

UNIT 6 | SOCIAL ISSUES

A. VOCABULARY (TỪ VỰNG)

Unit opener

No	Words		Transcription	Meaning
1	disease	(n)	/di'zi:z/	bệnh tật
2	homelessness	(n)	/'həʊmləsənəs/	tình trạng vô gia cư
3	hunger	(n)	/'hʌŋgə/	nạn đói
4	racism	(n)	/'reɪsɪzəm/	nạn phân biệt chủng tộc
5	unemployment	(n)	/,ʌnɪm'plɔɪmənt/	tình trạng thất nghiệp

Lesson 6a

No	Words		Transcription	Meaning
6	conduct	(v)	/kən'dʌkt/	tiến hành (nghiên cứu)
7	crisis	(n)	/'kraɪsɪs/	khủng hoảng
8	life-threatening	(adj)	/laɪf 'θretə'nɪŋ/	đe dọa tính mạng
9	malaria	(n)	/mə'leəriə/	bệnh sốt rét
10	non-profit	(adj)	/nɒn 'prɒfɪt/	phi lợi nhuận
11	nutrition	(n)	/nju: 'trɪʃən/	(vấn đề) dinh dưỡng
12	scale	(n)	/skeɪl/	quy mô
13	tuberculosis	(n)	/tju:,bɜ:kjə'ləʊsɪs/	bệnh lao
14	bullying	(n)	/'bʊlɪŋ/	(vấn đề) bắt nạt, ăn hiếp
15	crime	(n)	/kraɪm/	hành vi phạm tội, tội ác
16	depression	(n)	/di'preʃən/	chứng trầm cảm
17	gender inequality	(n)	/'dʒendər ,ɪnɪ 'kwɒləti/	bất bình đẳng giới
18	healthcare	(n)	/'helθkeə/	sự chăm sóc sức khỏe
19	obesity	(n)	/əʊ'bi:səti/	bệnh béo phì
20	pollution	(n)	/pə'lu:ʃən/	ô nhiễm
21	poverty	(n)	/'pɒvəti/	sự nghèo đói

Lesson 6c

No	Words		Transcription	Meaning
22	fill out	(phr v)	/fɪl aʊt/	điền thông tin (vào mẫu đơn)
23	fill up	(phr v)	/fɪl ʌp/	làm đầy, đổ đầy

Lesson 6d

No	Words		Transcription	Meaning
24	cash	(n)	/kæʃ/	tiền mặt
	equal (to sb/ sth)	(adj)	/'i:kwəl/	bằng nhau, ngang nhau, bình đẳng (với ai), bằng (với cái gì)
25	shelter	(n)	/'ʃeltə/	chỗ ở, chỗ trú
	→ shelter (sb from sth)	(v)	/'ʃeltə/	cung cấp chỗ trú ẩn, bảo vệ, che chở (ai đó) khỏi (cái gì đó)
26	stamp	(n)	/stæmp/	(thực phẩm) tem phiếu
27	training	(n)	/'treɪnɪŋ/	khoá đào tạo, huấn luyện

CULTURE CORNER C

No	Words		Transcription	Meaning
28	3D (three-dimensional) technology	(n)	/θridi: (,θri:daɪ'menʃənəl) tek'nɒlədʒi/	công nghệ 3D
29	model	(n)	/'mɒdəl/	mô hình / mẫu
30	remotely	(adv)	/rɪ'məʊtli/	từ xa
31	trial	(n)	/traɪəl/	(phiên bản) thử nghiệm
32	VR (Virtual Reality) technology	(n)	/vi:ɑ: ('vɜ:ʃuəl ri'æləti) tek'nɒlədʒi/	công nghệ thực tế ảo

CLIL C (PSHE)

No	Words		Transcription	Meaning
33	access (to sb/ sth)	(n)	/'ækses/	sự tiếp cận (với ai/ cái gì)
34	cooperation	(n)	/kəʊ,ɒpə'reɪʃən/	sự hợp tác
35	economy	(n)	/i'kɒnəmi/	nền kinh tế
36	funding	(n)	/'fʌndɪŋ/	sự tài trợ, tiền tài trợ
37	humanitarian aid	(n)	/hju:,mænɪ'teəriən eɪd/	viện trợ nhân đạo
38	overcome	(v)	/,əʊvə'kʌm/	vượt qua
39	strengthen	(v)	/'streŋθən/	làm cho vững mạnh

* WORD FORMATION

disease	(n)	/dɪ'zi:z/	bệnh tật
→ diseased	(adj)	/dɪ'zi:zd/	bị bệnh, mang bệnh
homeless	(adj)	/'həʊmləs/	vô gia cư, không nhà ở
→ homelessness	(n)	/'həʊmləsənəs/	tình trạng vô gia cư
race	(n)	/reɪs/	chủng tộc
→ racism	(n)	/'reɪsɪzəm/	nạn phân biệt chủng tộc
→ racist	(n)	/'reɪsɪst/	người phân biệt chủng tộc
→ racist	(adj)	/'reɪsɪst/	mang tính phân biệt chủng tộc, có suy nghĩ phân biệt chủng tộc
employment	(n)	/ɪm'plɔɪmənt/	công việc, tình trạng có việc làm
→ unemployment	(n)	/,ʌnɪm'plɔɪmənt/	tình trạng thất nghiệp
→ unemployed	(adj)	/,ʌnɪm'plɔɪd/	thất nghiệp
≠ employed (by sb)	(adj)	/ɪm'plɔɪd/	có việc làm, được (ai đó) nhận vào làm
profit	(n)	/'prɒfɪt/	lợi nhuận
→ non-profit	(adj)	/nɒn 'prɒfɪt/	phi lợi nhuận
→ profit	(n)	/'prɒfɪt/	lợi nhuận
→ profitable	(adj)	/'prɒfɪtəbəl/	mang lại lợi nhuận, có lợi
nutrition	(n)	/nju:'trɪʃən/	(vấn đề) dinh dưỡng
→ nutritious	(adj)	/nju:'trɪʃəs/	nhiều dinh dưỡng, bổ dưỡng
→ nutrient	(n)	/'nju:triənt/	chất dinh dưỡng
→ malnutrition	(n)	/,mælnju:'trɪʃən/	bệnh suy dinh dưỡng
bully	(v)	/'bʊli/	bắt nạt, ăn hiếp
→ bully	(n)	/'bʊli/	kẻ bắt nạt
→ bullying	(n)	/'bʊlɪŋ/	(vấn đề) bắt nạt, ăn hiếp
crime	(n)	/kraɪm/	hành vi phạm tội, tội ác
→ criminal	(n)	/'krɪmɪnl/	tội phạm
depression	(n)	/dɪ'preʃən/	chứng trầm cảm
→ depressed	(adj)	/dɪ'prest/	trầm cảm, buồn nản
obesity	(n)	/əʊ'bi:səti/	bệnh béo phì
→ obese	(adj)	/əʊ'bi:s/	béo phì, thừa cân
pollute	(v)	/pə'lu:t/	gây ô nhiễm
→ pollution	(n)	/pə'lu:ʃən/	ô nhiễm

→ pollutant	(n)	/pə'lu:tənt/	chất gây ô nhiễm
poor	(adj)	/pɔ:(r)/, /pʊə(r)/	nghèo
→ poverty	(n)	/'pɒvəti/	sự nghèo đói
equal (to sb/ sth)	(adj)	/'i:kwəl/	bằng nhau, ngang nhau, bình đẳng (với ai), bằng (với cái gì)
≠ unequal (in sth)	(adj)	/ʌn'i:kwəl/	bất bình đẳng, không ngang bằng (trên khía cạnh nào đó)
→ equality	(n)	/'dʒendər 'kwɒləti/	sự bình đẳng giới
→ inequality	(n)	/,ɪn'i'kwɒləti/	bất bình đẳng giới
train	(v)	/treɪn/	đào tạo, huấn luyện
→ training	(n)	/'treɪnɪŋ/	khoá đào tạo, huấn luyện
→ trainer	(n)	/'treɪnər/	Huấn luyện viên
remote	(adj)	/rɪ'məʊt/	ở xa, từ xa
→ remotely	(adv)	/rɪ'məʊtli/	từ xa
cooperate (with sb/sth)	(v)	/kəʊ'ɒpəreɪt/	hợp tác (với ai/ cái gì)
→ cooperation	(n)	/kəʊ'ɒpə'reɪʃən/	sự hợp tác
economy	(n)	/ɪ'kɒnəmi/	nền kinh tế
→ economical	(adj)	/,i:kə'nɒmɪkl/	tiết kiệm, ít tốn kém
→ economics	(n)	/,i:kə'nɒmɪks/	Kinh tế học
fund	(v)	/fʌnd/	tài trợ, cấp vốn
→ funding	(n)	/'fʌndɪŋ/	sự tài trợ, tiền tài trợ
strengthen	(v)	/'streŋθən/	làm cho vững mạnh
→ strength	(n)	/streŋθ/	sức mạnh

GRAMMAR

1. Danh động từ (V-ing)

Danh động từ (Gerund) là hình thức động từ được thêm -ing và được sử dụng như một danh từ.

a. Danh động từ có thể đóng vai trò như một chủ ngữ trong câu.

- **Winning** this race is a big achievement for my brother.

b. Danh động từ có thể đóng vai trò như một tân ngữ trong câu:

- sau một số động từ như: **avoid, consider, dislike, forgive, imagine, involve, practise, suggest, mind, risk, recommend, deny, delay, postpone, etc.**

- I **suggest joining** the art club at school.

- sau một số động từ hoặc giới từ: **apologise for, concentrate on, help with, complain about, dream of, insist on, rely on, succeed in, focus on, cany on, etc.**

- I don't know why you **insist on talking** about it.

- sau một số cụm từ: **can't help, can't stand, spend (time), feel like, it's (not) worth, it's no use/good, look forward to, be busy, (be) get used to, have difficulty/trouble, have a good time, etc.**

- Lily **can't stand working** in an office

2. Câu hỏi đuôi

Câu hỏi đuôi trong tiếng Anh (**tag question**) là một câu hỏi ngắn được đặt ở cuối câu. Loại câu hỏi này thường được dùng khi người nói không chắc chắn về tính đúng sai của một mệnh đề nào đó, vì vậy được sử dụng để kiểm chứng cho mệnh đề được đưa ra.

- Mệnh đề khẳng định, câu hỏi đuôi phủ định:

He is looking for a job, isn't she?

- Mệnh đề phủ định, câu hỏi đuôi khẳng định:

The bus isn't coming, is it?

Nếu câu không có động từ *to be*, trợ động từ hay động từ tình thái, chúng ta dùng **don't, doesn't** cho thì hiện tại đơn và **didn't** cho thì quá khứ đơn.

*Calvin works at the employment centre, **doesn't he?***

*You signed up for the medical volunteer programme, **didn't you?***

Trong câu hỏi đuôi, chúng ta **xuống giọng** (↘) khi chắc chắn với câu trả lời và **lên giọng** (↗) khi không chắc chắn và muốn tìm câu trả lời.

*Monica is joining the volunteer group, **isn't she?*** (↘) (Chắc chắn.)

*They collected all the donations, **didn't they?*** (↗) (Không chắc chắn.)

Một số dạng câu hỏi đuôi khác.

• *I am – aren't I?*

*I'm on the food collection committee, **aren't I?***

• Câu mệnh lệnh khẳng định – *will you?*

*Have a seat in the waiting room, **will you?*** (một lời mời)

• Câu mệnh lệnh phủ định – *won't you?*

*Write your name down in this application, **won't you?*** (một yêu cầu lịch sự)

• *Don't – will you?*

*Don't forget to write your email address on the job application, **will you?***

• *Let's – shall we?*

*Let's go to the charity event, **shall we?***

• Have (got) vật sở hữu – *haven't + chủ ngữ?*

*You've (got) the blankets for the shelter, **haven't you?***

• Câu có từ phủ định (*never, none, nobody, no one, nothing*, etc.) sẽ có câu hỏi đuôi khẳng định.

*You've **never** volunteered at the homeless shelter, **have you?***

• *there + be – be + there?*

*There are lots of people at the medical centre, **aren't there?***

• *Nobody/No one – trợ động từ thể khẳng định + they?*

*Nobody complains about working late at the fundraising event, **do they?***

• *everyone, someone, anyone, these, those – trợ động từ phủ định + they?*

*Everybody enjoyed collecting blankets for the shelter, **didn't they?***

• *this, that, everything, something, nothing – động từ + it?*

*That's the new free medical centre, **isn't it?***

C. EXERCISE (BÀI TẬP)

① PHONETICS

I. Choose the words whose underlined part is pronounced differently from that of the others in each group.

- | | | | |
|---------------------------|--------------------------|-------------------------|------------------------|
| 1. A. econ <u>o</u> my | B. p <u>o</u> verty | C. m <u>o</u> del | D. over <u>o</u> me |
| 2. A. obes <u>o</u> ity | B. g <u>e</u> nder | C. de <u>o</u> pression | D. acc <u>e</u> ss |
| 3. A. c <u>a</u> sh | B. sm <u>a</u> rt | C. b <u>a</u> lance | D. st <u>a</u> mp |
| 4. A. f <u>u</u> nding | B. h <u>u</u> manitarian | C. h <u>u</u> nger | D. <u>u</u> nderground |
| 5. A. cr <u>i</u> sis | B. k <u>i</u> ss | C. ch <u>i</u> ld | D. l <u>i</u> fe |
| 6. A. str <u>e</u> ngthen | B. tub <u>e</u> rculosis | C. s <u>e</u> lect | D. r <u>e</u> sident |
| 7. A. nutr <u>i</u> tion | B. j <u>u</u> ngle | C. <u>u</u> gly | D. l <u>u</u> cky |
| 8. A. repl <u>a</u> ce | B. rac <u>i</u> sm | C. coop <u>e</u> ration | D. equ <u>a</u> l |
| 9. A. shel <u>t</u> er | B. th <u>re</u> aten | C. quest <u>i</u> on | D. povert <u>y</u> |

10. A. war B. organise C. apply D. hurricane

II. Choose the word whose main stressed syllable is placed differently from that of the other in each group.

11. A. disease B. healthcare C. funding D. strengthen
 12. A. racism B. nutrition C. poverty D. homelessness
 13. A. pollution B. malaria C. depression D. digital
 14. A. hunger B. measure C. replace D. crisis
 15. A. technology B. monument C. employment D. equality

② WORD FORMATION

Complete the sentences with the correct form of the words.





- She described the problem of _____ in the city. (**home**)
- The authorities are taking steps to combat _____ in this city. (**race**)
- We are firmly committed to reducing _____. (**employ**)
- The doctor discovered that his heart was _____. (**disease**)
- Drug manufacturing is the most _____ business in America. (**profit**)
- Raw vegetable salads are very _____. (**nutrition**)
- The policeman ordered the _____ to drop his weapon. (**crime**)
- He was _____ because he had not passed the examinations. (**depressed**)
- She was not just overweight; she was clinically _____. (**obesity**)
- Sulphur dioxide is a _____ and a major contributor to acid rain. (**pollute**)
- When _____ comes in at the door, love flies out at the window. (**poor**)
- Until women are paid as much as men, they will be competing on _____ terms. (**equal**)
- We need to spend more time and money on _____ our staff. (**train**)
- We would like to ask for your _____ in the survey. (**cooperate**)
- The book discussed the most _____ way of running a home. (**economy**)

③ FURTHER PRACTICE

UNIT OPENER

I. Vocabulary

1. Write the suitable word/phrase for each picture.

		
1. _____	2. _____	3. _____
		

4. _____	5. _____	6. _____
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2. Complete the sentences with the words in exercise I.

- The only way to solve _____ is to provide more homes.
- Hundreds of refugees collapsed from _____ and thirst.
- Smoking can increase the risk of developing heart _____.
- _____ broke out between the two countries after a border dispute.
- We are bringing in measures to combat _____ in football.
- _____ is a very real problem for graduates now.

II. Pronunciation

1. Put the words into the correct column. Then practise saying them with a partner.

that	bathtub	math	thing	feather	breathe
this	toothpick	tooth	thanks	think	birthday
bathe	these	clothing	them	father	healthy
smooth	other	clothes	the	fifth	they
thirty	something	either	their	mother	thin
Thursday	anything	weather	there	teeth	athlete
three	brother	breath	they're	tenth	another
thumb	thirteen	earth	those	ninth	north

/θ/	/ð/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Say these sentences out loud.

The **voiceless TH sounds** are in **blue**. Use only air to make these sounds.

The **voiced TH sounds** are in **green**. Use air and your voice to make these buzzing sounds.




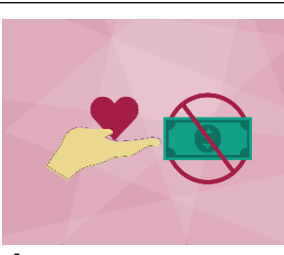



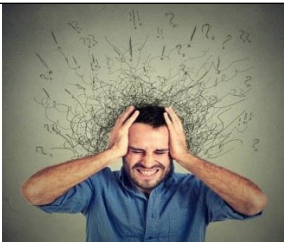
- I **think** it is **Thursday**.
- It is his **thirteenth** **birth**day today.
- You can clean your **teeth** with a thin **tooth**pick.
- They** should ask **their** **father** or **their** **mother**.
- The** **other** **clothes** are new.
- There** is **another** **feather** over **there**.
- That** **thing** is bigger **than** **that** **other** **thing**.
- Those** **three** boys will be **three** **this** **Thursday**, October **ninth**.
- There** is **something** in **that** dog's **mouth**.
- My **brother** said **the** **weather** is warmer in **the** **south** **than** in **the** **north**.

LESSON 6A. READING

I. VOCABULARY

1. Fill in each gap with the correct word in the following table.

a. non-profit	e. medical facilities
b. crisis	f. tuberculosis
c. nutrition	g. malaria
d. conduct (research)	h. life-threatening

 <p>1.</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>

2. Read and match the statements with the issues

- | | |
|-----------------------------|---|
| a. depression | 1. People gain weight when they eat more calories than they burn through activity. |
| b. obesity | 2. In Africa, some families don't have enough money to meet their basic needs like food, clean water, and a safe place to live. |
| c. bullying | 3. It's important to know that everyone, no matter if they're a boy or a girl, should have the same chances and opportunities. |
| d. poverty | 4. I observed a man taking something without permission, and it appeared to be an act of stealing. |
| e. crime | 5. Many unemployed workers are not <i>getting</i> medical care <i>due to cost reasons</i> . |
| f. healthcare | 6. Some children might say they feel "unhappy" or "sad". Others might say they want to hurt or even kill themselves. |
| g. pollution | 7. A number of air pollutants pose severe health risks and can sometimes be fatal, even in small amounts. |
| h. gender inequality | 8. Remember, kindness and respect make our schools and communities better places for everyone. |

II. Reading comprehension

A. Read the passage and choose the correct answer for each question.

The Trump campaign ran on bringing jobs back to American shores, although mechanization has been the biggest reason for manufacturing jobs' disappearance. Similar losses have led to populist movements in several other countries. But instead of a pro-job growth future, economists across the board predict further losses as AI, robotics, and other technologies continue to be ushered in. What is up for debate is how quickly this is likely to occur.

Now, an expert at the Wharton School of Business at the University of Pennsylvania is ringing the alarm bells. According to Art Bilger, venture capitalist and board member at the business school, all the developed nations on earth will see job loss rates of up to 47% within the next 25 years, according to a recent Oxford study. "No government is prepared," *The Economist* reports. These include **blue and white collar jobs**. So far, the loss has been restricted to the blue-collar variety, particularly in manufacturing.

To combat "structural unemployment" and the terrible blow, it is bound to deal the American people, Bilger has formed a nonprofit called Working Nation, whose mission it is to warn the public and to help make plans to safeguard them from this worrisome trend. Not only is the entire concept of employment about to change in a dramatic fashion, the trend is **irreversible**. The venture capitalist called on corporations, academia, government, and nonprofits to cooperate in modernizing our workforce.

To be clear, mechanization has always cost us jobs. The mechanical loom, for instance, put weavers out of business. But it also created jobs. Mechanics had to keep the machines going, machinists had to make parts for them, and workers had to attend to them, and so on. A lot of times those in one profession could pivot to another. At the beginning of the 20th century, for instance, automobiles were putting blacksmiths out of business. Who needed horseshoes anymore? But they soon became mechanics. And who was better suited?

Not so with this new trend. Unemployment today is significant in most developed nations and it's only going to get worse. By 2034, just a few decades, mid-level jobs will be by and large **obsolete**. So far, the benefits have only gone to the ultra-wealthy, the top 1%. This coming technological revolution is set to wipe out what looks to be the entire middle class. Not only will computers be able to perform tasks more cheaply than people, **they'll** be more efficient too.

Accountants, doctors, lawyers, teachers, bureaucrats, and financial analysts beware: your jobs are not safe. According to *The Economist*, computers will be able to analyze and compare reams of data to make financial decisions or medical ones. There will be less of a chance of fraud or misdiagnosis, and the process will be more efficient. Not only are these folks in trouble, such a trend is likely to freeze salaries for those who remain employed, while income gaps only increase in size. You can imagine what this will do to politics and social stability.

(Source: <https://bigthink.com/>)

Question 1: Which of the following could be the main idea of the passage?

A. Many jobs will disappear in the future.

- B. AI will replace the workers' positions in almost jobs.
- C. Manufacturing jobs are predicted to be the first ones to disappear.
- D. Changing jobs is not a new trend in the future.

Question 2: It can be inferred from paragraph 2 that “**blue and white collar jobs**” are related to _____.

- A. people whose uniforms' colors are blue and white.
- B. people who are distinguished by the colors of their collars.
- C. people who do physical work in industry and who work in an office.
- D. people (mainly women) who do low-paid jobs, for example in offices and restaurants.

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

- A. impermanent
- B. remediable
- C. reparable
- D. unalterable

Question 4: According to the passage, which of the following is **NOT** true about jobs in the future?

- A. AI, robots and technologies continuously used will put more labourers out of their jobs.
- B. Every country has applied many policies to prepare for the massive loss of jobs in the next 25 years.
- C. Many different organizations are called to cooperate in renovating the workforce.
- D. Working Nation is an organization founded to warn the public and make plans to save people from job loss.

Question 5: According to paragraph 4, what is the advantage of mechanization?

- A. Although mechanization drives people out of work, it also creates more jobs.
- B. People can change their jobs to be more suitable with the society.
- C. People will no longer need the useless like horseshoes.
- D. Workers will spend less time on manufacturing with the help of machines.

Question 6: The word “**obsolete**” in paragraph 5 could be best replaced by _____.

- A. outdated
- B. modern
- C. fashionable
- D. adventurous

Question 7: What does the word “**they**” in paragraph 5 refer to?

- A. people
- B. tasks
- C. computers
- D. the entire middle class

Question 8: Why does the author mention in the last paragraph that accountants, doctors, lawyers, teachers, bureaucrats, and financial analysts are not safe jobs?

- A. Because they are easy to make mistakes or misdiagnosis in doing their jobs.
- B. Because the salaries paid for these jobs may be frozen in the future.
- C. Because computers are likely to analyze and process a great amount of data with high accuracy.
- D. Because these jobs directly influence politics and social stability.

B. Read the following passage and choose the correct answer for each question.

Men have always played critical roles in the women's movement. But there is still a long way to go because despite all the progress made, men still dominate positions of power. And, as a string of recent harassment scandals has shown, the behaviour of some men has had profound effects on women's careers, their success and their lives. The good news, as we mark International Women's Day, is that many men are acknowledging the importance of playing their part to make gender equality a reality.

A new study by Ipsos Mori has found that while a third of British men think they are being expected to do too much to support women's equality, far more – half – do not. In fact, three in five men in Britain agree that gender equality won't be achieved unless they also take action to support women's rights.

Despite attempts in some quarters to paint gender equality as a zero-sum game, there are plenty of win-win propositions for these men to advocate. Better parental leave for fathers would be a good start. Government policy needs to catch up with this new reality, and the evidence is clear that, unless paternity leave is non-transferable and well paid, **uptake** will be low. Sweden and Norway show us that the introduction of the “daddy quota” – the period of parental leave reserved specifically for fathers – has a positive effect on male take-up of parental leave, and then on men's long-term involvement in household work and childcare. This reaps economic dividends, as women's talents are no longer lost to the labour force, and having an involved father has a positive effect on children's wellbeing.

Globally, three-quarters (72%) agree that employers should make it easier for men to combine childcare with work. Businesses need not fear: research links flexible working to increased productivity, as better work-life balance leads to happier, more effective workers. Women gain from having flexible partners, too. A study of German couples found that having a partner who works flexibly boosted the wages of men and women, with the effect most **pronounced** for mothers. Conversely, women whose partners work very long hours are significantly more likely to quit the labour force – taking their talent and experience with **them**.

(source: <https://www.theguardian.com/>)

Question 1: Which best serves as the title for the passage?

- A. Gender equality is not a “women's issue”. B. Shifting from one gender sphere to another.
C. How to effortlessly tackle gender inequality. D. Gender equality and women empowerment.

Question 2: According to paragraph 1, how is the current situation of gender equality movement?

- A. There are many men who are proud feminists and dedicated activists.
B. It is just treading water for a long time since the beginning of movement.
C. The quantitative differences have yet turned into qualitative change.
D. The recent evidences display a hint of retrogressing development.

Question 3: The word “**uptake**” in paragraph 3 is closest in meaning to ____.

- A. consumption B. utilisation C. ceremony D. manipulation

Question 4: According to paragraph 3, which characteristic of gender movement acts as an incentive for male involvement?

- A. One gender's gain or loss is exactly balanced by the loss or gain of the other.
B. The outcome is beneficial for both parties – genders – involved in the process.
C. It is initially tough and dire but becomes smooth as they progress.
D. It is practically a dead-end which can instigate the male's competitiveness.

Question 5: The word “**pronounced**” in paragraph 4 is closest in meaning to ____.

- A. faint B. noticeable C. expressive D. thick

Question 6: The word “**them**” in paragraph 4 refers to ____.

- A. links B. partners C. men D. women

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

- A. “Daddy quota” is the scheme drafted by the Japanese employers.

- B. There are still voices claiming the rigidly win-or-lose nature of gender movement.
- C. There are already as many women as men in the corridors of power.
- D. Every person concurs with the idea that paternal life and work can go hand in hand.

Question 8: What does the writer want to imply?

- A. Gender equality and women's empowerment do not mean that men and women become the same.
- B. Progress on gender equality is picking up and we are about to achieve a gender-equal world.
- C. Women and girls continue to suffer discrimination and violence in every part of the world.
- D. To make equality a reality we need to draw more male feminists into the gender conversation.

LESSON 6B. GRAMMAR

I. Gerunds

Exercise 1: Complete the sentences with the verbs in brackets.

1. She likes (paint) _____.
2. I can't bear (listen) _____ to loud music
3. He enjoys (play) _____ tennis
4. Leila dreams of (set) _____ up her own business
5. He is interested in (emigrate) _____ to Canada
6. Are you good at (dance) _____.
7. She is crazy about (read) _____ romantic poems
8. I can't help (laugh) _____ when I watch Mr. Bean
9. We should avoid (throw) _____ garbage in public places.
10. You should give up (smoke) _____.
11. (cook) _____ is one of her hobbies.
12. (cycle) _____ is fun.
13. (Get) _____ a good job is not easy.
14. (Find) _____ a parking space is quite difficult in this area.
15. (drive) _____ becomes more and more expensive.
16. No (smoke) _____ in this area.
17. (work) _____ overtime is quite common in this company.
18. (eat) _____ fruits and vegetables is good for your health.
19. (make) _____ fun of other people is not nice.
20. (learn) _____ about other cultures makes people more tolerant.

Exercise 2: Choose the best option (A, B, C or D) to complete each of the following questions.

1. She should avoid _____ other people's feeling.
A. hurting B. to hurt C. hurt D. hurts
2. He is expecting a trip to Ha Long Bay.
A. make B. to make C. making D. made
3. Students stopped noise when the teacher came in.
A. make B. to make C. making D. made
4. She couldn't bear tears when she saw the film "Romeo and Juliet".
A. shed B. to shed C. shedding D. sheds

- ## II. TAG QUESTIONS

1. Let's go to the party, ____ ?
A – will we B – shall we C – don't we D – do we

2. Hoi An was first named Faifo, ____ ?
A – isn't it B – was it C – is it D – wasn't it

3. They are going to attend the meeting, ____ ?

- | | | | |
|-----------------|---------------|--------------|----------------|
| A – aren't they | B – will they | C – are they | D – won't they |
|-----------------|---------------|--------------|----------------|
4. You've got a car, ____ ?
A – do you B – have you C – haven't you D – don't you
 5. He won't tell her, ____ ?
A – will he B – does he C – won't he D – doesn't he
 6. Switch on the television, ____ ?
A – do you B – don't you C – will you D – won't you
 7. We took this one last holiday, ____ ?
A – didn't we B – did we C – didn't they D – did they
 8. He would rather stay in, ____ ?
A – would he B – wouldn't he C – shouldn't he D – don't he
 9. I'm wrong, ____ ?
A – do I B – aren't you C – am not I D – aren't I
 10. There'll be lots to see in New York, ____ ?
A – aren't there B – isn't it C – won't there D – will there

Exercise 2: Fill in each gap with the correct tag question.

1. Mike likes the new employee, _____?
2. Your younger sister would rather go out on weekends, _____?
3. They must complete that task today, _____?
4. I wish to leave early, _____?
5. They don't like working overtime, _____?
6. Turn down the volume, _____?
7. I don't think he will believe you, _____?
8. You missed another deadline yesterday, _____?
9. This morning, that man must have stolen your wallet, _____?
10. Your crush won't come to the party, _____? (male crush)
11. Somebody left the door open, _____?
12. She never stays up late, _____?
13. You read a lot of books. You must like reading a lot, _____?
14. Let's eat out, _____?
15. When we entered the room, nothing was there, _____?
16. When we go to the museum doesn't matter, _____?
17. We had better lock all the doors, _____?
18. Don't turn on the TV when I'm working, _____?
19. Our mother is sick, _____?
20. When he first moved here, he was really friendly, _____?

LESSON 6C. LISTENING

1. Listen to a radio programme and put the events in order.

- A. They went to art trade shows and exhibitions to show their work. ____
- B. Joel and his friend perfected their style of sketching. 0
- C. They provided artwork to websites, magazines and advertising agencies. ____
- D. They put together a portfolio of their artwork. ____
- E. They worked on a project creating artwork for a local band's website and album cover. ____
- F. Their work was recommended by different companies. ____

2. Listen again and decide if the sentences are true or false. Correct the false sentences.

0. Joel is a self-employed artist. True
1. Joel has been working for himself for the last six months. _____

2. He set up his own business on his own. _____
3. Joel and his friend studied the same subject at university. _____
4. Joel sketches his illustrations using only pencil. _____
5. The subjects he mainly focuses on in his artwork are people he knows personally. _____
6. He sketches the people in his illustrations in a realistic way. _____
7. Joel and his friend have a particular or unique style. _____
8. Joel and his friend showed their work to companies only on the internet. _____
9. Joel paid a company to create a website for him. _____
10. According to Joel, advertising is not important if you have talent. _____

3. Listen to a short talk and choose A, B, C or D to fill in the gaps.

Imagine that you have an opportunity to move into one of a number of open positions in your organization. Perhaps you are (1) ____ two different positions and you have to decide which one you want. So how do you choose the right one for you?

Having options is great: What a wonderful confidence booster! However, there's also a lot of pressure (2) ____ to decide which option is best.

To make the right choice, you have to decide what factors are most important to you in a new job, and then you have to choose the option that best addresses these factors. (3) ____, this operates on two levels - on a rational level and on an emotional level. You'll only truly be (4) ____ with your decision if these are aligned. You should analyze your options on both levels. First, you have to look at things rationally, looking at the job on offer, and also at the things that matter to you. Then, once you've understood your options on a rational (5) ____, look at things on an emotional level and think about what your emotions are telling you.

- | | | | | |
|--------------------|-------------|-------------|-------------|--------------|
| Question 1: | A. awarded | B. offered | C. insisted | D. provided |
| Question 2: | A. try | B. tried | C. trying | D. to try |
| Question 3: | A. However | B. But | C. Since | D. Whichever |
| Question 4: | A. pleasant | B. cheerful | C. happy | D. miserable |
| Question 5: | A. rank | B. stage | C. point | D. level |

LESSON 6D SPEAKING

I. Vocabulary

1. Look at the pictures and complete the gaps with the words in the box.

training

stamps

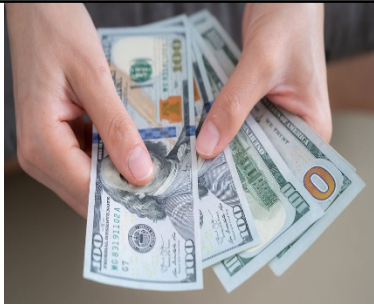
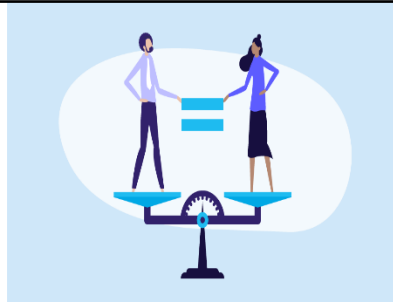

cash

equal

shelters

education



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

II. Work in pairs. Read the following ways to help citizens in need. Then choose a way and discuss with your partner.

1. Give Cash with Care:

When you want to help, giving a little bit of money can make a big impact. Find a trustworthy charity and donate your spare change or organize a small fundraiser at school. Every penny counts!

2. Promote Equal Treatment:

Treat everyone the same way, no matter where they come from or what they look like. Be a friend to everyone, and stand up against unfairness. Everyone deserves kindness and respect.

3. Support Shelters:

Gather items like clothes, blankets, and canned food to give to shelters. These places help people who don't have homes. Even a small donation from each student can add up to make a big difference.

4. Talk About Food Stamps:

Learn about food stamps and how they help families get the food they need. Talk to your friends and teachers about it. If more people understand, we can help make sure everyone has enough to eat.

5. Share Skills through Training:

Share what you know! Organize small workshops or lessons for others. Teach something you're good at, like drawing, playing an instrument, or even computer skills. Helping others learn can make them feel more confident and capable.

In my opinion, we should save money and donate to a charity who can help poor people.

I totally agree with you. I strongly believe.....



LESSON 6E WRITING

I. Rewrite the sentences using the given words.

1. of /the /primary/ of /childhood/ One/ obesity/ is /an/ causes / unhealthy/ diet. /
2. poor/ cannot / to/ pay/afford /for/ healthcare. / The /
3. problem/ is / we /need / The/more/ employment/ opportunities. / that/
4. helped /collecting /with /blankets/ for/ the /shelters. / You/
5. quality /of /air/ The /getting/ is/ the/ main /worse/cause /of /many/ diseases. /
6. children/ really /keen /on / Many/ fastfood/ and /fizzy /drinks. / are /
7. children / exercise. /prefer /playing /computer/ games /and /watching /Most /TV /to/ doing/ physical/
8. should/ nutrition /classes/ for/ parents/ provide/ and /children. / We /
9. encourage/ way /of /solving /the /One/problem/ is /to / active /lifestyle. /
10. should / and /provide/ better/ Governments /healthcare/ education. /

II. Write an essay (150-180 words) about fighting bullying in school.

