

Level: Elementary (A1+/A2+)

Time: Approximately 90 minutes (plus extra time for research/discussion and production)

Business topics: gender equality, women at work

Business language: useful business vocabulary, language for giving opinions, modals, comparatives

Overview: This article discusses gender inequality at work and makes suggestions on how it can be avoided.

1. Warmer

- a. Students read the meanings of gender and gender equality and discuss the questions about job opportunities for men and women where they live and work. Elicit some answers.
- b. Students read the article and take notes of the ideas they consider interesting. Elicit some examples and ask students why the given idea was important for them. Explain students they can use their notes to work on Activity 2a.

2. Reading comprehension

- a. Have students read each statement and scan the text to look for the answers. Tell students they can use their notes from Activity 1a to help them complete the activity. Students can give the answers provided according to their language proficiency. Pay special attention on the main idea and students' grammar and spelling.

Key:

1. *False. More women are working on ships than before, but not more women than men are working on ships.*
2. *True*
3. *False. Even in these areas, senior roles are occupied by men.*

4. *False. Many women take care of children and can't attend social activities with colleagues.*
5. *False. Many women lost their jobs in 2020 when people started working from home.*
6. *True*
7. *False. Iceland and Sweden offer the best opportunities for women.*
8. *True*
9. *True*
10. *False. It will take many years before countries achieve gender equality at work.*

3. Vocabulary practice

- a. Ask students to explain the meaning of each word. Provide extra support through examples for those challenging words. Then ask students to complete the activity in pairs and then compare their answers with another pair. If time allows, ask students to give four facts about work inequality in their country/company using the words in Activity 3a.

Key:

- | | |
|-------------------------|--------------------------|
| 1. <i>traditionally</i> | 5. <i>unfairly</i> |
| 2. <i>inspiring</i> | 6. <i>qualifications</i> |
| 3. <i>encourage</i> | 7. <i>opportunities</i> |
| 4. <i>senior</i> | 8. <i>improvement</i> |

4. Grammar practice

- a. Ask students to first try to choose the correct form of each verb in small groups before finding the answers in the article. Ask students to categorize the verbs according to those followed by an infinitive with or without 'to'.

Key:

- | | |
|-------------------|---------------------|
| 1. <i>attend</i> | 6. <i>encourage</i> |
| 2. <i>to work</i> | 7. <i>to help</i> |
| 3. <i>to take</i> | 8. <i>tell</i> |
| 4. <i>make</i> | 9. <i>have</i> |
| 5. <i>to be</i> | |

If time allows, ask students to make a chart that shows how they used each verb according to the categories they found. This could be useful as a strategy to check their answers. Give students the opportunity to find the patterns and reflect on the grammar rule by their own. (modal verb + infinitive without 'to': can, should, must; verb + infinitive without 'to': be able, have, need)

- b. Ask students to do this activity orally in small groups before writing the sentences down. Check the answers as a class.

Key:

1. *Women spend more time doing unpaid work.*
2. *Men earn higher salaries than women.*
3. *Men have more important senior positions than women.*
4. *Many women are still in lower roles than men.*
5. *Men are often better at arguing their point of view than women.*

5. Communicative practice

- a. Ask students to work in pairs and choose one area of gender inequality. They can choose from the options provided, or another idea that is relevant in their own context. Give students time to share why they chose that specific area.

Once students have defined the topic, have them examine it through the available data about it. For example, if they chose pay, they can gather information about salary differences between the genders. If they are talking about senior roles, they can look at their company's organisational chart and come up with a percentage of senior female roles. Ask students to include as much 'hard' data as possible.

- b. Now ask students to integrate their conclusions and data in a presentation. Explain to students that they will work on a proposal as HR leaders. Their proposal should present a concrete strategy to bring gender equality improvements to their company. They should base their arguments on the data they gathered previously. Students can work together to peer edit their presentation. Monitor the correct use of grammar and vocabulary. Correct any mistakes by making questions with the correct structure/word.

Example:

- We like offer a family care day.
- *You would* like *to* offer a family care day, right?

- c. Divide the class into small groups and give students time to discuss the questions. Then elicit some ideas and discuss some possible conclusions as a class.