

China's 11.6m graduates face a jobs market with no jobs

Level 1: Elementary – Teacher's notes

Article summary: The article highlights the labour market and unemployment trends in China for recent graduates.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Everyday phrases

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to get students to think about what kinds of education requirements different jobs have. Encourage students to brainstorm many different kinds of jobs.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You can point out to students that *graduate* can be a noun or a verb with different pronunciations. You may also mention that, in American English, it is more common to hear *take care of* than *look after*.

Key:

- | | |
|---------------------|-------------------------|
| 1. <i>graduate</i> | 5. <i>advertisement</i> |
| 2. <i>return</i> | 6. <i>international</i> |
| 3. <i>youth</i> | 7. <i>alone</i> |
| 4. <i>available</i> | 8. <i>look after</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. *youth*
2. *available*
3. *advertisement*
4. *international*
5. *alone*
6. *return*

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 1, they may say, 'She worked in a Korean supermarket' or similar.

Key:

1. *China and Australia*
2. *at a greengrocer's*
3. *to help her find a better job*
4. *20.4%*
5. *16 to 24 years old*
6. *sports and education*
7. *the author of a book about Chinese millennials*
8. *They aren't as useful now.*
9. *The government will give money to companies that provide jobs for graduates; they want state-owned companies to give jobs to 1 million people and 12 million new jobs in cities.*
10. *In several European countries, it is more than 20%. In the US, it is nearly 10%.*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The phrases are used in the article. As an extension activity, you could ask students to go back to the text and find them.

Key:

1. *look after*
2. *be able to*
3. *going up*
4. *spend time with*

- b. Allow the class to personalise the phrases and verbs they have just covered. Monitor and assist students as you walk around the class. Allow time for feedback, so students can share some of the sentences they have written.

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.

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6. In your own words

- a. Students use an internet search engine to find more information about the youth labour market in their own country or another country. Encourage students to give reasons and cite personal examples.
- b. Students could then present their reports to the class. Encourage students to share the facts they've gathered and their opinions about the issue. As an extension activity, you could ask students to discuss their own experiences getting a job as a youth or their first job after university.