

Level: Elementary (A2)

Time: Approximately 120 minutes

Business topics: Diversity, inclusion, well-being, talent

Business language: Useful business vocabulary, making recommendations, giving opinions, agreeing and disagreeing

checking answers with the whole group. You should also highlight how important it is to be able to guess meaning from context to be effective readers.

Key:

1. *out of work*
2. *recruit*
3. *empower*
4. *pension*
5. *economy*
6. *taxes*
7. *Bias*
8. *income*

1. Warmer

- a. Ask students to discuss the quotes in pairs. These quotes may be a bit difficult for students at this level, but they weren't edited to preserve the original speakers' words. Ensure they understand what each quote means. Encourage them to discuss to what extent they agree with each quote and then decide how these relate to the business world. Allow each pair to express their views. You may also want to ask students to write a definition of the word 'diversity' collaboratively.

2. Reading comprehension

- a. Give students enough time to read the text and work individually to decide which statements are correct, underlining the corresponding evidence in the text in each case. Once they have decided, give students time to work in pairs and compare their answers. Once answers have been checked with the whole group, give students some minutes to reread the text and put the statements in order. Allow students to check answers in pairs before correcting with the whole group.

Key:

Correct statements: 1, 2, 3, 4, 5, 7 (incorrect statements 6 and 8)

Order in which they are mentioned: 2, 5, 3, 1, 7, 4

Extension activity: Give students a few minutes to discuss whether they agree with the suggestions given by the article.

3. Vocabulary practice

- a. Ask students to look at the highlighted words in the text and think about their meaning. You should allow students to discuss their ideas with a partner before

4. Grammar practice

- a. Ask students to read the sentence and, in pairs, choose the correct options. Once they have decided, check answers with the whole class.

Key:

*Organisations **are not** giving older staff opportunities for development and training at work.*

*It is a **good** idea for organisations to give older staff more opportunities for development and training at work.*

Once you have checked, elicit when we use *should* and clarify if necessary.

- b. Divide the class into pairs. Ask students to think of as many sentences as possible using the prompts. After a few minutes, ask teams to read their proposals and allow some time for the whole group to discuss each idea. You may even ask students to vote for the best ideas.

5. Communicative practice

- a. Ask students to work in pairs again and imagine they work for a big multinational firm. Tell them they will take turns to be Student A / Student B and have different roles. Student A should start the conversation by selecting one of the situations (a-f). You should review the situations with students before they begin to make sure they understand each scenario and have a chance to clarify if necessary.

You may elicit different ways of making recommendations so students have more options when making their proposals.

Functional language for making recommendations:

- *I think we should...*
- *How about... (-ing)...?*
- *It may be a good idea to...*
- *Why don't we...?*
- *What if we...?*
- *Maybe we could...*

Monitor the activity and offer guidance whenever required. Ensure students understand the dynamics and change roles often so both students can practise making suggestions.

Once pairs have role-played all situations, ask them if any of the statements they have discussed is true about their workplace and whether something is being done about it. You can also ask them to share the best ideas presented by their partners and, once again, vote for the best proposals to improve each situation.

Extension: Ask students to work individually, choose one of the situations and write an email to their boss sharing their concerns and suggesting possible solutions. Tell students they may use some of the ideas shared and vocabulary used in the previous activity.

You may want to introduce the **RAFT** acronym, so students remember what they should keep in mind when writing:

Role of the writer – Who are you as the writer? (in this case, the Human Resources manager at a big multinational company)

Audience – Whom are you writing to? (in this case, the CEO of the company you work for)

Format – In what format are you writing? (in this case, an email – think about format, register and style)

Topic – What are you writing about? What's your main aim? What language are you going to use? (in this case, the objective is to raise awareness of a situation taking place and make some recommendations to improve it)