

## 1. Unemployment

This week's lesson is about unemployment – not a cheerful subject, but because of the current economic climate, one that's recently been in the news very frequently in many parts of the world.

### Level

Upper intermediate and above (equivalent to CEF level B2 and above)

### How to use the lesson

1. Introduce the key vocabulary *unemployment*, *unemployed*, and *rate of unemployment*. What is the rate of unemployment in the students' country? Is it going up or down? Perhaps ask the students for a list of issues they think the government in their country needs to address, in order of urgency: how high up on the list does unemployment come? What do they think explains the existence of unemployment? How can unemployment be reduced? What differences might there be between the experiences of unemployed people in rich countries and poor countries?
2. Give your students sufficient time to read through Worksheet A, encouraging them to look up new vocabulary. Tell them they are going to answer a series of questions on the text, but that they shouldn't write anything down at this stage.
3. Divide the students into pairs and hand out Worksheet B. Ask them to work together to complete the comprehension questions in Exercise 1 and the true / false / doesn't say questions in Exercise 2.
4. Check answers in open class.
5. Ask the students to turn over their copies of Worksheets A and B, and their glossaries. Keeping the students in their pairs, hand out Worksheet C, which contains the text from Worksheet A with twelve incorrect words that the students have to identify and correct. The words containing the mistakes are all in bold, as are four other words that are correct. Point out that the mistakes are all grammatical or lexical, and that no correction requires them to write any additional words.
6. Check answers in open class.

**Answers:**

**Exercise 1**

1. the current global recession
2. It is going to increase by at least two billion, from seven to at least nine billion.
3. economic growth
4. the “welfare state”
5. (some) economists

**Exercise 2**

1. T 2. D 3. F 4. D 5. T 6. D 7. T 8. T

**Exercise 3**

1. welfare 2. living 3. cheerful 4. recession 5. worldwide 6. rate  
7. faster 8. age 10. long-standing 11. predicted 13. being 14. economists  
Words in bold that are correct: 9. regions 12. present 15. measures 16. whereby

**2. Related websites**

Send your students to these websites, or just take a look yourself.

<http://www.ilo.org/global/research/global-reports/global-employment-trends/youth/2012/lang--en/index.htm>

The International Labour Organization’s web page on “Global Employment Trends for Youth 2012,” with videos, articles, and statistics. Accessible to Upper intermediate level.

<http://www.imf.org/external/pubs/ft/fandd/basics/unemploy.htm>

An International Monetary Fund article on “The Curse of Joblessness” (2012), including some of the economic theory of unemployment. Challenging for Upper intermediate level.

[http://www.cnbc.com/id/47685918/Countries\\_With\\_the\\_Highest\\_Unemployment\\_Rates](http://www.cnbc.com/id/47685918/Countries_With_the_Highest_Unemployment_Rates)

From the CNBC website, a slide show with information about the ten countries worldwide with the highest unemployment rates in 2012. Accessible to Upper intermediate level.