

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	bookmark	(n)	/'bʊk_mɑ:k/	kẹp sách
2.	cap	(n)	/'kæp/	nắp (chai)
3.	cardboard	(n)	/'kɑ:dbɔ:d/	bìa cứng, làm bằng bìa cứng
4.	compost	(n)	/'kɒmpɒst/	phân hữu cơ
5.	concern	(n)	/kən'sɜ:n/	mối bận tâm
6.	container	(n)	/kən'teɪnə/	thùng, hộp
7.	ecotour	(n)	/'i:kəʊtʊə/	du lịch sinh thái
8.	grocery	(n)	/'grəʊsəri/	đồ tạp hoá
9.	ground	(n)	/graʊnd/	mặt đất
10.	jug	(n)	/dʒʌg/	cái bình
11.	landfill	(n)	/'lændfɪl/	bãi rác
12.	layer	(n)	/'leɪə/	lớp
13.	leaflet	(n)	/'li:flɪt/	tờ rơi
14.	leftover	(n)	/'left_əʊ.vər/	thức ăn thừa
15.	litter	(n/v)	/'lɪtə/	rác/ xả rác
16.	notice	(n/v)	/'nəʊtɪs/	thông báo/ chú ý
17.	packaging	(n)	/'pækɪdʒɪŋ/	bao bì
18.	pile	(n)	/paɪl/	chồng, đống
19.	process	(n)	/'prəʊses/	quá trình
20.	skin	(n)	/skɪn/	vỏ
21.	takeaway	(n)	/'teɪkəweɪ/	đồ ăn mang đi
22.	waste	(n)	/weɪst/	sự lãng phí/ rác thải
23.	automatic	(adj)	/ˌɔ:tə'mætɪk/	tự động
24.	bottled	(adj)	/'bɒtld/	đóng chai
25.	coloured	(adj)	/'kɒləd/	có màu sắc
26.	eco-friendly	(adj)	/'i:kəʊ-/ 'frendli/	thân thiện với môi trường
27.	leaking	(adj)	/'li:kɪŋ/	rò rỉ
28.	single-use	(adj)	/'sɪŋɡl-/ 'ju:z/	sử dụng một lần
29.	sustainable	(adj)	/sə'steɪnəbəl/	bền vững
30.	decompose	(v)	/ˌdi:kəm'pəʊz/	phân hủy
31.	judge	(v)	/'dʒʌdʒ/	đánh giá
32.	pack	(v)	/pæk/	đóng gói
33.	propose	(v)	/prə'pəʊz/	đề nghị
34.	recommend	(v)	/ˌrekə'mend/	gợi ý
35.	refill	(v)	/'ri:fɪl/	đổ đầy lại
36.	release	(v)	/rɪ'li:s/	thải ra
37.	remove	(v)	/rɪ'mu:v/	bỏ đi
38.	sort	(v)	/sɔ:t/	phân loại
39.	store	(v)	/stɔ:t/	lưu trữ

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
40.	in the long run	(phrase)	/ɪn/ ðə/ lɒŋ/ rʌn/	về lâu dài

41.	in the long/ medium/ short term	(phrase)	/ɪn/ /ðə/ /lɒŋ/ / /'mi:diəm/ / /ʃɔ:t/ /tɜ:m/	về lâu dài/ trong thời gian không xa/ trong thời gian trước mắt
42.	environmentally friendly	(adj)	/ɪnˌvaɪrə'nment'li/ /'frendli/	thân thiện với môi trường
43.	responsible for	(phrase)	/rɪ'spɒnsəbəl/ /fɔ:/	chịu trách nhiệm cho
44.	automatic lights	(np)	/ˌɔ:tə'mætɪk/ /laɪts/	đèn chiếu sáng tự động
45.	bamboo straw	(np)	/bæm'bu:/ /strɔ:/	ống hút tre
46.	bird feeder	(np)	/bɜ:d/ /'fi:də/	chỗ cho chim ăn
47.	carbon footprint	(np)	/'kɑ:bən/ /'fɒtprɪnt/	lượng phát thải khí nhà kính
48.	cardboard box	(np)	/'kɑ:dbɔ:d/ /bɒks/	thùng bìa cứng
49.	chemical fertiliser	(adj-n)	/'kemɪkəl/ /'fɜ:tɪlaɪzə/	phân bón hoá học
50.	chemical fertiliser	(adj-n)	/'kemɪkəl/ /'fɜ:tɪlaɪzə/	phân bón hoá học
51.	environmental awareness	(adj-n)	/ɪnˌvaɪrə'nmentəl/ /ə 'weənəs/	nhận thức về môi trường
52.	fruit peel	(np)	/fru:t/ /pi:l/	vỏ trái cây
53.	gift tag	(np)	/ɡɪft/ /tæg/	thẻ quà tặng
54.	greeting card	(np)	/'gri:tɪŋ/ /kɑ:d/	thiệp mừng
55.	household waste	(np)	/'haʊshəʊld/ /weɪst/	rác thải sinh hoạt
56.	plant pot	(np)	/plɑ:nt/ /pɒt/	chậu cây
57.	plastic pollution	(adj-n)	/'plæstɪk/ /pə'lu:ʃən/	sự ô nhiễm nhựa
58.	post-it note	(np)	/pəʊst-/ /ɪt/ /nəʊt/	giấy ghi chú
59.	private vehicle	(adj-n)	/'praɪvət/ /'vɪəkəl/	phương tiện cá nhân
60.	recycling symbol	(np)	/ˌri:'saɪklɪŋ/ /'sɪmbəl/	biểu tượng tái chế
61.	sensor tap	(np)	/'sensə/ /tæp/	vòi nước cảm biến
62.	sky lantern	(np)	/skaɪ/ /'læntən/	đèn trời
63.	vending machine	(np)	/'vendɪŋ/ /mə'ʃi:n/	máy bán hàng tự động
64.	waste material	(np)	/weɪst/ /mə'tɪəriəl/	chất thải
65.	water filling station	(np)	/'wɔ:tə/ /'fɪlɪŋ/ /'steɪʃən/	cây nước
66.	Youth Union	(np)	/ju:θ/ /'ju:njən/	Đoàn Thanh niên
67.	clean up	(vp)	/kli:n/ /ʌp/	dọn dẹp
68.	get rid of	(vp)	/get/ /rɪd/ /ɒv/	vứt đi
69.	make use of	(vp)	/meɪk/ /ju:z/ /ɒv/	tận dụng
70.	put into practice	(phrase)	/pʊt/ /'ɪntu:/ /'præktɪs/	đưa vào thực tế
71.	rinse out	(vp)	/rɪns/ /aʊt/	xối nước, rửa sạch
72.	rush out	(vp)	/rʌʃ/ /aʊt/	vội vã ra ngoài
73.	throw away	(vp)	/θrəʊ/ /ə'weɪ/	vứt đi

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
74.	contaminate	(v)	/kən'tæmɪneɪt/	gây ô nhiễm
75.	contaminated	(adj)	/kən'tæmɪneɪtɪd/	bị ô nhiễm
76.	efficient	(adj)	/ɪ'fɪʃənt/	có hiệu quả
77.	efficiently	(adv)	/ɪ'fɪʃəntli/	một cách có hiệu quả
78.	pollutant	(n)	/pə'lu:tənt/	chất gây ô nhiễm
79.	pollute	(v)	/pə'lu:t/	gây ô nhiễm
80.	pollution	(n)	/pə'lu:ʃən/	sự ô nhiễm
81.	recyclable	(n/v)	/ˌri:'saɪkələbəl/	đồ có thể tái chế/ có thể tái chế
82.	recycle	(v)	/ˌri:'saɪkəl/	tái chế
83.	recycled	(adj)	/ˌri:'saɪkəld/	được tái chế

84.	remind	(v)	/rɪ'maɪnd/	nhắc nhở
85.	reminder	(n)	/rɪ'maɪndə/	lời nhắc nhở
86.	reusable	(adj)	/ri:'ju:zəbəl/	tái sử dụng được
87.	reuse	(v)	/ri:'ju:z/	tái sử dụng

II. PRONUNCIATION

Nguyên âm /ɪə/, /eə/ và /ʊə/

1. CÁCH PHÁT ÂM ÂM /ɪə/

Phát âm bằng cách đọc âm /ɪ/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.
- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hãy để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi và phát âm âm /ɪ/.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /ɪə/

Từ	Phiên âm
material	/mə'tɪəriəl/
vehicle	/'vi:kləl/
volunteer	/ˌvɒlən'tɪər/

2. CÁCH PHÁT ÂM ÂM /eə/

Phát âm bằng cách đọc âm /e/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /e/

- Bước 1: Miệng mở tự nhiên theo chiều ngang.
- Bước 2: Lưỡi nâng lên độ cao vừa phải.
- Bước 3: Giữ nguyên vị trí hai môi và phát âm /e/ thật gọn trong thời gian ngắn hơn 1 giây.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút.
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /eə/

Từ	Phiên âm
air conditioner	/'eə kən'dɪʃ.ən.ər/
aware	/ə'weə/
their	/ðeə/

3. CÁCH PHÁT ÂM ÂM /ʊə/

Phát âm bằng cách đọc âm /ʊ/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /ʊ/

- Bước 1: Đặt lưỡi ở vị trí tự nhiên, môi hơi tròn và đẩy ra phía trước.
- Bước 2: Phần cuống lưỡi được nâng lên trong khi phần đầu lưỡi hạ xuống.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ʊ/ thật gọn.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /ʊə/

Từ	Phiên âm
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ecotour tourist sure	/ˈiː.kəʊ.tʊər/ /ˈtʊə.rɪst/ /ʃʊr/
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III. GRAMMAR

Động từ với giới từ, Mệnh đề quan hệ thay thế cả câu

1. ĐỘNG TỪ VỚI GIỚI TỪ

- Nhiều động từ đi với giới từ và được theo sau bởi một tân ngữ. Nghĩa của cụm này rất tương đương với nghĩa gốc của động từ

V + prep	Ví dụ
V + about	ask about (hỏi về), care about (quan tâm về), talk about (nói về)
V + for	ask for (yêu cầu), apply for (ứng tuyển), wait for (chờ đợi)
V + on	agree on (đồng ý), base on (dựa trên), rely on (phụ thuộc vào)
V + to	introduce to (giới thiệu), refer to (tham khảo), respond to (trả lời)

- Một số động từ đi với giới từ được kết hợp để tạo ra một cụm động từ. Nghĩa của cụm động từ này thường rất khác so với nghĩa gốc ban đầu của động từ chính. Cụm động từ sử dụng trạng từ cũng như giới từ. (V + prep/ adv)

Cụm động từ	Nghĩa	Ví dụ
carry out	tiến hành	They are carrying out research on a new green material. (Họ đang tiến hành nghiên cứu về một loại vật liệu xanh thân thiện với môi trường mới.)
look for	tìm kiếm	They are looking for a new solution to air pollution in Ha Noi. (Họ đang tìm kiếm một giải pháp mới cho vấn đề ô nhiễm không khí ở Hà Nội.)
give up	từ bỏ	They gave up using plastic bags at home. (Họ đã từ bỏ việc sử dụng túi nhựa ở nhà.)
make of	làm bằng	The bottle is made of plastic number 1. (Chai được làm bằng nhựa số 1.)
turn on	bật lên	He is turning on the energy-saving light bulb. (Anh ấy đang bật bóng đèn tiết kiệm năng lượng.)
work out	tìm ra (giải pháp)	To have a healthier environment for future generations, communities worldwide must work out sustainable practices that reduce pollution. (Để có một môi trường lành mạnh hơn cho các thế hệ tương lai, cộng đồng trên toàn thế giới phải thực hiện các biện pháp bền vững để giảm ô nhiễm.)
look after	chăm sóc	Everyone has a responsibility to look after the environment by recycling, conserving water, and reducing waste. (Mọi người đều có trách nhiệm chăm sóc môi trường bằng cách tái chế, bảo tồn nước và giảm thiểu chất thải.)

2. MỆNH ĐỀ QUAN HỆ THAY THẾ CẢ CÂU

Chúng ta có thể dùng mệnh đề quan hệ không xác định để thay thế cho ý nghĩa của toàn bộ mệnh đề/ câu phía trước nó. Chúng ta dùng *which* để thay thế cho cả câu.

Clause 1, which + V + O

(*which* = toàn bộ thông tin được đề cập ở về trước)

Ví dụ:

- The students are cleaning up the school, which is good for the environment.
(Học sinh đang dọn dẹp trường học, điều này rất tốt cho môi trường.)

2. The company has switched to using renewable energy sources, which greatly reduces its carbon footprint. (Công ty đã chuyển sang sử dụng các nguồn năng lượng tái tạo, việc này giúp giảm đáng kể lượng khí thải carbon.)
3. The local community organized a tree planting event last weekend, which helps combat climate change and restore natural habitats. (Cộng đồng địa phương đã tổ chức sự kiện trồng cây vào cuối tuần trước, việc này giúp chống biến đổi khí hậu và khôi phục môi trường sống tự nhiên.)

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>f</u> ountain | B. ecot <u>ou</u> r | C. <u>h</u> ousehold | D. <u>g</u> round |
| 2. A. awa <u>r</u> eness | B. <u>w</u> aste | C. contam <u>i</u> nate | D. stat <u>i</u> on |
| 3. A. <u>r</u> inse | B. <u>p</u> ile | C. ref <u>i</u> ll | D. packag <u>i</u> ng |
| 4. A. <u>l</u> eftover | B. <u>v</u> ending | C. mat <u>e</u> rial | D. <u>s</u> ensor |
| 5. A. <u>l</u> eaking | B. <u>l</u> ea <u>f</u> let | C. <u>r</u> ele <u>s</u> e | D. take <u>a</u> way |
| 6. A. decomp <u>o</u> se | B. rem <u>o</u> ve | C. prop <u>o</u> se | D. gro <u>c</u> ery |
| 7. A. bookm <u>a</u> rk | B. <u>l</u> andfill | C. autom <u>a</u> tic | D. w <u>r</u> ap |
| 8. A. <u>c</u> ontainer | B. addit <u>i</u> onal | C. <u>p</u> ract <u>i</u> ce | D. pollut <u>a</u> nt |
| 9. A. <u>c</u> oncern | B. chem <u>i</u> cal | C. <u>c</u> arbon | D. <u>c</u> ap |
| 10. A. sustai <u>n</u> able | B. <u>s</u> ort | C. respons <u>i</u> ble | D. fertilis <u>e</u> r |

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

- | | | | |
|------------------|----------------|----------------|----------------|
| 1. A. notice | B. single | C. reuse | D. landfill |
| 2. A. sensor | B. machine | C. compost | D. cardboard |
| 3. A. process | B. practice | C. litter | D. propose |
| 4. A. container | B. pollutant | C. efficient | D. packaging |
| 5. A. concern | B. fountain | C. leaflet | D. layer |
| 6. A. chemical | B. reminder | C. pollution | D. decompose |
| 7. A. vehicle | B. recommend | C. takeaway | D. grocery |
| 8. A. release | B. remove | C. process | D. bamboo |
| 9. A. additional | B. reusable | C. responsible | D. fertiliser |
| 10. A. automatic | B. contaminate | C. material | D. responsible |

II. VOCABULARY

Task 1. Write the words/ phrases below the pictures.

jug	cardboard box	vending machine	leftovers	greeting card
bookmark	leaflet	fruit peel	plant pot	cap
bird feeder	sky lantern	bamboo straw	post-it-note	

				
1. _____	2. _____	3. _____	4. _____	5. _____

 6. _____	 7. _____	 8. _____	 9. _____	 10. _____
 11. _____	 12. _____	 13. _____	 14. _____	

Task 2. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. single-use	a. useless
2. contaminated	b. non-renewable
3. sustainable	c. manual
4. automatic	d. eco-friendly
5. efficient	e. reusable

Task 3. Match the words/ phrases on the left with their meanings on the right.

1. carbon footprint	a. a place where rubbish is buried
2. ecotour	b. something that covers or is between other things
3. landfill	c. a type of tourism that focuses on protecting the environment
4. container	d. decaying material of plants, unwanted food, etc., added to dirt to improve the growth of new plants
5. compost	e. a bad use of something valuable that you have only a limited amount of
6. packaging	f. the material used to wrap or protect products
7. layer	g. a measure of the amount of carbon dioxide that is produced
8. waste	h. something such as a box or a bottle, which can be used for holding or keeping things

Task 4. Complete each sentence with a suitable word/ phrase from Task 3.

- Reducing my _____ has become a priority in my efforts to live a greener life.
- My family are planning a/an _____ to explore beautiful natural landscapes while learning about conservation efforts next summer.
- It is essential to fix the leaking tap since it is a _____ of water.
- Choosing products with minimal _____ helps decrease the amount of waste produced.
- You should carry a reusable water _____ to avoid contributing to the plastic waste problem.
- I was shocked to learn how much waste ends up in the _____, so I always try to reduce my use of single-use products.
- Setting up a _____ bin in my backyard has been a great way to turn leftovers into nutrient-rich soil for my garden.
- I often put a thick _____ of compost into the soil, which helps plants grow more healthily.

Task 5. Complete each sentence with a suitable phrase from the box. Make any change if necessary.

clean up	rinse out	throw away	get rid of
make use of	put into	rush out	make of

1. A sustainable way to _____ unwanted items is donating or repurposing them.
2. After finishing a reusable container, it's crucial to _____ it _____ to ensure it's ready for the next use.
3. To support eco-friendly habits, you should _____ energy-efficient appliances and renewable resources in your daily life.
4. My club often organises *Green Day* campaigns to _____ the nearby beach.
5. It's essential to learn about eco-friendly habits and _____ them _____ practise for a greener and healthier environment.
6. We sometimes _____ and forget to turn off the light after leaving our rooms, which leads to a waste of electricity.
7. I have a habit of reusing plastic bags instead of _____ them _____ after single use.
8. We should be mindful of choosing products _____ plastic to minimize environmental impact.

Task 6. Complete each sentence below with a suitable verb from the box. Make any changes if necessary.

refill	ecompose	reuse	release	remove
sort	store	recycle	pack	contaminate

1. Organic waste will naturally _____ over time, contributing to a more sustainable and eco-friendly environment.
2. Make it a habit to _____ containers and plastic bags, minimising the need for single-use items.
3. It is essential to avoid products that _____ harmful chemicals into the environment.
4. You should _____ your waste into recyclables and non-recyclables to make recycling processes more efficient.
5. When you _____ for a trip, consider using eco-friendly packaging options to promote green living.
6. If you put some plastic containers with some leftovers into the recycling bin, you will _____ the whole bin.
7. I bring my reusable water bottle to school every day and _____ it at the water filling stations.
8. _____ litter from public spaces contributes to a more environmentally friendly area.
9. Many materials like paper, glass, and plastic can be _____ to make new products.
10. When you _____ recyclable items separately, you make it easier for waste management systems to efficiently recycle materials.

Task 7. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. Joining the Youth Union provides an excellent platform to engage in environmental projects and raise _____.
A. sensor B. notice C. ecotour D. awareness
2. Installing _____ lights in the school can contribute to saving a great amount of electricity.
A. automatic B. contaminated C. festive D. coloured
3. I use _____ instead of plastic ones to reduce plastic waste and promote green practices.
A. air conditioners B. bamboo straws C. gift tags D. private vehicles

4. I always carry a reusable water bottle to avoid using _____ water, leading to the reduction of plastic pollution.
A. chemical B. recycled C. bottled D. leaking
5. To protect the environment _____ the long run, we should shift towards more sustainable practices.
A. on B. for C. at D. in
6. I _____ using eco-friendly materials made from recycled paper to reduce environmental impact.
A. propose B. decompose C. release D. judge
7. A sensor tap in the bathroom is a great way to save water and contribute to _____ living.
A. efficient B. single-use C. reusable D. environmental-friendly
8. Installing a water filling _____ in public areas encourages the use of reusable bottles.
A. grocery B. station C. fountain D. skin
9. Environmental awareness _____ distributed in the community educate people on green living practices.
A. concerns B. jugs C. leaflets D. caps
10. I feel _____ for promoting green living, so I share eco-friendly tips with my friends and family.
A. additional B. efficient C. sustainable D. responsible

Task 8. Complete each sentence using the correct form of the word in brackets.

1. _____ shopping bags and containers are excellent choices for those leading a green living lifestyle. **(REUSE)**
2. The _____ materials were transformed into new products, showcasing the positive impact of sustainable living practices. **(RECYCLABLE)**
3. A major source of air _____ is exhaust fumes from vehicles, emphasising the need for green living solutions. **(POLLUTANT)**
4. Place a visible _____ in your home to encourage the proper recycling of materials. **(REMIND)**
5. The _____ water supply posed a significant threat to the environment. **(CONTAMINATE)**
6. Avoiding single-use plastics is an _____ way to decrease environmental pollution. **(EFFICIENCY)**

III. GRAMMAR

Task 1. Complete each sentence with a suitable preposition (*on, about, for, or to*).

1. My friends often gather to talk _____ eco-friendly initiatives and share tips for green living.
2. Before starting a compost bin, prepare _____ the process by learning what materials can be composted.
3. Individuals can rely _____ solar energy as a renewable source to power their homes.
4. Parents can explain _____ their children the importance of energy conservation and the benefits of reducing waste.
5. You can apply _____ local environmental programs to actively contribute to protecting your community.
6. Before making a purchase, it's crucial to think _____ its environmental impact.
7. Many communities respond _____ environmental challenges by organising clean-up events.
8. Our decision to carpool is based _____ the idea that sharing rides helps reduce air pollution and our carbon footprint.

Task 2. Combine the sentences using relative clauses with *which*.

1. The eco-friendly packaging is used by many companies. This minimises environmental impact.

2. The takeaway container is made of biodegradable material. This explains why it won't harm the environment.

3. Each student should bring a reusable water bottle to school. This helps reduce plastic waste.

4. The air conditioner is energy-efficient. This helps reduce electricity consumption.

5. The Green Organization often holds community clean-up events. This encourages local people to protect their neighbourhood.

6. More people care about 3Rs (Reduce-Reuse-Recycle) nowadays. This benefits the environment a lot.

7. The school recently held a session on green living. This provides valuable tips for a greener lifestyle.

8. The Youth Union tends to organise more recycling competitions annually. This raises people's awareness of protecting the environment.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. We all agree about the importance of reducing plastic waste, so we actively participate in recycling programs.

- A. about B. plastic C. so D. recycling

2. It's essential to care about the environment and take steps to reducing our carbon footprint.

- A. essential B. about C. reducing D. footprint

3. Public transport causes less air pollution than private vehicles, which encourage people to use it.

- A. pollution B. than C. which D. encourage

4. The school offers some new drink fountains, which allows more students to refill their reusable bottles.

- A. drink B. which C. to refill D. reusable

5. It is important for us to use the blank side of paper to take notes, what contributes to saving trees.

- A. blank B. take C. what D. saving

6. The club is hosting an environmental awareness campaign, which aims to educate people on sustainable practices.

- A. awareness B. which C. on D. sustainable

7. The company introduces innovative solutions, that helps to address concerns about excessive waste and pollution.

- A. innovative B. that C. concerns D. about

8. When shopping, I always look for products with eco-friend packaging to minimise waste.

- A. shopping B. for C. eco-friend D. minimise

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.

Green living is a means of developing (1) _____ habits in one's daily life (2) _____ their daily routines work alongside the resources of nature instead of depleting them, or doing more long-term damage to the environment or ecological system.

The most common way (3) _____ people become more aware (4) _____ the vital aspects to green living are through the need to reduce pollution, to protect our wildlife from going extinct, and to preserve our conservation of natural resources. Predominantly, people recognize that green living can alleviate the rapidly increasing rates of climate change and global warming.

There are a multitude of benefits to green living. Green living is an easy way to directly reduce your carbon (5) _____ and overall global emissions. By implementing simple habits like reducing your use of plastic or electricity consumption, you immediately make a difference in pollution - even if you can't see it. One of the primary components of green living is to (6) _____ use of what you already have: i.e., the famous saying of, "reduce, reuse, recycle". (7) _____ green living trend that grew in popularity due to the pandemic was gardening. More and more people have decided to grow their own produce at home, and (8) _____ so helps reduce both food waste and excessive use of plastic (9) _____. Finally, green living can create a domino effect. If one person sees how well you're doing thanks to green living, then they (10) _____ to try the same. The fight against climate change is a collective battle, and if we can slowly create change and encourage greener habits - we can strive for a colossal impact and drastically reduce the negative effects of global warming.

Adapted from <https://greenly.earth/en-us/blog/company-guide/what-is-green-living>

- | | | | |
|---------------------|---------------------|------------------|----------------------|
| 1. A. sustainably | B. unsustainable | C. sustainable | D. sustainability |
| 2. A. because | B. but | C. although | D. so that |
| 3. A. which | B. what | C. why | D. how |
| 4. A. for | B. to | C. about | D. of |
| 5. A. leftover | B. material | C. footprint | D. container |
| 6. A. take | B. make | C. have | D. do |
| 7. A. Another | B. Other | C. The other | D. One another |
| 8. A. to do | B. have done | C. doing | D. to doing |
| 9. A. recyclables | B. leaflets | C. compost | D. packaging |
| 10. A. will inspire | B. will be inspired | C. would inspire | D. would be inspired |

Task 2. Read the following passage and mark the letter A, B, C or D to indicate the correct options that best fits each of the numbered blanks.

More and more people are looking at ways to reduce their ecological footprint: driving less, eating less meat, and (1) _____. As individuals, we are increasingly aware of the impact we have on the planet and our fellow humans. But is greening our own lifestyle enough?

By getting involved in our communities, by talking to our neighbours, by supporting local groups, and by reimagining where we live, we can green not only our own lifestyles, but our streets, neighbourhoods, towns, cities and, ultimately, our societies. (2) _____.

Limiting car use can be a great way of reducing your individual carbon footprint, but it doesn't end there. (3) _____, we also help make it easier for others to do the same, and it can be a great way of meeting people. More tips on redefining travel can be found here. You can even help others by (4) _____ - could you set up a car club or a walking bus to get the kids to school?

It can be lonely going it alone. (5) _____ about environmental groups in your area? Increasingly, there are specialist local groups (6) _____. Besides, if you're a member of a faith group, or even a sports club, why not look at steps that you can take together. From energy efficiency measures to local community action, there are countless ways to get (7) _____ or church members involved.

So you don't want that item of clothing, record, book, or printer anymore? Obviously there is the usual route of donating items to your local thrift store or charity shop, (8) _____ like the trusty Freecycle, or Really, Really Free Markets that help match demand with the supply. If there isn't such a group in your community, there should be.

Adapted from <https://www.treehugger.com/how-to-go-green-in-the-community-4858124>

1. A. to wear sustainable fashions B. wearing sustainable fashions
C. to wear sustainability fashions D. wearing sustainability fashions
2. A. Who we know may even make friends doing it
B. We don't know we may even make friends doing it
C. Who knows, we may even make friends doing it
D. Who knows that we may even make friends doing it
3. A. When we walk, cycle, or take the train or bus
B. To walk, cycle, or take the train or bus
C. Having walked, cycled, or taken the train or bus
D. Walk, cycle, or take the train or bus
4. A. supporting alternatives that set up projects
B. supporting projects that set up alternatives
C. setting up projects and support alternatives
D. setting up projects that support alternatives
5. A. Why not finding out B. Why not to find out
C. Why not find out D. Why find out not
6. A. dedicating themselves to sustainability of specific aspects
B. dedicating themselves to specific aspects of sustainability
C. dedicating sustainability of specific aspects to themselves
D. dedicating to specific aspects of sustainability of themselves
7. A. our fellow club B. your fellow club C. its fellow club D. their fellow club
8. A. but there are also resources B. but also there are resources
C. but there also are resources D. but there are resources also

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

Parties and festivals are filled with vibrant energy, excitement, and a high spirit of celebration. However, they are also notorious for their massive environmental footprint. From excessive energy consumption to waste generation, these events can be detrimental to our planet.

In recent years, the media has shed light on the environmental issues surrounding festivals. Reports frequently highlight the excessive use of energy and the subsequent greenhouse gas emissions that contribute to climate change. Therefore, it has become imperative for festival organisers to incorporate energy-efficient practices into their events. Among different practices, reducing waste and encouraging recycling play a significant role in sustainable festivals.

Introducing recycling stations: Clearly marked recycling stations throughout the festival grounds encourage attendees to dispose of their waste properly. This reduces the amount of waste sent to landfills and promotes recycling.

Biodegradable food packaging: Collaborating with vendors to use biodegradable food containers and utensils significantly reduces the festival's environmental impact. Vendors can opt for sustainable alternatives like compostable plates and cups made from plant-based materials.

Encouraging a “leave no trace” policy: Promoting a “leave no trace” policy among festival-goers promotes a culture of responsibility and respect for the environment. Attendees are encouraged to take their belongings, trash, and memories, leaving the festival grounds as they found them.

These waste reduction initiatives not only help preserve the environment but also create a positive image for the festival and attract sustainability-conscious attendees.

Adapted from <https://energy5.com/the-environmental-benefits-of-energy-efficiency-in-festivals>

- _____ 1. Parties and festivals are known for their positive impact on the environment.
- _____ 2. Media reports often focus on the environmental issues related to festivals, including energy waste and greenhouse gas emissions.
- _____ 3. Festival organisers suppose that incorporating energy-efficient practices into their events is beneficial.
- _____ 4. Recycling stations throughout festival grounds promotes improper waste disposal.

- _____ 5. It costs a lot of money to install recycling stations.
- _____ 6. Vendors use biodegradable food containers and utensils at festivals, which benefits the environment.
- _____ 7. The “leave no trace” policy stimulates festival organisers to show responsibility and respect for the environment.
- _____ 8. It is essential for attendees to leave belongings and memories on the festival grounds.

Task 4. Read the following passage and choose the correct answer to each of the following questions.

The pandemic and the lockdown have **ruined** businesses worldwide. Businesses will want to make commitments to the environment as they try to recover, especially as some governments reduce requirements for environmental protection.

This is short-sighted: Businesses do not have to sacrifice their environmental goals for protecting their growth. Green ideas like offering green products or services, introducing green processes and hiring employees to promote sustainable practices can actually help businesses. Using data on 9,236 businesses in 35 countries across Europe and the US, our research suggests that on average, businesses benefit from going green, although the type of greening that gives the most significant benefit may differ between businesses.

By offering new green products or services, a business is more likely to serve an emerging trend or niche market, which can make it more competitive. Frugapac, a UK-based company that makes paper-based packaging for liquids that cut carbon footprints, received a £2 million investment during the pandemic - a time when most other companies were facing financial problems. Already seeing success for their recycled paper coffee cup, Frugapac’s innovative paper wine bottle, also made from 94% recycled paper, has led to new opportunities and partnerships.

Job seekers are increasingly attracted to companies that care for the environment. The employees of companies that promote sustainability are more likely to believe that their employer will care for them, and are more satisfied with their jobs. Such companies create a higher sense of purpose that makes work meaningful. By some estimates, companies that follow green practices have a 16% increase in employee productivity. Some of the greenest companies, such as Cisco, Tarmac or Stantec, are also considered the greatest companies by employees.

Greening processes can increase efficiency by reducing energy costs, allowing businesses to **secure** green tax credits and improving operational efficiency. As many as 75% of UK businesses that invested in green technologies enjoyed commercial benefits, even if financial concerns are barriers to making these green investments in the first place. For large companies such as Procter & Gamble, these gains can run into billions of pounds. In contrast, in cases where businesses harm the environment, **they** have to be prepared to pay for huge costs.

Adapted from <https://theconversation.com/going-green-dramatically-benefits-businesses-it-should-be-central-to-their-coronavirus-recovery-strategy-143855>

- Which of the following can be the best title for the passage?
 - The Global Impact of the Pandemic on Businesses
 - The Importance of Green Practices for Companies
 - Employee Productivity in Green Companies
 - Increased Efficiency Gained by Going Green
- The word “**ruined**” in paragraph 1 is closest in meaning to _____.
 - threatened
 - assisted
 - promoted
 - proposed
- Which of the following is stated in paragraph 2?
 - It is crucial for businesses to sacrifice their environmental goals to protect their growth.
 - Greening initiatives, such as offering green products can be harmful to businesses.
 - Hiring employees to refuse sustainable practices is a measure to go green.
 - Benefits of going green may be unsimilar among different types of businesses.
- Which benefit does a business offering green products get according to paragraph 3?
 - the decrease in competitiveness

- B. the increase in new financial struggles
 C. the development in a large market
 D. the development in a niche market and increased competitiveness
5. According to paragraph 4, why do job seekers want to apply for companies promoting sustainability?
 A. because they give higher salary offerings.
 B. because they have a high sense of achievement.
 C. because they care for the environment and their employees.
 D. because they offer innovative products.
6. The word ‘**secure**’ in paragraph 5 is closest in meaning to _____.
 A. sort B. exist C. remove D. ensure
7. The word ‘**they**’ in paragraph 5 refers to _____.
 A. technologies B. businesses C. investments D. gains
8. What is a potential benefit mentioned for businesses that follow green practices according to paragraph 5?
 A. lower employee productivity B. increased operational inefficiency
 C. decreased energy costs D. limited access to green tax credits
9. Which of the following can be inferred from the passage?
 A. The more employees care for the environment, the more they are satisfied with their jobs.
 B. Businesses should focus solely on financial recovery after the pandemic.
 C. Financial concerns are always main obstacles to businesses making green investments.
 D. Frugalpac’s success during the pandemic demonstrates the potential of green initiatives.
10. Which of the following is NOT true according to the passage?
 A. The pandemic and lockdown have had a negative impact on businesses worldwide.
 B. A quarter of UK businesses investing in green technologies gained commercial benefits.
 C. Frugalpac did not face financial problems like most other companies during the pandemic.
 D. Proctor & Gamble is mentioned as a large company benefiting from green practices.

V. WRITING

Task 1. Complete the following sentences using the given words. Change the form of the verbs if necessary.

1. I am / eager / learn / new ways / live sustainably / protect / our planet.

2. We / should / minimise / use / single-use items, / which / contribute / reducing waste.

3. Many households / now / rely / renewable energy sources / solar panels / reduce / carbon footprint.

4. A container / for / collect / recyclables / be / placed / at the corner, / which / make recycling / easier.

5. We / need / prepare / future / by / adopt / green technologies / and / sustainable practices.

Task 2. Rearrange the following sentences to make a meaningful paragraph/ letter.

1. a. When lights are left on, it not only contributes to higher energy consumption but also adds to electricity bills.
 b. Furthermore, the running water increases water bills and threatens water resources.
 c. People leaving lights on and water running in restrooms results in unnecessary waste of electricity and water resources.

- d. To address these issues, practical solutions can be implemented.
- e. By adopting these measures, individuals can contribute to saving electricity and water resources.
- f. One effective solution is to install automatic lights that turn off when no one is in the restroom, which helps in conserving electricity as the lights operate only when needed.
- g. Additionally, installing sensor taps, which can automatically shut off when not in use, is a great way to prevent unnecessary water flow.

Your answer: _____

2. a. One solution we could consider is organising a community cleanup event.
- b. We can gather volunteers to pick up litter, especially focusing on plastic waste.
- c. Hi Trang,
- d. Let me know your thoughts on this, and if you're interested, we can plan something together.
- e. Best regards,
- f. I hope this email finds you well. I want to bring up a concern that's been on my mind lately - the increasing amount of plastic waste in our neighbourhood - leaving harmful effects on our environment.
- g. Additionally, we could promote the use of reusable bags and containers, reducing the amount of single-use plastics.

Your answer: _____

Task 3. Write a report (180-200 words) about the problems of many parents driving their children to school and picking them up every day and suggest some solutions. Use the given ideas if you wish.

Problem	Solutions
• Many parents drive their children to school and pick them up from school every day. This causes traffic jams, noise and air pollution.	<ul style="list-style-type: none"> • encourage more students to cycle or walk to school or use public transport to go to school • provide e.g. free bus tickets • school or youth union organise cycle-to-school programs

Introduction

This report describes the problems of,... and suggests solutions to the problems.

Problems

... As a result/ Therefore...

... can damage/ have a harmful effect on

Solutions

To solve,... we suggest/ propose the following solutions.

First, we suggest/ recommend that the students/the school should...

Second, it is important for students to ...

Conclusion

... will lead to .../ will help to promote a green lifestyle/ green habits...

VI. LISTENING

Task 1. Listen to a talk about tips to go green and fill in each blank with NO MORE THAN TWO words. You can listen to the recording TWICE.

	Tips to go green
Reuse	- invest in canvas bags and reuse them (cutting down on the amount of plastic going into (1) _____ or the ocean) - buy a (2) _____ water bottle (saving money and the planet by just (3) _____ the same bottle)
Reduce	- take shorter showers to (4) _____ water - set your thermostat a little lower in the winter and a little higher during the summer - turn off the lights when you leave a room and use (5) _____ lights as little as possible - turn off your computer before you go to bed at night
Recycle	- recycle an old cell phone and (6) _____ it in to a local electronics store (reducing the (7) _____ problem and maybe getting some money) - recycle pop bottles, paper, (8) _____

Task 2. Listen to four people talking about four environmental problems and decide which solution is suitable with the problem each speaker mentions. You can listen to the recording TWICE.

	SPEAKER
Adopt green transportation and green energy	
Practise mindful consumption	
Use energy-efficient appliances	
Use reusable items and recycle things	

VII. SPEAKING

Task 1. Answer the following questions.

1. What do you do to live green?

2. Do you think green living is important? Why?

Task 2. Talk about ways to reduce, reuse and recycle plastic bottles in about 2 minutes.

C. BÀI KIỂM TRA

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. clean B. idea C. leaking D. release

Question 2: A. sensor B. sustainable C. reusable D. waste

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

Question 3: A. compost B. landfill C. refill D. propose

Question 4: A. decompose B. pollutant C. sustainable D. efficient

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

Question 5: Green building designs are often based _____ energy-efficient principles, reducing environmental impact.

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

Question 6: It is obvious that using reusable bags is _____ than using single-use plastic ones.

A. eco-friendlier B. more eco-friendly C. less eco-friendly D. more eco-friendlier

Question 7: Improving the recycling system is crucial, _____ to decrease waste released into the environment.

A. that helps B. which help C. which helps D. that helping

Question 8: Calculating your carbon footprint is necessary, _____ you to understand your impact on the environment.

A. allowing B. which allow C. that allows D. allow

Question 9: Do you know how long it takes for plastic _____ in the environment?

A. decompose B. decomposing C. to be decomposing D. to decompose

Read the following advertisement/ announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

GREEN DAY CELEBRATION - JOIN US IN MAKING A DIFFERENCE!

Date & Time: Our Green Day event is set to take place on Sunday, April 10th, 2024, starting at 8:00 a.m.

Location: ABC High School

Detailed Activities:

- Eco-Art Corner: Enhance your creativity with recycled art projects (e.g. (10) _____ unused items into beautiful artworks)
- Recycle Relay Race: Team up and showcase your (11) _____ skills in a friendly competition.
- Seed Planting Workshop: Learn the basics of planting and take home your own sapling.
- Green Trivia Challenge: Test your knowledge on sustainable living and win exciting prizes.

Contact Information: For more information, reach out to us at greenclub@gmail.com.

Let's make a positive impact together! Your participation can contribute (12) _____ a greener, healthier planet!

- Question 10:** A. transforming B. refilling C. sorting D. judging
Question 11: A. recyclable B. recycled C. recycling D. recycle
Question 12: A. on B. about C. for D. to

CLASSROOM GREEN LIVING INITIATIVE!

Dear Students,

Exciting news! Our classroom is embracing the spirit of green living, and we invite each of you to join in the effort to make our space eco-friendly. Here's how you can contribute:

- Plant Corner: Help nurture a small indoor garden. Each student (13) _____ bring in a small plant to make our space greener.
- Water Conservation: Be mindful of water usage. Report any leaks and turn off taps when not in (14) _____ use.
- Educational Posters: Create posters highlighting the importance of green living. Share your tips on saving energy and reducing our carbon footprint.

Let's work together to create a classroom (15) _____ our commitment to a sustainable future. Your small actions can make a big difference!

- Question 13:** A. might B. had C. ought D. can
Question 14: A. an B. Ø (no article) C. the D. a
Question 15: A. that reflects B. which reflect C. reflected D. reflects

Mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph / letter in each of the following questions.

Question 16:

- a. It's also a good habit to reduce idling when possible.
- b. If you live further away, you can ride the bus or even gather some of your classmates to carpool to school every day.
- c. A new school year is a new chance to act against emission pollution and to do your part to improve air quality.
- d. While you're sitting in your car and waiting for class to start, do your best to remember to turn off your car!
- e. If you live near campus, you can choose to walk or bike to class!

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

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

Question 17:

- a. Burning leaves can lead to air pollution, which harms both the environment and people's health.
- b. What are your thoughts on this? Please share with me about it!
- c. Hi Mia,
- d. We can collect those dry leaves and turn them into nutrient-rich compost for our school garden.
- e. Best regards,
- f. I hope you're well! Lately, I've been noticing a small but important issue - dry leaves are sometimes burned in the school yard.
- g. What if we suggest creating a compost pile instead?

- A. c-f-d-g-a-b-e B. c-a-f-g-d-b-e C. c-f-a-g-d-b-e D. c-f-g-a-d-b-e

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Sky lanterns are a well-loved tradition in multiple cultures, and are used around the world to celebrate holidays, make wishes, or (18) _____. They've become so popular, in fact, that entire festivals are centred on large groups of people (19) _____ into the night sky.

Though they are undoubtedly beautiful, even biodegradable lanterns can be incredibly harmful to both the environment and wildlife. Sky lantern litter takes quite some time to decompose, and the wire frames have been known to kill wild animals and livestock. (20) _____. (21) _____, but a sky

lantern was also responsible for a massive fire at the Smethwick Recycling Plant in England, as well as a fire (22) _____ in the Krefeld Zoo in Germany.

They have been banned in dozens of states as well as several countries - and recently the Isle of Man - yet sky lanterns remain popular throughout the world despite (23) _____.

Adapted from <https://earth911.com/living-well-being/environmental-impact-traditions>

- Question 18:** A. the passing of a loved one mourns B. to mourn the passing of a loved one
C. the passing of a loved one is mourned D. mourned the passing of a loved one
- Question 19:** A. releasing the glowing lanterns B. release the glowing lanterns
C. have released the glowing lanterns D. to release the glowing lanterns
- Question 20:** A. A significant fire hazard also poses them B. It also poses them a significant fire hazard
C. They also pose a significant fire hazard D. Which poses them a significant fire hazard
- Question 21:** A. Not only they have caused multiple wildfires
B. Not they have only caused multiple wildfires
C. Not only do they have caused multiple wildfires
D. Not only have they caused multiple wildfires
- Question 22:** A. what killed 50 animals B. that killed 50 animals
C. killed 50 animals D. that kills 50 animals
- Question 23:** A. its danger B. our danger C. their danger D. your danger

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

There are many things that you can do to have an eco-friendly lunch. First, it is essential to invest in a lunch box made from (24) _____ material. You can fill it with reusable plastic food (25) _____ and reusable cutlery (such as these ones made from bamboo or any metal cutlery at home works great). Next, you can avoid using single-use plastic water bottles and get a reusable water bottle. Not only do they last longer and keep your beverages at the desired temperature for longer, (26) _____ they also save you some money by avoiding having to pay for water as well. It's also a great idea to invest in some metal straws to prevent (27) _____ of those plastic straws from reaching our beautiful oceans. Last, you test yourself and try to enforce having one or two days a week (28) _____ you practice a litterless lunch! Every effort counts.

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

- Question 24:** A. single-use B. contaminated C. recyclable D. plastic
- Question 25:** A. containers B. takeaway C. piles D. leftovers
- Question 26:** A. however B. as C. therefore D. but
- Question 27:** A. every B. any C. much D. little
- Question 28:** A. which B. where C. when D. how

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

The pollution of our atmosphere arises from human activities, notably the emission of greenhouse gases through actions like agriculture, transportation, industry and household operations. Waste disposal also contributes significantly. Air pollution has a tremendous impact on human health and nature.

About 50 per cent of the world's waste is not managed properly. Unfortunately, a part of this mismanagement involves open dumping and burning. When waste is disposed of in this manner, **it** releases harmful substances into the air. This can significantly impact both our health and the environment, making it difficult to breathe, and **worsening** existing health problems. That's why we need to manage our waste properly by recycling, composting, and safely treating waste.

Informal workers in the waste management sector, including children, are sometimes hired to collect, sort or dispose of waste in unsafe conditions. When waste is managed in an unsafe manner, it can release toxic chemicals into the air and water, putting these workers and their communities at risk. When

UNEP assists local waste management teams in improving their practices, it directly benefits these informal workers and their families and communities as well.

When it comes to waste management, it's not only up to individuals. Companies and governments also make a significant impact. Companies can use less packaging and create products with reduced waste. They can design their products to be easily recycled, and support regulations for improved waste management. Governments also play a crucial role. They can establish strong regulations to prevent dumping and burning. By investing in better waste handling methods, they contribute to everyone breathing cleaner air and enjoying a safer environment.

Adapted from <https://www.unep.org/ietc/news/story/waste-managements-crucial-role-beating-air-pollution>

Question 29: Which of the following can be the best title for the passage?

- A. The Global Impact of Greenhouse Gas Emissions
- B. Problems Related to Waste Management and Solutions
- C. The Causes and Consequences of Air Pollution
- D. The Importance of Waste Management

Question 30: Which of the following is NOT mentioned as a serious consequence of improper waste management?

- A. producing toxic chemicals or substances
- B. making people's existing health problems worse
- C. not having enough landfills
- D. threatening the health of informal workers and their communities

Question 31: The word "**it**" in paragraph 2 refers to _____.

- A. mismanagement
- B. burning
- C. waste
- D. manner

Question 32: The word "**worsening**" in paragraph 2 is closest in meaning to _____.

- A. resolving
- B. treating
- C. sorting
- D. exacerbating

Question 33: Which of the following is stated in the passage?

- A. Companies can contribute to better waste management by using more packaging.
- B. Open dumping and burning is a cause of waste mismanagement.
- C. Governments set strong regulations to create products with decreased waste.
- D. UNEP provides waste management training to governments and companies.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Fortunately, we live in a city in which our waste management system includes a kerbside recycling program. But only certain types of plastic (numbered 1, 2 or 5) can be recycled. Globally, only 9% of the 15% of plastic waste collected for recycling is actually recycled. We should be encouraging children to discuss the ways in which recycling is a complicated and, at best, partial solution to plastic pollution.

Litterless lunchbox efforts are increasingly common in schools. Such initiatives can help raise children's awareness of plastic waste. However, they can easily become a top-down school policy rather than an opportunity for children to deliberate about the ethical and political complexities of plastic waste. **They** can also create conditions through which children may be shamed or **singled out** for bringing plastic wrapping to school, including disabled children, or children with disabled caregivers, whose well-being depends on their use of some single-use plastics. While social shaming has been used in environmental behaviour modification, it's not great as an educational tool. Children and youth can feel disempowered when solutions to environmental problems are just outside their reach, or just don't add up. Many people believe that children are able to grasp the importance of prevention of plastic waste over trying to find solutions after it has been produced and used.

Packaging accounts for 46% of the world's plastic waste. Currently, some of the world's top single-use plastic polluters are the same corporations who led the "people as polluters" deflection campaign decades ago. Under public pressure, one of the worst producers of single-use plastic, Coca-Cola, recently **pledged** to transition 25% of its packaging to reusable packaging by 2030. This is a

beginning, but rather than wait for corporations to do the right thing, we can work to build reusable and refillable packaging infrastructure and demand that polluters pay.

Children can learn that holding corporations responsible and demanding regulatory change can have an impact. Let's commit to helping children collaborate with communities and organisations working to make a difference to reduce plastic pollution at the source.

In the end, children and educators feel empowered when they are active participants within intergenerational communities organising for change - rather than being made to feel they are the problem.

Adapted from <https://theconversation.com/plastic-free-july-recycling-is-the-ambulance-at-the-bottom-of-the-cliff-its-time-to-teach-kids-to-demand-real-change-from-the-worst-plastic-producers-185573>

Question 34: Which of the following can be the best title for the passage?

- A. The Benefits of Recycling Plastic Waste
- B. The Challenges of Plastic Pollution in Schools
- C. Introducing Reusable Packaging Initiatives
- D. Empowering Children in Environmental Action

Question 35: The word “**they**” in paragraph 2 refers to _____.

- A. initiatives
- B. schools
- C. children
- D. complexities

Question 36: The word “**singled out**” in paragraph 2 is closest in meaning to _____.

- A. overlooked
- B. judged
- C. praised
- D. separated

Question 37: What is the primary concern raised about litterless lunchbox efforts in schools according to paragraph 2?

- A. They contribute to making children less aware of plastic waste.
- B. They are inessential for environmental behaviour modification.
- C. They may result in social shaming for those who bring plastic wrapping to school.
- D. They leads to ethical and political complexities of plastic waste

Question 38: The word “**pledged**” in paragraph 3 is closest in meaning to _____.

- A. abandoned
- B. contributed
- C. neglected
- D. committed

Question 39: Which of the following is NOT true according to the passage?

- A. Not all plastic waste collected for recycling is actually recycled.
- B. Coca-Cola has already transitioned 25% of its packaging to reusable packaging.
- C. Packaging takes up nearly a half of the world's plastic waste.
- D. Requiring regulatory change from corporations can help to decrease plastic waste.

Question 40: Which of the following can be inferred from the passage?

- A. Children feel empowered when solutions to environmental problems are effective.
- B. The involvement of children and educators in environmental initiatives makes them feel like the problem.
- C. Prevention of plastic waste is more important than finding solutions after plastic is produced and used.
- D. Waiting for corporations to take action is not the best approach to addressing plastic pollution.

ĐÁP ÁN

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
88.	bookmark	(n)	/'bʊk, mɑ:k/	kẹp sách
89.	cap	(n)	/'kæp/	nắp (chai)
90.	cardboard	(n)	/'kɑ:dbɔ:d/	bìa cứng, làm bằng bìa cứng
91.	compost	(n)	/'kɒmpɒst/	phân hữu cơ
92.	concern	(n)	/kən'sɜ:n/	mối bận tâm
93.	container	(n)	/kən'teɪnə/	thùng, hộp

94.	ecotour	(n)	/ˈi:kəʊtə/	du lịch sinh thái
95.	grocery	(n)	/ˈgrəʊsəri/	đồ tạp hoá
96.	ground	(n)	/graʊnd/	mặt đất
97.	jug	(n)	/dʒʌg/	cái bình
98.	landfill	(n)	/ˈlændfɪl/	bãi rác
99.	layer	(n)	/ˈleɪə/	lớp
100.	leaflet	(n)	/ˈli:flɪt/	tờ rơi
101.	leftover	(n)	/ˈleft.əʊ.vər/	thức ăn thừa
102.	litter	(n/v)	/ˈlɪtə/	rác/ xả rác
103.	notice	(n/v)	/ˈnəʊtɪs/	thông báo/ chú ý
104.	packaging	(n)	/ˈpækɪdʒɪŋ/	bao bì
105.	pile	(n)	/paɪl/	chồng, đống
106.	process	(n)	/ˈprəʊses/	quá trình
107.	skin	(n)	/skɪn/	vỏ
108.	takeaway	(n)	/ˈteɪkəweɪ/	đồ ăn mang đi
109.	waste	(n)	/weɪst/	sự lãng phí/ rác thải
110.	automatic	(adj)	/ˌɔ:təˈmætɪk/	tự động
111.	bottled	(adj)	/ˈbɒtld/	đóng chai
112.	coloured	(adj)	/ˈkɒləd/	có màu sắc
113.	eco-friendly	(adj)	/ˈi:kəʊ-/ˈfrendli/	thân thiện với môi trường
114.	leaking	(adj)	/ˈli:kɪŋ/	rò rỉ
115.	single-use	(adj)	/ˈsɪŋɡl-/ˈju:z/	sử dụng một lần
116.	sustainable	(adj)	/səˈsteɪnəbəl/	bền vững
117.	decompose	(v)	/ˌdi:kəmˈpəʊz/	phân hủy
118.	judge	(v)	/dʒʌdʒ/	đánh giá
119.	pack	(v)	/pæk/	đóng gói
120.	propose	(v)	/prəˈpəʊz/	đề nghị
121.	recommend	(v)	/ˌrekəˈmend/	gợi ý
122.	refill	(v)	/ˈri:fil/	đổ đầy lại
123.	release	(v)	/rɪˈli:s/	thải ra
124.	remove	(v)	/rɪˈmu:v/	bỏ đi
125.	sort	(v)	/sɔ:t/	phân loại
126.	store	(v)	/stɔ:r/	lưu trữ

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
127.	in the long run	(phrase)	/ɪn/ /ðə/ /lɒŋ/ /rʌn/	về lâu dài
128.	in the long/ medium/ short term	(phrase)	/ɪn/ /ðə/ /lɒŋ/ / /ˈmi:diəm/ / /ʃɔ:t/ /tɜ:m/	về lâu dài/ trong thời gian không xa/ trong thời gian trước mắt
129.	environmentally friendly	(adj)	/ɪnˌvaɪrəˈmentli/ /ˈfrendli/	thân thiện với môi trường
130.	responsible for	(phrase)	/rɪˈspɒnsəbəl/ /fɔ:/	chịu trách nhiệm cho
131.	automatic lights	(np)	/ˌɔ:təˈmætɪk/ /laɪts/	đèn chiếu sáng tự động
132.	bamboo straw	(np)	/bæmˈbu:/ /stro:/	ống hút tre
133.	bird feeder	(np)	/bɜ:d/ /ˈfi:də/	chỗ cho chim ăn
134.	carbon footprint	(np)	/ˈkɑ:bən/ /ˈfɒtprɪnt/	lượng phát thải khí nhà kính
135.	cardboard box	(np)	/ˈkɑ:dbɔ:d/ /bɒks/	thùng bìa cứng
136.	chemical fertiliser	(adj-n)	/ˈkemɪkəl/ /ˈfɜ:tɪlaɪzə/	phân bón hoá học

137.chemical fertiliser	(adj-n)	/ˈkemɪkəl/ ˈfɜːtɪlaɪzə/	phân bón hoá học
138.environmental awareness	(adj-n)	/ɪnˌvaɪrəˈnəntl/ /əˈweənəs/	nhận thức về môi trường
139.fruit peel	(np)	/fru:t/ /pi:l/	vỏ trái cây
140.gift tag	(np)	/ɡɪft/ /tæg/	thẻ quà tặng
141.greeting card	(np)	/ˈɡri:tɪŋ/ /kɑ:d/	thiệp mừng
142.household waste	(np)	/ˈhaʊshəʊld/ /weɪst/	rác thải sinh hoạt
143.plant pot	(np)	/plɑːnt/ /pɒt/	chậu cây
144.plastic pollution	(adj-n)	/ˈplæstɪk/ /pəˈluːʃən/	sự ô nhiễm nhựa
145.post-it note	(np)	/pəʊst/-ɪt/ /nəʊt/	giấy ghi chú
146.private vehicle	(adj-n)	/ˈpraɪvət/ ˈvɪəkəl/	phương tiện cá nhân
147.recycling symbol	(np)	/ˌriːˈsaɪklɪŋ/ ˈsɪmbəl/	biểu tượng tái chế
148.sensor tap	(np)	/ˈsensə/ /tæp/	vòi nước cảm biến
149.sky lantern	(np)	/skaɪ/ ˈlæntən/	đèn trời
150.vending machine	(np)	/ˈvendɪŋ/ /məˈʃiːn/	máy bán hàng tự động
151.waste material	(np)	/weɪst/ /məˈtɪəriəl/	chất thải
152.water filling station	(np)	/ˈwɔːtə/ ˈfɪlɪŋ/ ˈsteɪʃən/	cây nước
153.Youth Union	(np)	/juːθ/ ˈjuːnjən/	Đoàn Thanh niên
154.clean up	(vp)	/kliːn/ /ʌp/	dọn dẹp
155.get rid of	(vp)	/ɡet/ /rɪd/ /ɒv/	vứt đi
156.make use of	(vp)	/meɪk/ /juːz/ /ɒv/	tận dụng
157.put into practice	(phrase)	/pʊt/ ˈɪntuː/ ˈpræktɪs/	đưa vào thực tế
158.rinse out	(vp)	/rɪns/ /aʊt/	xối nước, rửa sạch
159.rush out	(vp)	/rʌʃ/ /aʊt/	vội vã ra ngoài
160.throw away	(vp)	/θrəʊ/ /əˈweɪ/	vứt đi

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
161.	contaminate	(v)	/kənˈtæmɪneɪt/	gây ô nhiễm
162.	contaminated	(adj)	/kənˈtæmɪneɪtɪd/	bị ô nhiễm
163.	efficient	(adj)	/ɪˈfɪʃənt/	có hiệu quả
164.	efficiently	(adv)	/ɪˈfɪʃəntli/	một cách có hiệu quả
165.	pollutant	(n)	/pəˈluːtənt/	chất gây ô nhiễm
166.	pollute	(v)	/pəˈluːt/	gây ô nhiễm
167.	pollution	(n)	/pəˈluːʃən/	sự ô nhiễm
168.	recyclable	(n/v)	/ˌriːˈsaɪkələbəl/	đồ có thể tái chế/ có thể tái chế
169.	recycle	(v)	/ˌriːˈsaɪkəl/	tái chế
170.	recycled	(adj)	/ˌriːˈsaɪkəld/	được tái chế
171.	remind	(v)	/rɪˈmaɪnd/	nhắc nhở
172.	reminder	(n)	/rɪˈmaɪndə/	lời nhắc nhở
173.	reusable	(adj)	/riːˈjuːzəbəl/	tái sử dụng được
174.	reuse	(v)	/riːˈjuːz/	tái sử dụng

II. PRONUNCIATION

Nguyên âm /ɪə/, /eə/ và /ʊə/

1. CÁCH PHÁT ÂM ÂM /ɪə/

Phát âm bằng cách đọc âm /ɪ/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.

- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hẫng để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi và phát âm âm /ɪ/.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /ə/

Từ	Phiên âm
ma <u>terial</u>	/mə'tɪəriəl/
veh <u>ic</u> le	/'vɪkəl/
volun <u>teer</u>	/,vɒlən'tɪər/

2. CÁCH PHÁT ÂM ÂM /eə/

Phát âm bằng cách đọc âm /e/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /e/

- Bước 1: Miệng mở tự nhiên theo chiều ngang.
- Bước 2: Lưỡi nâng lên độ cao vừa phải.
- Bước 3: Giữ nguyên vị trí hai môi và phát âm /e/ thật gọn trong thời gian ngắn hơn 1 giây.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút.
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /eə/

Từ	Phiên âm
<u>air</u> conditioner	/'eə kən'dɪʃ.ən.ər/
aw <u>are</u>	/ə'weər/
the <u>ir</u>	/ðeər/

3. CÁCH PHÁT ÂM ÂM /ʊə/

Phát âm bằng cách đọc âm /ʊ/ rồi chuyển dần sang âm /ə/.

Cách phát âm âm /ʊ/

- Bước 1: Đặt lưỡi ở vị trí tự nhiên, môi hơi tròn và đẩy ra phía trước.
- Bước 2: Phần cuống lưỡi được nâng lên trong khi phần đầu lưỡi hạ xuống.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ʊ/ thật gọn.

Cách phát âm âm /ə/

- Bước 1: Mở miệng tự nhiên và thư giãn, giữ môi mở một chút
- Bước 2: Đặt lưỡi trong tư thế tự nhiên, đầu lưỡi chạm nhẹ vào chân răng hàm dưới.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ə/ thật gọn trong thời gian ngắn hơn 1 giây.

Một số từ có chứa âm /ʊə/

Từ	Phiên âm
ecot <u>our</u>	/'i:kəʊ'tʊər/
tour <u>ist</u>	/'tʊə.rɪst/
s <u>ure</u>	/ʃʊər/

III. GRAMMAR

Động từ với giới từ, Mệnh đề quan hệ thay thế cả câu

1. ĐỘNG TỪ VỚI GIỚI TỪ

- Nhiều động từ đi với giới từ và được theo sau bởi một tân ngữ. Nghĩa của cụm này rất tương đương với nghĩa gốc của động từ

V + prep	Ví dụ
V + about	ask about (<i>hỏi về</i>), care about (<i>quan tâm về</i>), talk about (<i>nói về</i>)
V + for	ask for (<i>yêu cầu</i>), apply for (<i>ứng tuyển</i>), wait for (<i>chờ đợi</i>)

V + on	agree on (đồng ý), base on (dựa trên), rely on (phụ thuộc vào)
V + to	introduce to (giới thiệu), refer to (tham khảo), respond to (trả lời)

- Một số động từ đi với giới từ được kết hợp để tạo ra một cụm động từ. Nghĩa của cụm động từ này thường rất khác so với nghĩa gốc ban đầu của động từ chính. Cụm động từ sử dụng trạng từ cũng như giới từ. (**V + prep/ adv**)

Cụm động từ	Nghĩa	Ví dụ
carry out	tiến hành	They are carrying out research on a new green material. (Họ đang tiến hành nghiên cứu về một loại vật liệu xanh thân thiện với môi trường mới.)
look for	tìm kiếm	They are looking for a new solution to air pollution in Ha Noi. (Họ đang tìm kiếm một giải pháp mới cho vấn đề ô nhiễm không khí ở Hà Nội.)
give up	từ bỏ	They gave up using plastic bags at home. (Họ đã từ bỏ việc sử dụng túi nhựa ở nhà.)
make of	làm bằng	The bottle is made of plastic number 1. (Chai được làm bằng nhựa số 1.)
turn on	bật lên	He is turning on the energy-saving light bulb. (Anh ấy đang bật bóng đèn tiết kiệm năng lượng.)
work out	tìm ra (giải pháp)	To have a healthier environment for future generations, communities worldwide must work out sustainable practices that reduce pollution. (Để có một môi trường lành mạnh hơn cho các thế hệ tương lai, cộng đồng trên toàn thế giới phải thực hiện các biện pháp bền vững để giảm ô nhiễm.)
look after	chăm sóc	Everyone has a responsibility to look after the environment by recycling, conserving water, and reducing waste. (Mọi người đều có trách nhiệm chăm sóc môi trường bằng cách tái chế, bảo tồn nước và giảm thiểu chất thải.)

2. MỆNH ĐỀ QUAN HỆ THAY THẾ CẢ CÂU

Chúng ta có thể dùng mệnh đề quan hệ không xác định để thay thế cho ý nghĩa của toàn bộ mệnh đề/ câu phía trước nó. Chúng ta dùng *which* để thay thế cho cả câu.

Clause 1, which + V + O

(*which* = toàn bộ thông tin được đề cập ở vế trước)

Ví dụ:

- The students are cleaning up the school, which is good for the environment.
(Học sinh đang dọn dẹp trường học, điều này rất tốt cho môi trường.)
- The company has switched to using renewable energy sources, which greatly reduces its carbon footprint. (Công ty đã chuyển sang sử dụng các nguồn năng lượng tái tạo, việc này giúp giảm đáng kể lượng khí thải carbon.)
- The local community organized a tree planting event last weekend, which helps combat climate change and restore natural habitats. (Cộng đồng địa phương đã tổ chức sự kiện trồng cây vào cuối tuần trước, việc này giúp chống biến đổi khí hậu và khôi phục môi trường sống tự nhiên.)

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.

- A. fountain B. ecotour C. household D. ground
- A. awareness B. waste C. contaminate D. station
- A. rinse B. pile C. refill D. packaging

- | | | | |
|--------------------|---------------|----------------|---------------|
| 4. A. leftover | B. vending | C. material | D. sensor |
| 5. A. leaking | B. leaflet | C. release | D. takeaway |
| 6. A. decompose | B. remove | C. propose | D. grocery |
| 7. A. bookmark | B. landfill | C. automatic | D. wrap |
| 8. A. container | B. additional | C. practice | D. pollutant |
| 9. A. concern | B. chemical | C. carbon | D. cap |
| 10. A. sustainable | B. sort | C. responsible | D. fertiliser |

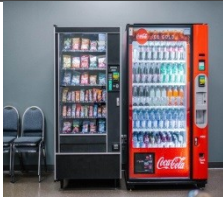
Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|------------------|----------------|----------------|----------------|
| 1. A. notice | B. single | C. reuse | D. landfill |
| 2. A. sensor | B. machine | C. compost | D. cardboard |
| 3. A. process | B. practice | C. litter | D. propose |
| 4. A. container | B. pollutant | C. efficient | D. packaging |
| 5. A. concern | B. fountain | C. leaflet | D. layer |
| 6. A. chemical | B. reminder | C. pollution | D. decompose |
| 7. A. vehicle | B. recommend | C. takeaway | D. grocery |
| 8. A. release | B. remove | C. process | D. bamboo |
| 9. A. additional | B. reusable | C. responsible | D. fertiliser |
| 10. A. automatic | B. contaminate | C. material | D. responsible |

II. VOCABULARY

Task 1. Write the words/ phrases below the pictures.

jug	cardboard box	vending machine	leftovers	greeting card
bookmark	leaflet	fruit peel	plant pot	cap
bird feeder	sky lantern	bamboo straw	post-it-note	

 1. __fruit peel__	 2. __cardboard box__	 3. __jug__	 4. __plant pot__	 5. __sky lantern__
 6. __greeting card__	 7. __leaflet__	 8. __post-it-note__	 9. __vending machine__	 10. __bird feeder__
 11. __leftovers__	 12. __cap__	 13. __bamboo straw__	 14. __bookmark__	

Task 2. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. single-use e

a. useless

2. contaminated d	b. non-renewable
3. sustainable b	c. manual
4. automatic c	d. eco-friendly
5. efficient a	e. reusable

Task 3. Match the words/ phrases on the left with their meanings on the right.

1. carbon footprint g	a. a place where rubbish is buried
2. ecotour c	b. something that covers or is between other things
3. landfill a	c. a type of tourism that focuses on protecting the environment
4. container h	d. decaying material of plants, unwanted food, etc., added to dirt to improve the growth of new plants
5. compost d	e. a bad use of something valuable that you have only a limited amount of
6. packaging f	f. the material used to wrap or protect products
7. layer b	g. a measure of the amount of carbon dioxide that is produced
8. waste e	h. something such as a box or a bottle, which can be used for holding or keeping things

Task 4. Complete each sentence with a suitable word/ phrase from Task 3.

- Reducing my **carbon footprint** has become a priority in my efforts to live a greener life.
- My family are planning a/an **ecotour** to explore beautiful natural landscapes while learning about conservation efforts next summer.
- It is essential to fix the leaking tap since it is a **waste** of water.
- Choosing products with minimal **packaging** helps decrease the amount of waste produced.
- You should carry a reusable water **container** to avoid contributing to the plastic waste problem.
- I was shocked to learn how much waste ends up in the **landfill**, so I always try to reduce my use of single-use products.
- Setting up a **compost** bin in my backyard has been a great way to turn leftovers into nutrient-rich soil for my garden.
- I often put a thick **layer** of compost into the soil, which helps plants grow more healthily.

Task 5. Complete each sentence with a suitable phrase from the box. Make any change if necessary.

clean up	rinse out	throw away	get rid of
make use of	put into	rush out	make of

- A sustainable way to **get rid of** unwanted items is donating or repurposing them.
- After finishing a reusable container, it's crucial to **rinse** it **out** to ensure it's ready for the next use.
- To support eco-friendly habits, you should **make use of** energy-efficient appliances and renewable resources in your daily life.
- My club often organises *Green Day* campaigns to **clean up** the nearby beach.
- It's essential to learn about eco-friendly habits and **put** them **into** practise for a greener and healthier environment.
- We sometimes **rush out** and forget to turn off the light after leaving our rooms, which leads to a waste of electricity.
- I have a habit of reusing plastic bags instead of **throwing** them **away** after single use.
- We should be mindful of choosing products **made of** plastic to minimize environmental impact.

Task 6. Complete each sentence below with a suitable verb from the box. Make any changes if necessary.

refill	ecompose	reuse	release	remove
sort	store	recycle	pack	contaminate

- Organic waste will naturally **decompose** over time, contributing to a more sustainable and eco-friendly environment.
- Make it a habit to **reuse** containers and plastic bags, minimising the need for single-use items.
- It is essential to avoid products that **release** harmful chemicals into the environment.
- You should **sort** your waste into recyclables and non-recyclables to make recycling processes more efficient.
- When you **pack** for a trip, consider using eco-friendly packaging options to promote green living.
- If you put some plastic containers with some leftovers into the recycling bin, you will **contaminate** the whole bin.
- I bring my reusable water bottle to school every day and **refill** it at the water filling stations.
- Removing** litter from public spaces contributes to a more environmentally friendly area.
- Many materials like paper, glass, and plastic can be **recycled** to make new products.
- When you **store** recyclable items separately, you make it easier for waste management systems to efficiently recycle materials.

Task 7. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

- Joining the Youth Union provides an excellent platform to engage in environmental projects and raise _____.
A. sensor B. notice C. ecotour **D. awareness**
- Installing _____ lights in the school can contribute to saving a great amount of electricity.
A. automatic B. contaminated C. festive D. coloured
- I use _____ instead of plastic ones to reduce plastic waste and promote green practices.
A. air conditioners **B. bamboo straws** C. gift tags D. private vehicles
- I always carry a reusable water bottle to avoid using _____ water, leading to the reduction of plastic pollution.
A. chemical B. recycled **C. bottled** D. leaking
- To protect the environment _____ the long run, we should shift towards more sustainable practices.
A. on B. for C. at **D. in**
- I _____ using eco-friendly materials made from recycled paper to reduce environmental impact.
A. propose B. decompose C. release D. judge
- A sensor tap in the bathroom is a great way to save water and contribute to _____ living.
A. efficient B. single-use C. reusable **D. environmental-friendly**
- Installing a water filling _____ in public areas encourages the use of reusable bottles.
A. grocery **B. station** C. fountain D. skin
- Environmental awareness _____ distributed in the community educate people on green living practices.
A. concerns B. jugs **C. leaflets** D. caps
- I feel _____ for promoting green living, so I share eco-friendly tips with my friends and family.
A. additional B. efficient C. sustainable **D. responsible**

Task 8. Complete each sentence using the correct form of the word in brackets.

1. _____ **Reusable** _____ shopping bags and containers are excellent choices for those leading a green living lifestyle. **(REUSE)**
2. The _____ **recycled** _____ materials were transformed into new products, showcasing the positive impact of sustainable living practices. **(RECYCLABLE)**
3. A major source of air _____ **pollution** _____ is exhaust fumes from vehicles, emphasising the need for green living solutions. **(POLLUTANT)**
4. Place a visible _____ **reminder** _____ in your home to encourage the proper recycling of materials. **(REMIND)**
5. The _____ **contaminated** _____ water supply posed a significant threat to the environment. **(CONTAMINATE)**
6. Avoiding single-use plastics is an _____ **efficient** _____ way to decrease environmental pollution. **(EFFICIENCY)**

III. GRAMMAR

Task 1. Complete each sentence with a suitable preposition (*on, about, for, or to*).

1. My friends often gather to talk _____ **about** _____ eco-friendly initiatives and share tips for green living.
2. Before starting a compost bin, prepare _____ **for** _____ the process by learning what materials can be composted.
3. Individuals can rely _____ **on** _____ solar energy as a renewable source to power their homes.
4. Parents can explain _____ **to** _____ their children the importance of energy conservation and the benefits of reducing waste.
5. You can apply _____ **for** _____ local environmental programs to actively contribute to protecting your community.
6. Before making a purchase, it's crucial to think _____ **about** _____ its environmental impact.
7. Many communities respond _____ **to** _____ environmental challenges by organising clean-up events.
8. Our decision to carpool is based _____ **on** _____ the idea that sharing rides helps reduce air pollution and our carbon footprint.

Task 2. Combine the sentences using relative clauses with *which*.

1. The eco-friendly packaging is used by many companies. This minimises environmental impact.
1. The eco-friendly packaging is used by many companies, which minimises environmental impact.
2. The takeaway container is made of biodegradable material. This explains why it won't harm the environment.
2. The takeaway container is made of biodegradable material, which won't harm the environment.
3. Each student should bring a reusable water bottle to school. This helps reduce plastic waste.
3. Each student should bring a reusable water bottle to school, which helps reduce plastic waste.
4. The air conditioner is energy-efficient. This helps reduce electricity consumption.
4. The air conditioner is energy-efficient, which helps reduce electricity consumption.
5. The Green Organization often holds community clean-up events. This encourages local people to protect their neighbourhood.
5. The Green Organization often holds community clean-up events, which encourages local people to protect their neighbourhood.
6. More people care about 3Rs (Reduce-Reuse-Recycle) nowadays. This benefits the environment a lot.
6. More people care about 3Rs (Reduce-Reuse-Recycle) nowadays, which benefits the environment a lot.
7. The school recently held a session on green living. This provides valuable tips for a greener lifestyle.
7. The school recently held a session on green living, which provides valuable tips for a greener lifestyle.
8. The Youth Union tends to organise more recycling competitions annually. This raises people's awareness of protecting the environment.
8. The Youth Union tends to organise more recycling competitions annually, which raises people's awareness of protecting the environment.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

- We all agree about the importance of reducing plastic waste, so we actively participate in recycling programs.
A. about B. plastic C. so D. recycling => **on**
- It's essential to care about the environment and take steps to reducing our carbon footprint.
A. essential B. about C. reducing D. footprint => **reduce**
- Public transport causes less air pollution than private vehicles, which encourage people to use it.
A. pollution B. than C. which D. encourage => **encourages**
- The school offers some new drink fountains, which allows more students to refill their reusable bottles.
A. drink B. which C. to refill D. reusable => **drinking**
- It is important for us to use the blank side of paper to take notes, what contributes to saving trees.
A. blank B. take C. what D. saving => **C. which**
- The club is hosting an environmental awareness campaign, which aims to educate people on sustainable practices.
A. awareness B. which C. on D. sustainable => **about**
- The company introduces innovative solutions, that helps to address concerns about excessive waste and pollution.
A. innovative B. that C. concerns D. about => **which**
- When shopping, I always look for products with eco-friend packaging to minimise waste.
A. shopping B. for C. eco-friend D. minimise => **eco-friendly**

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.

Green living is a means of developing (1) _____ habits in one's daily life (2) _____ their daily routines work alongside the resources of nature instead of depleting them, or doing more long-term damage to the environment or ecological system.

The most common way (3) _____ people become more aware (4) _____ the vital aspects to green living are through the need to reduce pollution, to protect our wildlife from going extinct, and to preserve our conservation of natural resources. Predominantly, people recognize that green living can alleviate the rapidly increasing rates of climate change and global warming.

There are a multitude of benefits to green living. Green living is an easy way to directly reduce your carbon (5) _____ and overall global emissions. By implementing simple habits like reducing your use of plastic or electricity consumption, you immediately make a difference in pollution - even if you can't see it. One of the primary components of green living is to (6) _____ use of what you already have: i.e., the famous saying of, "reduce, reuse, recycle". (7) _____ green living trend that grew in popularity due to the pandemic was gardening. More and more people have decided to grow their own produce at home, and (8) _____ so helps reduce both food waste and excessive use of plastic (9) _____. Finally, green living can create a domino effect. If one person sees how well you're doing thanks to green living, then they (10) _____ to try the same. The fight against climate change is a collective battle, and if we can slowly create change and encourage greener habits - we can strive for a colossal impact and drastically reduce the negative effects of global warming.

Adapted from <https://greenly.earth/en-us/blog/company-guide/what-is-green-living>

- A. sustainably B. unsustainable C. sustainable D. sustainability
- A. because B. but C. although D. so that
- A. which B. what C. why D. how
- A. for B. to C. about D. of
- A. leftover B. material C. footprint D. container
- A. take B. make C. have D. do
- A. Another B. Other C. The other D. One another

- | | | | |
|---------------------|----------------------------|------------------|----------------------|
| 8. A. to do | B. have done | C. doing | D. to doing |
| 9. A. recyclables | B. leaflets | C. compost | D. packaging |
| 10. A. will inspire | B. will be inspired | C. would inspire | D. would be inspired |

Task 2. Read the following passage and mark the letter A, B, C or D to indicate the correct options that best fits each of the numbered blanks.

More and more people are looking at ways to reduce their ecological footprint: driving less, eating less meat, and (1) _____. As individuals, we are increasingly aware of the impact we have on the planet and our fellow humans. But is greening our own lifestyle enough?

By getting involved in our communities, by talking to our neighbours, by supporting local groups, and by reimagining where we live, we can green not only our own lifestyles, but our streets, neighbourhoods, towns, cities and, ultimately, our societies. (2) _____.

Limiting car use can be a great way of reducing your individual carbon footprint, but it doesn't end there. (3) _____, we also help make it easier for others to do the same, and it can be a great way of meeting people. More tips on redefining travel can be found here. You can even help others by (4) _____ - could you set up a car club or a walking bus to get the kids to school?

It can be lonely going it alone. (5) _____ about environmental groups in your area? Increasingly, there are specialist local groups (6) _____. Besides, if you're a member of a faith group, or even a sports club, why not look at steps that you can take together. From energy efficiency measures to local community action, there are countless ways to get (7) _____ or church members involved.

So you don't want that item of clothing, record, book, or printer anymore? Obviously there is the usual route of donating items to your local thrift store or charity shop, (8) _____ like the trusty Freecycle, or Really, Really Free Markets that help match demand with the supply. If there isn't such a group in your community, there should be.

Adapted from <https://www.treehugger.com/how-to-go-green-in-the-community-4858124>

1. A. to wear sustainable fashions **B. wearing sustainable fashions**
C. to wear sustainability fashions D. wearing sustainability fashions
2. A. Who we know may even make friends doing it
B. We don't know we may even make friends doing it
C. Who knows, we may even make friends doing it
D. Who knows that we may even make friends doing it
3. **A. When we walk, cycle, or take the train or bus**
B. To walk, cycle, or take the train or bus
C. Having walked, cycled, or taken the train or bus
D. Walk, cycle, or take the train or bus
4. A. supporting alternatives that set up projects
B. supporting projects that set up alternatives
C. setting up projects and support alternatives
D. setting up projects that support alternatives
5. A. Why not finding out B. Why not to find out
C. Why not find out D. Why find out not
6. A. dedicating themselves to sustainability of specific aspects
B. dedicating themselves to specific aspects of sustainability
C. dedicating sustainability of specific aspects to themselves
D. dedicating to specific aspects of sustainability of themselves
7. A. our fellow club **B. your fellow club** C. its fellow club D. their fellow club
8. **A. but there are also resources** B. but also there are resources
C. but there also are resources D. but there are resources also

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

Parties and festivals are filled with vibrant energy, excitement, and a high spirit of celebration. However, they are also notorious for their massive environmental footprint. From excessive energy consumption to waste generation, these events can be detrimental to our planet.

In recent years, the media has shed light on the environmental issues surrounding festivals. Reports frequently highlight the excessive use of energy and the subsequent greenhouse gas emissions that contribute to climate change. Therefore, it has become imperative for festival organisers to incorporate energy-efficient practices into their events. Among different practices, reducing waste and encouraging recycling play a significant role in sustainable festivals.

Introducing recycling stations: Clearly marked recycling stations throughout the festival grounds encourage attendees to dispose of their waste properly. This reduces the amount of waste sent to landfills and promotes recycling.

Biodegradable food packaging: Collaborating with vendors to use biodegradable food containers and utensils significantly reduces the festival's environmental impact. Vendors can opt for sustainable alternatives like compostable plates and cups made from plant-based materials.

Encouraging a “leave no trace” policy: Promoting a “leave no trace” policy among festival-goers promotes a culture of responsibility and respect for the environment. Attendees are encouraged to take their belongings, trash, and memories, leaving the festival grounds as they found them.

These waste reduction initiatives not only help preserve the environment but also create a positive image for the festival and attract sustainability-conscious attendees.

Adapted from <https://energy5.com/the-environmental-benefits-of-energy-efficiency-in-festivals>

- _____ **F** _____ 1. Parties and festivals are known for their positive impact on the environment.
- _____ **T** _____ 2. Media reports often focus on the environmental issues related to festivals, including energy waste and greenhouse gas emissions.
- _____ **NG** _____ 3. Festival organisers suppose that incorporating energy-efficient practices into their events is beneficial.
- _____ **F** _____ 4. Recycling stations throughout festival grounds promotes improper waste disposal.
- _____ **NG** _____ 5. It costs a lot of money to install recycling stations.
- _____ **T** _____ 6. Vendors use biodegradable food containers and utensils at festivals, which benefits the environment.
- _____ **F** _____ 7. The “leave no trace” policy stimulates festival organisers to show responsibility and respect for the environment.
- _____ **F** _____ 8. It is essential for attendees to leave belongings and memories on the festival grounds.

Task 4. Read the following passage and choose the correct answer to each of the following questions.

The pandemic and the lockdown have **ruined** businesses worldwide. Businesses will want to make commitments to the environment as they try to recover, especially as some governments reduce requirements for environmental protection.

This is short-sighted: Businesses do not have to sacrifice their environmental goals for protecting their growth. Green ideas like offering green products or services, introducing green processes and hiring employees to promote sustainable practices can actually help businesses. Using data on 9,236 businesses in 35 countries across Europe and the US, our research suggests that on average, businesses benefit from going green, although the type of greening that gives the most significant benefit may differ between businesses.

By offering new green products or services, a business is more likely to serve an emerging trend or niche market, which can make it more competitive. Frugalpac, a UK-based company that makes paper-based packaging for liquids that cut carbon footprints, received a £2 million investment during the pandemic - a time when most other companies were facing financial problems. Already seeing success for their recycled paper coffee cup, Frugalpac's innovative paper wine bottle, also made from 94% recycled paper, has led to new opportunities and partnerships.

Job seekers are increasingly attracted to companies that care for the environment. The employees of companies that promote sustainability are more likely to believe that their employer will care for them,

and are more satisfied with their jobs. Such companies create a higher sense of purpose that makes work meaningful. By some estimates, companies that follow green practices have a 16% increase in employee productivity. Some of the greenest companies, such as Cisco, Tarmac or Stantec, are also considered the greatest companies by employees.

Greening processes can increase efficiency by reducing energy costs, allowing businesses to **secure** green tax credits and improving operational efficiency. As many as 75% of UK businesses that invested in green technologies enjoyed commercial benefits, even if financial concerns are barriers to making these green investments in the first place. For large companies such as Procter & Gamble, these gains can run into billions of pounds. In contrast, in cases where businesses harm the environment, **they** have to be prepared to pay for huge costs.

Adapted from <https://theconversation.com/going-green-dramatically-benefits-businesses-it-should-be-central-to-their-coronavirus-recovery-strategy-143855>

- Which of the following can be the best title for the passage?
 - The Global Impact of the Pandemic on Businesses
 - The Importance of Green Practices for Companies**
 - Employee Productivity in Green Companies
 - Increased Efficiency Gained by Going Green
- The word “**ruined**” in paragraph 1 is closest in meaning to _____.
 - A. threatened**
 - assisted
 - promoted
 - proposed
- Which of the following is stated in paragraph 2?
 - It is crucial for businesses to sacrifice their environmental goals to protect their growth.
 - Greening initiatives, such as offering green products can be harmful to businesses.
 - Hiring employees to refuse sustainable practices is a measure to go green.
 - D. Benefits of going green may be unsimilar among different types of businesses.**
- Which benefit does a business offering green products get according to paragraph 3?
 - the decrease in competitiveness
 - the increase in new financial struggles
 - the development in a large market
 - D. the development in a niche market and increased competitiveness**
- According to paragraph 4, why do job seekers want to apply for companies promoting sustainability?
 - because they give higher salary offerings.
 - because they have a high sense of achievement.
 - C. because they care for the environment and their employees.**
 - because they offer innovative products.
- The word “**secure**” in paragraph 5 is closest in meaning to _____.
 - sort
 - exist
 - remove
 - D. ensure**
- The word “**they**” in paragraph 5 refers to _____.
 - technologies
 - B. businesses**
 - investments
 - gains
- What is a potential benefit mentioned for businesses that follow green practices according to paragraph 5?
 - lower employee productivity
 - increased operational inefficiency
 - C. decreased energy costs**
 - limited access to green tax credits
- Which of the following can be inferred from the passage?
 - The more employees care for the environment, the more they are satisfied with their jobs.
 - Businesses should focus solely on financial recovery after the pandemic.
 - Financial concerns are always main obstacles to businesses making green investments.
 - D. Frugalpac’s success during the pandemic demonstrates the potential of green initiatives.**
- Which of the following is NOT true according to the passage?
 - The pandemic and lockdown have had a negative impact on businesses worldwide.
 - B. A quarter of UK businesses investing in green technologies gained commercial benefits.**
 - Frugalpac did not face financial problems like most other companies during the pandemic.
 - Procter & Gamble is mentioned as a large company benefiting from green practices.

V. WRITING

Task 1. Complete the following sentences using the given words. Change the form of the verbs if necessary.

1. I am / eager / learn / new ways / live sustainably / protect / our planet.

1. I am eager to learn about new ways to live sustainably and protect our planet.

2. We / should / minimise / use / single-use items, / which / contribute / reducing waste.

2. We should minimise the use of single-use items, which contributes to reducing waste.

3. Many households / now / rely / renewable energy sources / solar panels / reduce / carbon footprint.

3. Many households now rely on renewable energy sources like solar panels to reduce their carbon footprint.

4. A container / for / collect / recyclables / be / placed / at the corner, / which / make recycling / easier.

4. A container for collecting recyclables is placed at the corner, which makes recycling easier.

5. We / need / prepare / future / by / adopt / green technologies / and / sustainable practices.

5. We need to prepare for the future by adopting green technologies and sustainable practices.

Task 2. Rearrange the following sentences to make a meaningful paragraph/ letter.

1. a. When lights are left on, it not only contributes to higher energy consumption but also adds to electricity bills.

b. Furthermore, the running water increases water bills and threatens water resources.

c. People leaving lights on and water running in restrooms results in unnecessary waste of electricity and water resources.

d. To address these issues, practical solutions can be implemented.

e. By adopting these measures, individuals can contribute to saving electricity and water resources.

f. One effective solution is to install automatic lights that turn off when no one is in the restroom, which helps in conserving electricity as the lights operate only when needed.

g. Additionally, installing sensor taps, which can automatically shut off when not in use, is a great way to prevent unnecessary water flow.

Your answer: _____ 1. c-a-b-d-f-g-e _____

2. a. One solution we could consider is organising a community cleanup event.

b. We can gather volunteers to pick up litter, especially focusing on plastic waste.

c. Hi Trang,

d. Let me know your thoughts on this, and if you're interested, we can plan something together.

e. Best regards,

f. I hope this email finds you well. I want to bring up a concern that's been on my mind lately - the increasing amount of plastic waste in our neighbourhood - leaving harmful effects on our environment.

g. Additionally, we could promote the use of reusable bags and containers, reducing the amount of single-use plastics.

Your answer: _____ 2. c-f-a-b-g-d-e _____

Task 3. Write a report (180-200 words) about the problems of many parents driving their children to school and picking them up every day and suggest some solutions. Use the given ideas if you wish.

Problem	Solutions
• Many parents drive their children to school and pick them up from school every day. This causes traffic jams, noise and air pollution.	<ul style="list-style-type: none"> • encourage more students to cycle or walk to school or use public transport to go to school • provide e.g. free bus tickets • school or youth union organise cycle-to-school programs

This report describes the problems of,... and suggests solutions to the problems.

Problems

... As a result/ Therefore...

... can damage/ have a harmful effect on

Solutions

To solve,... we suggest/ propose the following solutions.

First, we suggest/ recommend that the students/the school should...

Second, it is important for students to ...

Conclusion

... will lead to .../ will help to promote a green lifestyle/ green habits...

This report describes the environmental problems caused by many parents driving their children to school and picking them up every day and suggests practical solutions to deal with these problems.

The daily practice of parents driving their children to school contributes to traffic congestion, creates excessive noise levels, and adds to air pollution. The increased use of private transport during school drop-off and pick-up times negatively influence the overall quality of life in the community. It can damage the local environment and have harmful effects on both people's physical and mental health.

To cope with these problems, we propose the following solutions. First, we recommend encouraging more students to cycle, walk, or use public transport to get to school. Second, providing incentives, such as free bus tickets, can motivate families to opt for more sustainable transportation options. Additionally, we suggest that schools or the Youth Union organise cycle-to-school programs, which promotes eco-friendly modes of commuting.

Implementing these solutions will lead to a reduction in traffic jams, noise, and air pollution caused by excessive use of private vehicles at the school gate. This, in turn, will help promote a green lifestyle and environmentally friendly habits within the community. Therefore, it is recommended that you adopt these initiatives for a more sustainable future.

Báo cáo này miêu tả những vấn đề môi trường gây ra bởi việc nhiều phụ huynh đi xe đến trường để đưa đón con hàng ngày và đề xuất những giải pháp thiết thực để giải quyết những vấn đề này.

Việc phụ huynh đi xe đưa đón con đến trường hàng ngày gây ùn tắc giao thông, tạo ra tiếng ồn quá mức và làm tình trạng ô nhiễm không khí nghiêm trọng hơn. Hoạt động xe cộ gia tăng trong thời gian đưa đón học sinh ảnh hưởng tiêu cực đến chất lượng cuộc sống chung trong cộng đồng. Nó có thể hủy hoại môi trường địa phương và có tác động có hại đến cả sức khỏe thể chất và tinh thần của con người.

Để giải quyết những vấn đề này, chúng tôi đề xuất các giải pháp sau. Đầu tiên, nên khuyến khích nhiều học sinh đạp xe, đi bộ hoặc sử dụng phương tiện giao thông công cộng để đến trường hơn. Thứ hai, việc cung cấp các ưu đãi, chẳng hạn như vé xe buýt miễn phí, có thể thúc đẩy các gia đình lựa chọn các phương tiện giao thông bền vững hơn. Ngoài ra, chúng tôi đề nghị các trường học hoặc Đoàn Thanh niên tổ chức các chương trình đạp xe đến trường nhằm thúc đẩy các phương thức đi lại thân thiện với môi trường.

Việc thực hiện các giải pháp này sẽ góp phần giảm ùn tắc giao thông, tiếng ồn, và ô nhiễm không khí do sử dụng quá nhiều phương tiện cá nhân tại cổng trường. Điều này sẽ giúp thúc đẩy lối sống xanh và thói quen thân thiện với môi trường trong cộng đồng. Vì vậy, bạn nên áp dụng những sáng kiến này để có một tương lai bền vững hơn.

VI. LISTENING

Task 1. Listen to a talk about tips to go green and fill in each blank with NO MORE THAN TWO words. You can listen to the recording TWICE.

Tips to go green	

Reuse	- invest in canvas bags and reuse them (cutting down on the amount of plastic going into (1) <u>landfills</u> or the ocean) - buy a (2) <u>reusable</u> water bottle (saving money and the planet by just (3) <u>refilling</u> the same bottle)
Reduce	- take shorter showers to (4) <u>conserve</u> water - set your thermostat a little lower in the winter and a little higher during the summer - turn off the lights when you leave a room and use (5) <u>electric</u> lights as little as possible - turn off your computer before you go to bed at night
Recycle	- recycle an old cell phone and (6) <u>turn</u> it in to a local electronics store (reducing the (7) <u>environmental</u> problem and maybe getting some money) - recycle pop bottles, paper, (8) <u>tin cans</u>

SCRIPT

I'm going to show you some simple tips to go green, protect the planet and even save some money in the long run. Invest in canvas bags for when you go shopping. You can reuse them every time and it cuts down on the amount of plastic going into landfills or the ocean. Speaking of wasted plastic, buy a reusable water bottle. According to National Geographic, Americans spent 21.7 billion dollars on bottled water in 2011. Save money and the planet by just refilling the same bottle. Save money on energy bills by washing your clothes in cold water and hanging them out on the line to dry. Conserve water by taking shorter showers. Set your thermostat a little lower in the winter and a little higher during the summer. And for goodness sake, turn off the lights when you leave a room. In fact, try to use electric lights as little as possible. Open up those curtains and let that sunshine in. And while we're on the topic of electronics, turn off your computer before you go to bed at night. Oh and unplug your cell phone chargers when you're not using them. Believe it or not electricity is still being used even when the charger isn't plugged into your phone. Recycle an old cell phone that you don't use anymore. Its waste contains mercury and other toxins and is a growing environmental problem. Turn in your cell phone to a local electronics store and they'll take care of it for you. You might even be able to get some money in the process. And lastly recycle, recycle, recycle pop bottles, paper, tin cans. Those blue bins at your school aren't just there for decoration. Together we can keep the planet clean, safe and overall more desirable to live on.

Task 2. Listen to four people talking about four environmental problems and decide which solution is suitable with the problem each speaker mentions. You can listen to the recording TWICE.

	SPEAKER
Adopt green transportation and green energy	C
Practise mindful consumption	D
Use energy-efficient appliances	B
Use reusable items and recycle things	A

SCRIPTS

Speaker A

I'd like to draw your attention to a critical issue affecting our environment. In recent years, the rise in plastic usage has led to negative consequences for our planet. Single-use plastics, like bottles and bags, contribute significantly to environmental problems, harming wildlife and ecosystems. Improper disposal leads to litter in our oceans and lands, threatening marine life and causing ecological imbalance.

Speaker B

In our daily lives, we often overlook simple habits that contribute to excessive energy and water consumption. Leaving lights on in empty rooms, running taps unnecessarily, and using energy-intensive appliances carelessly are common causes. Such practices not only increase utility bills but also waste precious resources.

Speaker C

Unfortunately, many of our daily activities contribute to this problem. The excessive use of private vehicles, industrial emissions, and burning fossil fuels release harmful pollutants into the air, declining its quality and making it contaminated. Moreover, the air pollution leads humans to suffer from severe health problems and harms animals.

Speaker D

Many of us often buy things impulsively without considering their long-term impact. This behaviour results in environmental issues such as excessive waste and resource depletion. In fact, using items only once and then throwing them away is very harmful to our planet. Furthermore, it leads to a waste of money on unnecessary items.

VII. SPEAKING**Task 1. Answer the following questions.**

1. What do you do to live green?

To live green, I prioritise recycling and reducing waste. I often separate recyclables from regular trash, and I try to limit single-use items. Reusing items such as plastic bags and paper whenever possible is another habit I have. By adopting these practices, I contribute to reducing my environmental impact and promoting a more sustainable lifestyle.

Để sống xanh, tôi ưu tiên tái chế và giảm thiểu rác thải. Tôi thường tách rác thải có thể tái chế khỏi rác thông thường và cố gắng hạn chế các đồ dùng một lần. Tái sử dụng những vật dụng như túi nhựa và giấy bất cứ khi nào có thể là một thói quen khác của tôi. Bằng cách áp dụng những biện pháp này, tôi góp phần giảm tác động đến môi trường và thúc đẩy lối sống bền vững hơn.

2. Do you think green living is important? Why?

Yes, green living is crucial for several reasons. First and foremost, it helps preserve the environment, natural resources and biodiversity by reducing pollution. Additionally, adopting eco-friendly practices have positive effects on people's well-being. Moreover, green living promotes sustainability, ensuring that present and future generations can enjoy a healthier planet.

Đúng vậy, sống xanh rất quan trọng vì nhiều lý do. Thứ nhất, nó giúp bảo vệ môi trường, tài nguyên thiên nhiên và đa dạng sinh học bằng cách giảm ô nhiễm. Ngoài ra, việc áp dụng các biện pháp thân thiện với môi trường có tác động tích cực đến sức khỏe của mọi người. Hơn nữa, cuộc sống xanh thúc đẩy sự bền vững, đảm bảo rằng các thế hệ hiện tại và tương lai có thể tận hưởng một hành tinh khỏe mạnh hơn.

Task 2. Talk about ways to reduce, reuse and recycle plastic bottles in about 2 minutes.

Reducing, reusing, and recycling plastic bottles are crucial steps in addressing environmental concerns.

To reduce plastic bottle usage, individuals can start by choosing reusable bottles made from steel or glass, thereby minimising the need for single-use plastics. Adopting mindful habits, like avoiding excessive packaging, also contributes to reducing plastic waste. To reuse plastic bottles, we can wash them and refill them with water for multiple uses. Creative ideas like using them as plant pots, organising art projects, or crafting bird feeders provide practical and imaginative ways to repurpose plastic bottles. Recycling is a key factor in managing plastic waste. Ensuring proper disposal in recycling bins promotes the transformation of plastic bottles into new products. Supporting and engaging in local recycling programs is essential for effective recycling.

Educating communities about the impact of plastic waste and the importance of 3Rs is indispensable. Implementing these practices allows people to reduce plastic waste, protect ecosystems, and build a more sustainable and eco-friendly future for everyone.

Giảm thiểu, tái sử dụng và tái chế chai nhựa là những cách quan trọng trong việc giải quyết các vấn đề về môi trường.

Để giảm việc sử dụng chai nhựa, mọi người có thể bắt đầu bằng cách chọn những chai có thể tái sử dụng được làm từ thép hoặc thủy tinh, từ đó giảm thiểu nhu cầu sử dụng nhựa dùng một lần. Áp dụng những thói quen có ý thức, như tránh đóng gói quá nhiều, cũng góp phần giảm thiểu rác thải nhựa. Để tái sử dụng chai nhựa, chúng ta có thể rửa và đổ đầy nước vào chúng để sử dụng cho nhiều mục đích. Những ý tưởng sáng tạo như sử dụng chúng làm chậu trồng cây, tổ chức các dự án nghệ thuật hoặc chế tạo máng đựng thức ăn cho chim mang lại những cách thực tế và giàu trí tưởng tượng để tái sử dụng chai nhựa. Tái chế là yếu tố then chốt trong việc quản lý rác thải nhựa. Việc đảm bảo xử lý đúng cách trong thùng rác tái chế sẽ thúc đẩy việc chuyển đổi chai nhựa thành sản phẩm mới. Việc hỗ trợ và tham gia vào các chương trình tái chế tại địa phương là điều cần thiết để tái chế hiệu quả.

Việc giáo dục cộng đồng về tác động của rác thải nhựa và tầm quan trọng của 3R là điều quan trọng. Việc thực hiện những hoạt động này giúp mọi người giảm thiểu rác thải nhựa, bảo vệ hệ sinh thái và thúc đẩy một tương lai bền vững và thân thiện với môi trường hơn cho mọi người.

C. BÀI KIỂM TRA

Mark the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- Question 1:** A. clean B. idea C. leaking D. release
Question 2: A. sensor B. sustainable C. reusable D. waste

Mark the letter A, B, C or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

- Question 3:** A. compost B. landfill C. refill D. propose
Question 4: A. decompose B. pollutant C. sustainable D. efficient

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

Question 5: Green building designs are often based _____ energy-efficient principles, reducing environmental impact.

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

Question 6: It is obvious that using reusable bags is _____ than using single-use plastic ones.

- A. eco-friendlier B. more eco-friendly C. less eco-friendly D. more eco-friendlier

Question 7: Improving the recycling system is crucial, _____ to decrease waste released into the environment.

- A. that helps B. which help C. which helps D. that helping

Question 8: Calculating your carbon footprint is necessary, _____ you to understand your impact on the environment.

- A. allowing B. which allow C. that allows D. allow

Question 9: Do you know how long it takes for plastic _____ in the environment?

- A. decompose B. decomposing C. to be decomposing D. to decompose

Read the following advertisement/ announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

GREEN DAY CELEBRATION - JOIN US IN MAKING A DIFFERENCE!

Date & Time: Our Green Day event is set to take place on Sunday, April 10th, 2024, starting at 8:00 a.m.

Location: ABC High School

Detailed Activities:

- Eco-Art Corner: Enhance your creativity with recycled art projects (e.g. (10) _____ unused items into beautiful artworks)
- Recycle Relay Race: Team up and showcase your (11) _____ skills in a friendly competition.
- Seed Planting Workshop: Learn the basics of planting and take home your own sapling.
- Green Trivia Challenge: Test your knowledge on sustainable living and win exciting prizes.

Contact Information: For more information, reach out to us at greenclub@gmail.com.

Let's make a positive impact together! Your participation can contribute (12) _____ a greener, healthier planet!

- Question 10:** A. transforming B. refilling C. sorting D. judging
Question 11: A. recyclable B. recycled C. recycling D. recycle
Question 12: A. on B. about C. for D. to

CLASSROOM GREEN LIVING INITIATIVE!

Dear Students,

Exciting news! Our classroom is embracing the spirit of green living, and we invite each of you to join in the effort to make our space eco-friendly. Here's how you can contribute:

- Plant Corner: Help nurture a small indoor garden. Each student (13) _____ bring in a small plant to make our space greener.
- Water Conservation: Be mindful of water usage. Report any leaks and turn off taps when not in (14) _____ use.
- Educational Posters: Create posters highlighting the importance of green living. Share your tips on saving energy and reducing our carbon footprint.

Let's work together to create a classroom (15) _____ our commitment to a sustainable future. Your small actions can make a big difference!

- Question 13:** A. might B. had C. ought D. can
Question 14: A. an B. Ø (no article) C. the D. a
Question 15: A. that reflects B. which reflect C. reflected D. reflects

Mark the letter A, B, C, or D to indicate the correct arrangement of the sentences to make a meaningful paragraph / letter in each of the following questions.

Question 16:

- a. It's also a good habit to reduce idling when possible.
- b. If you live further away, you can ride the bus or even gather some of your classmates to carpool to school every day.
- c. A new school year is a new chance to act against emission pollution and to do your part to improve air quality.
- d. While you're sitting in your car and waiting for class to start, do your best to remember to turn off your car!
- e. If you live near campus, you can choose to walk or bike to class!

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

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

Question 17:

- a. Burning leaves can lead to air pollution, which harms both the environment and people's health.
- b. What are your thoughts on this? Please share with me about it!
- c. Hi Mia,
- d. We can collect those dry leaves and turn them into nutrient-rich compost for our school garden.
- e. Best regards,
- f. I hope you're well! Lately, I've been noticing a small but important issue - dry leaves are sometimes burned in the school yard.
- g. What if we suggest creating a compost pile instead?

- A. c-f-d-g-a-b-e B. c-a-f-g-d-b-e C. c-f-a-g-d-b-e D. c-f-g-a-d-b-e

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

Sky lanterns are a well-loved tradition in multiple cultures, and are used around the world to celebrate holidays, make wishes, or (18) _____. They've become so popular, in fact, that entire festivals are centred on large groups of people (19) _____ into the night sky.

Though they are undoubtedly beautiful, even biodegradable lanterns can be incredibly harmful to both the environment and wildlife. Sky lantern litter takes quite some time to decompose, and the wire frames have been known to kill wild animals and livestock. (20) _____. (21) _____, but a sky

lantern was also responsible for a massive fire at the Smethwick Recycling Plant in England, as well as a fire (22) _____ in the Krefeld Zoo in Germany.

They have been banned in dozens of states as well as several countries - and recently the Isle of Man - yet sky lanterns remain popular throughout the world despite (23) _____.

Adapted from <https://earth911.com/living-well-being/environmental-impact-traditions>

- Question 18:** A. the passing of a loved one mourns B. to mourn the passing of a loved one
C. the passing of a loved one is mourned D. mourned the passing of a loved one
- Question 19:** A. releasing the glowing lanterns B. release the glowing lanterns
C. have released the glowing lanterns D. to release the glowing lanterns
- Question 20:** A. A significant fire hazard also poses them B. It also poses them a significant fire hazard
C. They also pose a significant fire hazard D. Which poses them a significant fire hazard
- Question 21:** A. Not only they have caused multiple wildfires
B. Not they have only caused multiple wildfires
C. Not only do they have caused multiple wildfires
D. Not only have they caused multiple wildfires
- Question 22:** A. what killed 50 animals B. that killed 50 animals
C. killed 50 animals D. that kills 50 animals
- Question 23:** A. its danger B. our danger C. their danger D. your danger

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

There are many things that you can do to have an eco-friendly lunch. First, it is essential to invest in a lunch box made from (24) _____ material. You can fill it with reusable plastic food (25) _____ and reusable cutlery (such as these ones made from bamboo or any metal cutlery at home works great). Next, you can avoid using single-use plastic water bottles and get a reusable water bottle. Not only do they last longer and keep your beverages at the desired temperature for longer, (26) _____ they also save you some money by avoiding having to pay for water as well. It's also a great idea to invest in some metal straws to prevent (27) _____ of those plastic straws from reaching our beautiful oceans. Last, you test yourself and try to enforce having one or two days a week (28) _____ you practice a litterless lunch! Every effort counts.

Adapted from <https://cleanriver.com/resource/ways-to-go-green-at-school/>

- Question 24:** A. single-use B. contaminated C. recyclable D. plastic
- Question 25:** A. containers B. takeaway C. piles D. leftovers
- Question 26:** A. however B. as C. therefore D. but
- Question 27:** A. every B. any C. much D. little
- Question 28:** A. which B. where C. when D. how

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 33.

The pollution of our atmosphere arises from human activities, notably the emission of greenhouse gases through actions like agriculture, transportation, industry and household operations. Waste disposal also contributes significantly. Air pollution has a tremendous impact on human health and nature.

About 50 per cent of the world's waste is not managed properly. Unfortunately, a part of this mismanagement involves open dumping and burning. When waste is disposed of in this manner, **it** releases harmful substances into the air. This can significantly impact both our health and the environment, making it difficult to breathe, and **worsening** existing health problems. That's why we need to manage our waste properly by recycling, composting, and safely treating waste.

Informal workers in the waste management sector, including children, are sometimes hired to collect, sort or dispose of waste in unsafe conditions. When waste is managed in an unsafe manner, it can release toxic chemicals into the air and water, putting these workers and their communities at risk. When

UNEP assists local waste management teams in improving their practices, it directly benefits these informal workers and their families and communities as well.

When it comes to waste management, it's not only up to individuals. Companies and governments also make a significant impact. Companies can use less packaging and create products with reduced waste. They can design their products to be easily recycled, and support regulations for improved waste management. Governments also play a crucial role. They can establish strong regulations to prevent dumping and burning. By investing in better waste handling methods, they contribute to everyone breathing cleaner air and enjoying a safer environment.

Adapted from <https://www.unep.org/ietc/news/story/waste-managements-crucial-role-beating-air-pollution>

Question 29: Which of the following can be the best title for the passage?

- A. The Global Impact of Greenhouse Gas Emissions
- B. Problems Related to Waste Management and Solutions**
- C. The Causes and Consequences of Air Pollution
- D. The Importance of Waste Management

Question 30: Which of the following is NOT mentioned as a serious consequence of improper waste management?

- A. producing toxic chemicals or substances
- B. making people's existing health problems worse
- C. not having enough landfills**
- D. threatening the health of informal workers and their communities

Question 31: The word "**it**" in paragraph 2 refers to _____.

- A. mismanagement
- B. burning
- C. waste**
- D. manner

Question 32: The word "**worsening**" in paragraph 2 is closest in meaning to _____.

- A. resolving
- B. treating
- C. sorting
- D. exacerbating**

Question 33: Which of the following is stated in the passage?

- A. Companies can contribute to better waste management by using more packaging.
- B. Open dumping and burning is a cause of waste mismanagement.**
- C. Governments set strong regulations to create products with decreased waste.
- D. UNEP provides waste management training to governments and companies.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Fortunately, we live in a city in which our waste management system includes a kerbside recycling program. But only certain types of plastic (numbered 1, 2 or 5) can be recycled. Globally, only 9% of the 15% of plastic waste collected for recycling is actually recycled. We should be encouraging children to discuss the ways in which recycling is a complicated and, at best, partial solution to plastic pollution.

Litterless lunchbox efforts are increasingly common in schools. Such initiatives can help raise children's awareness of plastic waste. However, they can easily become a top-down school policy rather than an opportunity for children to deliberate about the ethical and political complexities of plastic waste. **They** can also create conditions through which children may be shamed or **singled out** for bringing plastic wrapping to school, including disabled children, or children with disabled caregivers, whose well-being depends on their use of some single-use plastics. While social shaming has been used in environmental behaviour modification, it's not great as an educational tool. Children and youth can feel disempowered when solutions to environmental problems are just outside their reach, or just don't add up. Many people believe that children are able to grasp the importance of prevention of plastic waste over trying to find solutions after it has been produced and used.

Packaging accounts for 46% of the world's plastic waste. Currently, some of the world's top single-use plastic polluters are the same corporations who led the "people as polluters" deflection campaign decades ago. Under public pressure, one of the worst producers of single-use plastic, Coca-Cola, recently **pledged** to transition 25% of its packaging to reusable packaging by 2030. This is a

beginning, but rather than wait for corporations to do the right thing, we can work to build reusable and refillable packaging infrastructure and demand that polluters pay.

Children can learn that holding corporations responsible and demanding regulatory change can have an impact. Let's commit to helping children collaborate with communities and organisations working to make a difference to reduce plastic pollution at the source.

In the end, children and educators feel empowered when they are active participants within intergenerational communities organising for change - rather than being made to feel they are the problem.

Adapted from <https://theconversation.com/plastic-free-july-recycling-is-the-ambulance-at-the-bottom-of-the-cliff-its-time-to-teach-kids-to-demand-real-change-from-the-worst-plastic-producers-185573>

Question 34: Which of the following can be the best title for the passage?

- A. The Benefits of Recycling Plastic Waste
- B. The Challenges of Plastic Pollution in Schools
- C. Introducing Reusable Packaging Initiatives
- D. Empowering Children in Environmental Action**

Question 35: The word “**they**” in paragraph 2 refers to _____.

- A. initiatives**
- B. schools
- C. children
- D. complexities

Question 36: The word “**singled out**” in paragraph 2 is closest in meaning to _____.

- A. overlooked
- B. judged
- C. praised
- D. separated**

Question 37: What is the primary concern raised about litterless lunchbox efforts in schools according to paragraph 2?

- A. They contribute to making children less aware of plastic waste.
- B. They are inessential for environmental behaviour modification.
- C. They may result in social shaming for those who bring plastic wrapping to school.**
- D. They leads to ethical and political complexities of plastic waste

Question 38: The word “**pledged**” in paragraph 3 is closest in meaning to _____.

- A. abandoned
- B. contributed
- C. neglected
- D. committed**

Question 39: Which of the following is NOT true according to the passage?

- A. Not all plastic waste collected for recycling is actually recycled.
- B. Coca-Cola has already transitioned 25% of its packaging to reusable packaging.**
- C. Packaging takes up nearly a half of the world's plastic waste.
- D. Requiring regulatory change from corporations can help to decrease plastic waste.

Question 40: Which of the following can be inferred from the passage?

- A. Children feel empowered when solutions to environmental problems are effective.
- B. The involvement of children and educators in environmental initiatives makes them feel like the problem.
- C. Prevention of plastic waste is more important than finding solutions after plastic is produced and used.
- D. Waiting for corporations to take action is not the best approach to addressing plastic pollution.**