

## Learning objectives in this lesson

Reading for gist, scanning for specific information, 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.
- 2 Ask students to read the text quickly and choose the best title for the article. They can then check their answers in pairs, before feeding back to the rest of the class.

### Answers

3 is the best title, because it summarizes the main point in the article. 1 does relate to the article, but is only one of the aspects touched upon in the wider debate about graduate jobs. 2 is not at all suitable, as this information is not mentioned in the text.

- 3 Ask students to read the text again quickly and decide if the sentences are true or false, or if it doesn't say. During feedback, ask students to explain their answers.

### Answers

- 1 T – recent graduates had to pay top-up fees so most owe more money
- 2 F – they are advised to take voluntary work only if they can't find paid work such as bar work
- 3 D
- 4 F – engineering students have a better chance of finding a job than those that study social sciences or arts
- 5 D

- 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 their answers in pairs before feeding back to the rest of the class.

### Answers

- 1 It will mean that their CVs will not have any unexplained gaps and they will have gained some form of work experience.
- 2 They are introducing internship schemes to give students the opportunity to gain work experience and they are offering funding (grants) to students who want to do post-graduate qualifications.
- 3 She was the newest member of staff – when redundancies had to be made the company chose to lose the newest member of staff first.
- 4 People without qualifications will suffer the most because the jobs they would usually have had a chance of getting will have been taken by better-qualified people.

- 5 Ask students to work in pairs and look at the phrases in **bold** in the text. They should then answer the questions. During feedback you might like to point out that *is set to* and *is soon to* are fairly formal and tend to be seen more often in written English, whereas *about to* is also used fairly frequently in spoken English.

### Answers

- 1 the future (Note that despite the fact that these phrases use the present simple, they are used to refer to the future.)
- 2 **a** *is set to*, **b** *is soon to*, **c** *is about to*
- 3 Answers will vary.

- 6 Ask students to match the phrases to the definitions. Encourage them to refer back to the text to help them clarify the meanings of the phrases. They can then check their answers in pairs before feeding back to the rest of the class.

### Answers

- 1 d 2 f 3 a 4 g 5 e 6 b 7 c

## Extra activity

Ask students to choose three phrases from **6** that they would like to use in their active English. Then ask them to write new sentences for these phrases.

- 7 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 graduates could be deemed over-qualified for some positions. They may also talk about the fact that vocational subjects, such as medicine and law, along with engineering and science subjects are likely to lead to better job prospects than subjects like history and media studies.