

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

### Level 2: Intermediate – Teacher's notes

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

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Present perfect v simple past

**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. 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.

#### 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>social network</i>                | 7. <i>scandal</i>      |
| 2. <i>investment</i>                    | 8. <i>resign</i>       |
| 3. <i>initial public offering (IPO)</i> | 9. <i>feminist</i>     |
| 4. <i>political</i>                     | 10. <i>controversy</i> |
| 5. <i>ethical</i>                       | 11. <i>equality</i>    |
| 6. <i>whistleblower</i>                 | 12. <i>workforce</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>whistleblower</i>     | 5. <i>Feminists</i>  |
| 2. <i>social network(s)</i> | 6. <i>investment</i> |
| 3. <i>workforce</i>         | 7. <i>scandal</i>    |
| 4. <i>political</i>         | 8. <i>resigned</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.'

**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. He is estimated to be worth \$133 billion.*
5. *June, 2022*
6. *They had their initial public offering (IPO).*
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 difference between simple past (actions completed at a specific time in the past) and present perfect (actions completed at an indefinite time in the past). Both tenses might be possible in some cases, but the focus is on how they are used in the article.

**Key:**

- |                    |                            |
|--------------------|----------------------------|
| 1. <i>hired</i>    | 4. <i>handled</i>          |
| 2. <i>made</i>     | 5. <i>have been</i>        |
| 3. <i>has said</i> | 6. <i>has (also) found</i> |

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- b. Allow students to compare and discuss the time associated with the present perfect sentences and the simple past ones. Go over some time expressions they can use with this concept of present perfect, e.g., *ever, already, yet, before, so far*, etc.

#### 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.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their views.