LIVEWORKSHEETS - B1 INTERACTIVE PRACTICE

SDG 1: No Poverty

Subtopic: Education and skills - pathways out of poverty | Grades 8-9 | B1

Target vocabulary: cycle of poverty, barrier, access, skills, scholarship, vocational training, employment

Task 1. Vocabulary match

Match A-G with meanings 1-7. The meanings are intentionally mixed.

Words	Meanings
A. cycle of poverty	1. paid work or the state of having a job
B. barrier	2. abilities developed through learning and practice
C. access	3. financial help that can support a learner's education
D. skills	4. the chance or ability to use or take part in something
E. scholarship	5. practical education that prepares people for a particular kind of work
F. vocational training	6. something that makes progress, learning or participation more difficult
G. employment	7. a pattern in which limited resources and opportunities may continue across time or generations

Task 2. Reading A - Removing barriers to learning

Read the new text and choose the best answer. Correct options are shuffled.

For some young people, staying in education is harder than simply deciding to study. A long journey to school, the price of books, limited internet access or caring for younger family members can become a barrier. When several difficulties happen at the same time, a learner may miss lessons or have less time to practise. Over many years, fewer learning opportunities can help continue a cycle of poverty because future choices may also become more limited.

Schools and communities can reduce these difficulties in practical ways. A scholarship may cover part of the cost of education. Libraries can offer computers and internet access, while schools can lend devices or learning materials. Flexible study support can also help learners who have responsibilities at home. Education cannot solve every financial problem by itself, but fair access to learning can help young people develop knowledge and skills that open more choices later.

1. Which difficulty is mentioned as a possible barrier to education?
   A) Having too many holidays
   B) A long journey to school
   C) Owning several books
   D) Living close to a library
2. How can fewer learning opportunities affect the future?
   A) They can contribute to a cycle of poverty.
   B) They always lead to immediate employment.
   C) They make transport cheaper.
   D) They guarantee a scholarship.
3. What can a scholarship do?
   A) Replace all education with work
   B) Provide internet for an entire town
   C) Help with some education costs
   D) Guarantee a job after school
4. Why might a library be useful for a learner?
   A) It can offer access to computers and the internet.
   B) It can remove all family responsibilities.
   C) It can provide permanent employment to every student.
   D) It can make every course free.

LIVEWORKSHEETS

5. What is the writer's main point?
   A) Education automatically ends poverty.
   B) Only families can solve education barriers.
   C) Practical support and fair access can widen future choices.
   D) Learning skills are less important than money.

Task 3. Reading B - Different routes to useful skills

Read the text and choose the best answer. Correct options are shuffled.

Not every learner follows the same path after school. Some continue with academic studies, while others prefer courses that are more practical. Vocational training can prepare people for jobs in areas such as building, digital technology, healthcare, tourism or renewable energy. Learners may practise real tasks, use professional tools and develop skills that employers need.

Career advice, short courses and work placements can also help young people understand different kinds of employment. A person may have useful skills but still need fair access to training, transport, digital tools or job information. Communities can improve these routes by offering mentoring, apprenticeships and places to practise. Stable employment can make regular expenses easier to plan, but reaching that point often requires both learning opportunities and realistic routes into work.

1. What is one purpose of vocational training?
   A) To teach practical abilities for a type of work
   B) To stop people from entering employment
   C) To replace all school subjects
   D) To focus only on theory
2. Which example is mentioned as a possible field for vocational training?
   A) Ancient history only
   B) Renewable energy
   C) Professional gaming only
   D) Private shopping
3. Why can work placements be useful?
   A) They guarantee high income immediately.
   B) They remove the need for skills.
   C) They can help learners understand real workplaces.
   D) They make transport unnecessary.
4. What may a skilled person still need?
   A) Less access to job information
   B) Fair access to training and job opportunities
   C) No career advice
   D) Only academic study
5. According to the text, what can stable employment help with?
   A) Planning regular costs
   B) Removing all barriers to education
   C) Avoiding every unexpected problem
   D) Making scholarships unnecessary

Task 4. True or False

Choose T or F. The statements are paraphrased and are not copied from the lesson plan.

1. Limited internet access can make learning more difficult. T / F
2. A scholarship is the same as paid employment. T / F
3. Vocational training can include practical work-related learning. T / F
4. People with useful skills never face barriers to employment. T / F
5. Career guidance can help learners understand possible work paths. T / F
6. Fair access to education and training can increase future choices. T / F

Task 5. Complete the sentences

Use each target word or phrase once.

LIVEWORKSHEETS

cycle of poverty | barrier | access | skills | scholarship | vocational training | employment

1. Reliable internet _____ can help students join online learning.
2. Communication and digital _____ can be useful in many jobs.
3. High travel costs may become a _____ to attending a course.
4. A _____ can reduce some of the financial cost of continuing education.
5. Hands-on courses that prepare learners for a specific occupation are called _____.
6. Finding stable _____ can help a person plan regular expenses.
7. When limited opportunities continue across generations, they can contribute to a _____.

Task 6. Put the words in the correct order

Reorder the words to make correct B1-level sentences. Use capital letters and punctuation.

1. more / fair / can / access / learning / choices / create

_____

2. practical / vocational training / develops / work-related / skills

_____

3. a scholarship / continue / may / education / help / a student

_____

4. can / become / transport costs / a barrier / high / to training

_____

5. stable / families / plan / can / employment / regular costs / help

_____

6. skills / job opportunities / need / people / and / access to

_____

Task 7. Sort: Barrier - Support - Possible Result

Drag each item into the best category.

BARRIER	SUPPORT / PATHWAY	POSSIBLE RESULT

Items: no reliable device | expensive transport | scholarship | library internet access | vocational training | stronger digital skills | more training choices | better chance of employment | family responsibilities

Task 8. Short B1 response

Write 3-4 sentences. Choose one barrier to education or work and explain one realistic support or pathway that could help. Use at least TWO target words.

_____

_____

_____

LIVEWORKSHEETS