	/ˈfæʃnəbəl/	hợp thời trang
27.	offensive	(adj)	/əˈfensɪv/	phản cảm
28.	pressing	(adj)	/ˈpresɪŋ/	cấp thiết
29.	slim	(adj)	/slɪm/	mảnh khảnh
30.	violent	(adj)	/ˈvaɪələnt/	bạo lực

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
31.	social issue	(adj-n)	/ˈsəʊʃəl/ ˈɪʃuː/	vấn đề xã hội
32.	social group	(adj-n)	/ˈsəʊʃəl/ ˈɡruːp/	nhóm xã hội
33.	the odd one out	(phrase)	/ði/ ˈɒd/ ˈwʌn/ ˈaʊt/	người kì lạ, khác biệt
34.	physical bullying	(np)	/ˈfɪzɪkəl/ ˈbʊliɪŋ/	sự bắt nạt thân thể
35.	verbal bullying	(np)	/ˈvɜːbəl/ ˈbʊliɪŋ/	sự bắt nạt bằng lời nói
36.	social bullying	(np)	/ˈsəʊʃəl/ ˈbʊliɪŋ/	bắt nạt về mặt xã hội
37.	the poverty line	(phrase)	/ðə/ ˈpɒvəti/ ˈlaɪn/	mức nghèo khó
38.	peer influence	(np)	/piə/ ˈɪnfluəns/	ảnh hưởng từ bạn bè
39.	peer pressure	(np)	/piə/ ˈpreʃə/	áp lực từ bạn bè
40.	body shaming	(np)	/ˈbɒdi/ ˈʃeɪmɪŋ/	sự miệt thị ngoại hình
41.	school performance	(np)	/skuːl/ ˈpɜːfɔːməns/	thành tích ở trường

42.	draw attention to	(phrase)	/drɔ:/ /ə'tenʃn/ /tu:/	thu hút sự chú ý tới
43.	control anger	(v-n)	/kən'trɒl/ /'æŋgə/	kiểm soát sự tức giận
44.	have an influence/ impact on	(phrase)	/hæv/ /ən/ /'ɪnfluəns/ / 'ɪmpækt/ /ɒn/	có ảnh hưởng đến
45.	live in poverty	(phrase)	/lɪv/ /ɪn/ /'pɒvəti/	sống trong nghèo đói
46.	raise awareness of	(phrase)	/reɪz/ /ə'weənəs/ /ɒv/	tăng nhận thức
47.	skip class	(v-n)	/skɪp/ /kla:s/	trốn học
48.	suffer from	(vp)	/'sʌfə/ /frɒm/	chịu đựng
49.	struggle with	(v, prep)	/'strʌɡl/ /wɪð/	đấu tranh với
50.	stand up to	(vp)	/stænd/ /ʌp/ /tu:/	bảo vệ, chống lại
51.	fit in	(vp)	/fɪt/ /ɪn/	phù hợp, hoà nhập với
52.	make fun of	(phrase)	/meɪk/ /fʌn/ /ɒv/	trêu chọc, chế giễu
53.	hang out	(vp)	/hæŋ/ /aʊt/	đi chơi
54.	approve of	(v, prep)	/ə'pru:v/ /ɒv/	đồng tình với

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
55.	bully	(v,n)	/'bʊli/	bắt nạt/ kẻ bắt nạt
56.	bullying	(n)	/'bʊlɪŋ/	sự bắt nạt
57.	aware	(adj)	/ə'weə/	nhận thức
58.	awareness	(n)	/ə'weənəs/	sự nhận thức
59.	depression	(n)	/dɪ'preʃn/	trầm cảm
60.	depressed	(adj)	/dɪ'prest/	buồn
61.	embarrassed	(adj)	/ɪm'bærəst/	xấu hổ
62.	embarrass	(v)	/ɪm'bærəs/	làm cho xấu hổ
63.	sympathise	(v)	/'sɪmpəθaɪz/	thông cảm
64.	sympathy	(n)	/'sɪmpəθi/	sự đồng cảm

II. PRONUNCIATION

TÔNG GIỌNG TRONG CÂU HỎI LỰA CHỌN

Trong câu hỏi lựa chọn, mỗi lựa chọn đứng trước từ **or** sẽ được lên giọng. Chúng ta sẽ xuống giọng ở lựa chọn cuối cùng.

Ví dụ:

- Is peer pressure good ↗ or bad? ↘
- Is this a social ↗ or environmental issue? ↘

III. GRAMMAR

LIÊN TỪ

- Chúng ta dùng các cụm từ và từ nối để nối ý, mệnh đề và câu.
- Một số cụm từ và từ nối thông dụng:

STT	Mục đích	Từ nối	Ví dụ
1	Để thêm thông tin, ý tưởng	Moreover Additionally Besides In addition (to)	- Alcohol is unhealthy for people's health. Moreover , it affects people's behaviour negatively. Rượu bia không tốt cho sức khỏe con người. Hơn nữa , nó còn ảnh hưởng tiêu cực đến hành vi của con người. - Regular exercise is essential for maintaining physical fitness. In addition , it can help improve mental health. Tập thể dục thường xuyên là điều cần thiết để duy trì thể lực. Ngoài ra , nó có thể giúp cải thiện sức khỏe tinh thần. - Smoking is harmful to your health. Besides , it can also harm the health of those around you due to secondhand smoke. Hút thuốc có hại cho sức khỏe của bạn. Bên cạnh đó , nó còn có thể gây hại cho sức khỏe của những người xung quanh do hút thuốc thụ động.
2	Để thể hiện ý tương phản	By contrast However Although/ though/	- Although there are policies to deal with cyberbullying, it remains a serious issue among young people. Mặc dù đã có chính sách giải quyết vấn đề bắt nạt trên mạng, thế nhưng nó

		even though In spite of/ Despite	vẫn là một vấn đề nghiêm trọng trong giới trẻ. - Smoking is harmful to teens' health. However , some teenagers find it difficult to say no to their friends when faced with peer pressure to try smoking. Hút thuốc có hại cho sức khỏe của thanh thiếu niên. Tuy nhiên , một số thanh thiếu niên cảm thấy khó từ chối bạn bè khi phải đối mặt với áp lực từ bạn bè buộc phải thử hút thuốc. - Peer pressure has great influence on teens. By contrast , strong family bonds and support can help them face the challenges of peer pressure. Áp lực từ bạn bè có ảnh hưởng lớn đến thanh thiếu niên. Ngược lại , mối quan hệ và sự hỗ trợ mạnh mẽ của gia đình có thể giúp họ đối mặt với những thách thức từ áp lực từ bạn bè.
3	Để chỉ lý do	Because/ as/ since Because of	- Because of poverty, many families struggle to make a living. Vì nghèo đói nên nhiều gia đình phải vật lộn để mưu sinh. - Since/ as/ because teenagers want to fit in, it can be hard for them to say no to bad influences from their friends. Vì thanh thiếu niên muốn hòa nhập nên các em khó có thể từ chối những ảnh hưởng xấu từ bạn bè.
4	Để chỉ kết quả	Therefore So As a result	- Overpopulation is a serious problem; therefore , we need to take action to deal with it. Sự quá tải dân số là một vấn đề nghiêm trọng, do đó chúng ta cần phải hành động để giải quyết nó.

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|---------------------------|----------------------|-----------------------|--------------------------------|
| 1. A. <u>a</u> dmit | B. <u>a</u> rgue | C. ver <u>b</u> al | D. <u>a</u> pprove |
| 2. A. p <u>o</u> verty | B. b <u>o</u> dy | C. <u>o</u> ffensive | D. p <u>o</u> lity |
| 3. A. frigh <u>t</u> en | B. sk <u>i</u> p | C. ph <u>y</u> sical | D. f <u>i</u> t |
| 4. A. s <u>u</u> ffer | B. b <u>u</u> lly | C. str <u>u</u> ggles | D. f <u>u</u> n |
| 5. A. s <u>o</u> cial | B. <u>c</u> rime | C. <u>c</u> ontrol | D. <u>c</u> onfidence |
| 6. A. de <u>p</u> ression | B. p <u>r</u> essing | C. p <u>r</u> etend | D. an <u>x</u> iety |
| 7. A. influ <u>e</u> nce | B. st <u>a</u> nd | C. dr <u>u</u> nk | D. fash <u>i</u> onable |
| 8. A. vict <u>i</u> m | B. p <u>r</u> omote | C. viol <u>e</u> nt | D. att <u>e</u> n <u>t</u> ion |
| 9. A. camp <u>a</u> ign | B. targ <u>e</u> t | C. ang <u>e</u> r | D. gr <u>o</u> up |
| 10. A. sym <u>p</u> athy | B. hes <u>i</u> tate | C. pers <u>u</u> ade | D. sm <u>o</u> ker |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|------------------|---------------|--------------|----------------|
| 1. A. bully | B. suffer | C. aware | D. shaming |
| 2. A. issue | B. target | C. verbal | D. ashamed |
| 3. A. pretend | B. frighten | C. victim | D. social |
| 4. A. influence | B. struggle | C. campaign | D. anger |
| 5. A. approve | B. pressing | C. obey | D. admit |
| 6. A. sympathise | B. attention | C. embarrass | D. performance |
| 7. A. poverty | B. physical | C. violent | D. permission |
| 8. A. policy | B. confidence | C. offensive | D. alcohol |
| 9. A. hesitate | B. depression | C. bullying | D. sympathy |
| 10. A. argue | B. body | C. pressure | D. promote |

II. VOCABULARY

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

- Bullying is considered a _____ in many places and can lead to legal consequences.
A. poverty B. crime C. anxiety D. campaign
- _____ is a serious mental health concern that can result from bullying or peer pressure.
A. Victim B. Lie C. Depression D. Alcohol

3. _____ is a growing concern as technology becomes more common in students' lives.
A. Overpopulation B. Policy C. Self-confidence D. Cyberbullying
4. Schools often have _____ actions to protect students and maintain a positive learning environment.
A. anti-bullying B. case C. distance D. awareness
5. _____ can sometimes lead students to do bad behaviours such as drinking alcohol, but it can also encourage positive choices.
A. Peer influence B. Social group C. School performance D. Body shaming
6. He is not scared to be the _____. He can say no to the bad things his friends do.
A. poverty line B. odd-one-out C. social issue D. cyberbullying
7. _____ often involves spreading rumours, or cyberbullying through social media.
A. Social bullying B. Verbal bullying C. Peer pressure D. Physical bullying
8. Students should be encouraged to speak out against _____ when they see it happening.
A. social group B. presentation skill C. school performance D. body shaming

Task 2. Choose the correct word to complete each sentence.

1. Building self-confidence can help students **stand up to** / **approve of** bullies.
2. Bullying involves hurtful actions, such as **fitting in** / **making fun of** others' appearance.
3. Parents and teachers can **have an influence on** / **ask permission** students' attitudes toward bullying and peer pressure.
4. Students who **suffer from** / **fit in** bullying may experience long-lasting emotional changes.
5. Students often **struggle** / **hang out** with friends who share their interests and values.
6. Some students **control anger** / **live in poverty**, which can make them easier to be the target of bullying.

Task 3. Complete each following sentence with a suitable verb (The form of the verb can be changed if necessary)

admit	obey	skip	promote	frighten
hesitate	argue	pretend	apologise	target

1. She had to _____ to Minh as she bullied him in the past.
2. Bullying can _____ students and affect their mental health.
3. She decided to _____ that she had been a victim of bullying.
4. Some students _____ to be someone they're not to fit in with their peers.
5. Don't _____ to report bullying if you see someone else being bullied.
6. He chose to _____ class to avoid being bullied at school.
7. Bullying often _____ individuals based on their differences.
8. Some students do not _____ their school's rules. They still paint their nails or colour their hair.
9. They often _____ with each other. They might get into a fight later.
10. The school aims to _____ an environment without bullying behaviours.

Task 4. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. pressing	a. calm
2. violent	b. respectful
3. offensive	c. fat
4. ashamed	d. unimportant
5. fashionable	e. unstylish
6. slim	f. proud

Task 5. Complete each sentence using the correct form of the word in brackets.

1. _____ can make people feel unconfident about themselves and their appearance.
(BULLY)

2. It's important to _____ with those who have been bullied and offer them support. (SYMPATHY)
3. It's essential to raise _____ of the harmful effects of bullying in schools. (AWARE)
4. She didn't want to tell anyone about the bullying because she was too _____. (EMBARRASS)
5. She became _____ after facing bullying from some classmates. (DEPRESSION)

III. GRAMMAR

Task 1. Choose the correct word to complete each sentence.

1. **Therefore** / **Although** peer influence is a common part of school life, it can sometimes lead to students making unusual choices.
2. **In addition** / **By contrast** to peer pressure affecting academic choices, it can also influence students to try risky behaviours.
3. Bullying has many forms. As **a result** / **an addition**, people should be aware of them.
4. Some students stand up to bullying. **However** / **since**, many students choose to ignore it.
5. **Because of** / **Because** the bullying, many students felt anxious and didn't want to go to school.
6. Some classmates in Binh's class made fun of him **besides** / **since** he wore glasses.
7. Hang was bullied; **however** / **therefore**, his parents talked to the school principal.
8. **Besides** / **Furthermore** feeling hurt by the bullying, Xuan found it hard to focus on her homework.

Task 2. Complete each sentence with a suitable linking word or phrase.

although	despite	in addition	however
as	because of	therefore	moreover

1. My friends wanted me to skip class to go to the cinema; _____, I went to school instead.
2. I didn't want to lie; _____, I told the truth about what happened.
3. _____ all of my friends joined the art club, I joined it, too.
4. _____ to feeling pressured to smoke, I started hanging out with a new group of friends.
5. _____ I didn't like the idea, I wore the same trendy clothes as my friends to fit in.
6. I did not do well in the test _____ staying up late.
7. _____ the school rules, many students painted their nails when going to school.
8. My friends wanted me to participate in the school talent show. _____, they encouraged me to sing in front of everyone.

Task 3. Combine each pair of sentences, beginning with the given word(s).

1. Verbal bullying is a common issue at school but many students are not aware of it. (HOWEVER)

2. Cyberbullying can negatively impact students' academic performance and it can cause depression as well. (MOREOVER)

3. Students often want to be liked by their peers so they may sometimes do things they normally don't. (AS A RESULT)

4. Bullying at school can have serious effects on the victims so it's essential to prevent bullying. (THEREFORE)

5. While some students stand up to bullying, others remain silent for the fear of the consequences. (BY CONTRAST)

IV. READING

Task 1. 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.

Sometimes, (1) _____, the stresses in your life can actually come from your peers. They may pressure you (2) _____ doing something you're uncomfortable with, such as drinking or smoking.

The pressure to conform to do what others are doing can be powerful and hard (3) _____. A person might feel pressure to do something just because others are doing it. Peer pressure can influence a person to do something that is relatively harmless or something that has more serious consequences. (4) _____ in to the pressure to dress (5) _____ certain way is one thing - going along with the crowd to drink or smoke is another.

People may feel pressure to conform so they fit (6) _____ or are accepted, or so they don't feel awkward or uncomfortable. When people are (7) _____ of what to do in a social situation, they naturally look to others about what is and isn't acceptable.

The people who are most easily influenced will (8) _____ someone else's lead first. Then others (9) _____ go along, too - so it can be easy to think, "It must be OK. Everyone else is doing it. They must know (10) _____ they're doing." Before you know it, many people are going along with the crowd - perhaps on something they might not otherwise do.

Adapted from: <https://kidshealth.org/en/teens/peer-pressure.html>

- | | | | |
|-----------------|-----------|--------------|-------------------|
| 1. A. therefore | B. though | C. neither | D. as |
| 2. A. on | B. of | C. into | D. through |
| 3. A. to resist | B. resist | C. resisting | D. being resisted |
| 4. A. Given | B. Give | C. Gave | D. Giving |
| 5. A. the | B. each | C. a | D. Ø |
| 6. A. from | B. in | C. on | D. to |
| 7. A. unsure | B. drunk | C. reliable | D. practical |
| 8. A. contact | B. argue | C. skip | D. follow |
| 9. A. should | B. may | C. must | D. need |
| 10. A. which | B. that | C. what | D. who |

Task 2. Read the following passage and choose the correct answer to each of the following questions.

It is very common for young people to look towards other people who are in the same situation. Unfortunately, this is not a very healthy action as most people make bad decisions, but because young people don't know any better, **they** will decide to join in. There are, however, cases in which being influenced by your peers could be very beneficial to students.

Believe it or not, but positive peer pressure is more common than negative peer pressure. An example of positive peer pressure is when all of your friends are encouraging you to join the debate team to help deal with a fear of speaking to new people. This creates confidence and can lead to positive effects throughout your life.

People are more likely to engage in popular positive events. If something is popular and good, people will feel pressure to do something good and it is popular so it will not be criticised. This creates a positive feedback **loop** as when more people do the act, more people will see it and would like to engage in it. This is why positive peer pressure is more **widespread** than negative peer pressure. Positive peer pressure is more likely to be promoted and passed on and **it** sets up people for success.

On the other hand, negative peer pressure has a bigger impact on young people based on the American Psychological Association because the negative peer pressure effects, they have more long term effects. This is because most of the negative effects are more addictive rather than the positive effects.

Negative peer pressure causes more damage than positive peer pressure. An example of negative peer pressure is when a friend convinces you to start drinking alcohol. If a student starts drinking alcohol at a young age, it could hinder growth of the brain. According to National Center for Biotechnology Information, “Studies reveal that youth who started drinking before age 15, compared to those who waited until they were 21, were 12 times more likely to be unintentionally injured while under the influence of alcohol, 7 times more likely to be in a motor vehicle crash after drinking, and 10 times more likely to have been in a physical fight after drinking.” Most of these negative effects are highly addictive and are spread through friend groups.

Adapted from: <https://altahawkeye.org/2418/uncategorized/what-is-peer-pressure-and-how-does-it-affect-students/>

1. Which of the following can be the best title for the passage?
 - A. The Appearance of Peer Pressure Among Young People
 - B. The Disadvantages of Peer Pressure on Teenagers
 - C. The Positive and Negative Effects of Peer Pressure
 - D. The Impact of Alcohol on Youth Development
2. Why do many young people tend to follow their peers even if they make bad decisions?
 - A. Because they have a strong sense of individuality.
 - B. Because they know more about making better choices.
 - C. Because they often lack knowledge and experience.
 - D. Because they prefer to be criticised for their decisions.
3. The word “**they**” in paragraph 1 refers to _____.
 - A. decisions
 - B. cases
 - C. peers
 - D. young people
4. The word “**loop**” in paragraph 2 is closest in meaning to _____.
 - A. site
 - B. circle
 - C. entry
 - D. topic
5. The word “**widespread**” in paragraph 2 is closest in meaning to _____.
 - A. common
 - B. pressing
 - C. central
 - D. sustainable
6. The word “**it**” in paragraph 2 refers to _____.
 - A. negative peer pressure
 - B. positive peer pressure
 - C. loop
 - D. success
7. According to the passage, what can be an effect of positive peer pressure?
 - A. It can lead to more addictive behaviours.
 - B. It often results in criticism from others.
 - C. It can encourage confidence and have positive long-term effects.
 - D. It is less likely to be promoted and passed on.
8. What is one specific consequence of starting drinking alcohol before age 15?
 - A. They are 10 times more likely to be in a physical fight after drinking.
 - B. They are 7 times more likely to engage in popular positive events.
 - C. They are 12 times more likely to have better brain growth.
 - D. They are more likely to join the debate team.
9. According to the passage, what is an example of negative peer pressure mentioned?
 - A. convincing a friend to start drinking alcohol
 - B. promoting participation in popular positive events
 - C. encouraging friends to join the debate team
 - D. making peers study harder
10. Which of the following is NOT true according to the passage?
 - A. Young people often look towards other people who are in the same situation as them.
 - B. Students drinking before age 15 are 10 times more likely to be in a motor vehicle crash after drinking.
 - C. Positive peer pressure encourages people to do good things.
 - D. Negative peer pressure can lead to highly addictive behaviours.

Task 3. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

The most common type of harassment youth encounter online is name-calling. Some 42% of teens say they have been called offensive names online or via their cell phones. Additionally, about a third (32%) of teens say someone has spread false rumours about them on the internet, while smaller shares have had someone other than a parent constantly ask where they are, who they're with or what they're doing (21%) or have been the target of physical threats online (16%).

While texting and digital messaging are a central way teens build and maintain relationships, this level of connectivity may lead to potential problems. One-quarter of teens say they have been sent offensive images they didn't ask for, while 7% say someone has shared their offensive images without their knowing. These experiences are particularly concerning to parents. Fully 57% of parents of teens say they worry about their teen receiving or sending offensive images, including about one-quarter who say this worries them a lot, according to a separate Center survey of parents.

The vast majority of teens (90% in this case) believe online harassment is a problem that affects people of their age, and 63% say this is a major problem. But majorities of young people think key groups, such as teachers, social media companies and politicians are failing to tackle this issue. By contrast, teens have a more positive assessment of the way parents are addressing cyberbullying.

Adapted from: <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>

- _____ 1. The most common type of online harassment among youth is spreading false rumours.
- _____ 2. Approximately 42% of teens have experienced name-calling before.
- _____ 3. About 21% of teens have been the target of physical threats online.
- _____ 4. One-third of teens have received offensive images they didn't request.
- _____ 5. Only 7% of teens have shared offensive images of themselves online.
- _____ 6. A significant number of parents worry about their teens receiving or sending offensive images.
- _____ 7. Most young people believe that teachers are able to tackle online harassment effectively.
- _____ 8. Over 60% of teens believe online harassment is a major problem for people of their age.
- _____ 9. Social media companies are thought to address online harassment more effectively than politicians.
- _____ 10. Teens primarily use email and social media for communication.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (form of the verb can be changed if necessary)

1. It / not / always / easy / stand / to / peer pressure.

2. not / hesitate / talk / adult / when / situation / look / dangerous.

3. Body shaming / one / of / common / forms / physical bullying.

4. Girls / younger students / more / likely / victims / bullying.

5. Teenagers / experience / pressure / fit / social groups.

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

1. Although we faced many difficulties, we successfully ran an anti-bullying campaign. (SPITE)

-> We _____

2. As bullying is a pressing issue at school, it needs immediate action. (BECAUSE OF)

-> Bullying _____

3. Minh asked Hung to skip class to go to the park but Hung did not agree. (HOWEVER)

-> Minh _____

4. Body shaming not only creates a negative environment for students but also affects their self-confidence. (BESIDES)

-> Body _____

5. Hien suffered from depression because she was a victim of bullying. (SINCE)

-> Hien _____

UNIT 10. THE ECOSYSTEM

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	biodiversity	(n)	/ˌbaɪəʊdaɪˈvɜːsəti/	sự đa dạng sinh học
2.	bird-watching	(n)	/bɜːd-/ˈwɒtʃɪŋ/	hoạt động ngắm chim
3.	continent	(n)	/ˈkɒntɪnənt/	lục địa
4.	creature	(n)	/ˈkriːtʃə/	sinh vật
5.	cruelty	(n)	/ˈkruːəlti/	sự tàn ác
6.	delta	(n)	/ˈdeltə/	đồng bằng
7.	diversity	(n)	/daɪˈvɜːsəti/	sự đa dạng
8.	ecosystem	(n)	/ˈiːkəʊˌsɪstəm/	hệ sinh thái
9.	fauna	(n)	/ˈfəʊnə/	hệ động vật
10.	flora	(n)	/ˈflɔːrə/	hệ thực vật
11.	habitat	(n)	/ˈhæbɪtæt/	môi trường sống
12.	koala	(n)	/kəʊˈɑːlə/	gấu koala
13.	mammal	(n)	/ˈmæməl/	động vật có vú
14.	organism	(n)	/ˈɔːɡənɪzəm/	sinh vật
15.	overuse	(n)	/ˌəʊvəˈjuːz/	việc sử dụng quá mức
16.	pangolin	(n)	/pæŋˈɡəʊlɪn/	con tê tê
17.	resource	(n)	/rɪˈsɔːs/	nguồn lực
18.	shelter	(n)	/ˈfeltə/	nơi ở, nơi trú ẩn
19.	snorkelling	(n)	/ˈsnɔːkəlɪŋ/	lặn với ống thở
20.	species	(n)	/ˈspiː.siːz/	giống loài
21.	survival	(n)	/səˈvaɪvəl/	sự sống sót
22.	waterway	(n)	/ˈwɔːtəweɪ/	đường thủy
23.	wetland	(n)	/ˈwetlənd/	vùng đất ngập nước
24.	wildlife	(n)	/ˈwaɪld.laɪf/	động vật hoang dã
25.	young	(n)	/jʌŋ/	con non
26.	alternative	(adj/n)	/ɒlˈtɜːnətɪv/	thay thế/ sự thay thế
27.	biological	(adj)	/ˌbaɪ.əˈlɒdʒ.ɪ.kəl/	sinh học
28.	essential	(adj)	/ɪˈsenʃəl/ /fɜː/	cần thiết
29.	fascinating	(adj)	/ˈfæsmɪnɪŋ/	lôi cuốn, hấp dẫn
30.	freshwater	(adj)	/ˈfrefʃ.wɔːtə/	nước ngọt
31.	green	(adj)	/ɡriːn/	(lối sống) xanh
32.	ideal	(adj)	/aɪˈdɪəl/	lý tưởng
33.	non-living	(adj)	/nɒn-/ˈlɪvɪŋ/	không có sự sống
34.	ban	(v)	/bæn/	cấm
35.	declare	(v)	/dɪˈkleə/	tuyên bố
36.	hunt	(v)	/hʌnt/	săn bắn
37.	invest	(v)	/mˈvest/	đầu tư
38.	launch	(v/n)	/lɔːntʃ/	bắt đầu thực hiện/ sự triển khai
39.	provide	(v)	/prəˈvaɪd/	cung cấp

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
40.	break down	(vp)	/breɪk/ /daʊn/	phá vỡ
41.	cut down	(vp)	/kʌt/ /daʊn/	chặt
42.	run out (of)	(vp)	/rʌn/ /aʊt/ /ɒv/	cạn kiệt
43.	located in	(phrase)	/ləʊt/ 'keɪtɪd/ /ɪn/	nằm ở
44.	native to	(adj)	/'neɪtɪv/ /tu:/	tự nhiên, bản địa
45.	home to	(phrase)	/həʊm/ /tu:/	là nhà của
46.	loss of biodiversity	(phrase)	/ləʊs/ /əv/ /'baɪəʊsədaɪ 'vɜ:səti/	sự mất đa dạng sinh học
47.	carbon footprint	(np)	/'kɑ:bən/ /'fɒtprɪnt/	lượng khí thải các bon
48.	coral reef	(np)	/'kɒrəl/ /ri:f/	rạn san hô
49.	fishing cat	(np)	/'fɪʃɪŋ/ /kæt/	mèo cá
50.	food chain	(np)	/fu:d/ /tʃeɪn/	chuỗi thức ăn
51.	food security	(np)	/fu:d/ /sɪ'kjʊərəti/	an ninh lương thực
52.	forest fire	(np)	/'fɒrɪst/ /'faɪə/	cháy rừng
53.	fossil fuel	(np)	/'fɒsɪl/ /'fju:əl/	nhiên liệu hoá thạch
54.	great spotted eagle	(np)	/ɡreɪt/ /'spɒtɪd/ /'i:ɡəl/	đại bàng đốm lớn
55.	green job	(adj-n)	/ɡri:n/ /dʒɒb/	công việc liên quan đến môi trường
56.	life expectancy	(np)	/laɪf/ /ɪk'spektənsi/	tuổi thọ
57.	living things	(adj-n)	/'lɪvɪŋ/ /θɪŋz/	những sinh vật sống
58.	mangrove forest	(np)	/'mæŋɡrəʊv/ /'fɒrɪst/	rừng ngập mặn
59.	marine reserve	(np)	/mə'ri:n/ /rɪ'zɜ:v/	khu bảo tồn biển
60.	national park	(adj-n)	/'næʃənəl/ /pɑ:k/	rừng quốc gia
61.	natural resources	(adj-n)	/'nætʃrəl/ /rɪ'sɔ:sɪz/	tài nguyên thiên nhiên
62.	no-take zone	(np)	/nəʊ-/ /teɪk/ /zəʊn/	vùng được bảo tồn (không được lấy đi thứ gì)
63.	oil drilling	(np)	/ɔɪl/ /'drɪlɪŋ/	sự khoan dầu
64.	raw material	(adj-n)	/rɔ:/ /mə'tɪəriəl/	nguyên liệu thô
65.	scuba diving	(np)	/'sku:bə/ /'daɪvɪŋ/	môn lặn
66.	tropical forest	(adj-n)	/'trɒpɪkəl/ /'fɒrɪst/	rừng nhiệt đới
67.	water level	(np)	/'wɔ:tə/ /'levəl/	mức nước

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
68.	nature	(n)	/'neɪtʃə/	tự nhiên, thiên nhiên
69.	natural	(adj)	/'nætʃrəl/	(thuộc) tự nhiên, (thuộc) thiên nhiên
70.	naturally	(adv)	/'nætʃrəli/	(thuộc) tự nhiên, (thuộc) thiên nhiên
71.	restore	(v)	/rɪs'tɔ:/	khôi phục
72.	restoration	(n)	/restə'reɪʃən/	sự phục hồi
73.	conserve	(v)	/kən'sɜ:v/	bảo tồn
74.	conservation	(n)	/kɒnsə'veɪʃən/	sự bảo tồn
75.	disappear	(v)	/dɪsə'piə/	biến mất
76.	disappearance	(n)	/dɪsə'piərəns/	sự biến mất
77.	destroy	(v)	/dɪ'strɔɪ/	phá huỷ
78.	destruction	(n)	/dɪs'trʌkʃən/	sự phá huỷ
79.	danger	(n)	/'deɪndʒə/	sự nguy hiểm
80.	endangered	(adj)	/ɪn'deɪndʒəd/	bị đe dọa
81.	ecology	(n)	/ɪ'kɒlədʒi/	sinh thái học
82.	ecological	(adj)	/ɪ:kə'lɒdʒɪkəl/	thuộc sinh thái học

II. PRONUNCIATION

TÔNG GIỌNG TRONG CÂU HỎI ĐUÔI

Tông giọng	Cách dùng	Ví dụ
Xuống	Khi chúng ta chắc câu trả lời là đúng hoặc ta nghĩ rằng người trả lời sẽ xác nhận câu nói đó là đúng hoặc chúng ta muốn nhẹ nhàng thuyết phục người trả lời.	A: This is a dangerous place, isn't it? ⚡ B: Yes. You are right.
	Khi chúng ta muốn nói lên suy nghĩ của mình	It is a beautiful dress, isn't it? ⚡
Lên	Khi chúng ta không chắc chắn câu trả lời là đúng	A: He will be here, won't he? ⚡ B: Yes, he will.

III. GRAMMAR

DANH TỪ GHÉP

1. Định nghĩa

- Danh từ ghép được cấu tạo từ 2 từ trở lên.
- Các danh từ ghép có thể viết liền (highway), dùng gạch nối (forget-me-not), hoặc tách riêng (coffee maker).
- Trong trường hợp danh từ đầu tiên mang ý nghĩa số nhiều thì nó vẫn mang hình thức số ít. Ví dụ: car park
- Số nhiều của danh từ ghép nằm ở cuối danh từ ghép (parking lots). Một vài trường hợp ngoại lệ như clothes shop, passers-by

2. Cách thành lập danh từ ghép

- **Danh từ + danh từ**: bathroom (phòng tắm), school bus (xe buýt của trường), coffee shop (quán cà phê), computer desk (bàn để máy tính), bedroom window (cửa sổ phòng ngủ), office building (tòa nhà văn phòng)
- **Tính từ + danh từ**: greenhouse (nhà kính), blackboard (bảng đen), hardcover (bìa cứng sách), sweetheart (người yêu thương), darkroom (phòng chụp ảnh tối), softball (bóng mềm)
- **Từ đuôi -ing + danh từ**: washing machine (máy giặt), swimming pool (bể bơi), cooking class (lớp học nấu ăn), reading corner (góc đọc sách), writing desk (bàn ngồi viết), running track (đường chạy)
- **Danh từ + từ đuôi -ing**: tea-making (pha trà), coffee-brewing (pha cà phê), cake-decorating (trang trí bánh), book-reading (đọc sách), speech-giving (phát biểu), party-planning (tổ chức tiệc)
- **Động từ + giới từ**: breakup (chia tay, vỡ), check-in (sự kiểm tra), backup (sao lưu), breakdown (sự hỏng hóc), log-in (đăng nhập), holdup (sự trì hoãn)

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|--------------------------|------------------------|------------------------|-----------------------|
| 1. A. <u>r</u> esource | B. <u>d</u> estroy | C. <u>d</u> elta | D. <u>e</u> ssential |
| 2. A. <u>n</u> ative | B. <u>h</u> abitat | C. <u>n</u> atural | D. <u>m</u> ammal |
| 3. A. <u>s</u> norkeling | B. <u>p</u> rovide | C. <u>r</u> estore | D. <u>f</u> lora |
| 4. A. <u>r</u> eserve | B. <u>d</u> iversity | C. <u>e</u> cosystem | D. <u>c</u> onserve |
| 5. A. <u>i</u> deal | B. <u>s</u> urvival | C. <u>f</u> ossil | D. <u>w</u> ildlife |
| 6. A. <u>s</u> pecies | B. <u>t</u> ropical | C. <u>c</u> oral | D. <u>e</u> cological |
| 7. A. <u>c</u> ontinent | B. <u>c</u> reature | C. <u>a</u> lternative | D. <u>e</u> xpectancy |
| 8. A. <u>s</u> helter | B. <u>i</u> nvest | C. <u>w</u> etland | D. <u>d</u> ecare |
| 9. A. <u>s</u> cuba | B. <u>o</u> veruse | C. <u>f</u> uel | D. <u>h</u> unt |
| 10. A. <u>n</u> ature | B. <u>f</u> ascinating | C. <u>m</u> arine | D. <u>e</u> ndangered |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|----------------|-----------|------------|------------|
| 1. A. flora | B. fauna | C. destroy | D. delta |
| 2. A. resource | B. native | C. restore | D. declare |

- | | | | |
|-------------------|---------------|-----------------|----------------|
| 3. A. provide | B. reserve | C. mammal | D. marine |
| 4. A. habitat | B. natural | C. scenery | D. overuse |
| 5. A. survival | B. continent | C. pangolin | D. essential |
| 6. A. endangered | B. snorkeling | C. cruelty | D. waterway |
| 7. A. freshwater | B. located | C. tropical | D. national |
| 8. A. alternative | B. expectancy | C. biological | D. diversity |
| 9. A. restoration | B. ecological | C. conservation | D. fascinating |
| 10. A. material | B. ecosystem | C. organism | D. security |

II. VOCABULARY

Task 1. Write the name under each picture.

pangolin
koala

fishing cat
mangrove forest

great spotted eagle
coral reef

1. 	2. 
3. 	4. 
5. 	6. 

Task 2. Match the words/ phrases on the left with their meanings on the right.

1. mammal	a. thick forest that grows in hot parts of the world
2. flora	b. any animal that feeds its young on milk
3. fauna	c. the protection of plants and animals, natural areas, etc. from the damage
4. biodiversity	d. all the plants of a particular place or from a particular period
5. habitat	e. a series of living things that are connected because each group of things eats the group below it in the series
6. ecosystem	f. all the animals that live wild in a particular area
7. conservation	g. the number and types of plants and animals that exist in a particular area or in the world generally
8. species	h. the natural environment in which an animal or plant usually lives
9. food chain	i. all the living things in an area and the way they affect each other and the environment
10. tropical forest	j. a set of animals or plants which have similar characteristics to each other

Task 3. Fill in each blank with a suitable phrase from Task 2. Change the verb and noun forms if necessary.

- _____ is essential for a healthy _____ because it ensures a variety of species can coexist.
- The Amazon is the world's biggest _____ with diverse flora and _____.
- Many _____; for example, elephants and giraffes eat primarily plants.

4. The _____ of many animals is being threatened by deforestation and natural disasters.
5. _____ efforts are crucial to protect endangered species and maintain a balanced ecosystem.
6. The _____ in the wetlands provide shelter and food for numerous types of birds and fish.
7. The decline in certain _____ can have negative effects on the entire ecosystem.
8. The marine _____ begins with tiny organisms and ends with large animals like sharks.

Task 4. Complete each sentence using the correct form of the word in brackets.

1. Conservation organisations work tirelessly to protect _____ species. (DANGER)
2. The _____ of certain plant species can negatively affect the balance of the ecosystem. (DISAPPEAR)
3. Efforts to _____ damaged wetlands have been successful, bringing back native plants and animals. (RESTORATION)
4. The _____ of rainforests is a major concern for the global environment. (DESTROY)
5. Human activities, such as deforestation and pollution, do harm to _____ habitats of many animals. (NATURE)
6. The study of ecology helps US understand how _____ organisms interact with each other and their environment. (LIVE)
7. The conservation projects aim to minimise the _____ damage caused by human activities. (ECOLOGY)
8. Climate change and pollution can contribute to _____ of biodiversity in the area. (LOSE)

Task 5. Complete each sentence with one suitable phrase from the box. Change the form of the word if necessary.

cut down run out of home to break down native to

1. If we continue to overuse our natural resources, we may _____ them.
2. The Amazon rainforest is _____ a vast range of plant and animal species.
3. Overfishing is one of the reasons leading the marine ecosystem to _____.
4. Non-native species can pose a threat to species which are _____ a particular region.
5. Deforestation is a serious environmental issue which involves _____ trees on a large scale.

Task 6. Choose the correct word to complete each sentence.

1. A **no-take zone** / **national park** is a protected area where no fishing or hunting is allowed, aimed at conserving marine life.
2. Providing **shelter** / **cruelty** and protection for young animals is an important part of ensuring their survival in the wild.
3. Many countries have taken steps to **ban** / **declare** the hunting of endangered species to protect their populations.
4. **Food security** / **Bird-watching** is a relaxing activity that allows you to observe various species in their natural habitat.
5. Many people now do **green jobs** / **raw materials**, like recycling or taking care of parks, to help protect the environment.
6. To deal with climate change, it's important to invest in **alternative** / **ideal** energy sources and reduce our reliance on **carbon footprint** / **fossil fuels**.
7. **Snorkelling** / **Oil drilling** in the Great Barrier Reef is a fascinating way to explore the marine ecosystem.
8. The **overuse** / **launch** of a new environmental law aims to promote the sustainability of **natural resources** / **forest fire**.
9. **Living** / **Non-living** things like rocks, water and soil play a role in shaping the landscape within an ecosystem.

10. Improved living conditions have led to an increase in **life expectancy** / **wetlands** in many parts of the world.

III. GRAMMAR

Task 1. Use the words in the box to make compound nouns, then match them to the suitable definitions below.

wild	water	bird	scuba	life
over	way	diving	watching	wet

1. A path or route for the flow of water, such as a river or canal. _____
2. Animals that live independently of people, in natural conditions. _____
3. A large area of land covered with swamp or marsh. _____
4. The fact that something is used too often or too much, often leading to harm. _____
5. The activity of observing birds in their natural environment. _____
6. The sport of swimming underwater with special breathing equipment. _____

Task 2. Choose the correct word to make compound nouns that match their definitions.

1. Food **system** / **chain**: The order in which animals eat plants and each other in nature
2. **Green** / **Blue** job: A type of work that helps the environment, like recycling or planting trees
3. Forest **burn** / **fire**: A burning in an area of land with many trees, that is difficult to control
4. **Mangrove** / **green** forest: A kind of forest near the ocean with trees that grow in salty water
5. **Rawing** / **Raw** material: Anything like wood, oil or cotton in its natural condition before used to make other things
6. National **garden** / **park**: An area that is protected by the government because of its natural beauty and importance to history
7. **Fishing** / **Fish** cat: A kind of wild cat that likes to catch fish to eat
8. Coral **rock** / **reef**: An area of coral, the top of which can sometimes be seen just above the sea
9. **No-take** / **No-get** zone: A place where people can't fish or hunt, so the animals and plants are protected
10. Non-**living** / **life**: Something that isn't alive, like rocks or water.

Task 3. Match a word on the left with a word on the right to make compound nouns, then fill in each blank with one suitable compound noun.

carbon	expectancy
food	forest(s)
fossil	reserve(s)
marine	drilling
water	fuel(s)
life	level
tropical	drilling
natural	species
endangered	security
oil	footprint

1. The burning of _____ contributes to air and water pollution, negatively affecting the environment.
2. _____ are established to protect and conserve the rich biodiversity found in oceans.
3. Reducing _____ is an effective measure to reduce the impact of climate change on the ecosystem.
4. Sustainable farming practices can help ensure _____ while protecting the environment.
5. The improvements in healthcare have increased _____ in many regions in the world.
6. It is crucial to preserve _____, such as clean water, forests and coal for future generations.
7. Climate change can lead to rising _____ threatening people's lives in coastal areas.
8. _____ in the ocean may have harmful effects on marine ecosystems.

9. The _____ is home to various species of plants and animals.
 10. Conservationists make great efforts to protect _____ from extinction and maintain biodiversity.

IV. READING

Task 1. 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.

Enric Sala is a full-time conservationist as a National Geographic Explorer in Residence. In 2008, he founded National Geographic Pristine Seas, a project that combines exploration, research, public policy and media to inspire the creation of marine protected areas. The project aims to protect at least 30 percent of the ocean by 2030 for the benefit of nature and humanity (1) _____ less than eight percent is currently protected.

The ongoing marine (2) _____ efforts are an expression of a lifelong passion for Sala. He says. "The exotic places, the daring underwater explorers, the spectacular (3) _____. It was all I wanted to do with my life," he adds. "Sometimes dreams do come true."

"Over the last century alone, we (4) _____ over 90 percent of the ocean's large fish, yet less than eight percent of the ocean is under some kind of protection. We're still learning about the damage from fishing activities, like bottom trawling, (5) _____ negatively affects the ocean floor - the world's largest carbon storehouse," Sala writes. "But it is possible to (6) _____ the ocean's benefits to people and the planet. (7) _____ we must do is rewild the sea. The only catch is that we can't wait. We have less than a decade to act."

Sala claims that preserving the planet's wild places, on land and in the ocean, is a matter (8) _____ human survival and economic importance in his book, *The Nature of Nature: Why We Need the Wild*, published in 2020. The process of rewilding, or restoring and protecting natural processes, "allows nature (9) _____ the hard work for us," he explains.

"Our natural world can be a (10) _____ engine of regeneration, we just need to give it some space," he adds, citing wildlife restoration successes in Yellowstone and Mozambique national parks, and the Southern Line Islands.

Adapted from <https://www.nationalgeographic.com/impact/article/enric-sala-protecting-the-last-wild-places-in-the-ocean>

- | | | | |
|-----------------|-----------------|-----------------|-------------------|
| 1. A. because | B. and | C. but | D. although |
| 2. A. protector | B. protect | C. protected | D. protection |
| 3. A. creatures | B. resources | C. materials | D. goods |
| 4. A. removed | B. are removing | C. have removed | D. remove |
| 5. A. which | B. what | C. that | D. where |
| 6. A. launch | B. restore | C. destroy | D. invest |
| 7. A. Any | B. Every | C. One | D. All |
| 8. A. on | B. for | C. of | D. from |
| 9. A. doing | B. to do | C. do | D. to be done |
| 10. A. sustain | B. sustainably | C. sustainable | D. sustainability |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form life. Ecosystems contain living parts, as well as non living parts. Living parts include plants, animals, and other organisms. Nonliving parts include rocks, temperature, and humidity.

Every factor in an ecosystem depends on every other factor, either directly or indirectly. A change in the temperature of an ecosystem will often affect what plants will grow there, for instance. Animals that depend on plants for food and shelter will have to adapt to the changes, move to another ecosystem.

The whole surface of Earth is a series of connected ecosystems. Ecosystems are often connected in a larger biome. Biomes are large sections of land, sea, or atmosphere. Forests, ponds and reefs are all types of biomes, for example. They're organised very generally, based on the types of plants and animals that live in them, within each forest, each pond or each reef, you'll find many different ecosystems. The

biome of the Sahara Desert, for instance, includes a wide variety of ecosystems. The Sahara has oasis ecosystems which have palm trees and animals such as crocodiles, and dune ecosystems, which have animals such as snakes or scorpions.

For thousands of years, people have interacted with ecosystems. As human populations have grown, however, people have overtaken many ecosystems and done harm to them. For example, human activity threatens all rain forest ecosystems in the Amazon. Thousands of acres of land are cleared for farmland, housing, and industry. Cutting down trees to make room for crops such as soy and corn benefits many poor farmers. However, the destruction of rain forest ecosystems has its costs.

Many modern medicines have been developed from rainforest plants. Many scientists worry that destroying the rainforest ecosystem may prevent more medicines from being developed.

Ecosystems can recover from destruction, however. Individual people, cultures, and governments are working to preserve ecosystems that are important to them.

Adapted from <https://education.nationalgeographic.org/resource/ecosystem/>

- _____ 1. Living things include plants and rocks while non-living things include animals and temperature.
- _____ 2. Factors in an ecosystem have effects on each other.
- _____ 3. Biomes, which are sections of land, sea, or atmosphere, are larger than ecosystems.
- _____ 4. Biomes are organised based on the types of plants and animals found in them.
- _____ 5. The Sahara Desert biome contains oasis ecosystems with palm trees and snakes.
- _____ 6. Cutting down trees for farmland in the rainforest benefits rich farmers.
- _____ 7. Human activity poses a threat to rainforest ecosystems in the Amazon.
- _____ 8. Rainforest plants have contributed to the development of modern medicines.
- _____ 9. Damaging rainforest ecosystems has no negative consequences.
- _____ 10. It is challenging for people and governments to recover ecosystems from damage.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Extinction is part of life on Earth. Through much of our planet's history, species have been forming, evolving and eventually disappearing. Today, however, human activities have dramatically sped up the process. The Earth is losing animals, birds, and other living things so fast. There are many different views about why protecting it is important.

Conservation biology is a scientific field with a mission: protecting and restoring biodiversity around the world. Michael Soulé, one of the field's founders, argued that biological diversity is good and should be conserved because it has **intrinsic** value. He also proposed that conservation biologists should act to save biodiversity even if sound science isn't available to inform decisions.

Many researchers do research on the value of ecosystems to humans. They reached a conclusion that the total economic value of the world's ecosystems was worth an average US\$33 trillion per year in 1997 dollars. At the time, this was nearly twice the global value of the entire world's financial markets. This estimate included services such as predators controlling pests that would otherwise destroy crops; wetlands, mangroves and other natural systems protecting coastlines against storms and flooding; oceans providing fish for food; and forests providing wood and other building materials. A second group began to **quantify** the non-monetary value of nature for human health, happiness and well-being. Their research found that spending time in nature tended to reduce blood pressure, lower hormones related to stress and anxiety, decrease depression and improve cognitive function.

By 2010, scientists had published more than 600 experiments over 500 groups of organisms in freshwater, marine and land ecosystems. In a 2012 review of these experiments, it is found that when ecosystems lose biodiversity, they become less efficient and less productive. And **they** are less able to deliver many of the services that benefit human well-being. For example, we found that loss of tree diversity reduced the amount of wood that forests produced, that oceans with fewer fish species produced less-reliable catches, and that ecosystems with lower plant diversity were more easily influenced by diseases.

Research clearly shows that nature provides humanity with enormous value. It is important to make everyone get involved in conserving Earth's ecosystems and living creatures for the good of all.

Adapted from <https://theconversation.com/should-we-protect-nature-for-its-own-sake-for-its-economic-value-because-it-makes-us-happy-yes-180302>

1. Which of the following can be the best title for the passage?
 - A. Reasons for Biodiversity Preservation
 - B. The Value of Ecosystem Services
 - C. The Loss of Species on Earth
 - D. Conservation Biology: A Scientific Field
2. The word ‘**intrinsic**’ in paragraph 2 is closest in meaning to _____.
 - A. economic
 - B. normal
 - C. essential
 - D. unnecessary
3. According to paragraph 2, which of the following is TRUE about conservation biologists?
 - A. They should only act when sound science is available.
 - B. They should not be concerned with biodiversity conservation.
 - C. They should act to save biodiversity, even without sound science.
 - D. They should focus solely on studying species extinction.
4. The word ‘**quantify**’ in paragraph 3 is closest in meaning to _____.
 - A. guess
 - B. declare
 - C. consider
 - D. measure
5. According to paragraph 3, how did spending time in nature affect human health?
 - A. It increased the level of stress and anxiety.
 - B. It had no impact on cognitive function.
 - C. It helped to reduce stress-related hormones.
 - D. It decreased blood pressure and increased depression.
6. According to paragraph 3, which of the following is NOT mentioned as one of the ecosystem services included in the estimate?
 - A. controlling pests
 - B. protecting against storms and flooding
 - C. providing fish for food
 - D. producing fruits and vegetables
7. The word ‘**they**’ in paragraph 4 refers to _____.
 - A. scientists
 - B. ecosystems
 - C. organisms
 - D. experiments
8. According to paragraph 4, what is one example of the negative impact of biodiversity loss?
 - A. Loss of tree diversity reduces wood production in forests.
 - B. Oceans with fewer fish species have more reliable catches.
 - C. Ecosystems with lower plant diversity are less affected by diseases.
 - D. The diversity of trees increases wood production in forests.
9. Which of the following can be inferred from the passage?
 - A. Ecosystems with higher biodiversity are more efficient.
 - B. Biological diversity should be conserved only due to its monetary value.
 - C. Spending time in nature has negative impacts on human health.
 - D. The loss of biodiversity can make ecosystems become stronger.
10. Which of the following is NOT true according to the passage?
 - A. The value of the world’s ecosystems was greater than that of financial markets in 1997.
 - B. Conserving Earth’s ecosystems and living creatures is essential for the benefits of all.
 - C. Nature’s nonmonetary value for human health includes reducing stress and anxiety.
 - D. Human activities have slowed down the process of species extinction on Earth.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (form of the verb can be changed if necessary)

1. The Great Barrier Reef / home / variety / marine creatures.

2. Sunda pangolins / endangered mammals / that / native / Southeast Asia.

3. If / we / not / take action / protect / our forests, / we / may / run out / valuable resources.

4. Scuba diving / allow / us / explore / fascinating / underwater ecosystems / coral reefs.

5. forests / which / located / coastal regions / provide / protection / storms.

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

- The rise in green jobs has positive effects on the conservation of ecosystems. (BENEFICIAL)
-> The rise _____
- The destruction of the rainforest can badly affect the survival of many species. (THREATEN)
-> The destruction _____
- If we continue to use our natural resources too much, we will cause loss of biodiversity. (OVERUSE)
-> If we _____
- Both individuals and governments should take responsibility for protecting the environment. (RESPONSIBLE)
-> Both _____
- Conservation organisations are of great importance to protect rare species from hunting. (ROLE)
-> Conservation organisations _____

ĐÁP ÁN ĐỀ CƯƠNG ÔN TẬP CUỐI KÌ II

UNIT 9.

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|--------------------------|---------------------|----------------------|------------------------|
| 1. A. <u>a</u> dmit | B. <u>a</u> rgue | C. <u>v</u> erbal | D. <u>a</u> pprove |
| 2. A. <u>p</u> overty | B. <u>b</u> ody | C. <u>o</u> ffensive | D. <u>p</u> olicy |
| 3. A. <u>f</u> righten | B. <u>s</u> kip | C. <u>p</u> hysical | D. <u>f</u> it |
| 4. A. <u>s</u> uffer | B. <u>b</u> ully | C. <u>s</u> truggle | D. <u>f</u> un |
| 5. A. <u>s</u> ocial | B. <u>c</u> rime | C. <u>c</u> ontrol | D. <u>c</u> onfidence |
| 6. A. <u>d</u> epression | B. <u>p</u> ressing | C. <u>p</u> retend | D. <u>a</u> nxiety |
| 7. A. <u>i</u> nfluence | B. <u>s</u> tand | C. <u>d</u> runk | D. <u>f</u> ashionable |
| 8. A. <u>v</u> ictim | B. <u>p</u> romote | C. <u>v</u> iolent | D. <u>a</u> ttention |
| 9. A. <u>c</u> ampaign | B. <u>t</u> arget | C. <u>a</u> nger | D. <u>g</u> roup |
| 10. A. <u>s</u> ympathy | B. <u>h</u> esitate | C. <u>p</u> ersuade | D. <u>s</u> moker |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|------------------|---------------|--------------|----------------|
| 1. A. bully | B. suffer | C. aware | D. shaming |
| 2. A. issue | B. target | C. verbal | D. ashamed |
| 3. A. pretend | B. frighten | C. victim | D. social |
| 4. A. influence | B. struggle | C. campaign | D. anger |
| 5. A. approve | B. pressing | C. obey | D. admit |
| 6. A. sympathise | B. attention | C. embarrass | D. performance |
| 7. A. poverty | B. physical | C. violent | D. permission |
| 8. A. policy | B. confidence | C. offensive | D. alcohol |
| 9. A. hesitate | B. depression | C. bullying | D. sympathy |
| 10. A. argue | B. body | C. pressure | D. promote |

II. VOCABULARY

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

- Bullying is considered a _____ in many places and can lead to legal consequences.
A. poverty B. crime C. anxiety D. campaign
- _____ is a serious mental health concern that can result from bullying or peer pressure.
A. Victim B. Lie C. Depression D. Alcohol
- _____ is a growing concern as technology becomes more common in students' lives.
A. Overpopulation B. Policy C. Self-confidence D. Cyberbullying

4. Schools often have _____ actions to protect students and maintain a positive learning environment.
A. anti-bullying B. case C. distance D. awareness
5. _____ can sometimes lead students to do bad behaviours such as drinking alcohol, but it can also encourage positive choices.
A. Peer influence B. Social group C. School performance D. Body shaming
6. He is not scared to be the _____. He can say no to the bad things his friends do.
A. poverty line B. odd-one-out C. social issue D. cyberbullying
7. _____ often involves spreading rumours, or cyberbullying through social media.
A. Social bullying B. Verbal bullying C. Peer pressure D. Physical bullying
8. Students should be encouraged to speak out against _____ when they see it happening.
A. social group B. presentation skill C. school performance D. body shaming

Task 2. Choose the correct word to complete each sentence.

- Building self-confidence can help students **stand up to** / **approve of** bullies.
- Bullying involves hurtful actions, such as **fitting in** / **making fun of** others' appearance.
- Parents and teachers can **have an influence on** / **ask permission** students' attitudes toward bullying and peer pressure.
- Students who **suffer from** / **fit in** bullying may experience long-lasting emotional changes.
- Students often **struggle** / **hang out** with friends who share their interests and values.
- Some students **control anger** / **live in poverty**, which can make them easier to be the target of bullying.

Task 3. Complete each following sentence with a suitable verb (The form of the verb can be changed if necessary)

admit	obey	skip	promote	frighten
hesitate	argue	pretend	apologise	target

- She had to _____ **apologise** _____ to Minh as she bullied him in the past.
- Bullying can _____ **frighten** _____ students and affect their mental health.
- She decided to _____ **admit** _____ that she had been a victim of bullying.
- Some students _____ **pretend** _____ to be someone they're not to fit in with their peers.
- Don't _____ **hesitate** _____ to report bullying if you see someone else being bullied.
- He chose to _____ **skip** _____ class to avoid being bullied at school.
- Bullying often _____ **targets** _____ individuals based on their differences.
- Some students do not _____ **obey** _____ their school's rules. They still paint their nails or colour their hair.
- They often _____ **argue** _____ with each other. They might get into a fight later.
- The school aims to _____ **promote** _____ an environment without bullying behaviours.

Task 4. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. pressing d	a. calm
2. violent a	b. respectful
3. offensive b	c. fat
4. ashamed f	d. unimportant
5. fashionable e	e. unstylish
6. slim c	f. proud

Task 5. Complete each sentence using the correct form of the word in brackets.

- _____ **Bullying** _____ can make people feel unconfident about themselves and their appearance. (BULLY)

2. It's important to _____ **sympathise** _____ with those who have been bullied and offer them support. (SYMPATHY)
3. It's essential to raise _____ **awareness** _____ of the harmful effects of bullying in schools. (AWARE)
4. She didn't want to tell anyone about the bullying because she was too _____ **embarrassed** _____. (EMBARRASS)
5. She became _____ **depressed** _____ after facing bullying from some classmates. (DEPRESSION)

III. GRAMMAR

Task 1. Choose the correct word to complete each sentence.

1. **Therefore** / **Although** peer influence is a common part of school life, it can sometimes lead to students making unusual choices.
2. **In addition** / **By contrast** to peer pressure affecting academic choices, it can also influence students to try risky behaviours.
3. Bullying has many forms. As **a result** / **an addition**, people should be aware of them.
4. Some students stand up to bullying. **However** / **since**, many students choose to ignore it.
5. **Because of** / **Because** the bullying, many students felt anxious and didn't want to go to school.
6. Some classmates in Binh's class made fun of him **besides** / **since** he wore glasses.
7. Hang was bullied; **however** / **therefore**, his parents talked to the school principal.
8. **Besides** / **Furthermore** feeling hurt by the bullying, Xuan found it hard to focus on her homework.

Task 2. Complete each sentence with a suitable linking word or phrase.

although	despite	in addition	however
as	because of	therefore	moreover

1. My friends wanted me to skip class to go to the cinema; _____ **however** _____, I went to school instead.
2. I didn't want to lie; _____ **therefore** _____, I told the truth about what happened.
3. _____ **As** _____ all of my friends joined the art club, I joined it, too.
4. _____ **In addition** _____ to feeling pressured to smoke, I started hanging out with a new group of friends.
5. _____ **Although** _____ I didn't like the idea, I wore the same trendy clothes as my friends to fit in.
6. I did not do well in the test _____ **because of** _____ staying up late.
7. _____ **Despite** _____ the school rules, many students painted their nails when going to school.
8. My friends wanted me to participate in the school talent show. _____ **Moreover** _____, they encouraged me to sing in front of everyone.

Task 3. Combine each pair of sentences, beginning with the given word(s).

1. Verbal bullying is a common issue at school but many students are not aware of it. (HOWEVER)
1. Verbal bullying is a common issue at school. However, many students are not aware of it.
2. Cyberbullying can negatively impact students' academic performance and it can cause depression as well. (MOREOVER)
2. Cyberbullying can negatively impact students' academic performance. Moreover, it can cause depression as well.
3. Students often want to be liked by their peers so they may sometimes do things they normally don't. (AS A RESULT)
3. Students often want to be liked by their peers. As a result, they may sometimes do things they normally don't.
4. Bullying at school can have serious effects on the victims so it's essential to prevent bullying. (THEREFORE)
4. Bullying at school can have serious effects on the victims. Therefore, it's essential to prevent bullying.

5. While some students stand up to bullying, others remain silent for the fear of the consequences. (BY CONTRAST)

5. Some students stand up to bullying. By contrast, others remain silent for the fear of the consequences.

IV. READING

Task 1. 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.

Sometimes, (1) _____, the stresses in your life can actually come from your peers. They may pressure you (2) _____ doing something you're uncomfortable with, such as drinking or smoking.

The pressure to conform to do what others are doing can be powerful and hard (3) _____. A person might feel pressure to do something just because others are doing it. Peer pressure can influence a person to do something that is relatively harmless or something that has more serious consequences. (4) _____ in to the pressure to dress (5) _____ certain way is one thing - going along with the crowd to drink or smoke is another.

People may feel pressure to conform so they fit (6) _____ or are accepted, or so they don't feel awkward or uncomfortable. When people are (7) _____ of what to do in a social situation, they naturally look to others about what is and isn't acceptable.

The people who are most easily influenced will (8) _____ someone else's lead first. Then others (9) _____ go along, too - so it can be easy to think, "It must be OK. Everyone else is doing it. They must know (10) _____ they're doing." Before you know it, many people are going along with the crowd - perhaps on something they might not otherwise do.

Adapted from: <https://kidshealth.org/en/teens/peer-pressure.html>

- | | | | |
|------------------------|------------------|----------------|-------------------|
| 1. A. therefore | B. though | C. neither | D. as |
| 2. A. on | B. of | C. into | D. through |
| 3. A. to resist | B. resist | C. resisting | D. being resisted |
| 4. A. Given | B. Give | C. Gave | D. Giving |
| 5. A. the | B. each | C. a | D. Ø |
| 6. A. from | B. in | C. on | D. to |
| 7. A. unsure | B. drunk | C. reliable | D. practical |
| 8. A. contact | B. argue | C. skip | D. follow |
| 9. A. should | B. may | C. must | D. need |
| 10. A. which | B. that | C. what | D. who |

Task 2. Read the following passage and choose the correct answer to each of the following questions.

It is very common for young people to look towards other people who are in the same situation. Unfortunately, this is not a very healthy action as most people make bad decisions, but because young people don't know any better, **they** will decide to join in. There are, however, cases in which being influenced by your peers could be very beneficial to students.

Believe it or not, but positive peer pressure is more common than negative peer pressure. An example of positive peer pressure is when all of your friends are encouraging you to join the debate team to help deal with a fear of speaking to new people. This creates confidence and can lead to positive effects throughout your life.

People are more likely to engage in popular positive events. If something is popular and good, people will feel pressure to do something good and it is popular so it will not be criticised. This creates a positive feedback **loop** as when more people do the act, more people will see it and would like to engage in it. This is why positive peer pressure is more **widespread** than negative peer pressure. Positive peer pressure is more likely to be promoted and passed on and **it** sets up people for success.

On the other hand, negative peer pressure has a bigger impact on young people based on the American Psychological Association because the negative peer pressure effects, they have more long term effects. This is because most of the negative effects are more addictive rather than the positive effects.

Negative peer pressure causes more damage than positive peer pressure. An example of negative peer pressure is when a friend convinces you to start drinking alcohol. If a student starts drinking alcohol at a young age, it could hinder growth of the brain. According to National Center for Biotechnology Information, “Studies reveal that youth who started drinking before age 15, compared to those who waited until they were 21, were 12 times more likely to be unintentionally injured while under the influence of alcohol, 7 times more likely to be in a motor vehicle crash after drinking, and 10 times more likely to have been in a physical fight after drinking.” Most of these negative effects are highly addictive and are spread through friend groups.

Adapted from: <https://altahawkeye.org/2418/uncategorized/what-is-peer-pressure-and-how-does-it-affect-students/>

- Which of the following can be the best title for the passage?
 - The Appearance of Peer Pressure Among Young People
 - The Disadvantages of Peer Pressure on Teenagers
 - The Positive and Negative Effects of Peer Pressure
 - The Impact of Alcohol on Youth Development
- Why do many young people tend to follow their peers even if they make bad decisions?
 - Because they have a strong sense of individuality.
 - Because they know more about making better choices.
 - Because they often lack knowledge and experience.
 - Because they prefer to be criticised for their decisions.
- The word “**they**” in paragraph 1 refers to _____.
 - decisions
 - cases
 - peers
 - young people
- The word “**loop**” in paragraph 2 is closest in meaning to _____.
 - site
 - circle
 - entry
 - topic
- The word “**widespread**” in paragraph 2 is closest in meaning to _____.
 - common
 - pressing
 - central
 - sustainable
- The word “**it**” in paragraph 2 refers to _____.
 - negative peer pressure
 - positive peer pressure
 - loop
 - success
- According to the passage, what can be an effect of positive peer pressure?
 - It can lead to more addictive behaviours.
 - It often results in criticism from others.
 - It can encourage confidence and have positive long-term effects.
 - It is less likely to be promoted and passed on.
- What is one specific consequence of starting drinking alcohol before age 15?
 - They are 10 times more likely to be in a physical fight after drinking.
 - They are 7 times more likely to engage in popular positive events.
 - They are 12 times more likely to have better brain growth.
 - They are more likely to join the debate team.
- According to the passage, what is an example of negative peer pressure mentioned?
 - convincing a friend to start drinking alcohol
 - promoting participation in popular positive events
 - encouraging friends to join the debate team
 - making peers study harder
- Which of the following is NOT true according to the passage?
 - Young people often look towards other people who are in the same situation as them.
 - Students drinking before age 15 are 10 times more likely to be in a motor vehicle crash after drinking.
 - Positive peer pressure encourages people to do good things.
 - Negative peer pressure can lead to highly addictive behaviours.

Task 3. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

The most common type of harassment youth encounter online is name-calling. Some 42% of teens say they have been called offensive names online or via their cell phones. Additionally, about a third (32%) of teens say someone has spread false rumours about them on the internet, while smaller shares have had someone other than a parent constantly ask where they are, who they're with or what they're doing (21%) or have been the target of physical threats online (16%).

While texting and digital messaging are a central way teens build and maintain relationships, this level of connectivity may lead to potential problems. One-quarter of teens say they have been sent offensive images they didn't ask for, while 7% say someone has shared their offensive images without their knowing. These experiences are particularly concerning to parents. Fully 57% of parents of teens say they worry about their teen receiving or sending offensive images, including about one-quarter who say this worries them a lot, according to a separate Center survey of parents.

The vast majority of teens (90% in this case) believe online harassment is a problem that affects people of their age, and 63% say this is a major problem. But majorities of young people think key groups, such as teachers, social media companies and politicians are failing to tackle this issue. By contrast, teens have a more positive assessment of the way parents are addressing cyberbullying.

Adapted from: <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>

- ___ **F** ___ 1. The most common type of online harassment among youth is spreading false rumours.
 ___ **T** ___ 2. Approximately 42% of teens have experienced name-calling before.
 ___ **F** ___ 3. About 21% of teens have been the target of physical threats online.
 ___ **F** ___ 4. One-third of teens have received offensive images they didn't request.
 ___ **NG** ___ 5. Only 7% of teens have shared offensive images of themselves online.
 ___ **T** ___ 6. A significant number of parents worry about their teens receiving or sending offensive images.
 ___ **F** ___ 7. Most young people believe that teachers are able to tackle online harassment effectively.
 ___ **T** ___ 8. Over 60% of teens believe online harassment is a major problem for people of their age.
 ___ **F** ___ 9. Social media companies are thought to address online harassment more effectively than politicians.
 ___ **NG** ___ 10. Teens primarily use email and social media for communication.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (form of the verb can be changed if necessary)

1. It / not / always / easy / stand / to / peer pressure.
1. It is not always easy to stand up to peer pressure.
 2. not / hesitate / talk / adult / when / situation / look / dangerous.
2. Do not hesitate to talk to an adult when the situation looks dangerous.
 3. Body shaming / one / of / common / forms / physical bullying.
3. Body shaming is one of the most common forms of physical bullying.
 4. Girls / younger students / more / likely / victims / bullying.
4. Girls and/ or younger students are more likely to be victims of bullying.
 5. Teenagers / experience / pressure / fit / social groups.
5. Teenagers experience the pressure to fit in social groups.

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

1. Although we faced many difficulties, we successfully ran an anti-bullying campaign. (SPITE)
 -> We **successfully ran an anti-bullying campaign in spite of many difficulties** _____
 2. As bullying is a pressing issue at school, it needs immediate action. (BECAUSE OF)
 -> Bullying **needs immediate action because of being a pressing issue at school** _____
 3. Minh asked Hung to skip class to go to the park but Hung did not agree. (HOWEVER)
 -> Minh **asked Hung to skip class to go to the park; however, Hung did not agree** _____

4. Body shaming not only creates a negative environment for students but also affects their self-confidence. (BESIDES)

-> Body shaming creates a negative environment for students; besides, it affects their self-confidence

5. Hien suffered from depression because she was a victim of bullying. (SINCE)

-> Hien suffered from depression since she was a victim of bullying

UNIT 10

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------------------|------------------------------|-------------------------|--------------------------|
| 1. A. <u>r</u> esource | B. de <u>s</u> tro | C. <u>d</u> elta | D. <u>e</u> ssential |
| 2. A. <u>n</u> ative | B. ha <u>b</u> itat | C. nat <u>u</u> ral | D. ma <u>m</u> m |
| 3. A. <u>s</u> no <u>r</u> kelling | B. <u>p</u> ro <u>v</u> ide | C. res <u>t</u> ore | D. <u>f</u> l <u>r</u> a |
| 4. A. <u>r</u> eserve | B. di <u>v</u> ersity | C. eco <u>s</u> ystem | D. co <u>n</u> serve |
| 5. A. <u>i</u> deal | B. su <u>r</u> vival | C. <u>f</u> ossil | D. <u>w</u> ildlife |
| 6. A. <u>s</u> pecies | B. tro <u>p</u> ical | C. <u>c</u> oral | D. ec <u>o</u> logical |
| 7. A. co <u>n</u> tinent | B. <u>c</u> reat <u>u</u> re | C. al <u>t</u> ernative | D. ex <u>p</u> ectancy |
| 8. A. sh <u>e</u> lter | B. in <u>v</u> est | C. <u>w</u> etland | D. de <u>c</u> lare |
| 9. A. sc <u>u</u> ba | B. over <u>u</u> se | C. <u>f</u> uel | D. <u>h</u> unt |
| 10. A. <u>n</u> ature | B. fascinat <u>i</u> ng | C. <u>m</u> arine | D. end <u>a</u> ngered |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|-------------------|---------------|-----------------|----------------|
| 1. A. flora | B. fauna | C. destroy | D. delta |
| 2. A. resource | B. native | C. restore | D. declare |
| 3. A. provide | B. reserve | C. mammal | D. marine |
| 4. A. habitat | B. natural | C. scenery | D. overuse |
| 5. A. survival | B. continent | C. pangolin | D. essential |
| 6. A. endangered | B. snorkeling | C. cruelty | D. waterway |
| 7. A. freshwater | B. located | C. tropical | D. national |
| 8. A. alternative | B. expectancy | C. biological | D. diversity |
| 9. A. restoration | B. ecological | C. conservation | D. fascinating |
| 10. A. material | B. ecosystem | C. organism | D. security |

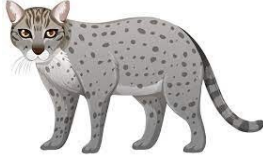
II. VOCABULARY

Task 1. Write the name under each picture.

pangolin
koala

fishing cat
mangrove forest

great spotted eagle
coral reef

 1. <u>mangrove forest</u>	 2. <u>fishing cat</u>
 3. <u>pangolin</u>	 4. <u>coral reef</u>



5. _____ koala _____



6. _____ great spotted eagle _____

Task 2. Match the words/ phrases on the left with their meanings on the right.

1. mammal b	a. thick forest that grows in hot parts of the world
2. flora d	b. any animal that feeds its young on milk
3. fauna f	c. the protection of plants and animals, natural areas, etc. from the damage
4. biodiversity g	d. all the plants of a particular place or from a particular period
5. habitat h	e. a series of living things that are connected because each group of things eats the group below it in the series
6. ecosystem i	f. all the animals that live wild in a particular area
7. conservation c	g. the number and types of plants and animals that exist in a particular area or in the world generally
8. species j	h. the natural environment in which an animal or plant usually lives
9. food chain e	i. all the living things in an area and the way they affect each other and the environment
10. tropical forest a	j. a set of animals or plants which have similar characteristics to each other

Task 3. Fill in each blank with a suitable phrase from Task 2. Change the verb and noun forms if necessary.

1. _____ **Biodiversity** _____ is essential for a healthy _____ **ecosystem** _____ because it ensures a variety of species can coexist.
2. The Amazon is the world's biggest _____ **tropical forest** _____ with diverse flora and _____ **fauna** _____.
3. Many _____ **mammals** _____; for example, elephants and giraffes eat primarily plants.
4. The _____ **habitat** _____ of many animals is being threatened by deforestation and natural disasters.
5. _____ **Conservation** _____ efforts are crucial to protect endangered species and maintain a balanced ecosystem.
6. The _____ **flora** _____ in the wetlands provide shelter and food for numerous types of birds and fish.
7. The decline in certain _____ **species** _____ can have negative effects on the entire ecosystem.
8. The marine _____ **food chain** _____ begins with tiny organisms and ends with large animals like sharks.

Task 4. Complete each sentence using the correct form of the word in brackets.

1. Conservation organisations work tirelessly to protect _____ **endangered** _____ species. (DANGER)
2. The _____ **disappearance** _____ of certain plant species can negatively affect the balance of the ecosystem. (DISAPPEAR)
3. Efforts to _____ **restore** _____ damaged wetlands have been successful, bringing back native plants and animals. (RESTORATION)
4. The _____ **destruction** _____ of rainforests is a major concern for the global environment. (DESTROY)
5. Human activities, such as deforestation and pollution, do harm to _____ **natural** _____ habitats of many animals. (NATURE)
6. The study of ecology helps US understand how _____ **living** _____ organisms interact with each other and their environment. (LIVE)
7. The conservation projects aim to minimise the _____ **ecological** _____ damage caused by human activities. (ECOLOGY)
8. Climate change and pollution can contribute to _____ **loss** _____ of biodiversity in the area. (LOSE)

Task 5. Complete each sentence with one suitable phrase from the box. Change the form of the word if necessary.

cut down run out of home to break down native to

1. If we continue to overuse our natural resources, we may run out of them.
2. The Amazon rainforest is home to a vast range of plant and animal species.
3. Overfishing is one of the reasons leading the marine ecosystem to break down.
4. Non-native species can pose a threat to species which are native to a particular region.
5. Deforestation is a serious environmental issue which involves cutting down trees on a large scale.

Task 6. Choose the correct word to complete each sentence.

1. A **no-take zone** / **national park** is a protected area where no fishing or hunting is allowed, aimed at conserving marine life.
2. Providing **shelter** / **cruelty** and protection for young animals is an important part of ensuring their survival in the wild.
3. Many countries have taken steps to **ban** / **declare** the hunting of endangered species to protect their populations.
4. **Food security** / **Bird-watching** is a relaxing activity that allows you to observe various species in their natural habitat.
5. Many people now do **green jobs** / **raw materials**, like recycling or taking care of parks, to help protect the environment.
6. To deal with climate change, it's important to invest in **alternative** / **ideal** energy sources and reduce our reliance on **carbon footprint** / **fossil fuels**.
7. **Snorkelling** / **Oil drilling** in the Great Barrier Reef is a fascinating way to explore the marine ecosystem.
8. The **overuse** / **launch** of a new environmental law aims to promote the sustainability of **natural resources** / forest fire.
9. **Living** / **Non-living** things like rocks, water and soil play a role in shaping the landscape within an ecosystem.
10. Improved living conditions have led to an increase in **life expectancy** / **wetlands** in many parts of the world.

III. GRAMMAR

Task 1. Use the words in the box to make compound nouns, then match them to the suitable definitions below.

wild	water	bird	scuba	life
over	way	diving	watching	wet

1. A path or route for the flow of water, such as a river or canal. waterway
2. Animals that live independently of people, in natural conditions. wildlife
3. A large area of land covered with swamp or marsh. wetland
4. The fact that something is used too often or too much, often leading to harm. overuse
5. The activity of observing birds in their natural environment. birdwatching
6. The sport of swimming underwater with special breathing equipment. scuba diving

Task 2. Choose the correct word to make compound nouns that match their definitions.

1. **Food system** / **chain**: The order in which animals eat plants and each other in nature
2. **Green** / **Blue** job: A type of work that helps the environment, like recycling or planting trees
3. Forest **burn** / **fire**: A burning in an area of land with many trees, that is difficult to control
4. **Mangrove** / **green** forest: A kind of forest near the ocean with trees that grow in salty water
5. **Rawing** / **Raw** material: Anything like wood, oil or cotton in its natural condition before used to make other things
6. National **garden** / **park**: An area that is protected by the government because of its natural beauty and importance to history
7. **Fishing** / **Fish** cat: A kind of wild cat that likes to catch fish to eat
8. Coral **rock** / **reef**: An area of coral, the top of which can sometimes be seen just above the sea

9. **No-take / No-get zone**: A place where people can't fish or hunt, so the animals and plants are protected
 10. **Non-living / life**: Something that isn't alive, like rocks or water.

Task 3. Match a word on the left with a word on the right to make compound nouns, then fill in each blank with one suitable compound noun.

carbon	expectancy
food	forest(s)
fossil	reserve(s)
marine	drilling
water	fuel(s)
life	level
tropical	drilling
natural	species
endangered	security
oil	footprint

- The burning of _____ **fossil fuels** _____ contributes to air and water pollution, negatively affecting the environment.
- _____ **Marine reserves** _____ are established to protect and conserve the rich biodiversity found in oceans.
- Reducing _____ **carbon footprint** _____ is an effective measure to reduce the impact of climate change on the ecosystem.
- Sustainable farming practices can help ensure _____ **food security** _____ while protecting the environment.
- The improvements in healthcare have increased _____ **life expectancy** _____ in many regions in the world.
- It is crucial to preserve _____ **natural resources** _____, such as clean water, forests and coal for future generations.
- Climate change can lead to rising _____ **water level** _____ threatening people's lives in coastal areas.
- _____ **Oil drilling** _____ in the ocean may have harmful effects on marine ecosystems.
- The _____ **tropical forest** _____ is home to various species of plants and animals.
- Conservationists make great efforts to protect _____ **endangered species** _____ from extinction and maintain biodiversity.

IV. READING

Task 1. 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.

Enric Sala is a full-time conservationist as a National Geographic Explorer in Residence. In 2008, he founded National Geographic Pristine Seas, a project that combines exploration, research, public policy and media to inspire the creation of marine protected areas. The project aims to protect at least 30 percent of the ocean by 2030 for the benefit of nature and humanity (1) _____ less than eight percent is currently protected.

The ongoing marine (2) _____ efforts are an expression of a lifelong passion for Sala. He says. "The exotic places, the daring underwater explorers, the spectacular (3) _____. It was all I wanted to do with my life," he adds. "Sometimes dreams do come true."

"Over the last century alone, we (4) _____ over 90 percent of the ocean's large fish, yet less than eight percent of the ocean is under some kind of protection. We're still learning about the damage from fishing activities, like bottom trawling, (5) _____ negatively affects the ocean floor - the world's largest carbon storehouse," Sala writes. "But it is possible to (6) _____ the ocean's benefits to people and the planet. (7) _____ we must do is rewild the sea. The only catch is that we can't wait. We have less than a decade to act."

Sala claims that preserving the planet's wild places, on land and in the ocean, is a matter (8) _____ human survival and economic importance in his book, *The Nature of Nature: Why We Need the Wild*, published in 2020. The process of rewilding, or restoring and protecting natural processes, "allows nature (9) _____ the hard work for us," he explains.

“Our natural world can be a (10) _____ engine of regeneration, we just need to give it some space,” he adds, citing wildlife restoration successes in Yellowstone and Mozambique national parks, and the Southern Line Islands.

Adapted from <https://www.nationalgeographic.com/impact/article/enric-sala-protecting-the-last-wild-places-in-the-ocean>

- | | | | |
|-----------------|-----------------|-----------------|-------------------|
| 1. A. because | B. and | C. but | D. although |
| 2. A. protector | B. protect | C. protected | D. protection |
| 3. A. creatures | B. resources | C. materials | D. goods |
| 4. A. removed | B. are removing | C. have removed | D. remove |
| 5. A. which | B. what | C. that | D. where |
| 6. A. launch | B. restore | C. destroy | D. invest |
| 7. A. Any | B. Every | C. One | D. All |
| 8. A. on | B. for | C. of | D. from |
| 9. A. doing | B. to do | C. do | D. to be done |
| 10. A. sustain | B. sustainably | C. sustainable | D. sustainability |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form life. Ecosystems contain living parts, as well as non living parts. Living parts include plants, animals, and other organisms. Nonliving parts include rocks, temperature, and humidity.

Every factor in an ecosystem depends on every other factor, either directly or indirectly. A change in the temperature of an ecosystem will often affect what plants will grow there, for instance. Animals that depend on plants for food and shelter will have to adapt to the changes, move to another ecosystem.

The whole surface of Earth is a series of connected ecosystems. Ecosystems are often connected in a larger biome. Biomes are large sections of land, sea, or atmosphere. Forests, ponds and reefs are all types of biomes, for example. They're organised very generally, based on the types of plants and animals that live in them, within each forest, each pond or each reef, you'll find many different ecosystems. The biome of the Sahara Desert, for instance, includes a wide variety of ecosystems. The Sahara has oasis ecosystems which have palm trees and animals such as crocodiles, and dune ecosystems, which have animals such as snakes or scorpions.

For thousands of years, people have interacted with ecosystems. As human populations have grown, however, people have overtaken many ecosystems and done harm to them. For example, human activity threatens all rain forest ecosystems in the Amazon. Thousands of acres of land are cleared for farmland, housing, and industry. Cutting down trees to make room for crops such as soy and corn benefits many poor farmers. However, the destruction of rain forest ecosystems has its costs.

Many modern medicines have been developed from rainforest plants. Many scientists worry that destroying the rainforest ecosystem may prevent more medicines from being developed.

Ecosystems can recover from destruction, however. Individual people, cultures, and governments are working to preserve ecosystems that are important to them.

Adapted from <https://education.nationalgeographic.org/resource/ecosystem/>

- ___F___ 1. Living things include plants and rocks while non-living things include animals and temperature.
- ___T___ 2. Factors in an ecosystem have effects on each other.
- ___T___ 3. Biomes, which are sections of land, sea, or atmosphere, are larger than ecosystems.
- ___T___ 4. Biomes are organised based on the types of plants and animals found in them.
- ___F___ 5. The Sahara Desert biome contains oasis ecosystems with palm trees and snakes.
- ___F___ 6. Cutting down trees for farmland in the rainforest benefits rich farmers.
- ___T___ 7. Human activity poses a threat to rainforest ecosystems in the Amazon.
- ___T___ 8. Rainforest plants have contributed to the development of modern medicines.
- ___F___ 9. Damaging rainforest ecosystems has no negative consequences.
- ___NG___ 10. It is challenging for people and governments to recover ecosystems from damage.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Extinction is part of life on Earth. Through much of our planet's history, species have been forming, evolving and eventually disappearing. Today, however, human activities have dramatically sped up the process. The Earth is losing animals, birds, and other living things so fast. There are many different views about why protecting it is important.

Conservation biology is a scientific field with a mission: protecting and restoring biodiversity around the world. Michael Soulé, one of the field's founders, argued that biological diversity is good and should be conserved because it has **intrinsic** value. He also proposed that conservation biologists should act to save biodiversity even if sound science isn't available to inform decisions.

Many researchers do research on the value of ecosystems to humans. They reached a conclusion that the total economic value of the world's ecosystems was worth an average US\$33 trillion per year in 1997 dollars. At the time, this was nearly twice the global value of the entire world's financial markets. This estimate included services such as predators controlling pests that would otherwise destroy crops; wetlands, mangroves and other natural systems protecting coastlines against storms and flooding; oceans providing fish for food; and forests providing wood and other building materials. A second group began to **quantify** the non-monetary value of nature for human health, happiness and well-being. Their research found that spending time in nature tended to reduce blood pressure, lower hormones related to stress and anxiety, decrease depression and improve cognitive function.

By 2010, scientists had published more than 600 experiments over 500 groups of organisms in freshwater, marine and land ecosystems. In a 2012 review of these experiments, it is found that when ecosystems lose biodiversity, they become less efficient and less productive. And **they** are less able to deliver many of the services that benefit human well-being. For example, we found that loss of tree diversity reduced the amount of wood that forests produced, that oceans with fewer fish species produced less-reliable catches, and that ecosystems with lower plant diversity were more easily influenced by diseases.

Research clearly shows that nature provides humanity with enormous value. It is important to make everyone get involved in conserving Earth's ecosystems and living creatures for the good of all.

Adapted from <https://theconversation.com/should-we-protect-nature-for-its-own-sake-for-its-economic-value-because-it-makes-us-happy-yes-180302>

- Which of the following can be the best title for the passage?
 A. Reasons for Biodiversity Preservation
 B. The Value of Ecosystem Services
 C. The Loss of Species on Earth
 D. Conservation Biology: A Scientific Field
- The word '**intrinsic**' in paragraph 2 is closest in meaning to _____.
 A. economic
 B. normal
 C. essential
 D. unnecessary
- According to paragraph 2, which of the following is TRUE about conservation biologists?
 A. They should only act when sound science is available.
 B. They should not be concerned with biodiversity conservation.
 C. They should act to save biodiversity, even without sound science.
 D. They should focus solely on studying species extinction.
- The word '**quantify**' in paragraph 3 is closest in meaning to _____.
 A. guess
 B. declare
 C. consider
 D. measure
- According to paragraph 3, how did spending time in nature affect human health?
 A. It increased the level of stress and anxiety.
 B. It had no impact on cognitive function.
 C. It helped to reduce stress-related hormones.
 D. It decreased blood pressure and increased depression.
- According to paragraph 3, which of the following is NOT mentioned as one of the ecosystem services included in the estimate?
 A. controlling pests
 B. protecting against storms and flooding
 C. providing fish for food
 D. producing fruits and vegetables
- The word '**they**' in paragraph 4 refers to _____.
 A. scientists
 B. ecosystems
 C. organisms
 D. experiments
- According to paragraph 4, what is one example of the negative impact of biodiversity loss?

- A. Loss of tree diversity reduces wood production in forests.
 B. Oceans with fewer fish species have more reliable catches.
 C. Ecosystems with lower plant diversity are less affected by diseases.
 D. The diversity of trees increases wood production in forests.
9. Which of the following can be inferred from the passage?
 A. Ecosystems with higher biodiversity are more efficient.
 B. Biological diversity should be conserved only due to its monetary value.
 C. Spending time in nature has negative impacts on human health.
 D. The loss of biodiversity can make ecosystems become stronger.
10. Which of the following is NOT true according to the passage?
 A. The value of the world's ecosystems was greater than that of financial markets in 1997.
 B. Conserving Earth's ecosystems and living creatures is essential for the benefits of all.
 C. Nature's nonmonetary value for human health includes reducing stress and anxiety.
 D. Human activities have slowed down the process of species extinction on Earth.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (form of the verb can be changed if necessary)

- The Great Barrier Reef / home / variety / marine creatures.
1. The Great Barrier Reef is home to a variety of marine creatures.
- Sunda pangolins / endangered mammals / that / native / Southeast Asia.
2. Sunda pangolins are endangered mammals that are native to Southeast Asia.
- If / we / not / take action / protect / our forests, / we / may / run out / valuable resources.
3. If we don't take action to protect our forests, we may run out of valuable resources.
- Scuba diving / allow / us / explore / fascinating / underwater ecosystems / coral reefs.
4. Scuba diving allows us to explore fascinating underwater ecosystems of coral reefs.
- forests / which / located / coastal regions / provide / protection / storms.
5. Mangrove forests which are located in coastal regions provide protection against storms.

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

- The rise in green jobs has positive effects on the conservation of ecosystems. (BENEFICIAL)
 -> The rise in green jobs is beneficial to the conservation of ecosystems
- The destruction of the rainforest can badly affect the survival of many species. (THREATEN)
 -> The destruction of the rainforest can threaten the survival of many species
- If we continue to use our natural resources too much, we will cause loss of biodiversity. (OVERUSE)
 -> If we continue to overuse our natural resources, we will cause loss of biodiversity
- Both individuals and governments should take responsibility for protecting the environment. (RESPONSIBLE)
 -> Both individuals and governments should be responsible for protecting the environment
- Conservation organisations are of great importance to protect rare species from hunting. (ROLE)
 -> Conservation organisations play an important role in protecting rare species from hunting