

We told young people that degrees were their ticket to a better life. It's become a great betrayal

Level 1: Elementary

Article summary: This article discusses the declining job prospects for recent graduates of UK universities. It examines several factors that influence students' ability to secure competitive jobs, including the rise of AI. AI affects recruitment, interviewing and hiring, while automation makes many entry-level job tasks obsolete.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: The present continuous

Materials needed: One copy of the worksheet per student

Key:

1. c
2. a
3. b
4. a
5. c
6. b
7. c
8. b
9. a
10. c

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, have students make sentences of their own with the key words.

1. Warmer

- a. The purpose of this activity is to encourage students to think about the role of AI in the modern job market. Read through the list of jobs aloud. Check for understanding and explain or translate any jobs that students aren't familiar with. Students can do this activity individually or in pairs. Encourage students to share their ideas with the group. Check if there are any jobs that students strongly disagree about.

Key:

1. *dissertation*
2. *survey*
3. *betrayal*
4. *accessible*
5. *benefits*

2. Key words

- a. Ask students to work individually or in pairs to complete the definitions and then find the words in the article. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. Explain that a *boomerang* is a physical item that can be used to play. It also has a symbolic meaning – a person returning home after they leave (in the same way a boomerang returns to a person after they throw it).

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answers. Have students take turns sharing answers as a class. To extend the activity, ask students to correct the false sentences, e.g. for sentence 1, students can say *Boomerang season is when students leave university and return to their parents' homes.*

Key:

- | | |
|-----------------|-----------------|
| 1. <i>False</i> | 6. <i>False</i> |
| 2. <i>False</i> | 7. <i>False</i> |
| 3. <i>True</i> | 8. <i>True</i> |
| 4. <i>False</i> | 9. <i>True</i> |
| 5. <i>True</i> | 10. <i>True</i> |

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4. Key language

- a. Remind students that the present continuous is used to talk about things that are in progress. It can refer to things that are happening in this exact moment (e.g. *I'm talking to the students.*). It can also refer to things that are happening in general during a period of time (e.g. *Students are applying for jobs.*). The present continuous is formed with the present simple of the verb *to be* + the *-ing* form of the main verb. Remind students that they can use contractions with pronouns in the present continuous (e.g. *She's = She is*). Have students complete the task individually or in pairs, then share answers as a class.

Key:

1. *are replacing*
2. *are going*
3. *are working, 're travelling*
4. *'re trying, 're meeting*
5. *is talking*

- b. Have students work independently or in pairs to write three more sentences related to jobs or universities. Remind to use the present continuous. Help as needed. Encourage volunteers to share their sentences with the class.

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible. To extend the activity, have students take turns sharing their own stories about job applications, CVs, interviews or job assessments, either in small groups or with the class.

6. In your own words

- a. The aim of this task is to encourage students to reflect on what they read about in the article. Have them research job opportunities for young people in different countries. You can assign countries to students or let them choose on their own. Encourage each student to choose a different country so that they can learn more about the world from each other. Have students answer the questions. Then have them make a poster to share their findings with the class. Encourage them to include images, like photos of universities or graphs.
- b. Have students share their posters with the class. To extend the activity, have students compare their posters in small groups and then report back to the class. Have volunteers share one interesting thing they learned about another country from their classmates' posters.