

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

Level 2: Intermediate – 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 share their thoughts about what level of education they think is needed for specific jobs and to support their opinions with reasons.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Ask students if they can find two pairs of antonyms in the set (*increased–decreased, rural–urban*).

Key:

- | | |
|------------------------|------------------------------|
| 1. <i>Unemployment</i> | 7. <i>rural</i> |
| 2. <i>criticised</i> | 8. <i>Value</i> |
| 3. <i>economy</i> | 9. <i>urban</i> |
| 4. <i>increased</i> | 10. <i>opportunity</i> |
| 5. <i>decreased</i> | 11. <i>Pressure</i> |
| 6. <i>struggling</i> | 12. <i>work-life balance</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. <i>work-life balance</i> | 5. <i>increased</i> |
| 2. <i>value</i> | 6. <i>pressure</i> |
| 3. <i>economy</i> | 7. <i>opportunity</i> |
| 4. <i>reduced</i> | 8. <i>struggling</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 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. *Kong Yiji*
5. *Because there is a poor match between the jobs available and the qualifications of the job seekers.*
6. *for-profit tutoring*
7. *Schoolchildren have less homework, young graduates have fewer job opportunities, and the 150-billion-dollar industry is damaged.*
8. *It has reduced.*
9. *The government will give money to companies that hire university graduates; they set a target of recruiting 1 million trainees, 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%.*

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. <i>look for</i> | 4. <i>end up</i> |
| 2. <i>look after</i> | 5. <i>makes fun of</i> |
| 3. <i>go abroad</i> | 6. <i>turn into</i> |

- b. 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.

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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.
- 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.