Parents struggle to keep up with children's career options

Level 2: Intermediate – Teacher's notes

Article summary: The article describes the new jobs that young people do nowadays and will do in the future, and how parents often do not know what these jobs are.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

a. The purpose of this activity is to familiarize students with the topic and to get them thinking about the value of different careers. When students have decided on their order of preference, ask them to give reasons for their choice. You could do this by asking them the pros and cons of each job as well as getting them to say why they are important for society as whole.

2. Key words

a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that the word *potential* is a noun in the text but can also be used as an adjective, as in 'She is a potential Nobel-prize winner', where it has the meaning of 'possible'. *Hypothetical* is used in the text because the idea of asteroid mining is only a possibility that may or may not come true at some unspecified time in the future.

Key:
1. *brand*
2. *potential*
3. *concerned*
4. *niche*
5. *streamer*
6. *living*
7. *consultant*
8. *donation*
9. *algorithm*
10. *hypothetical*

3. Comprehension check

a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g., in item 5, they may say "She advises them to encourage children to learn a wide mixture of art, science, and computing" or similar.

Key:
1. *True*
2. *False. He explained that the job was connected with online design.*
3. *True*
4. *False. They questioned parents of secondary-school pupils.*
5. *False. She thinks they should study a mixture of subjects.*
6. *True*
7. *True*
8. *True*
9. *False. Expert streamers earn much more.*
10. *False. It is only hypothetical and may start at some time in the future.*

4. Key language

a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking in the text.

Key:
1. *to*
2. *in*
3. *out of*
4. *on*
5. *of*
6. *up to*

5. Discussion

a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

a. The task could also be done as homework and students could then present their reports to the class.