

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

Level 3: Advanced – 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: Phrases about amounts

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. Remind students that *trade school* is also called *vocational school* and is a type of programme, usually shorter than a university degree, which teaches skills for a particular profession such as plumber, electrician, or mechanic. Encourage students to share their thoughts about what level of education is needed for specific jobs and to support their opinions with reasons.

2. Keywords

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Students may be familiar with the word *resigned* in reference to leaving a job, but it has a different meaning in this article.

Key:

- | | |
|-------------------|------------------|
| 1. Recruitment | 9. diminished |
| 2. frustrated | 10. recruiter |
| 3. labour market | 11. trainee |
| 4. hostile | 12. abandoned |
| 5. scholar | 13. bureaucratic |
| 6. pretentious | 14. subsidy |
| 7. Qualifications | 15. resigned |
| 8. burden | |

- 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. pretentious | 6. recruitment |
| 2. qualifications | 7. trainees |
| 3. hostile | 8. abandoned |
| 4. frustrated | 9. scholar |
| 5. recruiter | 10. resigned |

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 in Brisbane' or similar.

Key:

1. a greengrocer's
2. to help her find a better job
3. 20.4%
4. 11.6 million
5. It's the story of Kong Yiji, who is a scholar but becomes a beggar. He is pretentious, and people make fun of him.
6. Because there is a mismatch between the jobs available and the qualifications of the job seekers.
7. Schoolchildren have less homework, young graduates have fewer job opportunities, and the 150-billion-dollar industry is damaged.
8. Because recruiters may think students have inflated expectations or are too Westernised.
9. subsidies for companies who hire university graduates, setting a target of recruiting 1 million trainees, setting a target of creating 12 million urban jobs, and cancelling the employment and registration certificate
10. In several European countries, it is more than 20%. In the US, it is close to 10%.

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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. *increased by*
2. *overeducated*
3. *hit a record high*
4. *lower than their expectations*

- b. Students could be asked to do this exercise individually and then compare their answers in pairs.

Key:

1. *decreased*
2. *low*
3. *under*
4. *higher*

- c. Allow the class to personalise some of the phrases they have just covered. Encourage students to choose phrases they are interested in practising or unsure how to use correctly. 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.

- 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 experiences entering the job market.

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.

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.