

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês - CEI

MATERIAL DIDÁTICO PARA ENSINO DE INGLÊS

Aluno: Ana Luisa Loque
Orientadora: Adriane Teresinha Sartori

Belo Horizonte/ MG

2017

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Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Belo Horizonte/ MG

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INTRODUCTION

This paper is a requirement for the completion of the Teaching English Specialization Course – CEI.

Business English for modern society is a material divided into two units that are theme oriented and are meant to raise awareness of modern business related problems while practicing listening, speaking, reading and writing and reviewing grammar topics with students.

The target audience for this material consists of adults and young adults inserted in the business environment with advanced levels of English, therefore, it is required that students have extensive knowledge of the language before entering the course.

The units are prepared with authentic material for all the activities in order to effectively mimic real life situations while practicing the use of the language and cover all four main skills. Students are asked to interact in business like situations and are encouraged to discuss topics that are relevant to modern day business relations.

Mental health in the workplace is the first unit and is meant to raise awareness of the dangers of poor work-life balance. Modern workplace environments have unwritten rules that determine that the longest the hours employees face, the bigger are their chances of having a successful career. The fact that a good performance depends on good health has been long forgotten and needs to be rescued not only for employee's sake, but also for the company's. A company is only as good as its employees.

Critical thinking is required for the completion of this unit; students review the concept of phrasal verbs and are asked to produce an email in the end.

Gender pay gap is the second unit and is supposed to explore gender equality in the business world. Many "equal pay" movements have risen around the world recently but most people do not fully understand the implications or the origins of the gender pay gap. The point here is to make students understand and critically analyze how corporate life can be different according to the gender and according to this gender's role in society.

Again, authentic material was used in this unit in order to create a real life experience for students. They are exposed to explanatory audios containing research findings and statistics and to news articles exploring the differences in the pay gap around the world. Students are encouraged to compare the situation in the U.S.A. to that of their own country. A review on the differences between the past simple and the present perfect is presented and students are

required to produce a dialog between a female employee and her boss once she discovers that her male co-worker's earnings are higher than hers are.

The material contains two units, one teacher's guide that explains both units systematically and provides the answer keys, and a flash drive containing the audio and video files.

UNIT

1

HEALTH IN THE WORKPLACE

"Success begins with hard work.

Happiness begins with good health." Dr Chia Thye Poh, Singaporean former political prisoner.



Source: <http://berkonomics.com/?p=2587>

BRAINSTORMING

- A What is work-life balance and how can one achieve it?
- B How do you manage your own work-life balance?

STARTING UP

A What would the perfect workplace be like? Write on your notebook the reasons why such an environment would be perfect and compare it with your classmate's notes.

VOCABULARY

Workplace Mistreatment

A Discuss with your classmates what the following types of work mistreatment mean and how they can affect employees health.

Abusive Supervision
Workplace Bullying
Workplace Incivility
Sexual Harassment

READING 1

Workplace Mistreatment

A Read the following text and compare the definitions you and your classmates came up with in the previous exercise.

[...] **Workplace mistreatment**

There are many forms of workplace mistreatment ranging from relatively minor incivility to serious cases of bullying.

Abusive supervision

Abusive supervision is the extent to which a supervisor engages in a pattern of behavior that harms subordinates.

Workplace bullying

Although definitions of workplace bullying vary, it involves a repeated pattern of harmful behaviors directed towards an individual.

Workplace incivility

Workplace incivility has been defined as "low-intensity deviant behavior with ambiguous intent to harm the target....Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others". Incivility is distinct from violence. Examples of workplace incivility include insulting comments, denigration of the target's work, spreading false rumors, social isolation, etc. [...] In research on more than 1000 U.S. civil service workers, more than 70% of the sample experienced workplace incivility in the past five years. Compared to men, women were more exposed to incivility; incivility was associated with psychological distress and reduced job satisfaction.

Adapted from: https://en.wikipedia.org/wiki/Occupational_health_psychology

B "Prefixes are letters which we add to the beginning of a word to make a new word with a different meaning. Prefixes can, for example, create a new word opposite in meaning to the word the prefix is attached to. They can also make a word negative or express relations of time, place or manner." (Cambridge Dictionary)

Find in the text words with the following prefixes and write down what they express when added to the original word.

In: _____

Mis: _____

Super: _____

Sub: _____

Dis: _____

LISTENING

Mental Health in the Workplace

A Below is the transcript of a talk by Vanessa Sallows from Legal and General about mental health in the workplace. What do you think is her main concern?

B Complete the extract below with the words and expressions from the box.

Stigma wellbeing employee benefits physical illness awareness
long way to go

Legal and General have always been very aware of not just our clients' health and _____, but also our own employees'. We feel it's very important to raise the _____ of mental ill health and reduce the _____.

It's absolutely vitally important that mental ill health is dealt with in exactly the same way as _____. So we've been working very closely with charities such as MIND, Rethink Mental Illness and also with _____ to try and raise the awareness of these types of conditions.

We are gradually reducing the stigma of mental ill health, but I still think we have a _____ and I think there needs to be far more investment into provision of mental health services throughout the UK.

B Listen to the talk and check your answers.

C Do you know anyone who suffers from a mental illness? What work related advice would you give them?

D Listen to this ad from the Mental Health Commission.

What country does it refer to?

E Listen again and answer the following questions.

1- True or False: Three in every five Canadians will experience a mental health problem or illness each year.

- 2- What is the cost of mental illnesses to the Canadian economy per year?
- a- 30 billion dollars
 - b- 20 million dollars
 - c- 50 million dollars
 - d- 50 billion dollars
- 3- What percentage of the Gross Domestic Product does that number represent?
- 4- How many employed Canadians are unable to work due to mental illnesses each week?

READING 2

Burnout Syndrome

A Discuss how the following characteristics of bad work environments can affect employees' lives and productivity .

Sexual harassment
Intimidation
Inaccessible boss
Poor Work-Life balance
Unrealistic expectations
Unreasonable deadlines

B The following article from Psychology Today is about burnout syndrome. What do you think that is? What can possibly cause it?
- Read the article.

Psychology Today

Find a Therapist ▾

Topics ▾

Get Help ▾

Magazine



Sherrie Bourg Carter Psy.D.

High Octane Women

The Tell Tale Signs of Burnout ... Do You Have Them?

Running out of gas? Recognizing the signs of burnout before it's too late

Like 1.4K

Posted Nov 26, 2013

Burnout is one of those road hazards in life that high-achievers really should be keeping a close eye out on, but sadly—often because of their "I can do everything" personalities—they rarely see it coming. Because high-achievers are often so passionate about what they do, they tend to ignore the fact that they're working exceptionally long hours, taking on exceedingly heavy work loads, and putting enormous pressure on themselves to excel—all of which make them ripe for burnout.

What is burnout?

Burnout is a state of chronic stress that leads to:

- physical and emotional exhaustion
- cynicism and detachment
- feelings of ineffectiveness and lack of accomplishment

When in the throes of full-fledged burnout, you are no longer able to function effectively on a personal or professional level. However, burnout doesn't happen suddenly. You don't wake up one morning and all of a sudden "have burnout." Its nature is much more insidious, creeping up on us over time like a slow leak, which makes it much harder to recognize. Still, our bodies and minds do give us warnings, and if you know what to look for, you can recognize it before it's too late.

What are the signs of burnout?

Each of the three areas described above is characterized by certain signs and symptoms (although there is overlap in some areas). These signs and symptoms exist along a continuum. In other words, the difference between stress and burnout is a matter of degree, which means that the earlier you recognize the signs, the better able you will be to avoid burnout (IF you do something to address the symptoms when you recognize them).

Signs of physical and emotional exhaustion:

Chronic fatigue. [...]

Insomnia. [...]

Forgetfulness/impaired concentration and attention. [...]

Physical symptoms. [...]

Weakened immune system. [...]

Loss of appetite. [...]

Anxiety. [...]

Depression. [...]

Anger. [...]

Signs of Cynicism and Detachment

Loss of enjoyment. [...]

Pessimism. [...]

Isolation. [...]

Detachment. [...]

Signs of Ineffectiveness and Lack of Accomplishment

Feelings of apathy and hopelessness. [...]

Increased irritability. [...]

Lack of productivity and poor performance. [...]

Adapted from <https://www.psychologytoday.com>

C After reading the text, answer true or false.

- 1- Burnout syndrome often affects people who dislike their jobs.
- 2- Burnout syndrome affects people both mentally and physically.
- 3- Many burnout syndrome symptoms can occur at the same time.
- 4- Burnout syndrome catches patients by surprise and show no signs that it is about to happen.

GRAMMAR REVIEW

Phrasal Verbs

A Find the expressions in the article that have the following meanings:

- 1- To assume a responsibility.
- 2- To know that something bad is about to happen.
- 3- To be experiencing a very difficult or unpleasant period.
- 4- To monitor something or someone closely.
- 5- To search
- 6- To approach silently, gradually.

B Below, is a definition of phrasal verbs by the Merriam Webster dictionary. Circle the words in bold that correctly complete the definition.

PHRASAL VERB: a phrase (as *take off* or *look down on*) that combines a verb with a **preposition/noun** or adverb or both and that functions as a **verb/adjective** whose meaning is different from the combined meanings of the individual words

C Match the work related phrasal verb to its definition.

- | | |
|--------------------|--|
| 1- To bail out | a- To help a person or business in difficulty (especially financial difficulties). |
| 2- To cash in on | b- To benefit or make money from an event or situation, often in an unfair way. |
| 3- To fall through | c- Not to happen. |
| 4- To measure up | d- To be good enough; to have the necessary abilities, skills or qualities. |

D Fill in the blanks with the phrasal verbs from exercises A and C in the correct form.

- 1- She doesn't want to apply for the CEO position because she's afraid she will not _____ to their expectations.

2- Some employees try to _____ false claims of occupational diseases.

3- Plans to build a new superstore in the city have _____ because of the economic crisis.

4- The government used tax payers' money to _____ the big banks.

ROLE PLAY

A Student A: You have been feeling exhausted and can't seem to find the motivation to keep on working and at the same time, you feel like you haven't been paying enough attention to your family life. Ask your co-worker for some advice while trying to use the phrasal verbs presented previously.

Student B: While using the phrasal verbs presented above, advise your co-worker to look for professional help and give them the reasons why they should do so.

WRITING

A Read the extract from a text written by Karen Burns for money.usnews.com.

[CAREERS](#) / [ON CAREERS](#)

How to Tell Your Boss You're Overworked

First, telling a boss you're oversubscribed is very different from snapping at him or her.

By Karen Burns | Contributor March 31, 2010, at 9:30 a.m.

[...] First, telling a boss you're oversubscribed is very different from snapping, "I can only do one thing at a time" when you're assigned a new task. "I can only do one thing at a time" sounds whiny. Ditto for "I only have two hands, you know," and "Hey, what do I look like? Superman?"

Second, you do have a responsibility to tell your boss you're overworked. It's your job to tell the truth, and your boss's job to listen to you. Trying to accomplish the impossible is a recipe for failure--yours as well as the company's. It's even possible your boss isn't aware of the weight of your workload. The "reward" for a dependable achiever is often to be given more work.

That just leaves us with the question of how to tell your boss you're overwhelmed. It's not easy, but here is where facts and data are your friends. Before approaching your boss, jot down the following:

WRITING

- A summary of the tasks your boss has assigned you
- An estimate of how many hours it takes to do them
- A ranking of these assigned tasks in order of importance

If this shows that your responsibilities take, say, more hours than there are in a day, you may want to confront your boss immediately. But wait. You need to show how your problem is the company's problem, too. So think about these two points and be ready to talk about them: (1) how your workload is harming the performance of your core job, and (2) how your workload is having detrimental effects on customers and/or the company's bottom line [...]

Adapted from <http://money.usnews.com/money/blogs/outside-voices-careers/2010/03/31/how-to-tell-your-boss-youre-overworked>

B Tell your classmates and your teacher if you have ever felt overworked and how that affected your life.

C Write an email to your boss explaining that you have been feeling overworked exposing all of the points mentioned in Karen Burns' article while pointing out the ways your excessive workload can be harmful to the company's success.

UNIT 2

GENDER PAY GAP

“Equal pay for equal work. It’s common sense. It’s also overdue. Let’s close the gap and let’s do it now.” Joe Biden, former vice president of the United States of America



Source: <http://smchseagleeye.com/3550/opinion/filling-in-the-pay-gap/>

BRAINSTORMING

- A What do you think this image represents?
- B Does that picture represent the reality of your country?

STARTING UP

A Make a list of job positions in which women are well represented and a second list of job positions usually taken by men. Are the earnings of the female occupied positions as high as the ones occupied by men?

VOCABULARY

A Discuss with your classmates the meaning of the following words or expressions:

- | | |
|---------------|---------------|
| 1- Full-time | 5-Counterpart |
| 2- Year-round | 6-Inoculate |
| 3- Income | 7-Egregious |
| 4- Bias | 8-High-octane |

READING 1

Gender pay gap

A Read the following text from Jeanne Sahadi for CNN Money and underline the words and expressions from the vocabulary exercise.

The screenshot shows the top navigation bar of the CNN Money website. It includes the CNN Money logo, navigation links for International, Markets, Economy, Companies, Tech, Autos, India, and Video, and a stock tickers search box. Below the navigation bar is a banner for 'Join the CNN Global Newsview panel' with a globe icon and the CNN logo. The article title '6 things to know about the gender pay gap' is displayed in large font, followed by the author 'by Jeanne Sahadi @CNMoney' and the date 'April 12, 2016: 10:46 AM ET'. Social media sharing icons for Facebook, Twitter, LinkedIn, and others are visible.

1. Women generally earn 79 cents for every dollar men earn.

Or 78 cents. Or 77 cents. It depends on the year, but the figure hasn't really moved meaningfully since 2000.

And it's just a broad overview of women's pay based on the median annual earnings of all full-time, year-round workers.

It does help capture, however, the types of barriers women face at work, said Katherine Gallagher Robbins, director of research at the National Women's Law Center. Those barriers include being paid less for the same work, being overrepresented in low-wage positions, and facing wage penalties for being a mother, especially if they take time out of the workforce.

Race and ethnicity can be barriers too. African-American women in 2014 were paid 60 cents for every dollar white men earned, while Hispanic women made only 55 cents, according to NWLC. Asian women, however, fared better, earning 84 cents.

2. The pay gap really adds up.

In 2014, the median income for men who worked full-time was \$50,383. For women, it was \$39,621. That \$10,762 disparity works out to \$897 a month. That's money that could be very helpful in paying for rent or food or clothes or repairs or other emergencies.

3. The gap is often much smaller if you compare like to like.

When you look at the earnings of men and women with the same job title, at similar companies with similar levels of education and experience, women still get paid less, but the pay gap is much narrower. A recent study by Glassdoor, for instance, found women earned 95 cents for every dollar their male colleagues doing the same job were paid.

It's hard to say definitively what accounts for that nickel gap. Some of it may be due to outright workplace bias. Some may be due to women negotiating smaller raises than men. And some may reflect job choice. For instance, a woman with young children may have a job with a title that reflects her seniority but opts to work at a company that pays somewhat less in exchange for more flexibility.

4. Still, no industry yet offers equal pay for equal work.

The same Glassdoor study also found that on average women earned between 2 cents and 7 seven cents for every dollar their direct male counterparts made in 25 major industries.

5. Some high-skilled jobs have the worst pay gaps.

You might think becoming a doctor in a specialty - with all the training and experience that requires - would inoculate a woman against the pay gap. Apparently not.

Among the most egregious examples of unequal pay for equal work is in medicine: Male ophthalmologists reported earning 36% - or about \$95,000 a year - more than their female counterparts, according to a recent study. The story is similar among cardiologists: Men made 29% - or about \$97,000 a year - more than women.

Or take a high-octane career in technology. Female computer programmers earn just 72 cents for every dollar their male counterparts get paid.

6. Occasionally, though, women get paid more than men.

There are some occupations - such as social worker - in which women actually get paid more on average than their male colleagues.

But this reverse pay gap is fairly narrow. For instance, women social workers earn about \$1.08 for every dollar a man earns. Compare that to, say, women pharmacists - who earn 78 cents on the male dollar.

Adapted from: <http://money.cnn.com/2016/04/12/pf/gender-pay-gap-equal-pay-day/>

B Match the definitions from the Merriam Webster Dictionary below to the words you underlined in the text:

A- A gain or recurring benefit usually measured in money that derives from capital or labor.

B- Very powerful, strong or effective.

C- Employed for or involving full-time.

D- An inclination of temperament or outlook, or a personal and sometimes unreasonable judgment.

E- To protect as if by inoculation.

F- Occurring, effective, employed, staying or operating for the full year.

G- Very bad and easily noticed.

H- One that is equal to another in status, achievement or value.

LISTENING

What people miss about the wage gap

A Listen to this talk by Sarah Kliff, Senior Editor at Vox.com about the wage gap. Do you believe she will treat this as a simple subject that can easily be explained?

Answer the following questions

<https://www.youtube.com/watch?v=13XU4fMIN3w>

B How much do women make for every dollar men make according to the most cited statistic?

C In what business school were the studies conducted back in 2009?

D Answer true or false for the following statements:

1- The subjects of the research graduated between the years of 1980 and 2000.

2- During the first year after graduation men's salaries were significantly higher than women's.

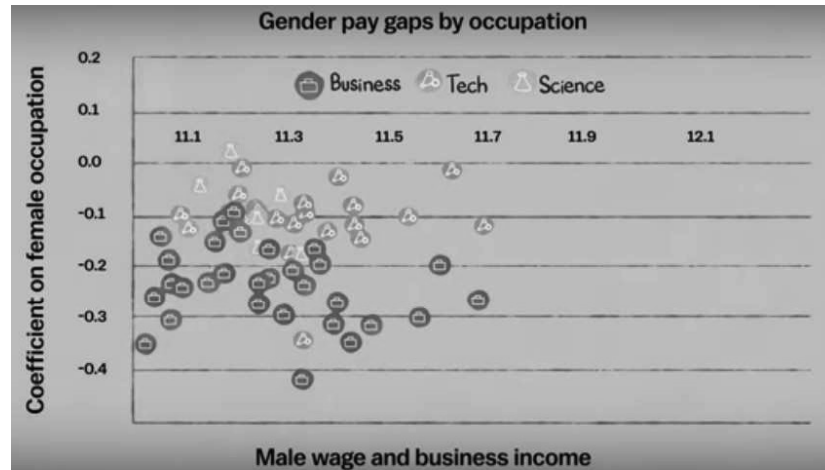
3- Nine years after graduation, women were making 60% less money than men.

4- The wage gap widens as women enter middle-age.

E Listen to the second part of the talk and fill in the gaps.

As women _____ their 50's and 60's, the difference between men's and women's salaries actually gets smaller and smaller, which makes sense if you think about what _____ happens during a woman's 20's and 30's. In the Chicago MBA study, women with kids had a wage gap twice as large as women without. The truth is that women take on a _____ share on child rearing tasks. A survey from PEW found that, in two parent _____, women did more than men when it came to: managing kids schedules, taking care of them when they're sick and _____ the majority of household chores. And that was a survey where both parents worked full time.

F Now listen to the third part of the talk using the following chart as visual aid and answer the following questions:



- 1- The biggest wage gaps are present in the careers of:
 - a- Business
 - b- Technology
 - c- Science
- 2- Women who have children fare better in the careers that:
 - a- Require very specific hours.
 - b- Allow for flexible hours.
 - c- Depend on the availability of clients.
- 3- The reasons for the wage gap shrinkage in the pharmacy jobs are:
 - a- More women have become professional pharmacists and pharmacy owners.
 - b- Pharmacies stay open longer and need more employees.
 - c- Pharmacy employees are rewarded for working extra long hours.

F In pairs, answer the questions:

For men: Do the women in your life have the same amount of time to dedicate to their careers as you do?

For women: Do you have the same amount of time to dedicate to your career as the men in your life do?

READING 2

Swedish paternity leave

A -During the years in which women usually have children the wage gap tends to increase. What is the reason for that wage gap growth?

-In two parent households, mothers usually take the heavier family workload. How does that affect women's careers?

How do you think both these problems could be solved? Discuss in pairs.

B Read the following text from theeconomist.com.

The Economist explains

Explaining the world, daily



[Previous](#) | [Next](#) | [Latest The Economist explains](#)

[All latest updates](#)

The Economist explains

Why Swedish men take so much paternity leave

Jul 22nd 2014, 23:50 BY S.H.



42K



Along with its Nordic neighbors, Sweden features near the top of most gender-equality rankings. The World Economic Forum rates it as having one of the narrowest gender gaps in the world. But Sweden is not only a good place to be a woman: it also appears to be an idyll for new dads. Close to 90% of Swedish fathers take paternity leave. In 2013, some 340,000 dads took a total of 12 million days' leave, equivalent to about seven weeks each. Women take even more leave days to spend time with their children, but the gap is shrinking. Why do Swedish dads take so much time off work to raise their children?

Forty years ago Sweden became the first country in the world to introduce a gender-neutral paid parental-leave allowance. This involves paying 90% of wages for 180 days per child, and parents were free to divvy up the days between them in whatever way they pleased. But the policy was hardly a hit with dads: in the scheme's first year men took only 0.5% of all paid parental leave.

Now they take a quarter of it. One reason is that the scheme has become more generous, with the number of paid leave days for the first child being bumped up from 180 to 480. But it has also been tweaked to encourage a more equal sharing of the allowance. In 1995 the first so-called "daddy month" was introduced. Under this reform, families in which each parent took at least one month of leave received an additional month to add to their total allowance. The policy was expanded in 2002 so that if the mother and father each took at least two months' leave, the family would get two extra months. Some politicians now want to go further, proposing that the current system of shared leave be turned into one of individual entitlements, under which mothers should be allowed to take only half of the family's total allowance, with the rest reserved for fathers.

Policies similar to the Swedish "daddy months" have been introduced in other countries. Germany amended its parental-leave scheme in 2007 along Swedish lines, and within two years the share of fathers who took paid leave jumped from 3% to over 20%. One of the most powerful arguments in favor of splitting parental leave more equally is that it has positive ripple effects for women. After Swedish men started to take more responsibility for child-rearing, women have seen both their incomes and levels of self-reported happiness increase. Paying dads to change nappies and hang out at playgrounds, in other words, seems to benefit the whole family.

C After reading the text, answer true or false.

1- Sweden was the first country to offer gender-neutral paid parental-leave allowance.

2- The paid parental-leave system is meant to allow mothers to have more free time to themselves.

3- Splitting parental leave more equally has contributed to making Sweden one of the countries with the smallest pay gaps in the world.

GRAMMAR REVIEW

Simple Past and Present Perfect

A Find and underline in the text passages that express actions that started and finished in the past.

B Find and circle in the text passages that express actions that took place in an unspecified period in the past.

C Complete the definitions by the Cambridge Dictionary below:

The past simple: The form of a verb used to describe an action that happened before the _____ time and is no longer happening.

The present perfect: the form of the verb used for actions that have been completed or have happened in a period of time up to _____.

D Correct the following sentences if necessary:

1- Have you ever been to Sweden?

2- I have worked in that company in the nineties.

3- I've attended his lectures and I think he is not very good at teaching.

4- She has left on maternity leave three weeks ago.

5- My boss has lived here since he has been a child.

6- She has made a wonderful presentation to the clients. Now she is the head of the account.

ROLE PLAY

A There will be a debate between two students: one is pro equal paternity leave and the other is against it. Each student will have three minutes to present their case and the rest of the class will decide which one performed better. The point of the debate is to explore both sides of the story and it should be presented next class.

WRITING

A Watch the following video from buzzfeed.com.



A Imagine what will happen when Alyson returns to work on the following day and write a dialog representing the conversation between Alyson and her boss.



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês
Disciplina: TCC
Aluna: Ana Luisa Marques Loque

TEACHER'S GUIDE AND ANSWER KEYS

Theme: Health in the workplace

Target audience: Young adults and adults in Business English Level

Approach: Communicative

Grammar topic: Phrasal verbs

Motivation: Corporations and governments don't seem to pay as much attention to mental health issues in the work place as they do to physical illnesses. It is time to learn more about the subject in order to fight prejudice and to treat it as the serious issue it is.

1 QUOTE

"Success begins with hard work. Happiness begins with good health." Dr Chia Thye Poh, Singaporean former political prisoner.

- a Have the students discuss the quote and ask them if they agree with it.
- b Ask students if they believe it is possible to find success and happiness in the workplace without having to compromise one or the other.

2 BRAINSTORMING

- a Have each student talk about work-life balance answering questions A and B and encourage discussion. If some students talk less than others, encourage them with questions.

3 STARTING UP

- a If possible, divide the class in groups of two or three for exercise A.

4 VOCABULARY

- a Write the expressions on the board and write the definitions as the students come up with them and let them discuss how employees can be affected while presenting the appropriate corrections without interfering in their oral production.

5 READING 1

- a Give students time to read the text and help them compare and correct the definitions they came up with in the vocabulary exercise. Here, students should be able find their own mistakes and the teacher should only offer aid if students seem too timid or too unsure.
- b Explain exercise B and give students time to do it while helping them in case of doubts. If time is not an issue in your classroom, have students come up with different words that have the prefixes that were presented and ask them to try to remember other ones.

6 LISTENING

- a Explain to the students that Vanessa Sallows talks about mental health in the audio. Ask students what they think will be her main concern? If they don't come up with answers, ask them if she will be more concerned about the lack of structure to deal with mental illness in the workplace, about the stigma and the prejudice surrounding mental illnesses or the negative effect mentally ill employees can have on a company's reputation.
- b Give students time to complete the extract with the words in the box.
- c Play track 1 from the audio file in the flash drive and have the students check their answers. If requested, play it again.

Track 1

Legal and General have always been very aware of not just our clients' health and **wellbeing**, but also our own employees'. We feel it's very important to raise the **awareness** of mental ill health and reduce the **stigma**.

It's absolutely vitally important that mental ill health is dealt with in exactly the same way as **physical illness**. So we've been working very closely with charities such as MIND, Rethink Mental Illness and also with **employee benefits** to try and raise the awareness of these types of conditions. We are gradually reducing the stigma of mental ill health, but I still think we have **a long way to go** and I think there needs to be far more investment into provision of mental health services throughout the UK.

- d Divide the class into duos and ask students to give each other advice according to exercise C.
- e Play track 2 from the audio file in the flash drive and ask students what country does the ad refer to.

Track 2

One in five Canadians will experience a mental health problem or illness each year. When we're not well, it affects everything we do; at home and at work. And most adults spend more waking hours at work than anywhere else. It's why workplaces should care about mental health. The cost of mental illnesses to the Canadian economy is at least fifty billion dollars per year. That's 2.8% of our GDP (Gross Domestic Product)!

In any given week, 500 000 employed Canadians are unable to work due to a mental illness. We need to turn this around.

Positive mental health benefits all Canadians. It sustains our families and communities keeping employees healthy, productive and at work. We can help make it happen!

- f Play track 2 one more time and have students answer questions from exercise E.

7 READING 2

- a Have students discuss the characteristics presented in exercise A while encouraging communication and presenting pertinent corrections.
- b Ask students what they think burnout syndrome is and what could possibly cause it. Give them time to read the text. You must be available to answer to any questions about the vocabulary or the structure used in the text.
- c Give the students time to complete exercise C.

8 GRAMMAR REVIEW

a Give students time to find the expressions in the article.

b Give students time to complete the definition.

PHRASAL VERB: a phrase (as *take off* or *look down on*) that combines a verb with a **preposition/noun** or adverb or both and that functions as a **verb/adjective** whose meaning is different from the combined meanings of the individual words

c Give students time to finish the exercise.

1- a

2- b

3- c

4- d

d Give the students time to complete exercise D.

1- Measure up

2- Cash in on

3- Fallen through

4- Bail out

9 ROLE PLAY

a Give the instructions for the role playing and let students be creative while writing down their mistakes in order to make the corrections after they have finished.

9 WRITING

a Give students time to read the text while answering occasional questions about vocabulary or structure.

b Encourage students to tell stories about themselves.

c Explain exercise C and ask students to do it as homework. Instruct them to send the email to you're the teacher's account or you may also create an account for this purpose.

Theme: Gender pay gap

Target audience: Young adults and adults in Business English Level

Approach: Communicative

Grammar topic: Past simple vs. Present perfect

Motivation: Women tend to have lower earnings than men for multiple reasons. It is necessary to understand said reasons in order to come up with ways to close the gender pay gap.

1 QUOTE

“Equal pay for equal work. It’s common sense. It’s also overdue. Let’s close the gap and let’s do it now.”

Joe Biden, former vice president of the United States of America

- a Have the students discuss the quote and ask what they believe it is about.
- b Ask students if they believe it is possible to close the gender wage gap.

2 BRAINSTORMING

- a Have each student talk about what they think the image is about and to describe what the wage difference is like in their countries.

3 STARTING UP

- a Give the students time to come with the list and have them discuss the wage difference and its implications.

4 VOCABULARY

- a Write the expressions on the board and write the definitions as the students come up with them.

5 READING 1

- a Give students time to read the text and find the words and expressions.
- b Explain exercise B and give students time to do it while helping them in case of doubts.

A- Income

B- High-octane

C- Full time

D- Bias

E- Inoculate

F- Year round

G- Egregious

H- Counterpart

6 LISTENING

- a Explain to the students that Sarah Kliff talks about gender wage gap in the audio. Ask students what they think she will say. If they think she will treat the subject as an easy one or as a complicated situation that needs to be looked at from different angles.
- b Play track 3 from the audio file in the flash drive and give students time to answer the questions. Repeat the track if necessary.

Track 3

When we talk about gender equality in the United States, there is this one statistic you see all the time: “women earn ¢75 for every dollar men make.” And while that statistic is factually correct, there is a lot it doesn’t tell you . It simply compares the medium wages of men and women who work full time. It doesn’t tell you how the wage gap plays out for women on different educational levels or different ages, who work at different fields; and you need that information if you want to start closing the wage gap.

The wage gap reflects the fact that women are concentrated in lower paying occupations, but to fully understand the issue, you have to look within occupations too.

Back in 2009, three economists set out to understand the wage gap by following a group of MBA graduates from the University of Chicago’s Booth school of business. They looked at thousands of men and women who graduated between 1990 and 2006 and their data showed that men had slightly higher salaries right out of the gate. One year out of business school women were making an average salary of U\$ 115.000 while men had U\$ 130.000. But nine years out of business school things looked really different: men were earning an average salary of U\$ 400.000 while women were earning 60% less (U\$ 250.000 on average). The wage gap had widened considerably.

But research suggest that the gap doesn’t stay that wide, that it shrinks as women enter middle-age.

B- ¢75

C- University of Chicago’s Booth school of business

D- 1F – 2F – 3T – 4F

- c Play track number 4 and have students fill in the gaps. Repeat the track if necessary.

Track 4

As women **approach** their 50’s and 60’s, the difference between men’s and women’s salaries actually gets smaller and smaller, which makes sense if you think about what **often** happens during a woman’s 20’s and 30’s. In the Chicago MBA study, women with kids had a wage gap twice as large as women without. The truth is that women take on a **disproportional** share on child rearing tasks. A survey from PEW found that, in two parent **households**, women did more than men when it came to: managing kids schedules, taking care of them when they’re sick and **handling** the majority of household chores. And that was a survey where both parents worked full time.

- d Play track number five and give students time to answer the questions.

1a – 2c – 3b

- e Divide the class in duos and give students time to discuss the questions while correcting them when necessary.

Track 5

But these additional responsibilities seem to hurt some women more than others.

This is a really good research finding by Claudia Goldin, an economist at Harvard who is leading research on the gender wage gap. She shows this by exploring how gender pay gaps vary in different fields. This is one of her charts. Each of the dots is a different higher paying job. The lower the dot, the larger the gender pay gap, and the further to the right, the more the job pays based on the average income of men in that job. These green dots represent jobs in the tech sector and, for the most part, the jobs are pretty close to the zero line meaning the difference in pay for men and women is really small. The same is true for jobs in science, the yellow dots. But look at these red dots. They represent jobs in business and they are mostly clustered towards the middle and the bottom of the chart meaning they have some of the largest wage gaps and there is a fairly simple way to explain some of these differences.

Take your prototypical businesswoman. Maybe she's a venture capitalist, maybe she's an accountant. Either way, there's a pretty standard nine to five schedule so she can meet up with other business people and with clients and if she's not available for clients when they need her, her bosses won't think she's doing a good job.

Now, compare that to a scientist who works in a lab. Most of her work is self directed and it doesn't really matter when she runs her experiments as long as she gets them done. If she gets her work done, her bosses will think she's doing a good job.

For the millions of women in jobs that demand very specific hours the wage gap is larger than it's for women in jobs with more flexible hours and there is one job we can see this really clearly.

In the 1970's women pharmacists earned about 60% of what men did. Pharmacies used to be mostly independent businesses where a single pharmacist may be responsible for keeping the shop open whenever people needed it. Today, most pharmacies are owned by large chains and they stay open longer which means they need more pharmacists. Women pharmacists now have a lot more options and the 6am to 2pm shift is just as good as the 9 to 5 shift. Nobody really gets rewarded for working exceptionally long hours and the wage gap for pharmacists has shrunk dramatically. Today, female pharmacists make 92% of what their male counterparts do.

Of course we can't all be pharmacists, there will always be jobs where it's important to work particular hours. But there are also lots of jobs where hours could potentially become more flexible than they are right now. And the research tells us that the more we can make that work, the more the wage gap is going to shrink.

7 READING 2

- a Divide the class in pairs and ask them to discuss the questions in exercise A.
- b Give students time to read the text helping them in case of doubts.
- c Give students time to answer exercise C.

8 GRAMMAR REVIEW

- a Explain exercises A, B, C and D and give students time to finish them. Review past simple and present perfect separately if necessary .

A B- Along with its Nordic neighbors, Sweden features near the top of most gender-equality rankings. The World Economic Forum rates it as having one of the narrowest gender gaps in the world. But Sweden is not only a good place to be a woman: it also appears to be an idyll for new dads. Close to 90% of Swedish fathers take paternity leave. In 2013, some 340,000 dads took a total of 12 million days' leave, equivalent to about seven weeks each. Women take even more leave days to spend time with their children, but the gap is shrinking. Why do Swedish dads take so much time off work to raise their children?

Forty years ago Sweden became the first country in the world to introduce a gender-neutral paid parental-leave allowance. This involves paying 90% of wages for 180 days per child, and parents were free to divvy up the days between them in whatever way they pleased. But the policy was hardly a hit with dads: in the scheme's first year men took only 0.5% of all paid parental leave.

Now they take a quarter of it. One reason is that ~~the scheme has become more generous~~, with the number of paid leave days for the first child being bumped up from 180 to 480. ~~But it has also been tweaked to encourage a more equal sharing of the allowance.~~ In 1995 the first so-called "daddy month" was introduced. Under this reform, families in which each parent took at least one month of leave received an additional month to add to their total allowance. The policy was expanded in 2002 so that if the mother and father each took at least two months' leave, the family would get two extra months. Some politicians now want to go further, proposing that the current system of shared leave be turned into one of individual entitlements, under which mothers should be allowed to take only half of the family's total allowance, with the rest reserved for fathers.

~~Policies similar to the Swedish "daddy months" have been introduced in other countries.~~ Germany amended its parental-leave scheme in 2007 along Swedish lines, and within two years the share of fathers who took paid leave jumped from 3% to over 20%. One of the most powerful arguments in favor of splitting parental leave more equally is that it has positive ripple effects for women. After Swedish men started to take more responsibility for child-rearing, women have seen both their incomes and levels of self-reported happiness increase. Paying dads to change nappies and hang out at playgrounds, in other words, seems to benefit the whole family.

C past
now

D

- 2- I ~~have~~ worked in that company in the nineties.
- 4- She ~~has~~ left on maternity leave three weeks ago.
- 5- My boss has lived here since he ~~has been~~ **was** a child.

9 ROLE PLAY

- a Divide the class in pairs and explain the role play exercise. Instruct students to prepare their presentations for the following class.

10 WRITING

- a Play video 1 from the video file and explain writing exercise A to the students and assign the writing as homework.

RATIONALE

Business English for modern society is the final project for the Specialization Program in English Language of Universidade Federal de Minas Gerais and consists of two units aimed at advanced level students inserted in the corporate world.

The units were developed based on the communicative approach which “aims to (a) make communicative competence the goal of the teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards and Rodgers, 2002, p. 66).

The lessons are broken down into “portions or units, each of which corresponds to a component of a learner’s needs and is systematically related to all the other portions.” (van Ek and Alexander, 1980, p.6).

Considering that the target audience for this material is one with extensive previous knowledge of the English language, its units aim at the enhancement of the learner’s writing, listening, speaking and reading skills and not so much at presenting new grammatical content. The language refinement proposed by *Business English for modern society* is achieved via meaningful tasks that discuss and analyze problematic subjects that affect the business world. All the activities were developed based on authentic materials that range from news articles to informative audios extracted from YouTube videos.

Bearing in mind that students in an advanced level may have come from different schools and may have learned the language through all sorts of different methods, it is of utmost importance to maintain and to explore the communicative characteristics of the material. It is important to make sure that throughout the units, the goal of competent communication is what is sought. According to Richards and Rodgers’ (2002, p.70) description of Hymes’ (1972, p.281) work, in order to have communicative competence, a person must have the knowledge and the ability for language use with respect to

- 1- Whether (and to what degree) something is formally possible;
- 2- Whether (and to what degree) something is feasible in virtue of the means of implementations available;
- 3- Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- 4- Whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (HYMES, 1972, p. 281)

Therefore, it is vital to maintain focus on the use of the same sort of language that one would hear in a real corporate environment.

The material presented in *Business English for modern society* was designed while keeping in mind the Communicative Language Teaching approach and

...although a reasonable degree of theoretical consistency can be discerned at the levels of language learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. (RICHARDS AND RODGERS, 2002, p.83)

Although not presented in any particular order, both units contain task based activities to explore and enhance the learner's speaking, reading, listening and writing skills while keeping focus on critical literacy development.

In modern society, learning how to read and write in a foreign language is no longer enough to form global citizens. According to Mattos (2012, p.192) "The modern citizen needs to master various skills not only to take advantage of the benefits of modern life, but also to actively participate in their community, making constructive interventions and contributing to the advances of their social practices". A businessperson working in a jet-setting career might often see themselves in situations in which they do not feel as prepared or as empowered as their foreign counterparts. That does not happen due to a faulted knowledge of grammar or structure, but to the fact that these business people have never trained using a foreign language in a situation where a socially relevant topic is discussed, as most business English materials in the market explore only scenarios that could take place inside a board meeting or a presentation room.

The topics of the two units of *Business English for modern society* were chosen imagining situations that could require from the speaker deeper knowledge about work-related problems with direct social implications.

Unit 1 explores mental health in the work place, as it has become an issue that affects employee's health and businesses productivity all over the world.

In addition to presenting authentic material in the form of news articles, videos and lectures, the unit aims at preparing the learner to deal with work-related stress as well as to have the power to discuss their situation with a superior if the need arises. The students

will be taught vocabulary related to the subject, data and numbers supporting the notion that caring for the mental wellbeing of employees is not only necessary but also profitable for the company.

Unit 2 tackles the differences in the salaries of men and women and the reasons behind such wage gap by exploring the fact that women have become prominent figures of the international work force but in many cases still have to deal with various obstacles in their path to success that are not present in a men's trajectory towards professional fulfillment. Although independent, both units were elaborated under the following structure:

a) Quote

A quote from a famous person is given and students are asked to give their opinions on the matter, whether they agree with it or not.

b) Brainstorming

Along with an image, a few oral activities are presented. The goal is to set students in the direction of the topic that will be discussed while helping them connect said topic to their own personal lives. Oral productivity is the center point of this section and should be done freely. Any sort of corrections that may be made necessary should be addressed once every student is done talking.

c) Starting up

In this section, students will start working with the concept that will later be presented in the text. Students will also produce some simple writing in the form of lists.

d) Vocabulary

This section is to be considered the first pre reading activity. Students are to attempt to negotiate the meaning of a set of words or expressions with their classmates. It is expected to encourage interaction and to awaken students' curiosity regarding the subject besides helping them acquire some new vocabulary.

e) Reading 1

Here students are asked to read an authentic text and look for the expressions or words that were presented in the previous exercise. The intention is to create a feeling of interaction between students and the text, in order to keep them engaged in the activity and to avoid the feeling of being simply reading without acquiring any new knowledge.

Still in the *Reading 1* section, students will get a chance to review a grammar point or engage on a new vocabulary activity. The point is to have an activity to be performed immediately after reading the text that involves its content.

f) Listening

The listening activities start with short, oral, pre listening tasks followed by activities to be done while the tracks are playing as well as for after the track.

All the audio tracks are relevant to the discussion of the proposed theme and are meant to practice students' listening skills while keeping them busy searching for information in order to complete the tasks. This section is full of information on the chosen topic as well. This is the moment in which students are presented with solid numbers and statistics from reliable sources which is the sort of information that appeals to a public used to talking about business and negotiations. A strong focus on the listening ability was chosen because of the nature of the target audience's job positions. Most business people have to deal with a great amount of information being delivered to them orally, be it on the phone, on a meeting or a conference call. Therefore, it is vital that these learners develop and maintain the ability to extract important data from speech in order not to let any relevant information escape.

g) Reading 2

The second reading section of the unit starts once again with a pre reading activity and it is meant to connect the new text to the previously played audio track as well as keeping students engaged and interested.

This time, students are not asked to look for anything in the text during their first read. Having read the text, students are to answer a few comprehension questions.

h) Grammar review

The grammar topic to be reviewed is one that is found in the second reading text, which ties in both sections of the unit.

In both cases, the exercises are organized in a way that can help students figure out themselves what is being reviewed. Since this is not the presentation of a new grammar topic, students are supposed to inductively remember the definitions and applications of the presented structures, therefore, most of the work in this section is done by the students with very little input by the teacher.

According to Ke, inductive grammar teaching is

“... based on English native speakers’ (or near-native English speakers’, or even advanced English learners’) subconscious knowledge of English grammar and makes use of their grammatical judgments about the sentence wellformedness and sentence structure to “rediscover” and establish a set of conscious grammatical rules that underlie their grammatical competence.” (KE, 2008, p.10)

i) Role play

This is an activity that is meant to help students put themselves in the shoes of those whose lives are affected by the discussed topics (mental health issues and wage gap) while practicing face to face interaction mimicking real-life conversations.

j) Reading

The final activity of the unit is the one where students are expected to produce formal writing. In both cases, an introductory item is presented (an article or a video) and students follow a set of instructions to create a writing piece that revolves around the topic that has been discussed all along.

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