Women's jobs more at risk due to lower use of AI

Level: Advanced (C1–C2)

Time: Approximately 90 minutes

Overview: This article discusses how women are less likely to use AI, which makes them more at risk for job loss.

Business topic: Redundancy, work culture, corporate culture, AI

Business language: Describing proportions and percentages

Activities: Key words, understanding the text, business language, discussion, writing a career plan

Groups: Whole class, pairs, small groups, one-to-one

1. Warmer

a. Ask students to discuss the questions in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

2. Reading for gist

a. Have students skim the article and choose the main idea. Then ask students to scan for phrases that support their answer.

Key:
2

3. Key words

a. Have students work individually to match the key words to the definitions by referring to the section number given in brackets. Have students compare their answers in pairs. Elicit answers from the whole class.

Key:
1. staggering
2. persist
3. take time off
4. all-consuming
5. upskilling
6. hold back
7. surpass
8. bias
9. outdated
10. augmentation
11. hype

4. Understanding the article

a. Ask students to read the statements and then find the relevant parts of the article in order to determine if the statements are true or false. Encourage students to not only correct the false statements but also be ready to explain what supports the true statements. Have them share their answers in pairs or small groups before eliciting answers from the whole class.

Key:
1. F – Women are 25 per cent less likely to have digital skills compared to men.
2. T
3. T
4. T
5. T
6. F – According to that report, women will surpass men in AI use.
7. T
8. F – They are one third of the AI workforce.
9. F – He thinks AI will cause whole systems of work to change, which will affect jobs.
10. T

5. Business language – describing proportions and percentages

a. Have students look for the phrases in the article and re-read the sentences to see the language used in context. Then have them work individually or in groups to fill in the table.

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Key:
1. *a third of*
2. *the proportion of*
3. *match or surpass*
4. *a gap*
5. *percentage points less likely*

b.   Ask students to work in pairs or small groups to complete the task. Remind them that more than one answer is possible depending on which phrase they use to replace those in bold.

Key:
Suggested answers:
1. *33 per cent of tech employees said they feared job loss due to AI automation.*
2. *The company is aiming to equal or exceed last year's AI-driven revenue.*
3. *There remains a disparity between male and female representation in AI leadership roles.*
4. *Women are 10 per cent less likely to be promoted into senior tech roles.*
5. *The share of businesses using AI in recruitment has doubled since 2020.*
6. *25 per cent of all jobs in finance are projected to be impacted by generative AI.*

c.   Have students write sentences using the words and phrases from the table. Review their examples as a class.

6. Discussion

a.   Put students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme - writing a career plan

a.   Explain that students are going to write a career plan for themselves, considering the changes AI is causing in the workplace.

1 – 2. Ask students to work in pairs or small groups. Ask them first to read the text and fill in the notes.

Key:
1. *strengths*
2. *goals*
3. *values*
4. *realistic*
5. *update*
6. *future-ready*
7. *work with*
8. *industry*
9. *upskilling*
10. *networking*
11. *flexibility*
12. *Plan B*

Once students have completed this task, hold a quick class discussion. Ask students if they agree with these tips and what they understand by each step. For example, *'Plan B'? What is this? Have you written a career plan before? Did it follow these steps?*

3.   Ask students to work individually and draft their plans. When they are done, you can ask them to work in pairs, exchange their plans and give each other feedback.

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