

GOLD experience

B2

First
for Schools

3rd Edition

Student's Book and eBook

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Pearson

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“

Educating **the mind**
without educating
the heart is no
education at all.

”

3

All work and no play ...

READING

topic: online degrees
skill: understanding detail and opinion
task: multiple choice

GRAMMAR

future forms
determiners with countable/uncountable
nouns

VOCABULARY

education and work; phrasal verbs (2)
verbs + prepositions

LISTENING

topic: mentors and internships
skill: understanding different speakers
task: multiple matching

USE OF ENGLISH

key word transformations
multiple-choice cloze

SPEAKING

topic: part-time jobs
skill: justifying an opinion
task: collaborative task

WRITING

topic: intergenerational schools
skill: including your own idea
task: an essay

▶ SWITCH ON Programme
video programme: 16-year-old boss
project: research a business

Look at the photo and discuss the questions.

- 1 Where do you usually do your homework?
- 2 Are you easily distracted?
- 3 What helps you concentrate when you're studying?

3 All work and no play ...

READING

- 1 Do you think it's important to go to university after finishing school? Why / Why not?
- 2 Read the title of the blog post. What do you think it refers to?
- 3 Read the blog post quickly. Were you right?
- 4 Read the exam tip and complete the task.

exam tip: multiple choice

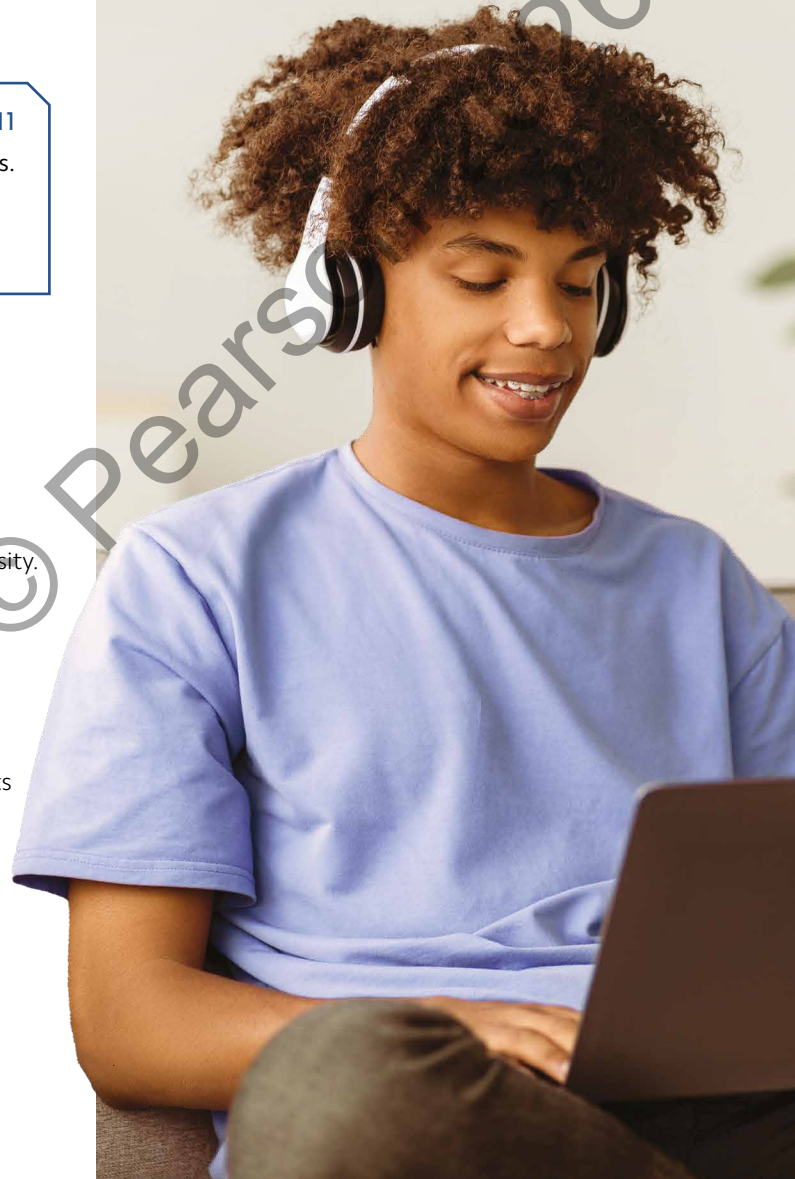
→ EG p11

Read the text first to get an idea of the topic. Then read the questions. For some questions you need to think about the **writer's purpose or intention**.

Read the first paragraph carefully. Then answer question 1 in Ex 5.

- 5 **exam task:** Read the rest of the blog post. Choose the correct answer, A, B, C or D.
 - 1 In the first paragraph the writer wants to
 - A point out the difficulties of getting into university.
 - B suggest that students work before going to university.
 - C explain the problems he had had at school.
 - D outline some things to think about when deciding to go to university.
 - 2 The writer mentions Jon as an example of someone
 - A who made a last-minute decision.
 - B whose experience has changed his mind.
 - C who dislikes the restrictions of studying online.
 - D whose location contributed to his decision.
 - 3 The phrase 'further afield' in line 28 tells us that some of the students
 - A have a variety of educational backgrounds.
 - B are interested in a range of different subjects.
 - C live at a significant distance from the university.
 - D display different types of computer skills.
 - 4 What does 'it' refer to in line 34?
 - A not meeting classmates
 - B the cost of university
 - C technical problems
 - D isolation when working
 - 5 Why does the writer think online degrees are so popular?
 - A Careers advisors say that they're better than a traditional degree.
 - B Students are finding out about them through using advanced technology.
 - C Students can work and study at the same time.
 - D They are the best option for students who want to be teachers.
 - 6 How does the writer feel in the last paragraph?
 - A confused by people's different advice
 - B happy to have made the decision
 - C grateful to be given a range of options
 - D concerned that education is changing so quickly

MATTEO'S BLOG:



- 6 Find the phrases in the text that mean the following.

- 1 making me feel low (para 1)
- 2 the first thing (to think about) (para 1)
- 3 move quickly on (para 2)
- 4 initially (para 2)
- 5 pay for (para 2)
- 6 possible to change easily (para 4)
- 7 a great advantage (para 4)
- 8 receive the benefits of two different things (para 4)

The next years!

Have you had to make those big decisions yet? You know the ones. Do I go to university, do an apprenticeship or do I start work? If the choice is uni, then what are the best subjects for me to study and which university is right for me? Can my parents afford to pay for the course and support me for those few years? I had all those questions this time last year when I turned sixteen – that’s when it started getting real! It was really getting me down. I mean, I’d been studying at school for what seemed like a lifetime. Revising and taking exams, with all the stresses involved in that, had been at the forefront of my mind for so long. I really wanted to get out in the world, doing some actual work and earning money. I’m sure you know the feeling.

Well, fast forward a year and here I am, still stressed, still undecided. And I’d like your views please! Last month Jon posted about how he’d decided to take an online degree because he lived in a remote part of Norway and getting to a physical uni would be really problematic. So, update – Jon’s really enjoying his online degree. By the end of this week, he’ll have been studying online for a month and he says it was a great decision. There are plenty of benefits. First up, he can study when he wants – he can listen to lectures live or recorded, he gets online tutorials and he works on joint projects with other students, all online. He also doesn’t have to cover the cost of student accommodation. One of the best things, however, is that in his class there are students from Norway, but also from France, Sweden and even one
28 from **further afield** – South Africa – although that must make arranging group calls difficult!

Some people asked Jon whether he’s missing out on the social side of being at university. It’s true that he can’t go out with other students in the evenings or at weekends, but he says
34 it’s a reasonable price to pay because he still socialises with his old school friends every week and doesn’t feel isolated. Apparently, there’s also a summer school in Oslo where the

students on his course get to study and hang out with each other. Sounds good to me. Another more practical problem, I guess, can be the tech! You know – lost connections, camera and microphone issues during discussions. But that’s life these days, isn’t it?

I’m pretty similar to Jon geographically, as I live in a remote part of southern Italy. I checked out online degrees and they look great – they’re flexible – you can get a job while you’re studying if you need some experience or money, and they’re cheaper, which is a big plus! According to careers advisors, distance learning is rapidly becoming very popular because students can get the best of both worlds. Advanced technology allows us to interact in so many different ways. It makes complete sense, doesn’t it? But what do you think? Does that beat all the social interaction you get at a physical uni?

Another option is an apprenticeship. Lisa from Paris has been posting about the one she’s going to start with an IT company. She’ll be working for the company and earning a salary and getting trained at the same time. This can lead to a degree if she wants. She starts in September and she’ll post about her experiences! That will be interesting. And I also heard back from Aga from Poland who decided to study abroad. She’s studying at a uni in the UK, which has got a great reputation, and is improving her language skills at the same time. I think she gets funding from somewhere, because that must be pricey. But she’s loving it and says it’s definitely worth it.

So, lots of options. Lots of thinking still to do! I’m meeting up with our career advisor next Friday afternoon for more discussions and hoping that by the end of the summer I’ll have finally made up my mind about what to do next. I think it will be uni. But to be honest, the traditional path of ‘going to university’ is changing, and is going to continue to change in the future. Who knows how access to education will have changed in ten years’ time? I’m just happy that I have all these choices and opportunities. How about you? What about your plans? Just leave a comment and I’ll reply as soon as I can 😊.

Sum up

- 7** According to the blog post, what are the advantages and disadvantages of studying for a degree online?

Speak

- 8** Work in groups and discuss the questions.

- 1 What is your opinion about the study options that Matteo is considering?
- 2 Are you studying anything online at the moment? If so, what and how?
- 3 How do you think technology might change the way students study in the future? Consider these things.

exam taking international collaboration use of AI tools use of VR and AR

3 All work and no play ...

GRAMMAR

- 1 Think about Matteo's blog post about online university courses. What did he say about his immediate plans?
- 2 Underline the future forms in these sentences. What time phrases are used?
 - 1 By the end of this week, he'll have been studying online for a month.
 - 2 She starts in September and she'll post about her experiences.
 - 3 I'm meeting up with our careers advisor next Friday afternoon.
 - 4 The traditional path of 'going to university' is going to continue to change in the future.
 - 5 Just leave a comment and I'll reply as soon as I can.
- 3 Read the grammar box. Which future form (A-I) would you use for talking about these things?
 - 1 the regular finishing time for your last lesson
 - 2 something you plan to do this evening
 - 3 the time for the coach to take you on a day trip
 - 4 a promise to do something for your friend





explore grammar

→ p146

future forms

- A present continuous** for planned future events
The students **are having** their first tutorials tomorrow.
- B will** for predictions and decisions made at the time of speaking
She'll **post** about university, which **will be** interesting.
- C present simple** for timetables
The school bus **leaves** at 7.30 a.m.
- D be going to** for intentions and predictions based on current knowledge
The school **is going to offer** more classes after school.
- E future continuous** for actions that will be in progress in the future
She'll **be working** for a company and earning a salary.
- F future perfect** for actions completed before a particular time in the future
Access to education **will have changed** in ten years' time.
- G future perfect continuous** for actions happening during a period up to a specified time in the future
By next week, I'll **have been studying** here for a year.
- H phrases for talking about the future** *be (just) about to ... / be due to ... / be likely/unlikely to ...*
The idea **is unlikely to be** popular with students.
- I future time clauses** after *when, while, as soon as, after, until, once, by the time*
When he comes, I'll talk to him.

Watch or listen

- 4   3.01 Watch or listen to six people talking about the future. Which of these topics does each person mention?
career plans hobbies socialising travelling university studies
- 5   3.01 Watch or listen again and complete the sentences with the correct form of the verbs in brackets.
 - 1 I'm an illustrations student so I probably (graduate) by then.
 - 2 In five years' time I (be able to) really see what I'm after.
 - 3 Tomorrow, I (hang around) with my friend and watching the football and then on Sunday I (travel) back home.
 - 4 I'll wake up in the morning, have a look out over the sea and go OK, we (go) kayaking or hillwalking.
 - 5 This time tomorrow I (pack) for my trip to Paris.
 - 6 My life really (change) that much because I'm studying architecture and it's a seven-year course.
- 6 Read the blog post quickly. Why is the writer concerned?

This afternoon ¹ to be very busy, without much of a break at all. We ² a tutorial with our professor from 2-3.00. He'll ³ us feedback on our essays during the session, which will be super helpful, but I'm also anxious about what he'll say! I wasn't that happy with what I submitted.

After that, I have a debating club meeting which I'm ⁴ to miss. We're planning to host a competition for next month, and it ⁵ to get intense with all the organisation! There's so much to do, but I know it ⁶ worth it. Schools from all over our area have entered! I'm on our team, so I'm looking forward to that.

By the time evening comes, I ⁷ exhausted, but I ⁸ let myself miss the reading prep I need to do for tomorrow. I have to say I love busy days, but it will be good to get to bed tonight!

- 7 Complete the blog post with these words and phrases.

are having be giving is about is due not going
will be (x2) won't

Speak

- 8 Work in pairs. Talk about your plans for the future. Are they similar to the ideas in Ex 4? Why / Why not?

VOCABULARY

education and work

1 **3.02** Listen to two students talking about school. Which of these things do they talk about?

assignment attendance deadline demonstration detention
discipline syllabus

2 **3.02** Listen again and complete the sentences with words from Ex 1.

- Eva has to spend some time in because she broke the school rules.
- The for handing in the project was Thursday at 3.30.
- Eva's pleased with the topics on the history this year.
- Dan watched a geography about cloud formation.
- Dan's teacher gave the students an about a famous local author for homework.
- The teachers would like high for the school concert.

3 Match these words and phrases with the words *have*, *work* and *make*.

arrangements as a team control over your own time decisions
flexibility sense shifts responsibility under pressure

have: free time,
work: with young people,
make: good friends,

4 Complete the article with the correct words or phrases from Ex 3.

Did you say 'UNschooling'?!

Unschooling is a very different, and – some say – natural form of education compared to 'regular' school. Imagine not having to spend all day studying maths in class! Or even having timetabled lessons at home. Instead of this, 'unschooled' kids make ¹..... about what they're going to learn, whether it's science, art, music, languages, etc. and discover what they're passionate about. They have ²..... about whether they go for walks, study nature or do projects. The children have ³..... and their parents have ⁴..... for providing a safe, creative learning space for them. The children aren't working ⁵..... to pass exams, but enjoying what they are learning about. For a lot of families this all makes ⁶.....! Parents and children work ⁷..... and have fun while learning.

5 Read the vocabulary box and Luca and Sofia's story. Match the highlighted phrases (1–8) with the definitions (A–H).

- | | |
|---|--------------------------------------|
| A not have enough of something | E physically see other people |
| B think of an idea or answer | F lose opportunities for |
| C continue to learn, to always know the latest facts | G change activity |
| D do something you haven't been able to do until now | H avoid something unwanted |

explore vocabulary

phrasal verbs (2)

Some phrasal verbs take two particles and are followed by a direct object. The particles can't be separated from the verb.

catch up on emails/sleep

come up with an idea/a plan

get out of homework/housework

keep up with a hobby / an activity

meet up with friends/colleagues

miss out on a celebration / tickets for a gig

move on to a different subject/activity

run out of ideas/energy/food

Hi, we're Luca and Sofia and we're both unschooled. We learn at home, but seriously – we're not ¹getting out of studying! Our parents ²came up with the idea to try to avoid a lot of the pressure children work under in today's educational system. Our study days are always different and we cover a range of topics, including all the basics you get taught at normal schools. Our parents ensure they ³keep up with all the most recent developments in education so that when we're older we won't ⁴miss out on anything we need for our future lives. We do endless things – they never ⁵run out of ideas! In the morning, we might have an environmental session in the forest or on a walk along the river, and then ⁶move on to reading some poetry or make up a scene for a film script before ⁷meeting up with friends at a dance class or sports practice. And if we spend too much time on one activity one day, we ⁸catch up on other topics the next. It's a great way to learn!

Speak

6 Work in pairs and discuss the questions.

- Look back at the topics in Ex 1. How do they fit into the life of an 'unschooler'?
- How do you feel about 'unschooling'? What kinds of disadvantages might there be?
- Plan your ideal day if you were being unschooled. Compare with another pair.



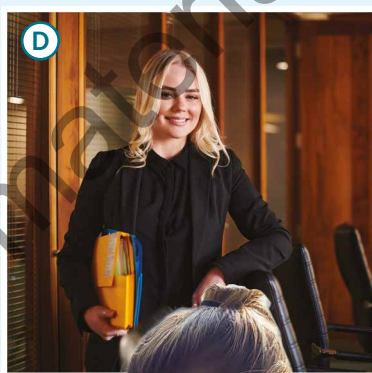
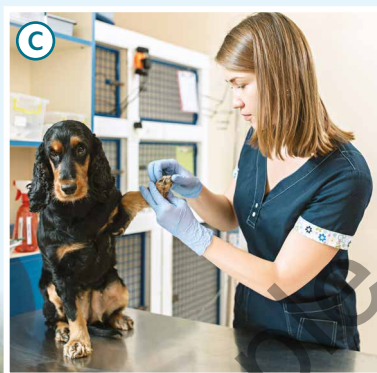
LISTENING

1 Look at the photos. What sort of training do you think is necessary for these jobs? How might students find out more about these jobs before they choose to train for them?

2 3.03 Listen to five students talking about work experience and career plans. Match the speakers (1–5) with the photos (A–E).

3 Work in pairs. Answer the questions about the speakers in Ex 2.

- 1 Which speakers' work experience was paid?
- 2 Which speakers were encouraged to do some work before university by someone else? Who encouraged them?
- 3 What is the difference between having a mentor and doing an internship?



exam tip:
multiple matching → EG p31

Take time to read through the options so you have a good idea of what you're listening for.

Underline the key words in options A–H in Ex 4 so that you can focus on what to listen for. Can you think of other ways of expressing the ideas you have underlined?

4 3.04 Read the exam tip and answer the question. Listen to speaker 1 again and choose the correct option (A–H) to describe the speaker's experience. What helped you choose this option?

- A caused them to rethink their attitude to a possible career
- B led to an offer of working for the company later on
- C involved both working inside and outside
- D resulted in a complete change of career plan
- E was later regretted by the speaker
- F allowed enough free time to enjoy the summer
- G offered them a chance to help wildlife in their area
- H made them think about controlling their feelings in a work situation

5 3.05 exam task: Listen to the other speakers (2–5) and match them with the options in Ex 4 (A–H). There are three extra options.

- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

Speak

6 Work in two groups and read the statement. The first group argues for the statement and the second group argues against it. Who will win?

Students should be paid to study.

USE OF ENGLISH 1

1 Read the grammar box. Work in pairs. Match these words with the types of nouns (A–C).

boss colleagues deadlines experience
preparation people role stuff task

- A single countable nouns
- B uncountable nouns
- C plural countable nouns

explore grammar → p146

determiners with countable/ uncountable nouns

- A** With single countable nouns we use *each, every*.
I didn't realise that **each course** only takes two weeks.
- B** With uncountable nouns we use *a great deal of, a large amount of, a bit of, a little, little, (not) much*.
When you're studying different courses at once, you have **very little time** for yourself.
- C** With plural countable nouns we use *all, most, several, (a great) many, a number of, a few (of), few*.
I know pro bono work is a good thing to do, but I can only take **a few cases**.
- D** With plural countable nouns and uncountable nouns we use *some, a lot / lots of, plenty of, no*.
Some people I worked with were doing courses at college one day a week.

2 Complete the sentences with these words.

a few a large amount of less many
much several

- 1 I didn't realise a lecturer had so responsibility.
- 2 We spent time out of the classroom doing practical activities.
- 3 I got to meet so interesting people.
- 4 Of course, it gets harder as you get older as you might have energy.
- 5 Getting up early in the middle of winter for mornings in a row isn't much fun.
- 6 I only did it for days, but I certainly learnt a lot.

3 Read the title of the article. Can you answer the question?

4 Read the article and choose the correct answers.

Micro-credentials? What are they?!

Lifelong learning is becoming more popular with all ages. Micro-credentials – short courses that result in a qualification for learners or employees – are a great way to pick up ¹**a few / little** useful skills without spending years in school or university. They allow you to gain knowledge in ²**every / plenty of** different areas that interest you. For example, this month I've been learning about black-and-white photography, website design and some cyber-security basics.

³**Some / Much** people prefer micro-credentials because you can complete a course in just a few days or weeks and start using your new skills right away. ⁴**Many / Much** employers are impressed to see this self-directed learning on CVs, so it has ⁵**several / a lot of** value when applying for jobs.

There are ⁶**many / a bit of** online platforms that offer micro-credentials. ⁷**All / Each** one provides something different, so you can easily find courses that fit your needs or interests. The best part? Many programs are free or very affordable, which means you don't need ⁸**a large amount / a number** of money to start learning. Micro-credentials can help you stay competitive and explore new opportunities, so whether you want to learn ⁹**a little / a few** or a lot, these programs are definitely worth exploring!



5 exam task: Rewrite the sentences using the word given. You must use between two and five words, including the word given.


- 1 There aren't many free courses available online in my subject.
There are available online in my subject. **ONLY**
- 2 Some students don't spend a lot of time thinking about their career.
Some students about their career. **LITTLE**
- 3 Generally, not many teenagers will get their dream job.
On the whole, will get their dream job. **FEW**
- 4 A lot has changed since I started studying here.
There since I started working here. **PLENTY**
- 5 Frederick respects his teachers a lot.
Frederick has respect for his teachers. **DEAL**
- 6 A lot of experience is unnecessary to start this sort of training.
You experience to start this sort of training. **MUCH**

Speak

6 Work in pairs and discuss the questions.

- 1 Who might benefit from getting micro-credentials? Why?
- 2 What do you think are the pros and cons of this type of studying?
- 3 What sort of subjects do you think would be most useful to study in this way? Why?
- 4 Would you ever consider taking a course like this? Why / Why not?

USE OF ENGLISH 2


- 1 Work in pairs. What is coding?
- 2  3.06 Listen to the start of a radio programme on coding and check your answer in Ex 1.

explore vocabulary

verbs + prepositions

Lots of verbs are followed by a particular preposition. They can be followed by a noun or a verb + *-ing*.

agree with, apologise for, choose between, depend on, insist on, lead to, rely on, result in

- 3  3.06 Read the vocabulary box. Listen and complete each sentence with a verb and preposition.
 - 1 Every smartphone app, computer game and website code in order to function.
 - 2 So it's perhaps not surprising that coders are sometimes as the architects and builders of the digital age.
 - 3 The only way we'll be able to this demand for coding skills is to start educating young people now.
 - 4 The speaker wants to learn how the students the course.
- 4 Read the article about coding. Work in pairs and decide if the statements are true (T) or false (F) according to the article.
 - 1 All jobs will require coding skills in the near future.
 - 2 Having some coding skills may help your job applications.
 - 3 Jobs that require creativity will remain as important as jobs that require coding.
 - 4 In the future, learning to code will be more important than being kind at work.

exam tip:
multiple-choice cloze → EG p3

Look for prepositions in the text that may combine with the missing words.

Read the options for question 2 in Ex 5. What preposition is after the gap in the article? Which option does it go with?

5 **exam task:** Read the exam tip and complete the task. Then read the article again and choose the best answer, A, B, C or D.



In the future, coding skills will continue to be important in the workplace. Coding is already a crucial skill in fields like technology, engineering and data science, and its influence is spreading to other areas like healthcare, finance and even art. However, not every job will depend ¹ people's ability to code.

For some careers, coding will be essential. Jobs in artificial intelligence, robotics and app development ² heavily on programming. However, even in careers where coding isn't the main focus, people will benefit ³ understanding the basics. For example, knowing how to automate tasks and analyse data could ⁴ in more job offers.

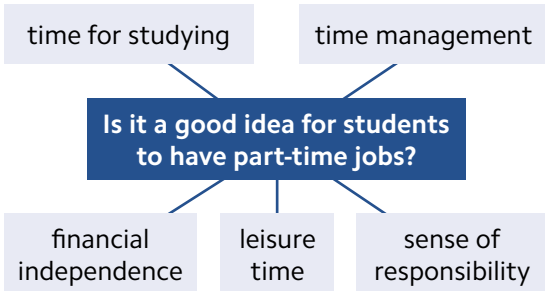
That said, not everyone will need to ⁵ with advanced coding languages. It's true that knowing how to code may be important for some roles in the workplace, but employers will always be looking ⁶ creative people. Good communication and strong social skills will always be required.

So, in the future, whether you are ⁷ on designing websites, managing a business or specialising in technology, knowing about coding may give you an advantage in the workplace. But don't forget that if you're thinking of applying ⁸ a job, being a considerate colleague will never go out of fashion!

- | | | | |
|-------------|--------------|-----------|------------|
| 1 A in | B on | C for | D to |
| 2 A use | B deal | C rely | D make |
| 3 A by | B on | C for | D from |
| 4 A receive | B accept | C result | D get |
| 5 A learn | B understand | C deal | D practise |
| 6 A at | B for | C into | D up |
| 7 A hoping | B planning | C looking | D deciding |
| 8 A for | B at | C on | D to |

SPEAKING

- 1 Work in pairs. Look at the photos and answer the questions.
 - 1 What part-time jobs are these people doing?
 - 2 What skills do you think they need to do them?
 - 3 Which job would you prefer to do and why?
- 2 Work in pairs. Look at the task about the benefits of students having part-time jobs. Make notes about why it might be a good or bad idea for students to have part-time jobs.



- 3 Read the task again. Which of these phrases could you use for each point? The phrases could be used to discuss more than one point.

be punctual become more self-confident
 cope with pressure fall behind with schoolwork
 have time to relax learn outside school
 learn the value of money make decisions
 organise your time put on your CV
 think on your feet

exam tip: collaborative task

→ EG p39

The collaborative task is about exchanging ideas and discussing opinions, and it tests your ability to interact with your partner. It's important that you respond to what your partner says by agreeing, disagreeing and asking them questions, rather than just saying what you think.

How could you respond to this comment? 'I'm not sure if having a job can help to improve time-management skills.'

Listen

- 4 3.07 Listen to two students talking to each other about part-time jobs. Answer the questions.
 - 1 Which benefits do they talk about?
 - 2 Which phrases from Ex 3 do they use?
- 5 3.07 Listen again. Complete the sentences with the phrases the students use to ask questions.

A: 1 this one?

B: OK. So 2 having a part-time job helps your time-management skills?

A: Well, if you have a job, it's important to be punctual and you have to organise your time so that you complete your work – or you won't get paid! 3 ?

B: I agree. I mean you also have to plan when to do your school work if you have a job so yes, it makes you have good time-management skills. 4 financial independence? I'm not sure most part-time student jobs give you financial independence.

A: You're right, but I do think earning your own money teaches you the value of money. 5 ?

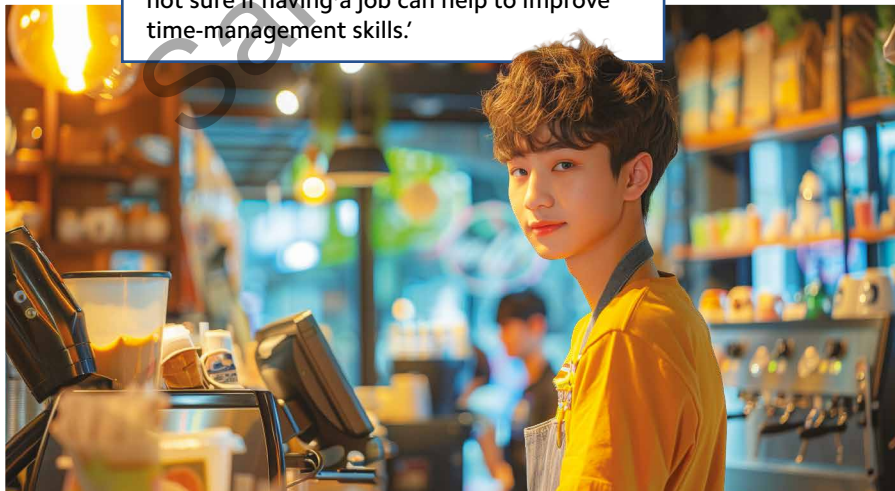
B: True. You're going to think more carefully about how you spend the money you've earned through working than some money your parents have given you. OK 6 this one?

Speak

- 6 Read the exam tip and answer the question. Work in pairs and talk to each other about the task in Ex 2. Remember to speak for about two minutes.
- 7 Now discuss which benefit of having a part-time job is most important. Give reasons for your choice.
- 8 **exam task:** Work in pairs. Turn to page 161 and follow the instructions.

Speaking extra

- 9 Work in pairs and discuss the questions.
 - 1 Do you know what kind of work you would like to do in the future?
 - 2 Do you think it's important to have a clear idea of what job you want when you're a teenager? Why / Why not?
 - 3 Do you think it's better to follow one profession in life or to try lots of different types of jobs? Why?



3 All work and no play ...

WRITING

an essay

- 1 Look at the photo. What do you think they are talking about?

Read

- 2 Work in pairs. Read a section of a news article about younger and older people. Then answer the questions.

LEARNING ACROSS GENERATIONS WE NEED TO TALK!

A local school is inviting a handful of older people from the community to act as mentors to some of our students. Head Teacher, Mark Bailey, insists that his pupils will benefit from the contact with older people and believes that the older people themselves will also enjoy the chance to meet young people ...

- 1 What do you think the role of a mentor is?
- 2 What sort of older people will this scheme appeal to?
- 3 How can teenagers help older people?
- 4 Do you think the scheme is a good idea? Why / Why not?

- 3 Read the language box. Then read the comments (1–5) about the scheme. Choose the correct option to complete the sentences.

explore language

→ p146

possession: 's / s'

- A** for singular nouns, names and irregular plurals:
the boy's books, Ben's phone, the women's clothes
for plural nouns, the apostrophe goes *after* the -s:
the teachers' notes

both ... and ... / neither ... nor ...

- B** Both Sam and Nick were at school today.
Neither Amy nor Karen were there.

either ... or

- C** You can do your homework in either the classroom or the library.

- 1 Older peoples' / Older people's advice will be useful for students.
- 2 Neither / Both the mentor and the student will be able to share their problems.
- 3 A person's / persons' confidence can grow with the help of a mentor.
- 4 Neither / Either older people nor students should be embarrassed to discuss their problems.
- 5 Either students will want to take part in the scheme and / or they will choose not to.



4 Read the essay title and the notes. Work in pairs and add ideas for the third note.

Teens and older people can learn from each other. Do you agree?

Notes

Write about:

- 1 teens and older people having similar problems
- 2 older people helping teens
- 3 (your own idea)

5 Read the essay. Answer the questions.

- 1 Are the ideas in the notes 1 and 2 covered in the essay? Give examples.
- 2 What is the writer's own idea? Is this similar to yours?

Despite the age gap, some people argue that teenagers and older people can learn a lot if they spend enough time with each other. As a teenager, I know I value time spent with my grandparents.

It is often said that teens and older people experience similar challenges. A young person might struggle to make friends at school. Likewise, older people sometimes find it hard to socialise and rely on their families. By spending time together, teens and older people can help each other deal with loneliness and low self-confidence.

Another important point is that older people can help teens because they have more time to spend with us. Their patience and understanding is helpful, especially when we have a lot of pressure with school and exams.

From my own experience, I also believe that teens motivate older people. A younger person's passion for technology or sport might encourage an older person to try new experiences.

To sum up, I agree that teens and older people have a lot to learn from each other. Moreover, a successful learning experience will give them both a better quality of life at school or in the community.

6 Read two different endings, A and B. How do they differ from the ending in Ex 5? Could they work with the same essay? Why / Why not?

- A In my opinion, teens and older people can teach each other plenty of new skills, but it will only work if both the teen and the older person are prepared to make an effort.
- B Although the idea of teens and older people learning from each other is good, in reality, I think there is too big an age difference for it to really work. For that reason I can't agree with the statement.

Plan and write

7 Study the paragraphs in the essay. Match them with their functions (A–E).

- A explains a second idea from the notes
- B gives a general statement about the topic of the essay
- C concludes with an opinion and a further comment
- D introduces the first idea and gives examples
- E adds the writer's own idea

8 Look at the highlighted words and phrases in the essay. Why are they important in an essay? What do they do?

9 Read the essay title and the notes. Work in pairs and decide if you agree and what topic you can add.

Schools are not teaching students the skills they need for their future. Do you agree?

Notes

Write about:

- 1 academic knowledge
- 2 money management
- 3 (your own idea)

exam tip: an essay → EG p17

As you plan each paragraph, focus on the topic and follow your notes. Your essay must include three points – the two notes given and an idea of your own.

Make a plan for your essay, including what points you want to make about each note.

10 exam task: Read the exam tip. Write your essay in 140–190 words.

Improve it

11 When you've written your essay, read it carefully and check the following.

- 1 Have you included all the points in your notes?
- 2 Have you answered the question in the title?
- 3 Have you written well-structured paragraphs with clear ideas?

Fields of dreams?

SWITCH ON Programme

Preview

- 1 Work in pairs and talk about these things. Give reasons for each choice.
 - a skill that comes naturally to you
 - a skill that you would really like to learn
 - a skill you know that you will never learn
- 2 What skills do you think a farmer needs to have? Why are they important?
- 3 Read the programme information. Why might Philip and his mother have decided to change their farming business?



16-year-old boss

In the programme we meet 16-year-old Philip Mellin who is helping to reshape the family farm into a business where he trains dogs to help farmers manage their sheep.

View

- 4 Watch the clip and check your ideas in Ex 3. What is Philip's new plan for the farm?
- 5 Work in pairs and answer the questions.
 - 1 Why does Philip need to keep the sheep?
 - 2 What new skills does Philip learn?
 - 3 What is his mum's reaction?
 - 4 Why is Philip a little concerned about the new dog?
- 6 What do these numbers refer to in the clip?
A 500 B 40 C 4,004

- 7 Read the language box. Which collective noun for sheep was mentioned in the video? Check in the videoscript on page 185.

explore language

collective nouns

Collective nouns are names we give certain groups of things or animals.

Examples of animal collective nouns: a **herd** of cows, a **pack** of wolves, a **school** of fish.

There are many more unusual collective nouns, such as a **murder** of crows or a **parliament** of owls!

game

List as many animal collective nouns as you can in two minutes. Then play in pairs. Give the collective noun and your partner must guess the animal.

Speak

- 8 Work in pairs and discuss the questions.
 - 1 Do you think Philip made the right decision? Why / Why not?
 - 2 What are the advantages and disadvantages of being a farmer?
 - 3 How do you think farming might change in the future, in your country?
 - 4 Imagine a farm of the future. Make notes and then describe it to the rest of the class.

Project

- 9 Work in groups. You are going to give a presentation on a successful business that started as a hobby.
 - 1 Research online, read news articles or talk to local businesspeople. Note down these things:
 - what the hobby was
 - how it developed into a business
 - how it operates
 - how successful it has been.
 - 2 Write up your notes and prepare your presentation. Then give your presentation to the class.
 - 3 Vote on the most interesting or inspiring story.



UNIT CHECK

Wordlist

Education and work p39

assignment (n)
attendance (n)
deadline (n)
demonstration (n)
detention (n)
discipline (n)
downtime p40
flexible (adj)
internship (n) p40
lifelong learning (phr) p41
mentor (n) p40
micro-credentials (phr) p41
self-directed learning p41
syllabus (n)

Collocations p39

have: control over your own time, flexibility, free time, responsibility

make: arrangements, decisions, good friends, sense

work: as a team, shifts, under pressure, with young people

analyse data p42
attend court p40
give feedback p38
joint project p37
run tests p40

Phrasal verbs p39

catch up on (emails/sleep)
chill out p40
come up with (an idea/plan)
fall behind with sth p43
get out of (homework)
get sb down p37
keep up with (a hobby)
listen in on sth p40
meet up with (friends)
miss out on (a celebration)
move on to (a different idea)
run out of (energy/ideas)

Verbs + prepositions p42

agree with
apologise for
apply for
benefit from
choose between

deal with
depend on
insist on
lead to
look for
plan on
refer to
rely on
result in

Phrases p43

a big plus p37
at the forefront of my mind p37
be punctual
become more self-confident
cope with pressure
cover the cost of p37
fast forward p37
first up p37
further afield p37
have time to relax
learn outside school
learn the value of money
organise your time

put sth on your CV
set up a business p40
the best of both worlds p37
think on your feet
time management

Animal collective nouns p46

a flock of sheep
a herd of cows
a murder of crows
a pack of wolves
a parliament of owls
a school of fish

Other

affordable (adj) p41
automate (v) p42
coding p42
competitive (adj) p41
crucial (adj) p42
invaluable (adj) p40
pro bono p41

Practice

1 Choose the correct option.

- 1 Her **attendance / detention** improved when she moved school. Now she's never late.
- 2 The workers are under **downtime / a lot of pressure** because the factory needs to produce goods quickly.
- 3 Ben **caught up on / got out of** sports lessons today because he's got a bad leg.
- 4 I didn't do all the work – it was a **mentor / joint** project.
- 5 I can always **insist on / rely on** my brother to help me with my homework.
- 6 When the teacher gave us **detention / flexibility**, we knew he was annoyed with us.

2 3.08 Listen to eight speakers describing a situation. Write a sentence that means the same using a word or phrase from the wordlist.

- 1 All of the students **benefitted from** the revision club.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

3 Complete the sentences with the correct form of words or phrases from the wordlist.

- 1 Lorenzo is always tired because he shifts in a café and gets home late.
- 2 The teacher was talking so fast that I couldn't his lesson.
- 3 There wasn't much at my school, but most of the students behaved well.
- 4 It to me to do my homework first before watching TV.
- 5 My sister a job in Zurich, but she didn't get it.
- 6 The science teacher usually gives us a and then we do the experiment ourselves.
- 7 I'll wait until the teacher has given on my last assignment before I do the next one.
- 8 The for entering the competition is Friday 6th.

UNIT CHECK

Review

1 Match the first half of the sentences (1–8) with the second half (A–H).

- 1 By the time the new school term starts,
 - 2 This time tomorrow, you
 - 3 Unfortunately, the new timetable
 - 4 The local tourist attraction will
 - 5 Working full-time again
 - 6 The training programme for school leavers
 - 7 After finishing school,
 - 8 A lot of people have applied for the job and
- A is unlikely to include your favourite subjects.
 B starts at 9 a.m. on Monday.
 C will come as a big shock after her long holiday.
 D the teachers will have already been working for a week.
 E we are arranging interviews for next week.
 F I'm going to look for a job in the fashion industry.
 G be offering some work experience for students next year.
 H will have finished your last exam.

2 **3.09** Complete the blog post with these words. Listen and check.

every few little lot most number plenty some

NO CONCRETE PLANS FOR THE SUMMER?

Check out opportunities in your local area.

I live in a seaside town, so there's a large ¹..... of tourists who come here in summer. That means there are ²..... of jobs for my friends and me if we want to earn some extra pocket money. ³..... cafés, for example, take on extra people and there are always a ⁴..... jobs selling ice cream on the beach. It's always a lot of fun for us because we get to meet new people ⁵..... day. This year, I'm going to help in my uncle's shop so I'll be speaking a ⁶..... of English. He's given me a ⁷..... advice about how to deal with customers, but I think the first few days are going to be quite scary. I could do with ⁸..... tips, if you know of any.

3 **3.10** Listen to two people talking about their summer plans. Complete the sentences using the correct form of these phrasal verbs.

catch up on come up with get out of
 keep up with miss out on run out of

- 1 Max's dad the idea of working on a farm.
- 2 The farmer can't all the different jobs he has.
- 3 Anna can't doing some studying.
- 4 Anna plans to her studying this summer.
- 5 Max Anna's last party because of illness.
- 6 Anna says she will never reasons to have a party.

4 exam task: Complete the article with one word in each gap.

Meditation to tackle bad behaviour – will it work for your school?

From next week my school will ¹..... trying out a new scheme instead of detention. The Head has come ²..... with the idea of meditation classes. Now, you probably think that a ³..... hours of detention can't do any harm, but many teachers aren't convinced it's a useful punishment. Research shows that ⁴..... of students behave badly because they can't concentrate or deal with their emotions. However, this scheme ⁵..... going to offer trained instructors who will ⁶..... learnt about any individual problems before the meditation begins. The classes are ⁷..... to produce immediate results, but the idea is being welcomed by teachers and parents who feel that ⁸..... advice from the trainers will be a huge benefit to all.

5 Read the email that you have just received. Write an email to a friend telling them about the local food festival, what you will be doing and how you feel about it.

Hi

Thanks for offering to help at our local food festival next week. We always need extra pairs of hands to help with ticket sales and clearing up. We're expecting a lot of people, but if you like working as part of a team and can cope with a bit of pressure, you'll love it.

Festival organiser