

A. VOCABULARY.

ST T	TỪ VỰNG	PHIÊN ÂM	TỪ LOẠI	NGHĨA
1	mass tourism	/mæs 'tʊr.ɪ.zəm/	np	du lịch đại chúng
2	floating water season	/'flaʊ.ɪŋ 'wɑ:.tə 'si:.zən/	np	mùa nước nổi
3	unique	/ju:'ni:k/	adj	độc nhất vô nhị
	uniquely	/ju:'ni:k.li/	adv	một cách độc đáo
4	waterway	/'wɑ:.tə.wei/	n	đường thủy
5	wetland	/'wet.lənd/	n	đất/vùng đất ngập nước, đầm lầy
6	scenery	/'si:.nə.i/	n	phong cảnh
	scenic	/'si:.nik/	adj	đẹp như tranh, thuộc phong cảnh
7	mangrove	/'mæŋ.grouv/	n	cây/rừng ngập mặn (cây đước)
8	sea level	/'si: ,lev.əl/	np	mực nước biển
9	nature reserve	/'nei.tʃə rɪ,zɜ:v/	np	khu bảo tồn thiên nhiên
10	rainforest	/'rem.fɔ:r.ɪst/	n	rừng mưa nhiệt đới
11	vocational school	/vəʊ'keɪ.ʃən.əl ,sku:l/	np	trường dạy nghề
12	life expectancy	/'laɪf ɪk,spek.tən.si/	np	tuổi thọ
13	endangered species	/ɪn'dem.dʒərd 'spi:fɪz/	np	loài có nguy cơ bị tuyệt chủng
	wildlife	/'waɪld.laɪf/	n	động vật hoang dã
14	wild	/'waɪld/	adj	hoang dã
	wilderness	/'wɪl.də.nəs/	n	vùng hoang dã
15	conserve	/kən'sɜ:v/	v	bảo tồn
	conservation	/'kən.sə'veɪ.ʃən/	n	sự bảo tồn
16	mammal	/'mæm.əl/	n	động vật có vú
17	tropical	/'tra:pi.kəl/	adj	nhiệt đới
	tropics	/'tra:piks/	n	vùng nhiệt đới
18	native	/'nei.tɪv/	adj	bản địa, thuộc địa phương
	natively	/'nei.tɪv.li/	adv	một cách bản địa
19	overuse	/'əʊ.və'ju:z/	v/n	lạm dụng / sự lạm dụng
	destroy	/'di'strɔɪ/	v	phá hủy
20	destruction	/'di'strʌk.ʃən/	n	sự tàn phá
	destructive	/'di'strʌk.tɪv/	adj	phá hoại, tiêu cực
	destroyer	/'di'strɔɪ.ə/	n	kẻ/người phá hoại
21	damage	/'dæm.ɪdʒ/	v/n	gây hư hại / thiệt hại
22	raw materials	/'rɑ: mə'tɪr.i.əl/	np	nguyên liệu thô

23	survive	/səˈvaɪv/	v	sống sót, sinh tồn
	survival	/səˈvaɪ.vəl/	n	sự sống sót, sự tồn tại
24	non-living thing	/ˌnɑːnˈlɪv.ɪŋ θɪŋ/	np	phi sinh vật
	living thing	/ˈlɪv.ɪŋ θɪŋ/	np	sinh vật sống
25	bacteria	/bækˈtɪr.i.ə/	n	vi khuẩn
26	organism	/ˈɔːr.gən.i.zəm/	n	sinh vật
27	tiny	/ˈtaɪ.ni/	adj	nhỏ xíu
28	fauna	/ˈfɑː.nə/	n	động vật (hệ động vật)
29	flora	/ˈflɔːr.ə/	n	thực vật (hệ thực vật)
30	ecosystem	/ˈiː.kəʊ.sɪs.təm/	n	hệ sinh thái
31	shelter	/ˈʃel.tə/	n	nơi ẩn náu, sự che chở
32	food chain	/ˈfuːd ˌtʃeɪn/	np	chuỗi thức ăn
33	restore	/rɪˈstɔːr/	v	khôi phục
	restoration	/ˌres.təˈreɪ.ʃən/	n	sự khôi phục
34	lose	/luːz/	v	mất, thua
	loss	/lɔːs/	n	sự mất mát
	lost	/lɔːst/	adj	bị mất; lạc đường
35	continent	/ˈkɑːn.tən.ənt/	n	lục địa
	continental	/ˌkɑːn.təˈnen.təl/	adj	thuộc lục địa
36	ecology	/iˈkɑː.lə.dʒi/	n	sinh thái học
	ecological	/ˌiː.kəˈlɑː.dʒɪ.kəl/	adj	thuộc sinh thái
	ecologist	/iˈkɑː.lə.dʒɪst/	n	nhà sinh thái học
37	food security	/ˌfuːd sɪˈkjʊr.ə.ti/	np	an toàn thực phẩm
38	launch	/lɔːntʃ/	v	hạ thủy; phóng; phát động
	launch (n)	/lɔːntʃ/	n	sự ra mắt / lần phóng
	launcher	/ˈlɔːn.tʃə/	n	thiết bị/người phóng
39	reef	/riːf/	n	đá ngầm; rạn
40	tourist destination	/ˈtʊr.ɪst ˌdes.təˈneɪ.ʃən/	np	điểm đến du lịch
41	scuba diving	/ˈskuː.bə ˌdaɪ.vɪŋ/	np	lặn dùng bình dưỡng khí
42	snorkeling	/ˈsnɔːr.kəl.ɪŋ/	np	lặn với ống thở
43	marine reserve	/məˈriːn rɪˈzɜːv/	np	khu bảo tồn biển
44	oil drilling	/ɔɪl ˈdrɪl.ɪŋ/	np	khoan dầu
45	national park	/ˌnæʃ.ən.əl ˈpɑːrk/	np	công viên/vườn quốc gia
46	insect	/ˈɪn.sekt/	n	côn trùng
	insecticide	/ɪnˈsek.tə.səɪd/	n	thuốc diệt côn trùng
47	butterfly	/ˈbʌt̬.ə.flai/	n	bướm bướm
48	essential	/ɪˈsen.ʃəl/	adj	cần thiết, cốt yếu
	essence	/ˈes.əns/	n	bản chất, tinh túy
49	natural resource	/ˈnætʃ.ər.əl ˈriː.sɔːs/	np	tài nguyên thiên nhiên

biodiversity	/ˌbaɪ.ou.dai'vɜːsə.ti/	n	đa dạng sinh học
diversity	/daɪ'vɜːsə.ti/	n	sự đa dạng
diverse	/daɪ'vɜːs/	adj	đa dạng
diversify	/daɪ'vɜːsə.fai/	v	đa dạng hóa
tropical forest	/'trɒp.ɪ.kəl 'fɒr.ɪst/	np	rừng nhiệt đới
species	/'spiː.ʃiːz/	n	loài
pangolin	/'pæŋ.gə.lɪn/	n	tê tê
delta	/'del.tə/	n	đồng bằng (châu thổ)
rare	/reər/	adj	quý hiếm
rarely	/'rer.li/	adv	hiếm khi
habitat	/'hæb.ə.tæt/	n	môi trường sống
inhabit	/ɪn'hæb.ɪt/	v	sinh sống (ở)
eagle	/'iː.gəl/	n	đại bàng
eaglet	/'iː.glət/	n	đại bàng con
endanger	/ɪn'deɪn.dʒə/	v	gây nguy cơ tuyệt chủng/đe dọa
endangered	/ɪn'deɪn.dʒəd/	adj	bị đe dọa; có nguy cơ tuyệt chủng
bat	/bæt/	n	dơi
attract	/ə'trækt/	v	thu hút
attraction	/ə'træk.tʃən/	n	sự hấp dẫn; điểm thu hút
attractive	/ə'træk.tɪv/	adj	hấp dẫn
hunt	/hʌnt/	v/n	săn bắn / cuộc săn
hunter	/'hʌn.tə/	n	thợ săn
ban	/bæn/	v/n	cấm / lệnh cấm
disappear	/ˌdɪs.ə'pɪr/	v	biến mất
disappearance	/ˌdɪs.ə'pɪr.əns/	n	sự biến mất
harm	/hɑːrm/	v/n	gây hại / sự tổn hại
harmful	/'hɑːrm.fəl/	adj	có hại
harmless	/'hɑːrm.ləs/	adj	vô hại
invest	/ɪn'vest/	v	đầu tư
investment	/ɪn'vest.mənt/	n	sự đầu tư
investor	/ɪn'ves.tə/	n	nhà đầu tư
unemployment	/ˌʌn.ɪm'plɔɪ.mənt/	n	thất nghiệp
employ	/ɪm'plɔɪ/	v	thuê, tuyển dụng
employment	/ɪm'plɔɪ.mənt/	n	việc làm; sự tuyển dụng
unemployed	/ˌʌn.ɪm'plɔɪd/	adj	thất nghiệp
affect	/ə'fekt/	v	ảnh hưởng (tác động lên)
effect	/ɪ'fekt/	n	tác động; kết quả/hiệu ứng
effective	/ɪ'fek.tɪv/	adj	hiệu quả; có tác dụng
effectively	/ɪ'fek.tɪv.li/	adv	một cách hiệu quả
fancy	/'fæn.si/	v	thích / muốn
bird-watching	/bɜːd 'wɒtʃ.ɪŋ/	n	ngắm chim
coral reef	/ˌkɔːr.əl 'riːf/	np	rạn san hô
declare	/dɪ'kler/	v	tuyên bố

declaration	/ˌdek.lə'reɪ.ʃən/	n	bản tuyên bố
reserve	/rɪ'zɜːv/	v/n	đặt trước; bảo tồn / khu bảo tồn
reservation	/ˌrez.ə'veɪ.ʃən/	n	sự đặt chỗ; đặt trước
reserved	/rɪ'zɜːvd/	adj	dè dặt; kín đáo
sightsee	/'saɪt.siː/	v	tham quan
sightseeing	/'saɪt.siː.ɪŋ/	n	việc tham quan

STRUCTURES

ST T	CÂU TRÚC	NGHĨA
1	be home to sb/sth	là nơi cư trú của ai/cái gì
2	refer to sth	đề cập tới điều gì
3	be essential to/for sth it is essential to do something it is essential for somebody/something to do something	cần thiết cho cái gì cần thiết để làm gì đó cần thiết cho ai/cái gì để làm một điều gì đó
4	provide sb with sth provide sth for/to sb	cung cấp cho ai cái gì cung cấp cái gì cho ai
5	be located in sth	nằm ở đâu đó
6	be famous for sth	nổi tiếng về cái gì
7	play an important role in sth	đóng vai trò quan trọng trong cái gì
8	give a talk	nói chuyện
9	depend on sb/sth	phụ thuộc vào ai/cái gì
10	invest in sth	đầu tư vào cái gì
11	describe sb/sth as sb/sth	miêu tả, coi ai/cái gì như là ai/cái gì
12	get off	xuống xe
13	impact on	tác động (đến)
14	run out	hết / cạn kiệt
15	effect on	ảnh hưởng (đến)
16	break down	hỏng / ngừng hoạt động

B. GRAMMAR.

1. Danh từ ghép (compound noun)

- Danh từ ghép (compound noun) được cấu thành từ việc ghép các từ lại với nhau. Đa phần danh từ kép tạo nên khi một danh từ hay tính từ kết hợp với một danh từ khác.

- Mỗi danh từ ghép đóng vai trò như một đơn vị độc lập.

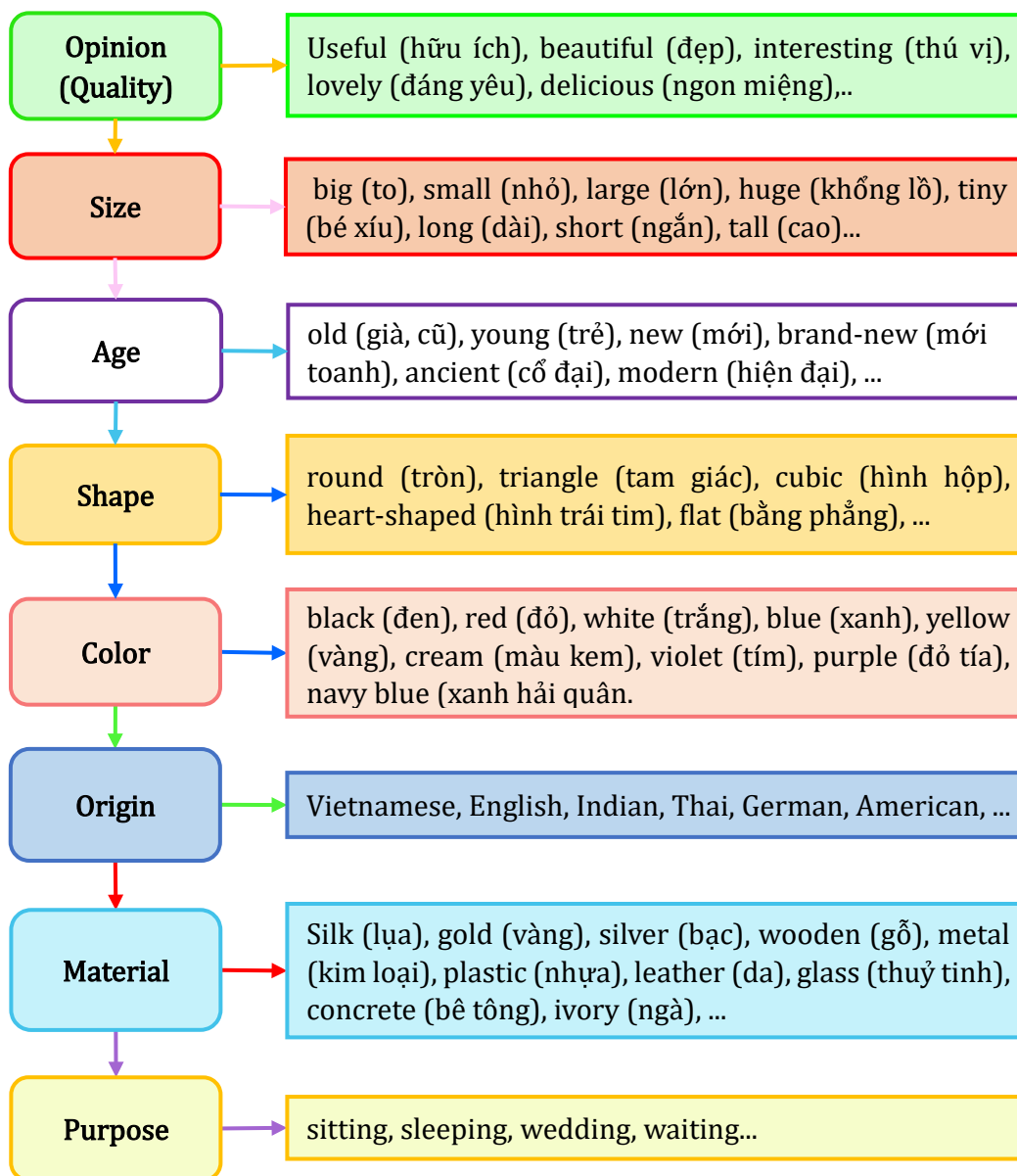
- Có 3 dạng danh từ ghép:

MỞ	DẤU -	ĐÓNG
Sử dụng khoảng trống → travel agency (đại lý du lịch)	Sử dụng dấu gạch ngang → film-making (làm phim)	Không dùng khoảng trống/ dấu - → breakthrough (bước đột phá)
Ex: Green (màu xanh) và house (nhà) đều có nghĩa riêng nhưng khi ghép lại greenhouse (hiện tượng nóng lên toàn cầu).		

Cách kết hợp

1. N + N	6. Giới từ/ Adv + N
2. N + giới từ/ Adv	7. V + N
3. N + V	8. V + giới từ/ Adv
4. Adj + N	9. Từ + giới từ + Từ
5. Adj + V	

2. Trật tự Adj trong N ghép



3. Dạng số nhiều của danh từ ghép

Thông thường, bạn chỉ cần thêm “s/es” vào sau danh từ của danh từ ghép.

Số ít	Số nhiều
a tennis shoe	three tennis shoes
one assistant headmaster	five assistant headmasters
the sergeant major	some sergeants major
a mother-in-law	two mothers-in-law
an assistant secretary of state	six assistant secretaries of state

my toothbrush	our toothbrushes
a woman-doctor	five women-doctors
a doctor of philosophy	three doctors of philosophy
a passerby, a passer-by	four passersby, four passers-by

Ngoại lệ: clothes shop (cửa hàng quần áo), passers-by (người qua đường)

Lưu ý: Những danh từ ghép dạng **Danh từ + danh từ**, khi ở số nhiều danh từ đứng trước giữ vai trò tính từ nên không thêm "S".

Dạng số nhiều đầy đủ	Danh từ ghép dạng số nhiều (Danh từ + danh từ)
10 trees with oranges	10 orange trees
100 cables for cellphones	100 cellphone cables
200 boxes for tools	200 tool boxes
50 stops for buses	50 bus stops
400 wheels for cars	400 car wheels

C. PRACTICE

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

Question 1: During our field trip, the guide warned that _____ can quickly ruin the wetland's fragile food chain.

- A. raw materials B. mass tourism C. wildlife D. unemployment

Question 2: It is _____ for student volunteers to record endangered species accurately during a nature-reserve survey.

- A. essence B. essentially C. essential D. essentialness

Question 3: Our science club will _____ a clean-up campaign to remove plastic from the mangrove waterway after school.

- A. launch B. hunt C. destroy D. disappear

Question 4: Rangers closed the trail to protect _____ near the delta where rare birds breed yearly.

- A. habitat wetland tropical B. wetland habitat tropical
C. tropical wetland habitat D. tropical habitat wetland

Question 5: If factories keep releasing waste, bacteria in the river may _____ the waste, and the ecosystem will collapse quickly.

- A. break down B. get off C. give a talk D. be home to

Question 6: The documentary showed how oil drilling can be highly _____ to coral reefs and marine reserves.

- A. harm B. harmless C. harmful D. harmlessly

Question 7: Our teacher said "flora" usually _____ the plant life living in a rainforest ecosystem.

- A. depends on B. refers to C. runs out D. gets off

Question 8: The national park can _____ local students with training about conserving wildlife and protecting wetlands responsibly.

- A. invest B. survive C. provide D. destroy

Question 9: The camera trap caught a pangolin moving _____ through the undergrowth, avoiding hunters near the reserve.

- A. stealthily B. natively C. loudly D. carelessly

Question 10: Many teenagers join bird-watching clubs because they find wildlife both educational and _____.

- A. attractive** **B. tiny** **C. destructive** **D. raw**

Question 11: Scientists warned that _____ rise threatens mangroves, pushing coastal mammals inland for _____ shelter.

- A. level sea gradual** **B. sea gradual level** **C. gradual sea-level** **D. gradual level sea**

Question 12: The guide asked us to wear sunscreen and avoid stepping _____ the reef while snorkeling.

- A. for** **B. on** **C. with** **D. at**

Question 13: When habitats are damaged, the _____ of many organisms becomes harder, especially in tropical _____ forests.

- A. survive** **B. survival** **C. survivor** **D. surviving**

Question 14: Tram Chim is famous _____ its wetlands, where rare birds return during the floating water _____ season.

- A. for** **B. to** **C. at** **D. on**

Question 15: If we overuse natural resources, we may _____ clean water and safe food for future students.

- A. invest in** **B. run out of** **C. depend on** **D. get off**

Question 16: Our teacher showed photos of _____ along the waterway to explain why ecotourism matters.

- A. waterside unique scenery** **B. scenery unique waterside**
C. unique waterside scenery **D. unique scenery waterside**

Question 17: The nature reserve plays an important role _____ protecting endangered mammals from illegal hunting and habitat loss.

- A. in** **B. on** **C. to** **D. at**

Question 18: The report described the storm's _____ impact on wetlands after sea levels rose unusually fast.

- A. destroy** **B. destroyer** **C. destructive** **D. destructional**

Question 19: Our biology teacher described the ecosystem _____ a network where living and non-living things interact daily.

- A. by** **B. as** **C. for** **D. with**

Question 20: Students learned that every insect in a rainforest has a role, even when it looks _____.

- A. conservation** **B. wilderness** **C. tiny** **D. launch**

Question 21: _____ is essential to protect marine biodiversity, especially when scuba diving tourism increases rapidly.

- A. Conservation** **B. Attraction** **C. Investment** **D. Unemployment**

Question 22: The wetland restoration project reduced biodiversity _____, helping rare species return to the delta gradually.

- A. lose** **B. loss** **C. lost** **D. losing**

Question 23: After the talk, we decided to invest _____ eco-friendly products made from recyclable raw materials.

- A. for** **B. in** **C. to** **D. at**

Question 24: The park is located _____ a protected wetland, so visitors must follow strict rules.

- A. in** **B. on** **C. to** **D. at**

Question 25: The poster explained how _____ helps ecosystems survive heat waves and droughts better.

A. diversity biological wide

B. biological wide diversity

C. wide biological diversity

D. wide diversity biological

Question 26: Rangers asked tourists to get _____ the boat quietly so wildlife wouldn't be frightened near mangroves.

A. in

B. to

C. for

D. off

Question 27: The museum guide spoke _____ about endangered species, making students care more about conservation.

A. effective

B. effect

C. effectively

D. effectiveness

Question 28: If insecticides are overused, butterflies may disappear, and the effect _____ the food chain can be severe.

A. in

B. on

C. at

D. to

Question 29: Our class learned that a coral reef is a tourist destination, but it also provides fish with _____.

A. unemployment

B. investment

C. shelter

D. destruction

Question 30: The ecology club plans to restore the waterway, but funding might _____ if sponsors withdraw suddenly.

A. depend on

B. refer to

C. invest in

D. run out

Question 31: The teacher asked us not to hunt wildlife, even for photos, because it can _____ animals badly.

A. affectively

B. harm

C. conserve

D. attract

Question 32: Many wetlands store carbon naturally, so destroying them can _____ climate change impacts over time.

A. increase

B. launch

C. reserve

D. inhabit

Question 33: The scientist warned that habitat _____ is often permanent once mangroves are cleared for building resorts.

A. destroy

B. destroyer

C. destructive

D. destruction

Question 34: We joined a workshop on _____ to understand why ecosystems support safe local farming.

A. security food long-term

B. long-term security food

C. food long-term security

D. long-term food security

Question 35: The guide asked students to give a talk _____ how wetlands protect coastal towns from flooding.

A. on

B. in

C. at

D. for

Question 36: In a healthy ecosystem, predators depend _____ prey populations staying stable, not disappearing overnight.

A. at

B. on

C. with

D. for

Question 37: When mass tourism grows too fast, local communities may _____ natural resources, then struggle later.

A. break down

B. refer to

C. overuse

D. provide

Question 38: The brochure highlighted the area's _____ attractions, including bird-watching and mangrove boat trips.

A. scene

B. scenery

C. scenic

D. scenically

Question 39: Many students were surprised that bacteria are living things, not _____.

A. non-living things

B. flora

C. insects

D. mammals

Question 40: The teacher showed a map of _____ rainforest regions to explain why the tropics host rich biodiversity.

A. forest tropical diverse **B.** tropical diverse forest **C. diverse tropical forest** **D.** diverse forest tropical

Question 41: The mangrove reserve attracts tourists, but strict rules reduce the impact _____ wildlife breeding grounds.

A. for **B. on** **C.** to **D.** at

Question 42: If oil drilling happens near a marine reserve, coral reefs may _____, and fish populations can drop quickly.

A. conserve **B.** attract **C.** inhabit **D. decline**

Question 43: Our geography lesson explained that a delta forms when rivers drop sediments, creating new _____.

A. wetlands **B.** insects **C.** launchers **D.** destroyers

Question 44: Students were told to avoid feeding wild animals, because it can _____ their natural hunting skills.

A. reserve **B. affect** **C.** declare **D.** restore

Question 45: The newsletter reported a sudden _____ of rare eagles after illegal hunting increased near the national park.

A. disappeared **B. disappearance** **C.** disappear **D.** disappearingly

Question 46: Our teacher said the floating water season is a unique time to sightsee, but tourists must _____ rules.

A. describe **B.** invest **C. follow** **D.** destroy

Question 47: The documentary praised _____ that restore coral reefs and protect endangered marine mammals.

A. efforts conservation community **B.** community efforts conservation
C. community conservation efforts **D.** conservation community efforts

Question 48: Without clean waterways, many organisms cannot survive, so schools should _____ students with eco-friendly habits.

A. refer **B.** be home to **C.** get off **D. provide**

Question 49: The park declared a new nature reserve to conserve wildlife, especially endangered _____ like pangolins and bats.

A. continents **B. mammals** **C.** bacteria **D.** raw materials

Question 50: Scuba diving is fun, but touching coral is harmful; it can _____ the reef's living organisms.

A. attract **B.** reserve **C. damage** **D.** launch

Question 51: Many tropical forests are home to rare fauna, and losing them can reduce global _____.

A. biodiversity **B.** unemployment **C.** launcher **D.** reservation

Question 52: In our project, we had to describe the wetland _____ a place where flora and fauna depend on water quality.

A. at **B. as** **C.** for **D.** on

Question 53: The report mentioned _____, which often destroys habitats and harms local food security.

A. extraction large-scale raw-materials **B.** scale-large raw-materials extraction
C. large-scale raw-materials extraction **D.** large-scale extraction raw-materials

Question 54: The teacher asked us to choose the most _____ solution to reduce plastic waste in waterways.

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

Question 55: If tourists keep throwing trash, the ecosystem may break down, and animals can't find food or _____.

A. shelter **B.** investor **C.** scuba diving **D.** scenery

Question 56: The guide explained that mangroves help restore coastlines by trapping mud and building land _____.

- A. affect B. invest C. naturally D. declare

Question 57: Our teacher said the term “endangered species” usually refers _____ animals facing a high risk of extinction.

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

Question 58: Students were shocked that overfishing can destroy coral reefs, even inside a protected _____.

- A. tourist destination B. vocational school C. wilderness D. marine reserve

Question 59: The ecology club will give a talk about wetlands, because they play an important role in _____.

- A. food security B. reservation C. unemployment D. launcher

Question 60: Many students visit national parks to sightsee, but they should never _____ wild animals for _____ selfies.

- A. touch B. approach C. declare D. chase

Question 61: After the flood, the class discussed ecosystem _____ and how communities can restore damaged _____ wetlands.

- A. restore B. restorable C. restoration D. restoringly

Question 62: The teacher asked us to list _____ to show how biodiversity supports a stable ecosystem.

- A. species native plant B. native species plant C. native plant species D. plant native species

Question 63: If we destroy mangroves, sea level rise will have a stronger impact on coastal cities, not just _____.

- A. harmless effects B. rare habitats C. tropical forests D. wildlife reserves

Question 64: The brochure suggested snorkeling in the marine reserve, but warned that mass tourism can cause long-term _____.

- A. launch B. damage C. attraction D. survival

Question 65: Our biology teacher said the food chain depends on insects, because many birds feed _____ them daily.

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

Question 66: When habitats disappear, endangered animals may move into towns, creating conflict with _____.

- A. bacteria B. scenery C. continents D. humans

Question 67: The ranger explained that the park is home to an eagle family, including a young _____.

- A. eaglet B. butterfly C. launcher D. organism

Question 68: To conserve wetlands, students should cut down on plastic use; otherwise, waterways may become _____ quickly.

- A. polluted B. protected C. available D. separated

Question 69: Our class watched a video showing how mangroves protect coasts by reducing waves during storms _____.

- A. unique B. effectively C. rare D. essential

Question 70: The teacher said the photos were _____ unique, because they showed a hidden wetland during floating water season.

- A. natively B. especially C. rarely D. effectively

Question 71: Many wetlands are tourist destinations, but schools must teach visitors to behave _____ to wildlife.

- A. responsibly B. natively C. rarely D. continentally

Question 72: If we invest in conservation, local people can find jobs, reducing unemployment in rural _____.

- A. habitats B. communities C. species D. launchers

Question 73: Rangers banned illegal hunting, and many rare mammals stopped disappearing, which improved local ecosystem _____.

- A. damage B. affect C. destruction D. stability

Question 74: The teacher asked us to explain how _____ survive by using camouflage and moving quietly.

- A. animals rainforest wild B. rainforest animals wild C. wild rainforest animals D. wild animals rainforest

Question 75: _____ is essential for farmers, because healthy ecosystems provide clean water and protect soil from erosion.

- A. Ecology B. Launcher C. Reservation D. Snorkeling

Question 76: The speaker warned that if we run out of raw materials, companies may _____ cheaper but more destructive options.

- A. refer to B. break down C. be home to D. switch to

Question 77: Our teacher said a nature reserve can provide students with real examples of how ecosystems _____ over time.

- A. destroy B. change C. launch D. hunt

Question 78: Many students prefer eco-tours, because they want to sightsee without harming the local _____.

- A. tourist destination B. reservation C. ecosystem D. launcher

Question 79: The guide asked, "_____ the term 'wilderness' means an area with minimal human influence," and we took notes.

- A. Basically B. Natively C. Rarely D. Uniquely

Question 80: If insecticide is sprayed near wetlands, it can reduce insects and have a negative effect _____ birds.

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

Question 81: The teacher asked us to compare two tourist destinations and choose the most _____ option for wildlife.

- A. conserve B. conservation C. conservatively D. conservation-friendly

Question 82: The report warned that _____ tours must be controlled to protect wetland habitats.

- A. season floating water B. floating season water C. floating water season D. water floating season

Question 83: Our class learned that an ecosystem includes living things, like fauna, and also _____.

- A. non-living things B. endangered species C. tourist destinations D. national parks

Question 84: If we keep overusing forests, many animals will lose habitats, and some may _____ completely.

- A. attract B. declare C. reserve D. disappear

Question 85: The teacher explained that a national park may ban hunting to protect a rare species, such as a _____.

- A. mangrove B. pangolin C. waterway D. wetland

Question 86: Students said the scenery looked scenic, but the ranger warned that littering is never _____.

- A. essential B. wildlife C. harmless D. tropical

Question 87: Our teacher reminded us that mass tourism can damage coral reefs, so we should behave _____.

- A. responsibly B. uniquely C. rarely D. natively

Question 88: The club president suggested we restore mangroves, because they provide fish with shelter and protect _____.

- A.** habitats **B.** coastlines **C.** investors **D.** launchers

Question 89: When the river water becomes polluted, bacteria may spread quickly, causing health problems and ecosystem _____.

- A.** destruction **B.** reserve **C.** imbalance **D.** sightseeing

Question 90: The teacher said ecologists study ecology, and they often work in teams to protect biodiversity, not _____ it.

- A.** invest **B.** provide **C.** conserve **D.** destroy

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

The importance of ecosystems cannot be (1) _____, as they are fundamental to the survival and well-being of all living organisms, including humans. Ecosystems provide numerous invaluable services (2) _____ sustain life on Earth. They regulate the climate by absorbing carbon dioxide and releasing oxygen, helping to stabilize global (3) _____ and maintain suitable conditions for life.

Ecosystems also play a crucial role in water purification, ensuring the availability of clean drinking water and supporting aquatic habitats. Additionally, ecosystems support biodiversity by providing habitats and resources for a wide range of plant and animal species. This biodiversity is essential for the stability and resilience of ecosystems, as different species contribute to the functioning of ecological processes, such as pollination, nutrient cycling, and pest control. (4) _____, ecosystems offer cultural and recreational benefits, providing opportunities for spiritual connection, leisure activities, and inspiration for art and creativity. Preserving and protecting ecosystems is not only a (5) _____ of environmental concern but also a necessity for the sustainable future of our planet and the well-being of present and future generations.

[Adapted from The Guardian]

Question 1: A. overstated B. understated C. underscored D. underpinned

Question 2: A. where B. that C. who D. when

Question 3: A. degrees B. warming C. heats **D. temperatures**

Question 4: A. However B. Therefore C. Moreover D. Otherwise

Question 5: A. sample B. fact **C. matter** D. truth

Exercise 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 10.

Viet Nam's flora and fauna

With a coastline of over 3,260 kilometres, Viet Nam is (1) _____ to many different kinds of flora and fauna. From the Fansipan Peak all the way down to the Mekong Delta, the country has a rich (2) _____ of wildlife. However, due to population growth and rapid urban development, many of Viet Nam's plant and (3) _____ species are endangered.

Natural habitats are threatened by deforestation and the (4) _____ of natural resources. Several unique species have almost disappeared in recent years (5) _____ the illegal wildlife trade. The trade in animal parts continues to be a serious problem (6) _____ the heavy punishment. There is still high demand for elephant ivory, rhino horn, turtle eggs, and other wild animal parts. This has forced a number of mammals and other (7) _____ onto the Red List of Threatened Species. In 2010, Viet Nam's last Javan rhino was shot and killed for its (8) _____.

Nevertheless, there are still many other native species found in the country's dense forests. Scientists continue to (9) _____ unique and rare animals such as the saola and the pangolin. However, if the country wants to conserve its biodiversity and fascinating features, it still has (10) _____ to go.

Question 1: A. area B. location C. place **D. home**

- | | | | |
|----------------------------------|---------------|---------------|--------------|
| Question 2: A. diversity | B. complex | C. number | D. footprint |
| Question 3: A. flora | B. fauna | C. animal | D. creature |
| Question 4: A. use | B. overuse | C. misuse | D. lack |
| Question 5: A. due | B. although | C. because of | D. because |
| Question 6: A. because of | B. despite | C. due to | D. since |
| Question 7: A. things | B. flora | C. birds | D. creatures |
| Question 8: A. horn | B. ivory | C. eggs | D. parts |
| Question 9: A. list | B. shoot | C. meet | D. discover |
| Question 10: A. a lot | B. a long way | C. some way | D. nothing |

[Adapted from Global Success Workbook 11]

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

Ecotourism, (1) _____ involves traveling to natural areas with the goal of conserving the environment and supporting local communities, is often seen as a sustainable and responsible form of tourism. (2) _____, it is important to acknowledge that even ecotourism can have negative impacts on ecosystems if not (3) _____ managed.

One major concern is the potential disruption of natural habitats and wildlife. Ecotourism activities, such as hiking, wildlife viewing, and boat tours, can disturb animal populations and their habitats. Constant human presence and increased foot traffic can (4) _____ stress to wildlife, disrupt breeding and feeding patterns, and even lead to habitat degradation. Additionally, the construction of infrastructure to support ecotourism, such as lodges, trails, and viewing platforms, may involve clearing land, (5) _____ waterways, and fragmenting ecosystems, further impacting the delicate balance of natural environments. (6) _____ negative impact of ecotourism is the potential for pollution and resource depletion. As the number of visitors increases, so does the demand for services and amenities, leading to increased waste (7) _____, energy consumption, and water usage. Improper waste management and inadequate infrastructure can (8) _____ pollution of water bodies, land degradation, and disturbance to delicate ecosystems. Furthermore, the extraction of natural resources to (9) _____ the needs of tourists, such as timber for construction and firewood for cooking, can put additional pressure (10) _____ already vulnerable ecosystems and contribute to deforestation and loss of biodiversity.

[Adapted from National Geographic]

- | | | | |
|------------------------------------|--------------------|----------------|----------------|
| Question 1: A. which | B. where | C. that | D. when |
| Question 2: A. Nevertheless | B. Moreover | C. Therefore | D. Otherwise |
| Question 3: A. confusedly | B. inappropriately | C. properly | D. improperly |
| Question 4: A. make | B. do | C. cause | D. apply |
| Question 5: A. alter | B. altering | C. alternation | D. alternative |
| Question 6: A. Another | B. One | C. Other | D. More |
| Question 7: A. generate | B. generative | C. generator | D. generation |
| Question 8: A. result in | B. transfer to | C. turn to | D. make up |
| Question 9: A. apply | B. complete | C. meet | D. fill |
| Question 10: A. into | B. on | C. at | D. for |

Exercise 5: Mark the letter A, B, C, or D on your answer sheet to indicate the correct arrangement of the sentence to make a meaningful paragraph/letter in each of the following questions.

Question 1:

a. Owen: Let's stay in the marine reserve zone and join the clean-up activity. Rangers provide bins and explain why the coral reef is fragile.

b. Mia: The pier was packed today, and I saw plastic underwater while snorkeling.

c. Mia: Okay. I'll book a small group and bring a refill bottle, so we don't run out of water.

A. a - b - c

B. b - c - a

C. b - a - c

D. a - c - b

Question 2:

a. Ella: Great. I'll upload photos to our shared folder and give a short talk at my vocational school about conservation.

b. Ben: Is that the invasive species known for destroying young rice during the flood season?

c. Ella: In our wetland survey, I found golden apple snail eggs on the waterway plants.

d. Ben: That could disrupt the food chain. Should we suggest restoration, like collecting snails and planting native flora?

e. Ella: Yes, and some farmers overuse insecticide, which breaks down in the canal and has a harmful effect on tiny organisms.

A. c - b - a - d - e

B. c - b - e - d - a

C. c - e - b - d - a

D. c - b - d - e - a

Question 3:

a. Hana: Yes, and many farms overuse insecticide. It breaks down in waterways and has a harmful effect on tiny organisms, even helpful bacteria.

b. Hana: Perfect. I'll give a short talk at my vocational school and add that healthy wetlands are essential for food security.

c. Leo: Is that the invasive species people refer to as the golden apple snail?

d. Leo: Then we should propose restoration—collecting snails, planting native flora, and keeping buffer strips along the waterway.

e. Hana: For our ecology project, I chose the Mekong Delta wetland ecosystem. In the floating water season, golden apple snails spread and damage young rice.

A. e - a - c - b - d

B. e - c - a - d - b

C. c - e - a - d - b

D. e - c - d - a - b

Question 4:

Dear Sam,

Hope you're doing well. How is your new class going?

a. The park has invested in camera traps and drones to protect wildlife and support restoration.

b. After we got off the bus, a ranger gave a talk: it is home to endangered pangolins and rare bats.

c. Last Sunday, our class visited a rainforest national park located in the tropics.

d. We scanned a QR code to donate and picked up plastic, which can harm habitats.

e. He said illegal hunting still happens, so mass tourism is limited by an online reservation.

Write back when you can.

Best wishes,

Kim

A. c - e - b - a - d

B. b - c - e - a - d

C. c - b - a - e - d

D. c - b - e - a - d

Question 5:

Dear Linh,

Hope you're doing well. How is your vocational school going?

a. Even so, mass tourism leaves plastic under the sea, and careless scuba diving can damage the coral reef.

b. After arriving there, after we got off the bus, a short boat ride along the waterway took us through a mangrove wetland.

c. To help, we joined a clean-up and planted native mangroves to restore habitat for wildlife.

d. Last weekend, our class visited a scenic tourist destination, a marine reserve located in the tropics.

e. Right after the boat trip, a ranger gave a talk and said the reserve is home to endangered pangolins, so hunting is banned.

Write back soon.

Best wishes,

Mai

A. b - d - e - a - c

B. d - e - b - a - c

C. d - b - e - a - c

D. d - b - a - e - c

Question 6:

a. When trash breaks down into tiny pieces, birds mistake it for food, and rising sea level pushes salt water inland, so the wetland loses shelter and the food chain weakens.

b. The coastal delta near my city has been described as a unique ecotourism spot, with mangrove waterways and bird-watching trips during the floating water season.

c. To avoid more loss, the nature reserve now uses online reservations, invests in patrols and drone cameras, and funds restoration projects, which can diversify jobs and improve life expectancy.

d. But mass tourism brings noisy boats and plastic under the water, while invasive golden apple snails spread into rice fields and some people still hunt wildlife despite a ban.

e. It is home to rare eagles and many insects, and local families depend on this ecosystem for fish, crabs, and raw materials like palm leaves.

A. b - d - e - a - c

B. e - b - d - a - c

C. b - e - a - d - c

D. b - e - d - a - c

Question 7:

a. Ecologists now invest in early-warning systems, using satellite maps and local reports, because it is essential to control pests while conserving nature.

b. To stop them, some river-delta farmers spray strong insecticide on rice, yet it also kills harmless butterflies and tiny bacteria that break down plant waste.

c. In many parts of Asia, sudden locust swarms are becoming a serious ecological issue, not just a farming problem.

d. This loss reduces biodiversity and has an effect on the food chain, so birds and bats find less food and crops still struggle to survive.

e. Such outbreaks can happen when weather and land use change, because an ecosystem depends on balance between living things and non-living things.

A. c - e - b - d - a

B. c - d - b - e - a

C. e - c - b - d - a

D. c - e - d - b - a

Question 8:

a. Yet overuse is visible: careless snorkeling can break coral, plastic and sunscreen can harm wildlife, and louder boats make the area less attractive for bird-watching near the coast.

b. Located in Bà Rịa-Vũng Tàu Province, Côn Đảo National Park is famous for clear water and a uniquely scenic coral reef that attracts mass tourism.

c. To reduce the impact on habitats, the park has launched an online reservation system with QR tickets, limits dive groups, and invests in coral restoration with trained local divers.

d. Ecologists warn these steps are effective only if visitors follow the rules, because it is essential for the community to conserve natural resources; otherwise, tourism income may disappear and unemployment may rise.

e. This reef ecosystem is home to diverse species, including some endangered species, and it provides young marine organisms with shelter while supporting the local food chain.

A. e - b - a - c - d

B. b - a - e - c - d

C. b - e - c - a - d

D. b - e - a - c - d

Question 9:

a. As the chemicals break down in waterways, they harm tiny bacteria and insects, which disrupts the food chain and speeds up biodiversity loss.

b. These tropical wetlands are home to diverse flora and fauna, and they provide local families with fish and rice, so they play an important role in food security.

- c.** That's why ecologists say it is essential to invest in conservation and restoration, such as collecting snails, planting native plants, and restoring mangroves.
- d.** Wetland ecosystems in many deltas are facing new threats, and invasive organisms often have the biggest impact on them.
- e.** When golden apple snails destroy young rice in the Mekong Delta, that food security can be lost, so some farmers overuse insecticide.

A. d - b - e - a - c

B. b - e - d - a - c

C. d - e - b - a - c

D. d - b - a - e - c

Question 10:

- a.** Together, mass tourism and rising seas can make the food chain break down, catches get smaller, and families who depend on fishing for food security face unemployment, affecting health and life expectancy.
- b.** This year, my town has been described as a 'must-see' tourist destination because our national park is famous for mangroves, wetlands, and a coral reef.
- c.** By doing so, the park has declared zones, limited snorkeling and scuba diving, and invested in restoration—planting native mangroves and funding patrols to ban illegal hunting—so tourism can diversify without destruction.
- d.** On top of tourist crowds, rangers warn sea level rise is flooding parts of the wetland, and volcanic ash sometimes washes into the sea, while oil drilling could harm marine mammals and endangered species.
- e.** However, in recent months, mass tourism now crowds the waterway with boats, and plastic waste under the sea gets tangled in the reef, which damages wildlife and scares away rare fish.

A. b - d - e - a - c

B. e - b - d - a - c

C. b - e - a - d - c

D. b - e - d - a - c

Exercise 6:

Last month, a group of primary school students visited the local nature reserve, an exciting opportunity to observe animals in their natural habitat. The children were thrilled to see a family of foxes playing near the trees. Their guide, a wildlife expert named Mr. Carter, taught them how to identify different bird calls, a skill **(1)** _____. The highlight of the trip was spotting a great spotted woodpecker, a bird with striking black-and-white feathers and a bright red crown.

(2) _____. The children built mini bug hotels using twigs and leaves, learning how even small creatures play a big role in the ecosystem. Some students were hesitant at first, but soon they were digging through the soil with excitement, discovering worms and beetles. "What really surprised me," said one boy, "was how much life there is in just one handful of dirt!"

Exposed to nature for hours, **(3)** _____. Although many of them had only seen wild animals in books or on screens, they quickly adapted to observing them up close. They learned that even common creatures, like earthworms and spiders, **(4)** _____. By the end of the day, their initial nervousness had turned into curiosity.

The trip inspired the class to start a school wildlife garden, encouraging other students to take an interest in conservation. Working together, they planted flowers to attract bees and butterflies, creating a small but thriving habitat. Now, whenever they spot a bird or insect in the garden, **(5)** _____.

Question 1:

- A.** called for careful attention and a calm, patient approach
- B.** involved staying patient and being highly attentive to sound
- C.** that requires patience and sharp listening
- D.** which demanding focus and the ability to listen attentively

Question 2:

- A.** But for the interactive activities, the experience would have become memorable
- B.** It was the interactive activities that made the experience truly unforgettable
- C.** Not only were the activities interactive but the experience was also memorable

D. Interactive as the activities were, the experience was completely unforgettable

Question 3:

A. the beauty and complexity held much appeal for students

B. the children began to appreciate its beauty and complexity

C. the complex beauty gradually captured the children's imagination

D. students struggled to value its beauty and complexity

Question 4:

A. playing a vital role in maintaining the health of soil and plants

B. crucial to the well-being of both soil and plant life

C. which are necessary to support fertile soil and thriving vegetation

D. are essential for healthy soil and plants

Question 5:

A. they realise the need to protect the natural world by remembering their adventure

B. they remember their adventure, inspired by the importance of protecting the natural world

C. they remember their adventure and the importance of protecting the natural world

D. they recognise the need to protect the natural world, remembering the adventure

Exercise 7: 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.

In the past hundred years, biodiversity around the world has decreased dramatically. Many species have gone extinct. Extinction is a natural process; some species naturally die out while new species evolve. But human activity has changed the natural processes of extinction and evolution. Scientists estimate that they are dying out at hundreds of times the natural rate.

A major reason for the loss of biodiversity is that natural habitats are being destroyed. The fields, forests, and wetlands where wild plants and animals live are disappearing. Land is cleared to plant crops or build houses and factories. Forests are cut for lumber and firewood. Between 1990 and 2005, the amount of forested land in Honduras, for instance, dropped 37 percent.

As habitats shrink, fewer individuals can live there. The creatures that survive have fewer breeding partners, so genetic diversity declines.

Pollution, overfishing, and overhunting have also caused a drop in biodiversity. Global climate change – the latest rise in the average temperature around the globe, linked to human activity – is also a factor. Warmer ocean temperatures damage fragile ecosystems such as coral reefs. A single coral reef can shelter 3,000 species of fish and other sea creatures such as clams and sea stars.

[Adapted from <https://education.nationalgeographic.org/resource/global-biodiversity>]

Question 1: The word “they” in paragraph 1 refers to _____.

A. scientists

B. processes

C. species

D. habitats

Question 2: Which of the following best paraphrases the underlined sentence in paragraph 2?

A. Land is purified for the cultivation of crops and construction of buildings.

B. Land is expanded to make room for new houses and factories.

C. Land is prepared for planting crops or constructing houses and factories.

D. Land is contaminated for the development of residential and industrial areas.

Question 3: According to the passage, all of the following are causes of habitat loss EXCEPT _____.

A. clearing land for crops

B. decreasing forested land in Honduras

C. cutting forests for lumber

D. building factories on forests

Question 4: The word “shrink” in paragraph 3 is OPPOSITE in meaning to _____.

A. manage

B. narrow

C. prosper

D. describe

Question 5: The word “fragile” in paragraph 4 could be best replaced by _____.

- A. durable B. vulnerable C. resilient D. trivial

Question 6: Which of the following is **NOT TRUE** according to the passage?

- A. Climate change does not have any effects on marine animals.
B. Pollution and overfishing have contributed to declining biodiversity.
C. Land is cleared to build houses and factories.
D. Extinction is a natural process that occurs over time.

Question 7: In which paragraph does the writer discuss the impact of climate change on biodiversity?

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

Question 8: In which paragraph does the writer mention the destruction of natural habitats?

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

Exercise 8: Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks.

Since the 1940s, the brown tree snake has been **spreading** across Guam. The snake is native to the islands of Papua New Guinea, which is two thousand kilometers away. So, how did they spread so far? [I] Many experts think that the brown tree snake hid on planes that flew between these islands. That's how the snakes spread to Guam.

There are many reasons why the snakes have been spreading across Guam for years. First, Guam has many small animals like birds and mice. [II] The snakes can easily catch and eat them, so they have lots of food. Second, Guam does not have native animals that can eat the brown tree snake. Brown tree snakes can eat lots of food, and nothing eats them, so their population can easily grow.

[III] Brown tree snakes are also a threat to Guam's economy. Guam is a warm and sunny island, and it grows lots of fruit. Birds that are native to the island eat and spread the seeds when **they** fly around. However, the brown tree snakes have reduced the bird populations. Now, there are fewer birds to spread the seeds, so people in Guam can't grow as much fruit to sell.

Scientists have been trying to **cut down on** the brown tree snake population for a long time. Recently, they even tried to kill them with poison. [IV] The scientists put poison into mice and then fed the mice to snakes in the jungle. When the snakes eat the poisonous mice, it kills them.

[Adapted from Workbook 11-iLearn Smart World]

Question 1: Where in paragraph [] does the following sentence belong?

"During World War II, the United States built army airports in Papua New Guinea and Guam."

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

Question 2: According to paragraph 3, which of the following is **NOT** mentioned as a characteristic of Guam that brown tree snakes pose a threat to its economy?

- A. It has a warm climate B. It grows a variety of fruit
C. It is known for being sunny D. It has many small animals

Question 3: The word "**spreading**" in paragraph 1 is **OPPOSITE** in meaning to _____.

- A. gathering B. stretching C. shrinking D. proliferating

Question 4: Which of the following best summarizes paragraph 1?

- A. The brown tree snake, native to Papua New Guinea, spread to Guam after 1940, likely by stowing away on airplanes.
B. Brown tree snakes are an invasive species on Guam, originating from Papua New Guinea and transported by ships.
C. The spread of brown tree snakes across Guam since the 1940s is a mystery that scientists are still trying to solve.
D. Brown tree snakes are native to Guam and have always been found on the island since before the 1940s.

Question 5: The phrase "**cut down on**" in paragraph 4 could best be replaced by _____.

A. reduce

B. retake

C. renew

D. recharge

Question 6: Which of the following best paraphrases the underlined sentence in paragraph 3?

A. A decrease in seed-spreading birds has slightly affected fruit production in Guam.

B. With fewer birds available to disperse seeds, people in Guam are no longer able to produce as much fruit for sale.

C. The decline in birds that help spread seeds has made fruit farming in Guam more efficient.

D. Because there are not enough birds to spread seeds, people in Guam have stopped growing fruit.

Question 7: The word “they” in paragraph 3 refers to _____.

A. the seeds

B. brown tree snakes

C. birds

D. people

Question 8: Which of the following is **NOT TRUE** according to the passage?

A. The lack of predators and abundant prey makes it easy for the population of the brown tree snakes to grow.

B. Many experts claim the brown tree snake was brought to Guam on purpose to control rats.

C. There are no local animals in Guam that feed on the brown tree snake.

D. Since the snakes can quickly catch and eat prey, their food supply is abundant.

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

A. Scientists have successfully eliminated the brown tree snake population in Guam.

B. Papua New Guinea is located right next to Guam, allowing snakes to travel easily by land.

C. Brown tree snakes help increase the bird populations by protecting them from other predators.

D. Using poisoned mice is an indirect but effective method to control the snake population in the jungle.

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

A. Guam’s climate and fruit production have attracted brown tree snakes, which migrated naturally from Papua New Guinea.

B. Although native to Guam, brown tree snakes are endangered, and efforts are being made to protect their population.

C. Brown tree snakes spread to Guam during World War II and have since caused ecological and economic problems, prompting scientists to develop control methods.

D. Brown tree snakes naturally migrated from Guam to Papua New Guinea, improving biodiversity in both regions.

Exercise 9: Listen to a talk about ecosystem restoration and fill in each blank with one suitable word. You can listen to the recording TWICE.

Negative effects of harming ecosystems

- Lose one million **(1)** _____ in the next few decades.
- Lose coral reefs, impacting fish, **(2)** _____ and economies.
- Weaken ecosystems, making them **(3)** _____ carbon.
- Make soil less **(4)** _____ and pollute healthy soil.
- Lose forests, causing ‘Zoonotic disease’ like bird flu, Ebola and Covid-19.

Ways for ecosystem **(5)** _____.

- Grow trees in cities to cut pollution **(6)** _____ improving our health and reducing global warming
- Restore **(7)** _____ to protect coastlines from storms and floods
- Build economies around nature to create jobs for the future
- Call entrepreneurs, thinkers, leaders to get **(8)** _____

Exercise 10: Listen to a conversation about biodiversity and choose the correct answer to each of the following questions. You can listen to the recording TWICE.

Question 1: What does biodiversity refer to?

A. the impact of climate change

B. the variety of life on Earth

C. the study of ecosystems

D. the source of energy

Question 2: How do small mammals and birds help ecosystems?

- A.** They spread seeds and fruit.
- B.** They control pests and build nests.
- C.** They hunt other animals.
- D.** They make the environment cleaner.

Question 3: Why is biodiversity essential for ecosystems?

- A.** It makes ecosystems less productive.
- B.** It makes ecosystems less diverse.
- C.** It makes ecosystems more sustainable.
- D.** It attracts more tourists.

Question 4: What is **NOT** a benefit of biodiversity for us?

- A.** providing food and water for daily lives
- B.** supplying timber and wood fibre for business
- C.** protecting us against natural disasters
- D.** making climate change less stable

Question 5: How can we contribute to protecting biodiversity?

- A.** by ignoring the impacts of our choices on biodiversity
- B.** by supporting companies that harm biodiversity
- C.** by encouraging policies that protect the planet
- D.** by using less resources to make them more sustainable