

## Learning objectives in this lesson

Reading for gist, scanning for specific information, focusing on text cohesion, reading for detailed comprehension, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class. Students might not know what 'Generation Y' is, so encourage them to make guesses.
- 2 Ask students to read the text quickly and to compare their ideas in 1 to the information in the text. They can then check their answers in pairs, before feeding back to the rest of the class.

### Possible answers

- 1 Generation Y refers to people who were born after 1980 and who grew up in the 1980s and 90s.
- 2 Every generation has its own set of cultural beliefs and attitudes, depending on the events that occurred during its childhood and young adulthood, along with the way their parents brought them up. Generation Y is likely to be fairly self-confident and outspoken. It is also likely that people from this generation will be computer savvy. Companies will benefit from their computer knowledge, but may find it difficult to manage their levels of confidence.

- 3 Ask students to read the text again quickly and decide where sentences a–e should go. They can then compare answers in pairs before feeding back to the rest of the class.

### Answers

1 c 2 d 3 b 4 e 5 a

- 4 Students should read the text again. Allow more time for them to read carefully. Students should then answer the questions in their own words. Students can compare answers in pairs before feeding back to the rest of the class.

### Answers

- 1 D – The text says 'at home with' meaning 'comfortable with' – it doesn't necessarily mean that all Gen Yers have access to technology in their homes.
- 2 T – Gen Y are more interested in short-term gain than the long-term career outlook their parents and grandparents displayed.
- 3 F – According to Jackie Cornell, Gen Yers will quickly move on from a company if they are not happy so they don't seem to feel any particular loyalty towards that company.
- 4 T – Gen Yers are not afraid to say what they think – if they think that something isn't working they will say so.
- 5 D – They want to work flexibly, but the text doesn't say whether this means they would also like year-long career breaks.
- 6 T – His comments show that he is uneasy about their attitude towards working hours, etc.

- 5 Ask students to match the words and phrases in **bold** in the text to definitions 1–8. They can then compare answers in pairs before feeding back to the rest of the class.

### Answers

- |               |                             |
|---------------|-----------------------------|
| 1 lock horns  | 5 to pay lip service (paid) |
| 2 audacious   | 6 chill out                 |
| 3 no-nonsense | 7 off the record            |
| 4 brash       | 8 strip away                |

- 6 Ask students to work in pairs and to create their own sentences using the words and phrases in 5. Check the sentences with the whole class.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class.

### Answers

Answers will vary, but students may discuss the fact that younger generations may be more likely to question traditional managerial styles and are less likely to subscribe to strict hierarchical attitudes within a company. They are also more likely to be able to adapt well to change. However, they may be less committed to a company and may be more fixated on their own progress as individuals.