

## Parents struggle to keep up with children's career options

### Level 3: Advanced – 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 a person *flounders* when they are *flummoxed*, with both words having an associated meaning but one being a verb and the other an adjective. The word *bot* is a shortened version of the word 'robot'. 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'.

**Key:**

- |                       |                     |
|-----------------------|---------------------|
| 1. <i>flummoxed</i>   | 6. <i>niche</i>     |
| 2. <i>flounder</i>    | 7. <i>streamer</i>  |
| 3. <i>potential</i>   | 8. <i>aesthetic</i> |
| 4. <i>overwhelmed</i> | 9. <i>algorithm</i> |
| 5. <i>pivotal</i>     | 10. <i>bot</i>      |

#### 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 'not to identify jobs for their children' or similar.

**Key:**

1. *They were confused because they didn't know what he was talking about.*
2. *a feeling of being overwhelmed because you know nothing about the job in question*
3. *They think it is an impossible task.*
4. *Their lack of knowledge might make career conversations difficult.*
5. *She advises them not to try and choose careers for their children.*
6. *to study a wide range of subjects*
7. *They don't know how they will earn a living by playing computer games.*
8. *£65,000 a year or more*
9. *through a chat channel*
10. *on asteroids and small planets*

#### 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 in the text. *Carry out* can also be used with *a task* but *perform* does not work with *survey*. Note that you can also express *an* interest in something.

**Key:**

- |             |             |
|-------------|-------------|
| 1. <i>e</i> | 5. <i>a</i> |
| 2. <i>f</i> | 6. <i>c</i> |
| 3. <i>h</i> | 7. <i>b</i> |
| 4. <i>g</i> | 8. <i>d</i> |

#### 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 a homework task and students could then present their reports to the class.