

\$2bn woman: how Sheryl Sandberg became one of tech's most successful bosses

Level 3: Advanced – Teacher's notes

Article summary: The article talks about Sheryl Sandberg's legacy at Facebook and Meta and her future plans.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Present perfect, reported speech

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking and talking about what makes a good boss or a successful leader. You may wish to brainstorm words and phrases connected to this topic to help students get started. You can also have students complete the mind map in pairs or small groups. Encourage students to share personal experiences, anecdotes, and opinions if they wish.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. As an extension activity, ask students to write the part of speech for each key word.

Key:

- | | |
|-----------------------------------|---------------------------|
| 1. <i>influential</i> | 9. <i>advocate</i> |
| 2. <i>instrumental</i> | 10. <i>right-wing</i> |
| 3. <i>unwavering</i> | 11. <i>misogyny</i> |
| 4. <i>initial public offering</i> | 12. <i>disinformation</i> |
| 5. <i>philosophical</i> | 13. <i>testify</i> |
| 6. <i>whistleblower</i> | 14. <i>manipulation</i> |
| 7. <i>activist</i> | 15. <i>adversity</i> |
| 8. <i>legacy</i> | 16. <i>void</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|--------------------------|-------------------------|
| 1. <i>unwavering</i> | 7. <i>adversity</i> |
| 2. <i>whistleblower</i> | 8. <i>right-wing</i> |
| 3. <i>disinformation</i> | 9. <i>misogyny</i> |
| 4. <i>influential</i> | 10. <i>void</i> |
| 5. <i>activists</i> | 11. <i>legacy</i> |
| 6. <i>testify</i> | 12. <i>manipulation</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'She was the COO' or similar.

Key (suggested answers):

1. *Chief Operating Officer (COO)*
2. *sales executive at Google and chief of staff at the US Treasury*
3. *close to \$2 billion*
4. *Zuckerberg. His net worth is estimated at \$133 billion.*
5. *They sold company shares at their initial public offering (IPO).*
6. *They met at a Christmas party in Silicon Valley in 2007.*
7. *developing an advertising strategy, hiring and firing employees, handling political and ethical issues*
8. *They called for her to resign.*
9. *Lean In and Option B*
10. *spend more time working with her foundation*

b. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. You may wish to review the different ways present perfect can be used (actions that began in the past and continues in the present and actions at an indefinite time in the past).

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Key:

1. *have made; continuous action*
2. *have been; continuous action*
3. *has said; completed action*
4. *has said; completed action*
5. *have been; continuous action*

- b. Give students a chance to read and rewrite the sentences using reported speech. When necessary, they should change the tense of the original statement to its past. Students could be asked to do this exercise individually and then compare their answers in pairs.

Key:

1. *Marked thanked Sheryl for the extraordinary contributions she had made to the company over the years.*
2. *He said her dedication and guidance had been instrumental in driving their success the previous quarter.*
3. *Zuckerberg said she handled things he didn't want to in the daily operations.*
4. *The previous month / The month before, Shaunna Thomas had said that, under Sandberg's watch, Meta platforms had become "a right-wing playground where misogyny, racism, disinformation" grew / had grown.*
5. *Debra Williamson said that there had been plenty of controversies surrounding Meta the previous year / the year before.*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research equality in leadership positions in different industries. You can have them focus on women alone or broaden it to other marginalised groups.
- b. Students could then present their reports to the class. Encourage students to share their gathered information and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their views.