

Australian women are doing 50% more housework than men. It's creating 'volcanic levels of resentment'

Level 1: Elementary

Article summary: This article looks at how women in Australia often do the majority of unpaid domestic work and the various reasons that this happens as well as possible ways to address the problem.

Time: 60 minutes

Skills: Reading, Writing, Speaking

Language focus: Comparatives

Materials needed: One copy of the worksheet per student

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

Key:

1. *amount*
2. *flexible work*
3. *generous*
4. *unpaid labour*
5. *division*
6. *domestic chores*
7. *survey*
8. *parental leave*
9. *gender norms*
10. *dynamic*

1. Warmer

- a. This activity aims to let students examine who in their family typically does the housework and how the family decides who does what as well as whether these are typical roles for where they live. Ask students to list down who does what in their house by using the example chores. End by having students explore how typical the roles are. Encourage them to examine why these differences between gender assignments might be problematic.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *domestic chore*
2. *amount*
3. *flexible work*
4. *dynamic*
5. *division*
6. *unpaid labour*
7. *parental leave*
8. *survey*
9. *gender norms*
10. *generous*

3. Comprehension check

- a. Students decide if the statements are true or false based on the information in the article. Encourage students to use complete sentences when they correct the false sentences. e.g. Item 2 is false, so students may say, 'Women spent around six hours more a week (18.4) on housework than men' or similar.

Key:

1. *T*
2. *F (Women spent around six hours more a week (18.4) on housework than men.)*
3. *F (If a man doesn't work but the woman does, the woman does most of the housework.)*
4. *T*
5. *F (Typically, if a father cares for a baby, they continue to do childcare.)*
6. *T*

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4. Key language

- a. This activity helps students understand the patterns used in comparatives and categorise adjectives according to the different patterns. Tell students to put the adjectives in brackets at the end of the extracts from the article into the correct column in the table. Tell them that the words in bold are for the next activity. You might decide to copy the table on to the board (or the screen if you are teaching online) and do the first one with the class as an example.

Key:

1. *fast*
2. *late*
3. *big*
4. *busy, early*
5. *generous*
6. *bad*

- b. Students complete the sentences using the words in bold in the previous activity.

Key:

1. *faster*
2. *bigger*
3. *worse*
4. *more generous*
5. *later*
6. *earlier*
7. *busier*

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 compare the number of hours that they each spend doing chores. Ask them to refer back to the chores they looked at in the Warmer and also think of other tasks, e.g. going shopping, cooking, cleaning, maintaining the house, buying clothes for the family, washing and ironing, caring for the family physically or emotionally, checking the family financial situation, observing important dates for the family, etc.
- b. Students then present their ideas to the class. Encourage them to use the adjectives from the lesson.