

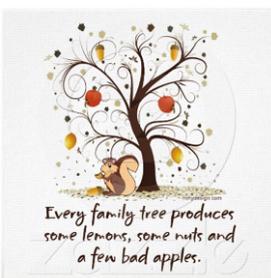
Любов Кузьо

Gender issues in teaching professional English

Інтерактивний навчальний посібник



EVOLVING
FAMILY
STRUCTURES



Gender gap



Львівський державний університет внутрішніх справ

Л. І. Кузьо

Gender issues
in teaching
professional English

Гендерні питання
у викладанні англійської мови
професійного спрямування

*Інтерактивний
навчальний посібник*

Львів
2022

УДК 316.346.2:[378.016:811.111'276.6](075.8)

К 89

Рекомендовано до поширення через мережу Інтернет
Вченою радою Львівського державного університету внутрішніх справ
(протокол від 26 січня 2022 р. № 6)

Р е ц е н з е н т и :

І. Ю. Сковронська, кандидат філологічних наук, доцент, завідувач кафедри іноземних мов та культури фахового мовлення факультету № 2 ІПФПНП Львівського державного університету внутрішніх справ;

Т. П. Дяк, кандидат педагогічних наук, доцент, доцент кафедри прикладної лінгвістики НУ «Львівська політехніка»

Кузьо Л. І.

К 89 **Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування) : інтерактивний навчальний посібник.** Львів : Львівський державний університет внутрішніх справ, 2022. 72 с.

Conducting practical foreign language classes on gender equality in an interactive form can be an effective means of overcoming gender stereotypes as well as forming and affirming gender culture. Textbook «*Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування)*» is a collection of conceptual principles and practical tasks for integrating gender approach into the process of teaching a foreign language in higher education institutions. The topics of the textbook present the main definitions, principles and approaches to the implementation of gender policy.

The purpose of the textbook is the development of speech competencies in the field of professional communication and the acquisition of skills and abilities to work with professional literature in the field of gender equality.

Проведення практичних занять іноземною мовою з гендерної рівності в інтерактивній формі може стати ефективним засобом подолання гендерних стереотипів, а також формування та утвердження гендерної культури. Навчальний посібник «*Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування)*» – це збірник концептуальних засад та практичних завдань для інтеграції гендерного підходу у процес викладання іноземної мови у закладах вищої освіти. Тематика видання охоплює основні визначення, принципи та підходи до реалізації гендерної політики.

Метою публікації є розвиток мовленнєвих компетенцій у сфері професійного спілкування та набуття навичок і вмій роботи з фаховою літературою та лексикою у сфері гендерної рівності.

Видано в авторській редакції

УДК 316.346.2:[378.016:811.111'276.6](075.8)

© Кузьо Л. І., 2022

© Львівський державний університет
внутрішніх справ, 2022

Contents

ПЕРЕДМОВА.....	4
INTRODUCTION.....	6
Unit 1. WHAT IS GENDER IDENTITY (SEX, GENDER, AND THE LEGAL SYSTEM).....	7
A GUIDE TO TRANSGENDER TERMS.....	9
Unit 2. GENDER EQUALITY STARTS AT HOME.....	13
Unit 3. MOST COMMON OUTDATED GENDER STEREOTYPES.....	19
Unit 4. INTERNATIONAL TRENDS IN WOMEN’S EMPOWERMENT...25	
Unit 5. ISSUES MODERN FEMINISM FACES.....	31
Unit 6. WHY ARE SO FEW WOMEN IN STEM?.....	37
Unit 7. HOW CAN MORE WOMEN GET INTO POLITICS?.....	44
Unit 8. WHY AREN’T THERE MORE WOMEN IN SCIENCE?.....	51
Unit 9. UNSUNG HEROES.....	55
Unit 10. FEMALE ROLE MODELS.....	59
GENDER IN ENGLISH.....	69
REFERENCES.....	70

ПЕРЕДМОВА

Освіта, особливо вища, є чинником, що забезпечує висхідну соціальну мобільність. Однаковий доступ до здобуття професій, засвоєння принципів гендерної рівності та недопустимості дискримінації під час здобуття освіти є основою для досягнення гендерної рівності і у сфері праці. Рівноцінні можливості для жінок і чоловіків у різних сферах, припинення всіх форм дискримінації – одна з цілей сталого розвитку ООН.

Тема рівності в освіті – не нова для України. Впровадження гендерного підходу у вищу освіту є новим методологічним інструментом аналізу й проектування особистісних змін, що ґрунтується на врахуванні «фактору статі» в змісті освіти та характері міжособистісної взаємодії викладач – студентська аудиторія. Гендерна компетентність має бути професійною нормою для педагогічної спільноти.

Навчальний посібник **«Gender issues in teaching professional English»** спрямований на здобуття знань і вмінь із використанням інноваційних підходів до реалізації політики гендерного партнерства, яка характеризує нові суспільні відносини, за яких чоловіки і жінки мають рівні можливості щодо самореалізації та самовдосконалення, на рівних умовах займаються всіма видами суспільної діяльності, мають рівні права на трудову діяльність, що, своєю чергою, потребує нових підходів у системі здобуття вищої освіти. В умовах сьогодення активно розвиваються дослідження у сфері гендерної рівності, що зумовлено посиленням уваги міжнародної спільноти до окресленого питання. Проблема гендерної нерівності поширена здавна, однак усталені погляди на соціальну роль жінки, що формувалися впродовж розвитку людства та не змінювалися на різних етапах, забезпечили формальне декларування й усвідомлення рівності. Гендерна нерівність не є лише правовим явищем, вона виникає насамперед під впливом соціуму, релігії та культури певного суспільства, тому гендерні очікування є різними та можуть формуватися в процесі освітньої діяльності.

Проведення практичних занять з іноземної мови на теми гендерної рівності в інтерактивній формі може бути ефективним

засобом подолання гендерних стереотипів, а також формування й утвердження гендерної культури. Навчальний посібник «**Gender issues in teaching professional English**» – це збірник концептуальних принципів і практичних завдань з інтегрування комплексного гендерного підходу у процес викладання іноземної мови у закладах вищої освіти. У темах підручника подано основні визначення, принципи і підходи до реалізації гендерної політики.

Метою навчального посібника є розвиток мовленнєвих компетенцій у сфері професійного спілкування іноземною мовою та набуття навичок і вмінь роботи з фаховою літературою у сфері гендерної рівності. Навчальний посібник забезпечує цілісне послідовне засвоєння фахової лексики, розвиток навичок усного мовлення та набуття вмінь роботи з професійною термінологією. Навчальний матеріал розташований за принципом від простого до складного у послідовності, що забезпечує активне засвоєння лексики та формування тематичного фахового словника.

Посібник містить 11 тем (Unit), об'єднаних за тематикою. Тексти уроків адаптовані з сучасних англійських навчальних джерел. Структура уроків посібника уніфікована. Кожен урок містить текст із супроводжуваним тематичним словником і післятекстові завдання як лексичного, так і комунікативного характеру. Завершується урок практичними завданнями, максимально наближеними до реальних комунікативних ситуацій, пов'язаних із темою, що вивчається. Використання інтерактивних матеріалів у навчальному процесі сприяє формуванню та розвитку комунікативної компетентності здобувачів вищої освіти, підвищенню мотивації вивчення мови та є невичерпним джерелом навчального матеріалу. Застосування відеоматеріалу дає змогу поєднати зорові та звукові образи у типових обставинах, запропонувати мовленнєву ситуацію, в якій вони за допомогою викладача можуть опинитись у ролі активних учасників комунікації. Актуальність цього методу навчання полягає в тому, що воно забезпечує зв'язки між роботою в аудиторії та реальним життям.

Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи здобувачів вищої освіти різних спеціальностей з урахуванням рівня їхніх знань іноземної мови.

INTRODUCTION

Gender, which is part of our lives, isn't a biological factor like sex but a social product. Since 1950s when Simon de Beauvoir wrote *The Second Sex*, we know we are not born men and women but we learn the behaviours and beliefs that are assigned to our sex by our culture. Gender as a part of our identity is not stable but under continual construction with the influence of the factors we are exposed to. Among these factors are family, school, and media. Language is a factor that is existent in all them. Like gender language is a social institution and language use is a social practice. All the beliefs and systems of a culture are embedded in its language. The relationship between gender and language is a mutual one; that is, gender is both reflected and constructed by language.

Sociologists and most other social scientists view sex and gender as conceptually distinct. **Sex** refers to physical or physiological differences between males and females, including both primary sex characteristics (organs, chromosomes, and hormones) and secondary characteristics such as height and muscularity. **Gender** is a person's deeply held internal perception of their behavior and attitudes as related to social expectations and accompanying physiological aspects of sex. A person's sex, as determined by his or her biology, does not always correspond with his or her gender. Therefore, the terms sex and *gender* are not interchangeable.

UNIT 1

WHAT IS GENDER IDENTITY (SEX, GENDER, AND THE LEGAL SYSTEM)

Gender Role Development

- Gender—cultural, social, and psychological meanings associated with masculinity or femininity
- Gender roles—various traits designated either masculine or feminine in a given culture
- Gender identity—A person's psychological sense of being male or female
- Between ages 2-3 years, children can identify themselves and other children as boys or girls. The concept of gender or sex, is, however, based more on outward characteristics such as clothing.



VIDEO ACTIVITIES

While watching, write down any new vocabulary you hear – even better if you write down the context, too. Then, check the definition in the text below and build up your own personalised vocabulary booklet.

SEXUAL ORIENTATION? GENDER IDENTITY? WHAT'S THE DIFFERENCE?



<https://www.youtube.com/watch?v=C63Xn--i13o>

The terms *sex* and *gender* have not always been differentiated in the English language. It was not until the 1950s that U.S. and British psychologists and other professionals working with intersex and transsexual patients formally began distinguishing between sex and gender. Since then, psychological and physiological professionals have increasingly used the term gender. By the end of the twenty-first century, expanding the proper usage of the term *gender* to everyday language became more challenging – particularly where legal language is concerned. The word *gender* has acquired the new and useful connotation of cultural or attitudinal characteristics (as opposed to physical characteristics) distinctive to the sexes.

Gender Identity

One's internal, deeply-held sense of one's gender as male, female, or something else entirely. A transgender person is someone whose gender identity does not match the sex they were assigned at birth.

Gender Expression

External representations of gender as expressed through, for example, one's name, pronouns, clothing, haircut, behavior, voice, or body characteristics. Society identifies these as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture. Many transgender people align their gender expression with their gender identity, rather than the sex they were assigned at birth.

Commission on Human Rights denotes that it's illegal to discriminate on the basis of gender identity and gender expression in the workplace, in public spaces, and in housing. Transgender and gender citizens should be treated with dignity and respect and without threat of discrimination or harassment.

This means individuals have the right to:

- Work and live free from discrimination and harassment due to their gender identity/expression.
- Use the bathroom or locker room most consistent with their gender identity and/or expression without being required to show «proof» of gender.
- Be addressed with their preferred pronouns and name without being required to show «proof» of gender.
- Follow dress codes and grooming standards consistent with their gender identity/expression.

In order not to abuse, express courtesy:

- If you don't know what pronouns to use, ask. Be polite and respectful; if you use the wrong pronoun, apologize and move on.
- Respect the terminology a transgender person uses to describe their identity.
- Don't make assumptions about a transgender person's sexual orientation. If you believe you have been discriminated against or would like more information about your rights and responsibilities under the law, please contact the Commission on Human Rights by visiting nyc.gov/cch.

Thanks to equal access to education, gender equality has improved a lot in developed countries over the past few decades. On average, women from developed countries are at least as educated as men, although in the USA, for example, they can only expect to earn about 80% of the salary a man would earn for the same job. There is still a long way to go before true equality is reached.

In developing countries, gender inequality in education is still an issue. Around two thirds of illiterate people are female, and the gender gap is much wider than in developed countries.

A GUIDE TO TRANSGENDER TERMS

Watch the latest CBSN Originals documentary «Gender. The Space Between,» which takes a deep dive into the complexities of gender identity and gender expression. While [transgender stories](#) have become more visible in the media, there are many identities and terms outside of the two most culturally accepted genders – man and woman – that fall under the trans umbrella. And in many social circles, the vocabulary related to gender identity is unfamiliar or inaccessible.



<https://www.cbsnews.com/news/transgender-gender-identity-terms-glossary/>

Gender identity is an extremely personal part of who we are, and how we perceive and express ourselves in the world. It is a separate issue entirely from sex, our biological makeup; or sexual orientation, who we are attracted to. There are dozens of dynamic and evolving terms related to how people identify. While this glossary cannot cover every possible identity a person might have, it provides definitions for some of the most common vocabulary necessary to understand the layered world of gender.

Transgender

This is an umbrella term for people whose gender is different from their «assigned» sex at birth – that written on their birth certificate. Gender can refer to one's own, internal sense of being a man or woman, or another type that doesn't fit either category. Gender can also be expressed externally – through clothing, behaviour, body characteristics and so on. Transgender can be shortened to «trans».

Gender is different from sexual orientation. Transgender people can be of any sexuality.

Transsexual

This is a term used by some people who permanently change their bodies, usually, but not always, using hormones or surgery. But some people who go through this process – known as the «transition» – prefer to be known simply as transgender, rather than transsexual. It's best to ask which people prefer.

Non-binary

Non-binary people are those who don't feel male or female. They may feel like both or like something in between. They may have a gender that changes over time or they may not relate to gender at all.

Cisgender

This describes someone who is not transgender. For instance, someone who is named a boy at birth and continues to live as a man would be cisgender. This covers the majority of the population.

Intersex

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't fit the typical definitions of female or male. Sometimes an intersex person is assigned a female or male sex at birth through surgery, if external genitals are not obviously male or female. Intersex babies are always assigned a legal sex,

but sometimes when they grow up, their gender doesn't match the sex selected for them. Some intersex people are transgender, but intersex does not necessarily mean transgender.

«He» or «she»?

Using the appropriate pronouns when talking to someone who is transgender works on the basis of respect for the individual. Generally the name the person chooses to use indicates their gender preference. So, a transgender person called Steve would be referred to as «he», while another called Rachel would be «she». But if you are unsure, it's best to ask the person politely how they wish to be known.

This is especially so if you suspect someone identifies as non-binary, in which case a neutral term like «they» may be more appropriate.

Transgender man/transgender woman

People assigned female at birth but living as a man may describe themselves as a «transgender man», while those assigned male at birth but living as a woman may call themselves a «transgender woman». These terms can be shortened to «trans man» or «trans woman».

Some may also use the acronyms FtM (female-to-male) and MtF (male-to-female). Many prefer simply to be identified simply as a «man» or a «woman».

Cross-dresser

This describes a person who wears the clothes usually associated with the «opposite» sex. This is seen as a form of gender expression. The word «transvestite» is not used much these days. And the expression «drag queen» is different, meaning a man who dresses «as a woman» for purposes of entertainment.

There are a lot of ways that transgender people can describe their identities. Understanding the words and labels people use encourages respect and understanding.

Maybe you haven't given much thought to gender as a concept. Your behavior, appearance, dress, and genitals «match» how you feel about yourself and how everyone around you treats you. You might be wondering, «Why are there so many different ways to describe a person's gender?»

People's thoughts and feelings about their gender can be complex. Having a variety of words and labels to describe the various ways you might think about your gender helps you communicate who you are.

How do I refer to someone who is transgender?

Respect the words people use to describe themselves. Transgender people use many different terms to describe their experiences, and not all terms fit all people. It's important to ask people what language they want you to use. It's okay to ask someone for their preferred name and pronouns. Always use the name and pronouns they tell you.

If trans people aren't sure which identity labels fit them best, give them the time to figure it out for themselves. The terms or language a person prefers may change over time, and that's totally normal and okay.

What if I offend a transgender person by using the wrong name or pronoun or identity label?

Approaching transgender people with respect, awareness, and a desire to learn about gender is an important step in making sure you don't hurt anyone's feelings. Most people want to treat others with respect. But sometimes even someone with good intentions can still cause pain, embarrassment, or offense. Such moments are an opportunity to listen to a transgender person's concerns, learn more about gender identities and language, and work to improve how you use language that may be inaccurate or offensive.

UNIT 2

GENDER EQUALITY STARTS AT HOME

VIDEO ACTIVITIES

What are the people in the video talking about? Write down any thoughts that come to mind about what you have seen.

A HOME FOR EQUALITY: ACHIEVING WOMEN'S RIGHTS WITHIN FAMILIES



<https://www.youtube.com/watch?v=Iyg59X7PIm4>

READING

Families are primary agents of gender socialisation, and often provide children's first sources of information and learning about gender. Children begin to understand and act out gender roles and stereotypes at an early age. Gender equality begins at home, and families are at the front lines of change. For the next generation, the examples set at home by parents, care-givers and extended family are shaping the way they think about gender and equality. From breaking down gender stereotypes to sharing the care work, and educating children about women's

rights and gender equality, there are some ways we can inspire the future feminists in our family.

1) Talk about it.

Embrace talking to your kids about gender equality and women's rights. By talking to your kids about equality between the sexes and what still needs to be done for us to reach a gender-equal world, you're setting them up to lead the way for a better future for all.

This story was originally published on [Medium.com/@UN_Women](https://medium.com/@UN_Women)



Dmytro Shurov (right) and his son Lev Shurov discuss the HeForShe movement.

Photo: UN Women/Volodymyr Shuvaev

Ukrainian singer and jury member of the Ukrainian X-Factor TV-show, Dmytro Shurov makes sure his son understands that everything in their home is 50/50. «In my opinion, the best way to raise a child is by example as your child takes after you... I often talk to my son about gender roles because this topic is relevant.» Dmytro said. «People are born to be happy and all of us have equal rights. Everything starts with families: I think, kids should get their parent's attention equally, they should see their father is not afraid to be weak sometimes, and their mother isn't afraid to be strong.»

2) Share the care work.

From cooking and cleaning, to fetching water and firewood or taking care of children and the elderly, women carry out at least two and a half times more unpaid household and care work than men. As a result,

thousands of women and girls miss out on equal opportunities of going to school, or joining full-time paid work, or having enough time to rest!

Set the example by equally dividing all housework and childcare in your home. Involve boys in care work and household chores from an early age, along with girls!

3) Embrace diverse role models.

Role models come in all shapes, sizes, genders, skin tones and cultural backgrounds. Encourage your children to embrace diversity, show them role models from different genders, ethnicities and colour. And remind them that they can be anything they want to be, regardless of their gender, for example.

4) Empower your kids to speak out.



*Aiturgan Djoldoshbekova and her mother Aigul Alybaeva.
Photo: UN Women/Theresia Thylin*

Young people around the world are stepping up for gender equality. When we empower and educate young advocates about women's rights, we are ensuring a better future for us all. In Kyrgyzstan, Aigul Alybaeva is doing her part to advance women's rights and gender equality by supporting her daughter's participation in a school-based programme that works to empower girls, generate inter-generational dialogues and change attitudes about child marriage.

«We try to support her, create an enabling environment at home, so that she gets the time she needs to study, prepare for her assignments,» Aigul says of her relationship with her daughter. «Feminism is in her character. She knows her rights and she shares with me what she learns in school.»

Aigul's daughter, Aiturgan Djoldoshbekova, has learned about women's legal rights in her country and wants to pursue a career in law. She also knows the importance of sharing her knowledge with others.

5) Fight stereotypes, including your own.

Gender is not about biological differences between the sexes, rather, it's a social construct – people define what it means to be a boy or a girl, and these social conditionings often expect children to conform to specific and limiting gender roles and expectations from a young age. Researchers say, children start absorbing stereotypes by age 3, causing the world to expand for boys and shrink for girls by age 10. That's why we have to start conversations about gender roles early on, and challenge the features and characteristics assigned to men and women at home, in our daily routines, in school and in places of work.

We all have unconscious gender biases. These are roles that we've internalized based on our society's set expectations about how men and women should dress, behave and present themselves, and in some cases, what kind of work they should do. It's in our hands to become aware of these biases and challenge the stereotypes that our children constantly encounter, whether in the media, on the street or at the school. Let your children know that your family is a safe space for them to express themselves as they are, by affirming their choices, by reassuring them that it's OK to be different, and by encouraging a culture of acceptance.

6) Stop the body shame.

Our world is constructed in a way that makes us compare ourselves to the beauty standards set by the media, culture and society. We constantly measure ourselves against other people and feel judged by our physical appearance. Body shaming is a learned behavior, so it's important for parents to lead by example. Be careful not to be critical of body image, including your own, and reject sexist, negative stereotypes of unrealistic body standards. Foster a body-positive lifestyle at home by showing your children that they are not defined by how they look, but by how they act.

7) Listen and learn from them.

Today's youth – 1.8 billion strong – represent boundless possibilities and enormous talent to build a better future for the world. But to truly harness that power, we need to listen to them. Girls and boys have a role to play in achieving gender equality, today. Over the last few years, young people have been speaking out about the issues affecting them, and the world. From Malala advocating for youth education, to Greta urging us to take climate action, young people have a lot to contribute to conversations on human rights, climate action, gender equality and more. We just need to listen.

VOCABULARY TO REMEMBER

Types of family: traditional family, unconventional family, nuclear family, extended family, blended family, single parent family, international family, single sex family, close knit family.

Roles in the family: homemaker, housewife, the heart of the family, househusband, stay at home mum/dad, breadwinner, provider, leader, wears the trousers, rules the roost, father figure, role model, the black sheep, the apple of my eye.

Source, to share, to inspire, to break down, to embrace, attention, care work, to divide, to involve, diversity, to empower, to expand, to shrink, to reject.

ACTIVITIES

To what extent do you agree with the following statements?

Explain why.



- People should get married before they have children.
- Your family should support you no matter what.
- There is a black sheep in every family.
- One parent should stay at home and look after the children.
- Bad behaviour in schools is being fuelled by overindulgent parents who don't know how to say No to their children.
- A nanny can never play the part of a mother.
- Divorce is damaging to children.
- Marriage is outdated.
- Ukrainian families are very close knit.
- Children are likely to have the same political views as their parents.

- Your family is your social safety net.
- Parents should lead by example.
- The disintegration of the traditional family has led to many social problems.
- Household tasks should be shared equally between husband and wife.
- Parents raise daughters and sons differently.

DISCUSSION

- What are the advantages and disadvantages of traditional families?
- What are the advantages and disadvantages of traditional family roles?
- Do you or any of friends have unconventional families?
- Are you close to your extended family?
- To what extent can you rely on your extended family?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

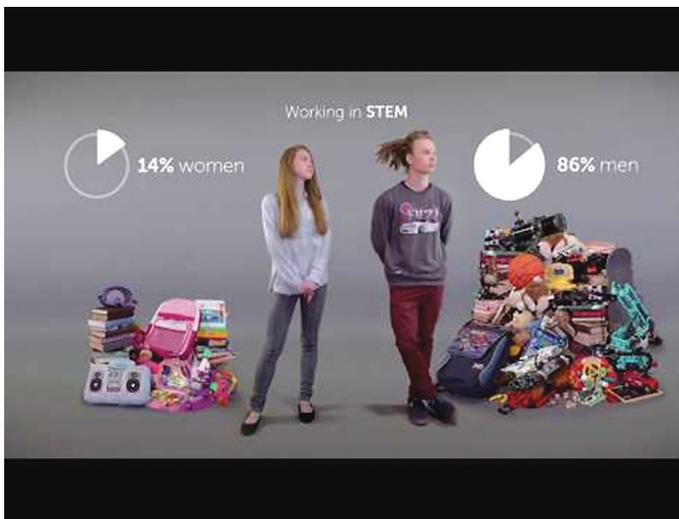
UNIT 3

MOST COMMON OUTDATED GENDER STEREOTYPES

VIDEO ACTIVITIES

What's in the video? Activate pre-existing knowledge and introduce your point of view. Do you agree or disagree with the speaker?

GENDER STEREOTYPES AND EDUCATION



<https://www.youtube.com/watch?v=nrZ21nD9I-0>

READING

Growing up Equal

Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A «feminine» girls should be insecure, accommodating and a little illogical in her thinking. A «masculine» boy should be strong, unemotional, and aggressive, and competitive.

How are children exposed to these stereotypes? According to the researchers, boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments, when girls speak teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

Blue and Pink

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.

There's nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other. This kind of practice prevents boys and girls from acquiring important skills for their future lives.

The Sorting Machine

The fact is that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work.

If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously. Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sexes are.

VOCABULARY TO REMEMBER

To expose, to sort, to deem, to acquire, skills, ability, to obtain, to gain, division, conventional, to arrange, fair, to grow up, public policy, prejudice, challenging, rigid, stereotype, feminine, insecure, accom-

modating, illogical thinking, masculine, unemotional, aggressive, competitive, according to treat, to offer, to tend to, to focus on, emphasis, appropriate, prevent, to regard, to care for, lawn work, generation, to eliminate, to overcome, to counteract, to encourage, confidence.

ACTIVITIES

Match the words (1–7) with the definitions (a–g).

1. old-fashioned
2. gender
3. stereotype
4. to acquire
5. skills
6. to sort
7. to be deemed
 - a) abilities
 - b) to obtain, to gain
 - c) to be considered
 - d) to arrange according to kind, rank
 - e) image, idea, character that has become fix in a conventional form without considering individuality
 - f) the division of male or female; sex
 - g) old or no longer in use

Read the text once again. Match the answers with the questions accordingly.

1. What do parents want for their children?
2. How are children exposed to gender stereotypes?
3. What are the consequences of exposing boys and girls to gender stereotypes?
4. What is the role of society in the differentiation of sexes?
 - a) They are often treated differently in school, for example.
 - b) It functions as a sorting machine.
 - c) They want their sons and daughters to have equal chances of success.
 - d) They prevent boys and girls from acquiring important skills for their future lives.

Based on the text or using your ideas answer the first two questions and make a question for the last answer.

1. A: How should a «feminine» girl be?

B: _____.

2. A: When does the emphasis on gender differences begin?

B: _____.

3. A: _____?

B: They are rigid ideas about how boys and girls should behave.

TRUE OR FALSE? Underline the evidences on the text.

1. Equality of the sexes is largely discouraged by law. ____

2. It is all right to give dolls to girls and construction sets to boys. ____

3. Boys and girls are treated equally by the teachers. ____

4. 58% of eight-grade girls and 6% of boys made money taking care of younger children. ____

5. 63% of boys and 3% of girls didn't earn money doing lawn work. ____

Fill in the blanks with words from the list below. There are two extra words.

Barrier/ far/ through/ out/ accurately/ surveyed/ sponsorship/ into/ promotions/ ascending/ long.

Glass ceiling: how real?

While the phrase «glass ceiling» is metaphorical, many women who find themselves bumping their heads on it find it very real indeed. It is most often used to describe the sexist attitude many women run ... at the workplace. In a discussion of ... the corporate ladder, the word «ceiling» implies that there is a limit to how ... someone can climb it. Along with this implied ... is the idea that it is glass, meaning that, while it is very real, it is transparent and not obvious to the observer. The term is most often applied in business situations in which women feel, either ... or not, that men are deeply entrenched in the upper echelons of power, and women, try as they might, find it nearly impossible to break

In recent years, a lot of research has been done on the best ways to break this glass ceiling. One of the most effective solutions is thought to be mentoring and

In a 2010 World Economic Forum report on corporate practices for gender diversity in 20 countries, 59% of the companies ... say they offer internally led mentoring and networking programs, and 28% say they have women-specific programs. But does all this effort translate into actual ... and appointments for both sexes?

Put the bracketed words in the right tense or form.

Gender equality: a long way to go

As it is International Women's Day on March 8th, the *Economist* ... (*recently/create*) a «glass-ceiling index», to show where women have the best chances of equal treatment at work. It ... (to combine) data on higher education, labour-force participation, pay, child-care costs, maternity rights, business-school applications and representation in senior jobs. Each country's score is a weighted average of its ... (to perform) on nine indicators.

To no one's surprise, Nordic countries come out well on educational ... (attain) and labour-force participation. Women are also ... (relative) well represented in their parliaments; Finland and Sweden were among the first countries to allow women to vote and ... (stand) for election.

In Norway nearly two-fifths of board members for the ... (last) listed companies are women, thanks largely to the introduction of mandatory quotas in 2008. That is twice the share in the European Union, which is considering ... (bring) in quotas if the current voluntary approach fails.

At the bottom of the index are Japan and South Korea. Too few women there have jobs, few senior ... (manage) or board members are women and pay gaps are large. If, in 5th the UN's words, «equality for women is progress for all», both countries have a long way to go.

DISCUSSION

1. Should girls be motivated to play «masculine» sports such as football?

2. Should teachers receive special training on how to deal with the gender differences?

3. Should boys learn how to cook and sew?

4. What kind of influence does the education we receive have on us? What do you think about this?

5. Are you for or against women having top positions in companies? Why (not)?

6. In your opinion, should women do military service when they turn eighteen? Why (not)?

7. Educating boys and girls equally is important because by doing so, we create a fairer society. Do you agree or disagree with this statement?

8. Do you think it is common to find people who disagree with the idea of boys and girls receiving the same education?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 4

INTERNATIONAL TRENDS IN WOMEN'S EMPOWERMENT

VIDEO ACTIVITIES

Watch a video and write down the nouns. Watch again and write down the verbs. Watch a third time and write down the adjectives. Then, tell the story using the nouns, verbs and adjectives you wrote down.

MICHELLE OBAMA GIVES POWER SPEECH ON EMPOWERING WOMEN



<https://www.youtube.com/watch?v=RaCvtAUMvyc&t=3s>

READING

Debate: Gender Equality

Gender equality is a human right. Women are entitled to live with dignity and with freedom from want and from fear. Gender equality



is also a precondition for advancing development and reducing poverty. Empowered women contribute to the health and productivity of whole families and communities, and they improve prospects for the next generation.

Despite many international agreements affirming their human rights, women are still much more likely than men to be poor and illiterate. They have less access to property ownership, credit, training and employment. They are far less likely than men to be politically active and far more likely to be victims of domestic violence.

Gender inequality in Hollywood – recent events have forced the issue of disparity in pay between female and male actors into view. As the Sony hack revealed, Jennifer Lawrence – the second highest paid actress of 2014 – alongside her co-star Amy Adams, both received lower amounts of the back-ends of *American Hustle* than their main counterparts.

In addition, two-time Oscar winner Hilary Swank also recently made headlines with her comments regarding the pay gap in Hollywood. According to Swank, «My male counterpart will get paid 10 times more than me – 10 times. Not double, but 10 times for the same job.»

Gender equality will be achieved only when women and men enjoy the same opportunities, rights and obligations in all spheres of life. This means sharing equally in the distribution of power and influence, and having equal opportunities for financial independence, education and realizing their personal ambitions.

The ability of women to control their own fertility is fundamental for women's empowerment and equality. When a woman can plan her family, she can plan the rest of her life. Protecting and promoting her reproductive rights – including the right to decide the number, timing and spacing of her children – is essential for ensuring her freedom to participate more fully and equally in society.

About two thirds of the world's illiterate adults are women. Lack of an education severely restricts a woman's access to information and opportunities. Conversely, increasing women's and girls' educational attainment benefits both individuals and future generations. Higher levels

of women's education are strongly associated with lower infant mortality and lower fertility, as well as better outcomes for their children.

VOCABULARY TO REMEMBER

Dignity, poverty, to empower, domestic violence, disparity, obligation, fertility, lack, to restrict, conversely, generation, infant, outcome.

ACTIVITIES

Let's talk about Gender Equality. Choose a conversation card and share your ideas:

1. What is your view of gender equality/feminism?
2. What is the role of men in society?
3. Are gender differences mainly because of biology? Or more because of socialization?
4. How have gender roles changed in the last 100 years?
5. Besides physical differences, what is different between men and women?
6. How are men and women similar?
7. Should a man hold a door for a woman because she is a woman? Why might this practice annoy some women?
8. Have you ever felt limited by your gender or the stereotypes associated with it?
9. What is the role of women in your society?
10. Do you think men are better at some things than women? What can they do better?
11. Do you know any man chauvinists? What kind of ideas do they express?
12. Some people grow up feeling they are the wrong gender and take steps to live as they feel they should. How do you feel about transgender people?
13. Why do you think it is difficult for people to let gender stereotypes go?



Reading comprehension

George: Women do deserve complete equality as men.

Women have been treated as less than men from the beginning of time. Now lots of women are more successful than men and are still getting paid less. The difference in pay is a problem. Would you pay a man lots of money for a poor job? No. Then why wouldn't you pay a woman a little bit more for a great job? They are going the opposite way but they are paying less. That makes no sense.

John: No it's not possible.

I personally believe that equality between men and women is not possible because we are created in the same ways, we are so different in so many ways. We don't see things in the same ways, don't think like each other and actually don't have the same brain. And it is correct like that.

Mathew: Women are able to overcome this gender barrier.

Women are able to achieve this through the education of both men and women about the issues of gender equality. For example, with education women over the world are able to work and enjoy the things that men are able to do as they would have a better understanding of how to stand up for themselves and succeed in life. Therefore, there needs to be a further emphasis on educating young women and men about the issues associated with gender equality.

Michael: No true equality.

Women say they want gender equality, yet most of them don't realize what they would entail. For true equality, yes they would get to be treated equally in the workplace, same pay, etc. but they would have to give up their «women's rights» in the name of such equality. That means no more chivalry, no more being treated «like a lady», because you can't be treated like you are different and like you are equal. Though they are not publicized the way the negatives are, women have many benefits that men can never attain, and they do not want to sacrifice that.

Tick the correct answer:

The text is:

- narrative
- argumentative
- descriptive

Read all the passages and categorize the speakers as:

	Who	Why
Proponents of gender equality		
Opponents of gender equality		

Read all the passages and correct the following false statements:

- a) Women are well paid. (p. 1)
- b) Men and women share the same point of view. (p. 2)
- c) Women can't do the same activities done by men. (p. 3)
- d) Women must work long hours to have the same pay as men. (p. 4)

Match the two speakers with the adjectives that best describe them

Names	Arrogant	Fair/just
George		
John		
Mathew		
Michael		

DISCUSSION

1. Have you ever discriminated against or been discriminated because of your gender?
2. Do women or men have the same rights and opportunities in your country? Give examples that prove it.
3. How can you explain the gap in pay level?
4. What do you think should be done to reduce the salary gap?
5. What would you do if you were in Swank's place?
6. Can an employer discriminate against you because of your sex?
7. At home do you share the chores with your brother or sister? Give examples.
8. Do your parents allow you both the same things?
9. Do you know examples of ethnic groups or countries that don't let girls go to school? Why does that happen?

10. Comment these quotes:

«Gender equality is not a woman's issue; it is a human issue.
It affects us all.»

«It is time that we all see gender as a spectrum instead of two
sets of opposing ideals».

VOCABULARY BOX

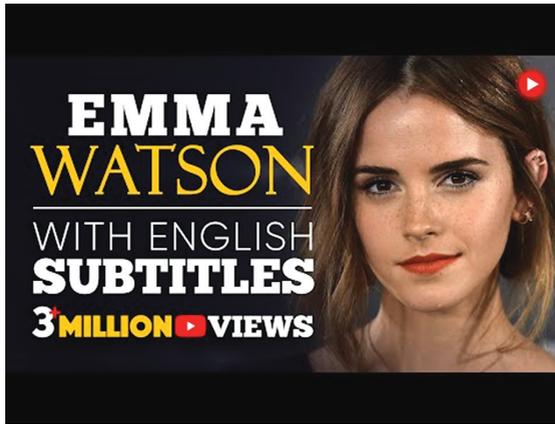
Write any new words you have learnt in this lesson.

UNIT 5

ISSUES MODERN FEMINISM FACES

VIDEO ACTIVITIES

Learn English with Emma Watson. She is a British actress and model whose most notable role is that of Hermione Granger in the Harry Potter film series. **Watch Emma's speech** in a special event for UN Women's HeForShe campaign – **Watch** with big English subtitles.



<https://www.youtube.com/watch?v=nIwU-9ZTTJc>

READING

Emma Watson: Gender equality is your issue too.

Speech by UN Woman Goodwill Ambassador Emma Watson at the special event for the HeForShe campaign, United Nations Headquarters, New York.

Today we are launching a campaign called «HeForShe». I'm reaching out to you because I need your help. We want to end gender inequality – and to do that we need everyone to be involved. This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality. And we don't just want to talk about it, but make sure it is tangible.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with men-hating. If there is one thing I know for certain, it is that this has to stop.

For the record, feminism by definition is: «The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes».

I started questioning gender-based assumptions when at eight I was confused at being called «bossy», because I wanted to direct the plays we would put on for our parents – but the boys were not. When at 14 I started being sexualized by certain elements of the press. When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear «muscly». When at 18 my male friends were unable to express their feelings.

I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word. Apparently, I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and unattractive. Why is the word such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly, I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less for because I might give birth to a child one day.

These influences were the gender equality ambassadors that made me who I am today. They may not know it but they are the inadvertent feminists who are changing the world today. And we need more of those.

And if you still hate the word – it is not the word that is important but the idea and the ambition behind it. Because not all women have

been afforded the same rights that I have. In fact, statistically, very few have been.

Men – I would like to take this opportunity to extend your formal Invitation.

Gender equality is your issue too. Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's. I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less «macho» – in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender stereotypes but I can see that they are and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control women won't have to be controlled. Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum not as two opposing sets of ideals. If we stop defining each other by what we are not and start defining ourselves by what we are – we can all be freer and this is what HeforShe is about. It's about freedom.

I want men to take up this mantle. So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too – reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage of the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I have seen – and given the chance – I feel it is my duty to say something. English Statesman Edmund Burke said: «All that is needed for the forces of evil to triumph is for enough good men and women to do nothing.»

2. She wants to exclude men and boys from the campaign. True False

3. Feminism has become synonymous of men indifference. True False

Emma says «If there is one thing I know for certain, it is that this has to stop.» **What has to stop and Why?**

In your own words, describe the concept of Feminism.

Identify in her speech the different steps when she experienced differences between men and women.

Age	Event she experienced
At ...	She ...

What does Emma Watson consider to be human rights? Cite 5 rights.

Why does Emma Watson consider herself to be lucky?

DISCUSSION

Answer the following questions. Justify your response with quotes from the text.

Men – I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too. Why, do you think, men's participation in the HeForShe movement is necessary to create change?

According to Emma, how are men imprisoned by gender stereotypes?

What is the current situation around the world for women today?

If things change, what would be the benefits for both genders according to Mrs. Watson?

Why do you think it is difficult for people to let gender stereotypes go?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 6

WHY ARE SO FEW WOMEN IN STEM?

READING

Girls in STEM: The facts behind the gap and how to change it



More than ever before in history, girls are studying and excelling in science and mathematics. Yet the dramatic increase in girls' educational achievements in scientific and mathematical subjects has not been matched by similar increases in the representation of women working as engineers and computing professionals. Women made up just 26 percent of computing professionals in 2013, a substantially smaller portion than 30 years ago and about the same percentage as in 1960. In engineering, women are even less well represented, making up just 12 percent of working engineers in 2013. The representation of women in engineering and computing occupations matters. Diversity in the workforce contributes to creativity, productivity, and innovation. Women's experiences—along with men's experiences—should inform and guide the direction of engineering and technical innovation. The United States simply can't afford to ignore the perspectives of half the population in future engineering and technical designs. Advocates have long extolled the importance of advancing girls and women in science, technology, engineering, and mathematics (STEM). Engineering and computing stand out from the broader STEM category as the fields that offer the best opportunities

for the greatest number of people. Accounting for more than 80 percent of the STEM workforce, engineering and computing occupations offer a higher return on investment and better prospects than jobs in other STEM fields offer. When women are not well represented in these fields, they lose out on these high-quality job opportunities. Despite early similarities between girls and boys in math and science achievement, by high school, boys are more likely than girls to take the standardized exams most closely associated with the fields of engineering and computing. Among first-year college students, women are much less likely than men to say that they intend to major in engineering or computing. This disparity continues into the graduate level. In the workplace the discrepancy persists and in some cases worsens, as women leave engineering and computing jobs at higher rates than men do.

The issue of nonproportional representation in the number of engineering and computer science bachelor's degrees awarded is in large part an issue of women's underrepresentation, and some women of color are particularly underrepresented. Some of the recent research highlights the factors underlying the underrepresentation of women in these fields, including stereotypes and biases, college curriculum, and workplace environment. The report argues for changes in the workplace and college environments as a necessary preamble to women's full participation in engineering and computing.

There's a gender gap worldwide in the science, technology, engineering and math (STEM) workforce. Although the numbers and percentages vary by country, women everywhere are far less likely to pursue an education or a career in a STEM field. Given that women comprise 50 per cent of the global population, there's a remarkable waste of potential taking place.

In addition, STEM skills are increasingly important in the job market. If we don't interest girls in STEM subjects while they're young, there is a danger that they will be left behind when it comes to career opportunities. For example, there currently is a lack of women mathematicians, female physicists, and women in astronomy. So what can be done?

VOCABULARY TO REMEMBER

To excel, increase, to make up, percentage, diversity, despite, similarity, discrepancy, to pursue, to comprise, waste, physicist.

VIDEO ACTIVITIES

Do the preparation task first.

Do you think most computer programmers are men or women? Why do you think that is?

Watch this video to find out why Facebook is trying to get more women in tech.



https://www.youtube.com/watch?v=Rj04gU_bwvI&t=9s

ACTIVITIES

After watching the video do the exercises. Remember you can read the transcript at any time.

DIALOGUE (Transcript)

Sheryl: I think it's really critical that we get more people world-wide and particularly in the United States into technical fields, and more women.

Sara: We want to have people in the workplace that look like the world! And the world isn't just one gender.

Lori: I think women just bring a very different perspective to technology – the way that they use products, their experiences, the way that it's built, the way that they think about the way other people are going to use the technology ...

Andrew: Uhm, people who aren't necessarily a part of the process – that's a loss for not just the rest of us who don't get that perspective, but also for them who don't get to shape the future that is going to come to exist.

Nair: The problems of the future – these are human problems, they're not 'men problems'. We're going to need women to help solve those problems and we need them, uhm, to start now.

Sophia: It was an 'Introduction to Programming' class, and I walked into the class wearing a cheerleader uniform, and the teacher just cracked up. He thought it was the funniest thing to see a cheerleader in a programming class. That day, he also passed back the first test from that term. And he announced that the person with the highest grade in that class, with 100%, was me, the cheerleader. I kind of broke down the stereotype for him at that moment, where the idea that girls can't programme, that cheerleaders are stupid, that women shouldn't be in technology ... it just takes a moment like that to really change someone's mindset about where women belong in technology.

Alan: We've learned over time that you can't build great products if you don't have a team that empathises with and understands the audience that the product is for. And with the internet, the audience is literally the planet now.

Andrew: As we grow to larger and larger audiences, y' know, the different perspectives everyone brings to the table become increasingly valuable to be part of the discussion when you're shaping what that product is going to look like.

Raylene: It's a product that's really about connecting and being social and, uhm, engaging with your friends and family, so I think it's, like, a very important product for women to be involved with making.

Lori: The one piece of advice I would give a woman in technology is 'stick with it'. It is worth it to get to the end.

Cat: It is very easy to look around you and feel intimidated because you don't know anything about the subject, and there aren't a lot of people who look like you, but the most important thing is to believe in yourself and to just not be afraid to do something that, er, you have no idea how to do.

Sheryl: There's nothing you can't do if you believe you can do it.

Sophia: You know, it's easy to sit back and say, 'Oh, the stereotype is that women aren't good at engineering. They're not good at math and

science, and to let yourself fall victim of that. But let that encourage you, let that push you forward and drive you to, y' know, fight the stereotype, break the stereotype.

Match the vocabulary with the correct definition and write a–f next to the number 1–6.

- 1..... a stereotype. 2..... to crack up. 3..... to stick with it.
4..... a cheerleader. 5..... a perspective. 6..... to feel intimidated.
- a point of view or way of looking at something.
 - a general idea about what a group of people is like.
 - a person, usually an attractive girl, who encourages applause for a sports team.
 - to suddenly start laughing.
 - to feel afraid and lose self-confidence.
 - to keep going and not give up.

Check your understanding: multiple choice. Circle the best answer to complete these sentences.

1. Sara wants to have a *group of friends / school classroom / workplace* that looks like the world, with both men and women in it.

2. Lori says that women have a different goal *in life / perspective on technology / way of working* to men.

3. Nair says the problems of the future are *huge / women / human* problems, not just 'men problems'.

4. Sophia tells a story about a time she went to class wearing a *school uniform / a cheerleader uniform / a suit*.

5. It was a *computer programming / maths / history* class, and Sophia's teacher thought it was funny to see a cheerleader there.

6. But Sophia changed his mind when *she made an impressive presentation / she started working for Facebook / she got the highest grade in a test*.

7. Alan says that to build a great product, you need a team that *understands the product's audience / works well together / has a lot of experience*.

8. Sheryl says there's nothing you can't do if you *have enough money / believe you can do it / go to university*.

**Check your grammar: gap fill – prepositions and adverbs.
Complete the gaps using the words in the box.**

About, back, into, with, down, in, up.

Sophia: ‘It was an «Introduction to Programming» class, and I walked 1_____ the class wearing a cheerleader uniform, and the teacher just cracked 2_____. He thought it was the funniest thing to see a cheerleader 3_____ a programming class. That day, he also passed 4_____ the first test from that term. And he announced that the person 5_____ the highest grade in that class, with 100%, was me, the cheerleader. I kind of broke 6_____ the stereotype for him at that moment, where the idea that girls can’t programme, that cheerleaders are stupid, that women shouldn’t be in technology ... it just takes a moment like that to really change someone’s mindset 7_____ where women belong in technology.’

**Check your grammar: tick the sentences – omission of ‘that’.
Tick all the sentences where it’s possible to leave out the word ‘that’.**

1.
It’s important **that** we get more women into technical fields.
- 2.....
Lori says **that** ...
- 3.....
... the way **that** women use technology is different.
- 4.....
We want to have people in the workplace **that** look like the world!
- 5.....
To succeed, you need a team **that** understands the product’s audience.
- 6.....
There’s nothing **that** you can’t do ...
- 7.....
... if you believe **that** you can do it.

Check your vocabulary: gap fill – compound words.

Compound words are words which are made up of two other words.

Use two words from the box to make a compound word to fill each gap.

Mind Face cheer world work book place set leader wide

1. The people in the video all work for _____.
2. Sophia: ‘The person with the highest grade in that class, with 100%, was me, the _____.’
3. Sophia: ‘It just takes a moment like that to really change someone’s _____ about where women belong in technology.’
4. Sara: ‘We want to have people in the _____ that look like the world!’
5. Sheryl: ‘I think it’s really critical that we get more people _____ and particularly in the United States into technical fields, and more women.’

DISCUSSION

Do you think women can work in tech?

- Which other jobs are usually done by women?
- Which are usually done by men?
- Why do you think that is?
- Would you like to work for Facebook?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 7

HOW CAN MORE WOMEN GET INTO POLITICS?

VIDEO ACTIVITIES

Do the preparation task first.

Are you interested in politics?

Watch the video to find out how some countries have tried to get more women involved.



<https://learnenglishteens.britishcouncil.org/study-break/video-zone/how-can-more-women-get-into-politics>

READING

(Transcript)

Step one: You've got to turn up. For years, women were shut out with no say in who would lead them. Women in Saudi Arabia were only given their right to vote in 2015. But when they do get a fair chance, it can have a big impact. India's big election in 2019 saw the same percentage of women voting as men, for the first time, helping to elect more female members of parliament than ever before. Step two: Take inspiration from role models. We all want someone to look up to and it's no different

in politics. New Zealand was the first country to give women the right to vote. And their current prime minister, Jacinda Ardern, is only the second elected world leader to give birth while in office. She was the youngest female prime minister in the world when she was elected. But now that's Finland's 34-year-old Sanna Marin. Ms Ardern is actually the third woman to run New Zealand. Jacinda Ardern: Those previous prime ministers have carved a path for me that I'm incredibly grateful for. Now she wants to inspire more girls to lead, because even when one woman is elected, it doesn't solve the problem. Step three: Targets can help. Setting targets can be controversial. But lots of countries have introduced them to bring more equality. Rwanda in Africa has the most women in parliament, but it wasn't always like this. Back in the 1990s, women only made up a small share of their parliamentary seats. So, in 2003, the country set a goal: to make 30 per cent of their elected politicians women. And it's worked. Today, they make up nearly two-thirds of the Rwandan parliament. Even though not everyone thinks quotas like Rwanda's are the best solution, it's hard to argue that they don't make a difference.

VOCABULARY TO REMEMBER

To lead, to vote, impact, inspiration, to elect, target, solution, European Treaty, target, percentage, diversity, faith, arrangement, shortage, violence.

ACTIVITIES

Complete the sentences with words below.

Percentage, prime minister, right to vote, targets, election, controversial, seat, in office, parliament, equality.

1. In most countries, all men and women aged 18 and over have the
2. Often when a country chooses new politicians, people vote in an
3. A is an amount expressed as a number out of a hundred (%).
4. A is the group of people who make the laws of the country.
5. In some countries the leader of the government is called the

6. When a politician has a job in the government, we can say they are

7. Some countries have of the number of women they aim to have in parliament.

8. If a subject is, people have strong opinions and disagree about it.

9. Having the same number of men and women in parliament means there is gender

10. A parliamentary is the official position that someone has in a parliament.

Choose the best answer.

1. When were women in Saudi Arabia first allowed to vote in elections?

a. 1985 b. 2005 c. 2015

2. What happened in the election in India in 2019?

a. Approximately the same number of men and women voted.

b. More women than men voted.

c. More men than women voted.

3. Which was the first country where women had the right to vote?

a. Finland b. New Zealand c. India

4. When did New Zealand's prime minister have a baby?

a. While she was working in her office.

b. While she was at hospital.

c. During the time that she had the job of prime minister.

5. Who is the youngest woman ever to be elected prime minister?

a. Jacinda Ardern of New Zealand

b. Sanna Marin of Finland

c. Margaret Thatcher of the UK

6. How many female prime ministers has New Zealand had?

a. one b. Two c. Three

7. Which country has the most women in politics?

a. Rwanda b. South Africa c. India

8. What was Rwanda's goal in 2003?

a. To get more women to vote in elections.

b. To get more women to become politicians in parliament.

c. To get more young people to become politicians.

Complete the sentences with words below.

First, third, two-thirds, more, percentage, 30, 34, a small share.

1. In India's election in 2019, the same of women voted as men.

2. In India in 2019, female members of parliament were elected than ever before.

3. New Zealand was the country to give women the right to vote.

4. Sanna Marin was years old when she became prime minister of Finland.

5. Jacinda Ardern is New Zealand's woman prime minister.

6. In Rwanda in the 1990s, women only made up of their parliamentary seats.

7. In 2003, Rwanda set a goal to make ... per cent of their elected politicians women.

8. Today, women make up nearly of the Rwandan parliament.

The first female president of the European Commission has vowed to defend women's rights after admitting to feeling «hurt» by a chair snub during a summit with male leaders in Turkey.

Von der Leyen on Sofagate:

«It happened because I am a woman!»

A. Who-When-Where?

Look at the image and describe it using the following words and expressions:



Erdogan- Commission- Charles Michel- Council- 6th April- Ankara, Turkey- Ursula von der Leyen- Turkish.

This is a picture taken on _____ in _____ during a meeting among three important institutional figures. On the right, a woman, _____, the current President of the European _____. On the left, a man, _____, the President of the European _____. In the middle another man, the _____ president Recep Tayyip _____.

B. Why?

RIGHTS- diversities- representatives-values.

Why did Europe meet Turkey? – Von der Leyen and Michel, _____ of the European _____ of democracy and respect for _____, went to Turkey to talk about HUMAN _____ which are not fully respected in Erdogan's country.

As a matter of fact, in April, Ankara **withdrew from** the Istanbul Convention, a **European treaty** that legally protects women. Turkey is accused of **denying basic human rights** such as **freedom of speech, freedom of information, right to a fair trial, right not to be tortured** or not be treated as a slave.

When Ursula von der Leyen and Charles Michel arrived in Erdogan's office, there were two chairs.

Who was left without?

Where did she sit?

For this reason, the event was called _____.

Complete the text with the missing words.

Two weeks later, the _____ of the EU _____ gave a speech for the European Parliament and said she «could not find any justification» in the European treaties that explained why she was relegated to a nearby sofa while the _____ President Recep Tayyip _____ and the EU _____ President Michael sat in stately chairs.

C. What – Ursula von der Leyen's speech

Watch the video and listen to what Mrs. von der Leyen told Eu lawmakers on 26th April 2021 and complete the text with the following words:

<https://www.bbc.com/news/world-europe-56896734>

Female – tie- hurt- woman- arrangements- Turkey- values- shortage- European- who- equals

«I am the first woman to be President of the European Commission. I am the President of the European Commission. And this is how

I expected to be treated when visiting ____ two weeks ago, like a Commission President. But I was not. I cannot find any justification for the way I was treated in the European Treaties. So, I have to conclude that it happened because I am a _____. Would this have happened if I had worn a suit and a ____? In the pictures of previous meetings, I did not see any ____ of chairs. But then again, I did not see any woman in these pictures, either.

Honorable Members, many of you will have made quite similar experiences in the past, especially the ____ members of this House. I'm sure you know exactly how I felt: I felt ____ and I felt alone, as a woman and as a _____.

Because this is not about seating ____ or protocol. This goes to the core of ____ we are. This goes to the ____ our Union stands for. And this shows how far we will still have to go before women are treated as ____, always and everywhere».

Complete the last part of the speech with the following words:

Leader- hate- acted- faith- rights- Diversity- protected- hold.

«Of course, I know that I am in a privileged position. I am the President of an institution, which is highly respected all around the world. And, even more important, as a ____, I can speak up and make myself heard. But what about millions of women who cannot? Women, who are hurt every day in every corner of our planet but neither have the power nor ____ the office to speak up?

But we all know: Thousands of similar incidents, most of them far more serious, go unobserved. Nobody ever sees them or hears about them. Because there is no camera. Because there is nobody paying attention. We have to make sure that these stories are also told! And that, when they are told, they are ____ upon.

We will put forward legislation to prevent and combat violence against women and children – online and offline. And we will – my second point – propose to extend the list of Euro-crimes set out in the Treaty, to include all forms of ____ crime. Because Europe needs to send a strong signal that hate crime is not acceptable. Because we have to make sure that women and girls are adequately ____ everywhere in Europe. Because what U.S. Vice-President Kamala Harris just recently said at the United Nations is true: The status of women is the status of democracy.

Sometimes I am amazed that we even have to talk about such self-evident things in 2021. That we still have to stress the point that all across

Europe people must have equal ___ and equal opportunities: Regardless of whom they love, where they come from. Regardless of how old they are or the ___ they hold. Because this is the Union I believe in. A Union, which lives up to its motto: united in ___. Thank you».

Answer the following questions:

1. Who is Ursula von der Leyen?
2. When did Ursula von der Leyen visit Turkey?
3. Was she treated following any rules mentioned in the European Treaties?
4. How did she feel?
5. Why did the «Sofagate» happen according to Ursula von der Leyen?
6. What must people across Europe have?
7. What are the values mentioned by Ursula von der Leyen?
8. What is the motto of the EU?
9. Do you agree with this statement: «Status of women is the status of democracy»? Who said it?
10. Comment on the following words: «Our democracies are stronger when women are involved as equals. Not because women are better. But because we are different. ... to see the world in full we need women and men. This is the only way we will be able to make the right decisions. And it is the only way we will be able to achieve maximum success».

DISCUSSION

Which important women are there in politics in your country?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 8

WHY AREN'T THERE MORE WOMEN IN SCIENCE?

READING

A. According to the campaigning group, WISE (women in science and engineering), in the UK, only 12.8% of jobs in STEM (science, technology, engineering and maths) are held by women. Similarly, the proportion of boys studying science at school leaving age is still much higher than girls, especially Physics, where it's about 78%. This continues at university, where 52% of male undergraduates take a science degree, compared with 40% of women. The situation is not dissimilar in the United States, where only 1/5 of physics degrees are awarded to women. But why is this?

B. It seems that girls are often put off early by an assumption that girls don't do science, especially chemistry and physics. The scientists in films and on TV are usually men (though this does now appear to be changing), and when female scientists do make it onto TV, there is still often a focus on their looks, rather than their science. Research by the University of Cardiff analysed 51 newspaper interviews with scientists, and found that half of the profiles of women referred to their looks, compared with 21% of the male profiles.

C. Women may have what is known as an 'internal bias', causing them to under-value their own abilities or intelligence. Research has shown that if women are told that men do better in maths tests than women, this can affect their score negatively.

D. And there is certainly also some external bias. A study carried out by the American Institute of Physics, looking at 15,00 physicists from 130 different countries, found that almost always the female scientists received less money, less space to work in and fewer opportunities to travel. Another study showed that both male and female professors were more likely to give the job to a male candidate than a female one, when given the same curriculum vitae, with a male or female name attached. They also planned to pay the 'male' candidate more.

E. Finally, childcare may also be an issue. Probably because fewer women work in science, there is often some difficulty in taking time out to have children, or in working flexible hours to fit around their needs.

VOCABULARY TO REMEMBER

Chemistry, to appear, to compare with, internal bias, external, to value, score, curriculum vitae, childcare, flexible.

ACTIVITIES

Read the first paragraph of the article and find 4 facts about women in science. Which fact(s) do you find most surprising?

Why aren't there more women in science?

A. According to the campaigning group, WISE (women in science and engineering), in the UK, only 12.8% of jobs in STEM (science, technology, engineering and maths) are held by women. Similarly, the proportion of boys studying science at school leaving age is still much higher than girls, especially Physics, where it's about 78%. This continues at university, where 52% of male undergraduates take a science degree, compared with 40% of women. The situation is not dissimilar in the United States, where only 1/5 of physics degrees are awarded to women. But why is this?

Make a list of possible reasons why there are far fewer women studying and working in science than men.

Now read the rest of the article. What is the main idea in each paragraph? Compare the ideas in the article with your ideas.

B. It seems that girls are often put off early by an assumption that girls don't do science, especially chemistry and physics. The scientists in films and on TV are usually men (though this does now appear to be changing), and when female scientists do make it onto TV, there is still often a focus on their looks, rather than their science. Research by the University of Cardiff analysed 51 newspaper interviews with scientists, and found that half of the profiles of women referred to their looks, compared with 21% of the male profiles.

C. Women may have what is known as an 'internal bias', causing them to under-value their own abilities or intelligence. Research has shown that if women are told that men do better in maths tests than women, this can affect their score negatively.

D. And there is certainly also some external bias. A study carried out by the American Institute of Physics, looking at 15,00 physicists from 130 different countries, found that almost always the female scientists received less money, less space to work in and fewer opportunities to travel. Another study showed that both male and female professors were more likely to give the job to a male candidate than a female one, when given the same curriculum vitae, with a male or female name attached. They also planned to pay the 'male' candidate more.

E. Finally, childcare may also be an issue. Probably because fewer women work in science, there is often some difficulty in taking time out to have children, or in working flexible hours to fit around their needs.

Read the grammar box.

Using reference words

When you read (or write) a text, reference words are used to link parts of the text. Usually a reference word points backwards to another word or an idea in the text.

Reference words are often personal pronouns (he, she, they, etc.), possessive pronouns (his, their, etc.), demonstratives (this, that, these, those).

We can also use 'one' or 'ones' to substitute a noun, for example: 'I'd like a small one, please.'

Look at the underlined words in italics in the article (1-5).

In each case, what does the highlighted word refer to?

Now choose the best reference word from the box to put in each gap in the text below.

One, this, they, their.

Research has shown that if women are told that men do better in maths tests than women, 1 _____ can affect 2 _____ score negatively.

D And there is certainly also some external bias. A study carried out by the American Institute of Physics, looking at 15,00 physicists from 130 different countries, found that almost always the female scientists received less money, less space to work in and fewer opportunities to travel. Another study showed that both male and female professors were more likely to give the job to a male candidate than a female 3 _____, when given the same curriculum vitae, with a male or female name attached. 4 _____ also planned to pay the 'male' candidate more.

E Finally, childcare may also be an issue. Probably because fewer women work in science, there is often some difficulty in taking time out to have children, or in working flexible hours to fit around 5 _____ needs.

DISCUSSION

Do you particularly agree (or disagree) with any of the reasons given?

What could be done to change any of the situations described in the article?

Which of the jobs below are typically done by men, or typically done by women? Are there any (good) reasons for this? Discuss in pairs or small groups.

Dental hygienists *Car mechanics* *Child care workers*
Roofers (people who mend roofs) *Hairdressers* *Reception-*
ists *Primary school teachers* *Painters and decorators*

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 9

UNSUNG HEROES

READING

1 Megan Coffee

In 2010, Haiti was struck by a massive earthquake, which destroyed more than 250,000 homes. Dr Megan Coffee, an American expert in infectious diseases, set off to Haiti to help. She knew that diseases like tuberculosis (TB) would spread quickly in a place where people were having to live without clean water or adequate shelter.

Coffee didn't have a hospital, so she set up a tent where people could come for treatment and advice. Six years later, she's still in Haiti. She gave up her job, which was at a top university back in the United States, and she now does not receive a salary. Since she arrived, however, she has saved thousands of lives.

2 Mary Seacole

Mary Seacole was a Jamaican nurse who risked her life to treat wounded soldiers during the Crimean War. When Mary heard about the war, she immediately travelled to England, but found that the War Office refused her offer of help because she was black. Seacole was determined, however, and she decided to set up her own hospital, which she called a hotel, in Kadikoi, Crimea. She treated hundreds of soldiers there, and on the battlefield, for their wounds and also for diseases such as cholera, which took enormous bravery as she could easily have been killed or caught a fatal disease herself.

3 Hilary Lister

In 2005, Hilary Lister made history by sailing solo across the English Channel. Many people had done this before, but none were quadriplegic, which means not being able to use any part of your body from the neck down. Hilary was not born quadriplegic, but gradually lost the use of her body due to a disease. At first Hilary felt that she had lost everything, but when she first tried sailing, she felt that 'it turned a light back on inside me'. She controls the boat through a computer, which is operated by her mouth.

4 Mary Anning

Mary Anning was born in 1799, the daughter of a poor carpenter. Yet, she became one of the most important female scientists in history. Mary and her father, Richard, used to collect fossils to sell to tourists. A fossil is an animal or plant which turned to rock thousands of years ago, but, at that time, people did not really know what fossils were. In 1812 Mary found the skeleton of a huge dinosaur, an ichthyosaur, which changed what people believed about the beginning of the world. Mary made many other important discoveries, but her work was not taken very seriously because she was a woman and uneducated.

5 Irena Sendler

Irena Sendler, who was a social worker in Warsaw, Poland, during the Second World War, is thought to have saved at least 2,500 Jewish children from being sent to the Nazi prison camps. Sendler found ways of getting the children away to safety. In 1943 she was caught by the Nazi soldiers, but would not tell the Nazis the names of the children she had saved or the people who had helped them. She was sentenced to death, but escaped and began her work again, using a different name.

VOCABULARY TO REMEMBER

To stick, earthquake, disease, shelter, tent, treatment, salary, wound, to refuse, bravery, quadriplegic, fossils, to sentence, death, to escape.

ACTIVITIES

In each sentence, complete the gap with the correct woman's name. You can use some names more than once.

1. _____ became paraplegic due to **disease**.
2. _____ lived in such **poverty** that she needed to collect fossils to sell.
3. _____ knew that the earthquake would lead to the **spread** of disease.
4. **Racism** prevented _____ from helping the soldiers at first.
5. In the 19th century, few people believed that a woman could be a scientist. This **sexism** meant that _____ was not properly recognised for her scientific **achievements** until many years after her death.
6. _____ showed enormous **bravery** in standing up the Nazis.
7. There is a lot of **discrimination** against people with disabilities, but _____ has shown that she can do more than most able-bodied people.

8. Although _____ was not Jewish herself, she hated **prejudice** against anyone, and was willing to risk her life to save others.

Now match the words in bold with the definitions below.

1. Doing things that are dangerous without fear
2. The unfair treatment of people, especially women, because of their sex
3. The state of being poor
4. Treating one person or group worse than others
5. The belief that some races of people are better than others
6. A strong, unreasonable feeling of not liking someone or something, especially when based on race, religion or sex.
7. Something you have done successfully, usually through skill and/or hard work.
8. Having full use of your body.
9. An illness of the body.
10. An increase in the amount of something.

In each sentence, complete the gap with *who*, *which* or *where*.

1. In 2010 Haiti was struck by a massive earthquake, _____ destroyed more than 250,000 homes.

2. Diseases like tuberculosis (TB) would spread quickly in a place _____ people were having to live without clean water or adequate shelter.

3. Coffee didn't have a hospital, so she set up a tent _____ people could come for treatment and advice.

4. She gave up her job, _____ was at a top university back in the United States.

5. Mary Seacole was a Jamaican nurse _____ risked her life to treat wounded soldiers during the Crimean War.

6. She decided to set up her own hospital, _____ she called a hotel, in Kadikoi, Crimea.

7. She treated hundreds of soldiers there, and on the battlefield, for their wounds and also for diseases such as cholera, _____ took enormous bravery as she could easily have been killed or caught a fatal disease herself.

8. Many people had done this before, but none were quadriplegic, _____ means not being able to use any part of your body from the neck down.

9. She controls the boat through a computer, _____ is operated by her mouth.

10. A fossil is an animal or plant _____ turned to rock thousands of years ago.

11. In 1812 Mary found the skeleton of a huge dinosaur, an ichthyosaur, _____ changed what people believed about the beginning of the world.

12. Irena Sendler, _____ was a social worker in Warsaw, Poland, during the Second World War, is thought to have saved at least 2,500 Jewish children.

13. In 1943 she was caught by the Nazi soldiers, but would not tell the Nazis the names of the children she had saved or the people _____ had helped them.

Read the following explanation about defining and non-defining relative clauses. Then decide whether the sentences in the previous exercise are defining or non-defining.

Defining relative clauses give essential information about which person, thing or place is being discussed. There is no comma before the relative pronoun.

Nursing is a profession which can sometimes be dangerous.

Non-defining relative clauses give extra non-essential information about the person, thing or place. We use commas to separate this clause from the rest of the sentence.

The hospital, which was in Kadikoi, cost £800 to build.

VOCABULARY BOX

Write any new words you have learnt in this lesson.

UNIT 10

FEMALE ROLE MODELS

READING

Gender equality is the principle that all men and women need to be treated equally and to have the same rights and the same opportunities to succeed in school and in life.

There have been many advances for girls and women in different fields in recent years, including more girls going to school and more female leaders representing countries as diverse as Ethiopia, New Zealand and Georgia in national parliaments.

However, the UN Women Annual Report of 2017 found that a global gender gap still exists.

Equality Offers Prosperity

Mr. Brown did not get on well with his wife in the last few months. Both of them wrote to a magazine asking for help.

Here are their letters. Read them.

Who is wrong according to you? Choose the one you find wrong and write the answer of the columnist to give him/her some pieces of advice.

Mr. Brown's letter

Dear columnist,

I have always been convinced that women's natural place is at home looking after her husband and children. My problem began when my wife became the executive manager in the company where I work. At work, she badly treats me. She is always neglecting me that's why I feel so embarrassed in front of colleagues. At home I never help her. When I asked her to stop working to take care of our three sons she totally refused, I threatened her I will resort to divorce. What shall I do?

Mrs. Brown's letter

Dear columnist,

My name is Helen. I am 41 years old. My husband and I work in the same company but he is a simple worker while I am the executive manager of the company. Unfortunately, he did not accept this new situation. He is always blaming me. At home, he never helps me with

the housework. He claims that house chores are women's responsibility. When I refused his suggestion to stop working, he said that divorce is the solution. Am I wrong?

VOCABULARY TO REMEMBER

To kidnap, slavery, sex slavery, accolade, to capture, persecution, refugee, testimony, pray, recovery, poverty, mean, tough, chopping wood, surgeon, do the laundry, give a cuddle.

ACTIVITIES

Use the following hints to describe the status of women in society in the past and nowadays:

Discrimination- equality- empowerment- traditional roles- inferior- recognition- leadership- denied opportunities- housewives- share- independence- humiliation- professional opportunities.

Women in the past	Women nowadays

Discussion: Do you think that women are nowadays equal to men?

✓ Yes, women are now equal to men!

✓ No, women still have a long way to go before they are equal to men!

Circle the arguments that you can use to support your opinion:

- Many governments have both male and female representatives.
- Many companies are now owned or managed by women.
- Women still earn less than men in many work situations.
- We are having this debate because women are not equal. Otherwise, there would be no need to discuss the matter.
- Men now share in the raising of children and household responsibilities.
- Women are often not given enough responsibility based on the possibility that they might become pregnant.
- In many places, a married couple can choose whether the man or the woman takes leave from work to look after the newly arrived baby.
- The number of sexual harassment suits has increased over the past 10 years.
- Many important laws have been passed to ensure equality in the workplace.

Challenge 1: Investigate what is expected of boys and girls in today's society.



Read the following sentences and add in your thoughts and opinions.

Dress: As a boy/girl I am expected to dress...

Sport: As a boy/girl I am expected to...

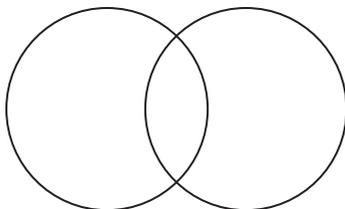
Feeling sad: As a boy/girl when I am feeling sad, I am expected to...

When a friend makes a mistake: As a boy/girl I am expected to...

Chores around the house: As a boy/girl I am expected to...

Career: As a boy/girl I am expected to...

Print out or draw the Venn diagram.



Cut or write out the words on the lists of adjectives, jobs, domestic roles and childcare and place them on the Venn diagram according to whether you think the task or description applies to women, men or both women and men. Take a photograph to record your thoughts.

A) **Adjectives:** Strong, Mean, Caring, Sporty, Kind, Noisy, Tough, Quiet, Clever, Bold, Brave, Friendly, Thoughtful, Loving.

B) **Jobs:** Nurse, Doctor, Surgeon, Fire-Fighter, Teacher, Headteacher, Pilot, Ceo/Manager, Soldier, Scientist, Carer, Inventor, Footballer, Dancer, Artist, Social Worker.

C) **Domestic roles:** Cooking, Cleaning, Taking out the Rubbish, Paying the Bills, Doing the Washing up, Ironing, Looking after, The Car

Fixing, A Computer Problem, Fixing Things in the Home, Washing Clothes, Chopping Wood, Choosing Holidays, Doing the Shopping, Childcare, Making Decisions, Earning Money,

D) **Childcare:** Changing Nappies, Taking to School, Helping with Homework, Going to Parents Evening, Doing the Washing Up, Food Shopping, Taking to the Doctor, Going to Sports Event, Buying Clothes, Doing the Laundry, Reading Stories, Giving a Cuddle, Giving Punishment, Giving a Bath, Preparing Meals, Going to the Park.

Challenge 2: Create



Nadia Murad, byname of Nadia Murad Basee Taha, (born 1993, Kawjū (Kocho), Iraq), Yazīdī human rights activist who was kidnapped by the Islamic State in Iraq and the Levant in August 2014 and sold into sex slavery. She escaped three months later, and shortly thereafter she began speaking out about human trafficking and sexual violence, especially as these issues pertained to Yazīdī women. Murad also spoke about the mistreatment of the Yazīdī community more broadly. She was appointed the United Nations' Goodwill Ambassador for the Dignity of Survivors of Human Trafficking in 2016 and received several accolades. In 2018 she was a corecipient, with Congolese physician Denis Mukwege, of the Nobel Prize for Peace.

Capture and escape

In August 2014 ISIL undertook a campaign to capture Yazīdī villages for the purpose of human trafficking. The Yazīdī community, largely located around the Sinjār Mountains in Iraq, had long suffered persecution and discrimination. Unlike many other religious minorities, such as Jews and Christians whose religious proximity to Islam allowed

them certain protections through the *dhimmah* system, the Yazīdīs had often been singled out for persecution on the basis of their teachings. Drawing on this background, the propaganda machine of ISIL was able to target the Yazīdīs as a religiously sanctioned source for sex slavery in an effort to lure young men to join the militant group.

On August 15 Murad's village of Kawjū (Kocho) was captured by ISIL. The Yazīdīs were rounded up, and the men and women were separated. The men, including six of Murad's brothers, were massacred. Some older women, including Murad's mother, were also killed. The rest of the women, including Murad, were taken to Mosul, Iraq, the largest city held by ISIL at the time, to be marketed as sex slaves. More than 5,200 Yazīdī women in total were trafficked by ISIL in 2014, while about 5,000 men were killed.

Murad was bought and sold several times before escaping in November. Her first attempt at escaping had resulted in a gang rape as punishment, and she decided then not to try to escape again. One day, however, she discovered that a door had been left unlocked, and she fled. She found her way into the protection of a Muslim family not connected to ISIL, who helped her escape to Kurdish-controlled territory.

Activism

In 2015 Murad left for Germany as part of a refugee program for survivors of ISIL. In December of that year she was asked to speak before the UN Security Council on human trafficking, an appearance that prompted a number of requests for interviews. Her testimonies not only drew attention to the ongoing suffering of the Yazīdī community and to the horrors of ISIL but also to the fact that sexual violence as a weapon of war is far from unique to ISIL. In 2016 the UN appointed her Goodwill Ambassador for the Dignity of Survivors of Human Trafficking. She wrote a memoir on her capture and escape, *The Last Girl: My Story of Captivity, and My Fight Against the Islamic State*, and founded Nadia's Initiative, an organization advocating for the rights of women and minorities and assisting in redeveloping minority communities facing crisis.

Choose a particular field that you are interested in. It might be science and maths, arts, sport, education, social justice or politics.

Carry out some research to find out about the lives of trailblazing women role models who have made a difference in this area in your country.

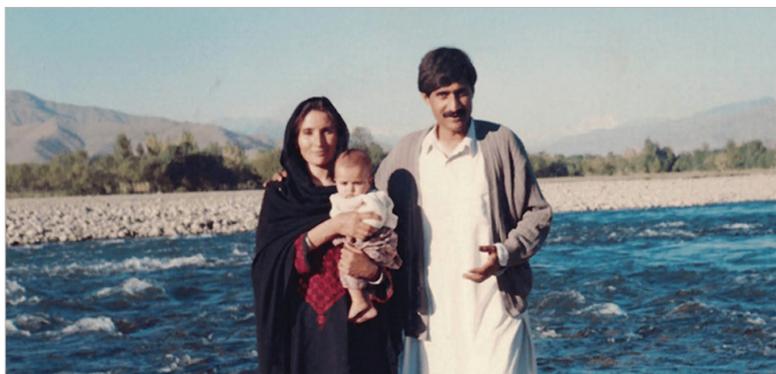
Use this information to create a slideshow presentation, wiki page, or infographic poster to draw attention to their achievements and share your results with others.

Challenge 3: Take action

**«I tell my story not because it is unique,
but because it is the story of many girls.»**

Learn how Malala began her fight for girls – from an education activist in Pakistan to the youngest Nobel Peace Prize laureate – and how she continues her campaign through Malala Fund.

Malala Yousafzai began her fight for girls' education at just 11 years old by writing a blog for the BBC about what life was like for girls like her under Taliban rule in Pakistan.



1997

I was born in Mingora, Pakistan on July 12, 1997. Welcoming a baby girl is not always cause for celebration in Pakistan – but my father, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have.

2008

My father was a teacher and ran a girls' school in our village. I loved school. But everything changed when the Taliban took control of our town in Swat Valley. The extremists banned many things – like owning a television and playing music – and enforced harsh punishments for those who defied their orders. And they said girls could no longer go to school.

In January 2008 when I was just 11 years old, I said goodbye to my classmates, not knowing when – if ever – I would see them again.



2012

I spoke out publicly on behalf of girls and our right to learn. And this made me a target. In October 2012, on my way home from school, a masked gunman boarded my school bus and asked, «Who is Malala?» He shot me on the left side of my head.

I woke up 10 days later in a hospital in Birmingham, England. The doctors and nurses told me about the attack – and that people around the world were praying for my recovery.



2014

After months of surgeries and rehabilitation, I joined my family in our new home in the U.K. It was then I knew I had a choice: I could live a quiet life or I could make the most of this new life I had been given. I determined to continue my fight until every girl could go to school.

With my father, who has always been my ally and inspiration, I established Malala Fund, a charity dedicated to giving every girl an opportunity to achieve a future she chooses. In recognition of our work, I received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate.



2018

I began studying Philosophy, Politics and Economics at the University of Oxford. And every day I fight to ensure all girls receive 12 years of free, safe, quality education.

I travel to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. Malala Fund is working so that their stories, like mine, can be heard around the world. We invest in developing country educators and activists, like my father, through Malala Fund's Education Champion Network. And we hold leaders accountable for their promises to girls.



2020

I graduated from Oxford University!

I will always treasure my time at Lady Margaret Hall – the lectures, club meetings, balls and late nights (some spent finishing papers, some just chatting with friends in the dorm). Although a global pandemic meant I spent my final months as a university student in my parents' house, I'm grateful that I was able to complete my education. After taking time to relax, I am more dedicated than ever to my fight for girls.

With more than 130 million girls out of school today, there is more work to be done. I hope you will join my fight for education and equality. Together, we can create a world where all girls can learn and lead.



Can you identify an issue related to gender inequality which you think is important? Think about the different channels you could go through to raise awareness of this issue.

Read through the list of actions outlined. Arrange them in a diamond pattern so that the single actions at the top are the most preferred and those at the bottom of the diamond are the least preferred, respectively. You could also add your own ideas to those enlisted.

The best action is to put our arguments to someone in a powerful position: write a letter or an email, sign an online petition or an opinion survey, visit them.

The best action is to find out which organisations can help us, and join their local, national or global campaigns.

The best action is to perform a play on how the issue affects people, for example in an assembly.

The best action is to invite a guest speaker to talk about the issue, or be part of a debate.

The best action is to make a leaflet, poster or collage on the issue and display it to people in the local community.

The best action is to make different choices about your life based on what you have learned: change what you eat, wear and spend money on. Other people will notice and follow your example.

The best action is to make a video, audio or photo presentation and upload it onto social media to prompt comment and discussion.

The best action is to raise money and donate it to a charity working on the issue.

The best action is to work with the press, for example talk on local radio, invite them to an event.

DISCUSSION

Across the world young people are making their voices heard and championing change. What could you do?

VOCABULARY BOX

Write any new words you have learnt in this lesson.

GENDER IN ENGLISH

Masculine	Feminine
Priest Prophet Poet Patron Host Viscount Shepherd Steward Author Manager Heir Jew Baron Mayor Peer Negro Abbot Emperor Traitor Actor Benefactor Instructor Conductor Founder	Priestess Prophetess Poetess Patroness Hostess Viscountess Shepherdess Stewardess Authoress Manageress Heiress Jewess Baroness Mayoress Peeress Negress Abbess Empress Trairess Actress Benefactress Instructress Conductress Foundress



REFERENCES

<https://en.islcollective.com/english-esl-worksheets/search/equality>

<http://www.unfpa.org/gender-eq>

www.britishcouncil.org/learnenglish/teens

<https://www.bbc.com/news/magazine-32979297>

teachingenglish.org.uk

<https://www.plannedparenthood.org/learn/gender-identity/transgender/transgender-identity-terms-and-labels>

https://www.eslprintables.com/vocabulary_worksheets/education/gender_equality/

<https://ukraineworld.org/articles/ukraine-explained/how-ukrainian-military-women-are-fighting-equality>

Кузьо Л. І.
К 89 Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування) : інтерактивний навчальний посібник. Львів : Львівський державний університет внутрішніх справ, 2022. 72 с.

Conducting practical foreign language classes on gender equality in an interactive form can be an effective means of overcoming gender stereotypes as well as forming and affirming gender culture. Textbook «*Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування)*» is a collection of conceptual principles and practical tasks for integrating gender approach into the process of teaching a foreign language in higher education institutions. The topics of the textbook present the main definitions, principles and approaches to the implementation of gender policy.

The purpose of the textbook is the development of speech competencies in the field of professional communication and the acquisition of skills and abilities to work with professional literature in the field of gender equality.

Проведення практичних занять іноземною мовою з гендерної рівності в інтерактивній формі може стати ефективним засобом подолання гендерних стереотипів, а також формування та утвердження гендерної культури. Навчальний посібник «*Gender issues in teaching professional English (Гендерні питання у викладанні англійської мови професійного спрямування)*» – це збірник концептуальних засад та практичних завдань для інтеграції гендерного підходу у процес викладання іноземної мови у закладах вищої освіти. Тематика видання охоплює основні визначення, принципи та підходи до реалізації гендерної політики.

Метою публікації є розвиток мовленнєвих компетенцій у сфері професійного спілкування та набуття навичок і вмінь роботи з фаховою літературою та лексикою у сфері гендерної рівності.

Видано в авторській редакції

УДК 316.346.2:[378.016:811.111'276.6](075.8)

Кузьо Любов Іванівна,
кандидат психологічних наук, доцент

**Gender issues
in teaching professional English**
Гендерні питання
у викладанні англійської мови
професійного спрямування

*Інтерактивний
навчальний посібник*

Макетування *Галина Шушняк*
Друк *Іван Хоминець*

Підписано до друку 14.02.2022 р.
Формат 60×84/16. Папір офсетний. Умовн. друк. арк. 4,19.
Тираж 100 прим. Зам № 2-22.

Львівський державний університет внутрішніх справ
Україна, 79007, м. Львів, вул. Городоцька, 26.

Свідоцтво про внесення суб'єкта видавничої справи до державного реєстру
видавців, виготівників і розповсюджувачів видавничої продукції
ДК № 2541 від 26 червня 2006 р.