

**Grade: 11**

**The theme of the lesson: Global issues. "The Status of Women in the World"**

**The objectives:**

**Practical:** to practice using listening strategies  
to predict missing information  
to describe the photos indirectly and expressing opinions.

**Educational:** to develop students' spoken language on the topic

**Developing:** to develop students' social competence and widen their knowledge on the status of women in the world.

**Resources used:** Class CD, Interactive White board, PPP.

**Literature:** "New Opportunities" Upper Intermediate Students' Books by Michael Harris, Teachers' Book by P. Muggleston, Website "YouTube.com".

### **General plan**

**I Organization moment:**

1. Greet
2. Setting the goals of the lesson

**II 1. Listening:**

a Radio Interview.

Before to start ex. 1 p.94, ex.2 p.94, ex.3 p.94

**2. Work on the Video material:**

- a) watching the video
- b) Discussion

**III. Summing up the results of the lesson**

**Giving marks**

**Giving the home task:** Language PowerBook, p. 101 ex. 3 - punctuate statements.

### **The Procedure of the Lesson:**

**I. 1. Greeting**

**2. Setting the goals of the lesson**

**II. 1. Checking the home task**

Students look at the photo and discuss as a class the question: What do you think the most serious problems for women around the world?

### Possible answers

- a) French utopian socialist Fourier said that the status of women in society- an indicator of health and progress of this society.
- b) Women constitute 70 % of this world's poor. In Canada, one in five women living in poverty. 56% of Canadian single mothers live below the poverty line, as did 49% of single, widowed and divorced older women.
- c) Legal rights gained by women in the West have not lessened the burden of domestic work. Entrepreneurs pay workers the bare minimum to maintain existence, and if this minimum can now be divided into three or four family members, this means only three or four times the work being done for the same fee.
- d) Equality for women would not be possible as long as women are not able to fully participate in the production and management company. It will be impossible until liquidated kitchen slavery-until the homework and parenting is unpaid work, entirely entrusted to the shoulders of individual women in their own family and household. Fundamentally change the status of women is possible only if we change all social conditions, family and home life.
- e) Real equality of women and men can be realized only when it's the exploitation of capital of those, and others, and maintaining the household will become a branch of social production.
- f) If Marx and Engels believed that under certain conditions in society will disappear gender equality, then Durkheim, T. Parsons, Freud and many other philosophers have generally denied the possibility of achieving this equality. Durkheim recognized the possibility of similarities between the sexes, but only at the dawn of civilization, the further development of society as he connected with the tender differentiation and division of labor between men and women is the real source of marital solidarity.
- g) Thus, philosophers, historians, ideologues from conservatives to liberals if the XIX century of the fundamental difference between man and women withdrawal of civil insolvency women.

**2. Students read the statements from ex.2 p.94 using the strategies in lesson 15.** Students predict the kind of information that is missing. Then students listen and complete the notes with one or two words. For checking students read their answers to the class.

ex.2 p.94 Read these statements and predict the kind of information that is missing. Then listen and complete the notes with one or two words.

1. There are 1.3 billion people living in poverty and nearly 70% of these are women.
2. More than two-thirds of the world's women do unpaid work.
3. In developed countries women do twice as much unpaid work as men.
4. On average women earn only three quarters of the pay of men.
5. Unemployment among women is higher than that of men.
6. A lot of women have much less job security than men.
7. Nearly two-thirds of the world's children who don't go to school are female.
8. Two thirds of the world's 8876 million illiterate adults are women.

9. Only 10% of the world's politicians are women.

10. Violence towards women happens on a big scale.

**3. Students listen to the second part of the radio programme and using the strategies in lesson 24 take their own notes on the following.**

- Improvement in the situation for women
- What still needs to be done

Work in pairs and compare notes answers:

Status of women:

- Women have not achieved equality with men in any country.
- Of the world's 1.3 billion poor people, it is estimated that nearly 70% are women.
- Between 75% and 80% of the world's 27 million refugees are women.

Political Participation:

- The first country to grant women the right to vote was New Zealand in 1893.
- Only 28 women have been elected heads of state or government in this century.
- Women hold 11.7 % of the seats in the world's parliaments.

Human rights of and girls are an inalienable, integral and indivisible part of universal human rights. Full and equal participation of women in political, civil, economic, social and cultural at national, regional and international levels, as well as the elimination of all forms discrimination on grounds of sex are priority objectives of the international community. For the empowerment of women is vital if the full realization of all human rights and fundamental freedoms for all women.

#### **4. Work on the video**

1. Students watch the video

2. Whole class discussion: Are the women and men equal? What is the difference between men and women?

### **III Summing up the results of the lesson**

#### **Giving marks**

**Giving the home task:** to do the ex.3 p.101 in Language PowerBook, punctuate statements.