UNIT 5 - UNIT TEST - HOMEWORK

LISTENING 1

Exercise 1

Listen to the conversation and write down the missing information in the notes below.

What you need:

1. You need a bag of _____,
2. _____,
3. and a pot with _____ in the bottom.

What to do:

4. First, fill _____ with potting soil. Don't use soil from your _____.
5. Second, _____ the soil well. Water should come out of the hole _____.
6. Then, sprinkle about _____ seeds on top of the soil.
7. Cover the seeds with _____ potting soil. Water _____.
8. Put the pot near a _____ window. Do not let the soil _____.
9. The chives will come up in about _____ weeks.
10. You can start to cut the chives when they are about 8 centimetres or about _____ tall. Cut only about _____ the plant at one time. This way the chives will _____ growing.
11. You can grow chives _____ in a sunny place. Plant the seeds in _____. Chives are _____. They will _____ every year.

Exercise 2

Listen to the conversation and fill in the missing information in the notes below.

Popcorn is a delicacy that was developed by the 1. _____ of North America, dated back 2. _____ years. Besides eating popped corn, the Indians also used popped corn in 3. _____, necklaces and in 4. _____ ceremonies. According to most sources, a deerskin bag full of 5. _____ was served at the first 6. _____ dinner at Plymouth Rock in 7. _____.

Popcorn's popularity grew during the Depression of the 8. _____ when people realised that a little popcorn could go 9. _____. But its success was clinched when movie 10. _____ across the continent started serving the snack. By 1947, 11. _____ movie houses were selling popcorn at their concession stands.

LIVEWORKSHEETS

Exercise 3

Listen to the talk and fill in the missing information in the notes below.

There is no scream in the lobster's case and there is a chemical reason for the change in colour. Noises are produced as a lobster is boiled 1. _____ , but the sounds are not 2. _____ . As the lobster's body 3. _____ in the shell, pockets of air in the cavities and joints expand. If enough 4. _____ builds inside the body, the air will make whistle-like sounds as it escapes through small openings in the shell. A lobster's shell contains 5. _____ pigment molecules that combine with protein to create the camouflaging colours of the lobster. Live lobsters are usually 6. _____ or brown with flecks of 7. _____ . When the lobster is boiled, the 8. _____ is denatured, or deformed, by the heat. The pigment remains, turning the shell red.

Exercise 4

Listen to the conversation and fill in the missing information in the notes below.



People began jumping off San Francisco's 1. _____ in 1937. Between 1937 and 1990, 2. _____ people jumped from the bridge to their deaths. In an average year, 3. _____ will take the plunge. This figure is 4. _____ the number of people seen jumping off the bridge and the 5. _____ bodies recovered. A number is added to the 6. _____ tally if a suicide note or other 7. _____ is found.

The bridge is a 8. _____ spot for those serious about their suicidal 9. _____ because the Golden Gate Bridge is easily accessible and the long drop ensures 10. _____ chance of survival. Impact with the water after the 11. _____ -metre drop is like hitting a concrete wall at 12. _____ kilometres an hour. Only 13. _____ suicide attempts in the bridge's history have failed.

Exercise 5

Listen to the conversation and fill in the missing information in the notes below.

When winter comes, ants 1. _____ into their nests, where food has been 2. _____ . They stored it in their special chamber 3. _____ . Only the top few inches of 4. _____ freeze. Beneath this layer of 5. _____ soil, life goes on in the colony. The size of their nest 6. _____ from just one chamber of 7. _____ inches in diameter to vast networks. It can extend 8. _____ under-ground and house a population of up to 9. _____ ants.

LIVEWORKSHEETS

North America ant communities can consist of 10. _____ main nests connected by tunnels. The entire colony can cover an area the size of a 11. _____ . So when spring comes, the ants have to work their way 12. _____ and begin the task of 13. _____ food for the next winter.

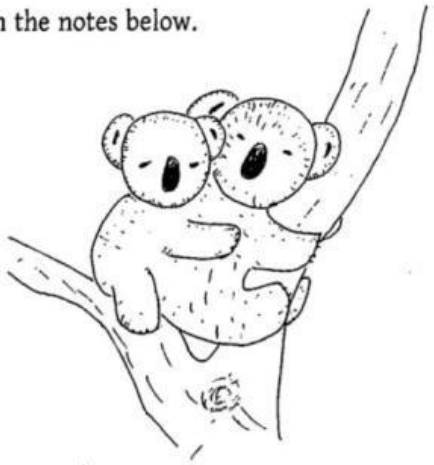
Exercise 6

Listen to the conversation and fill in the missing information in the notes below.

The crossword puzzle was introduced in the Sunday supplement of the *New York World* newspaper in 1. _____ . The designer of crossword, Arthur Wynne, was inspired by 2. _____ Square, a children's word game in which words are 3. _____ vertically and horizontally. Wynne added empty squares and some clues. By the early 1920s, crossword puzzles were 4. _____ features of almost every American newspaper. In 1924, four puzzle books were on the 5. _____ lists. Today, crossword puzzle makers each have their own techniques to 6. _____ the skills of their players. Eugene Waleska is a creator of the *New York Times* crossword puzzle. He begins with a 7. _____ and lists as many words as he can think of that loosely fit the theme. Then Waleska starts to fill in the grid with the 8. _____ first, avoiding words ending in J or beginning with X. He works first in the lower right corner of the grid, since it is 9. _____ to find a word that ends with a certain letter. Waleska says that when he started in this business, it took him 10. _____ to fit the words into a 15x15-square grid. Now it takes less than an hour.

Exercise 7

Listen to the talk and write down the missing information in the notes below.



Koala is the Australian teddy bear. It is 1. _____ feet long, with 2. _____ seeming as if they were stuck on, and it has beady eyes but no 3. _____ . The fur is 4. _____ in colour. They are pouched mammals, not bears at all.

Koalas spend amost all their lives in the eucalyptus trees and eat the 5. _____ . All the toes are armed with 6. _____ claws, and the 7. _____ are divided into two groups. The great 8. _____ is thumb-like. All of these features aid in climbing. Koalas are able to spring from one upright branch to another with 9. _____ skill.

The baby is carried in the 10. _____ at first, then it clings to the fur of the mother's 11. _____ until it is almost as large as the mother. Koalas become quite tame and they are great 12. _____ at the Australian zoos and parks.

LIVEWORKSHEETS

Exercise 8

Listen to the talk and write down the missing information in the notes below.

1. 
2. 
3. 
4. 
5. 
6. 

Stamp collecting is a hobby that interests persons of 1. _____ and in all walks of life. There are over 2. _____ stamp collectors in the United States and Canada. The most valuable stamp in the world is the 3. _____ British Guiana magenta of 4. _____. Only one copy is known to 5. _____; this is valued at about 6. $ _____. Most stamps are not expensive. There are hundreds of stamps worth 7. _____ dollars and many more hundreds that you may buy for a few 8. _____. So stamp collecting is not only 9. _____ man's hobby.

Each stamp collector finds his 10. _____ stamps fascinating because there is always 11. _____ behind postage stamps. The countries of the world use them as 12. _____ telling the world about their industries, their culture, and their great men. They also use stamps to celebrate 13. _____ in their history. So while a stamp collector is 14. _____ his hobby, he is also storing up knowledge about 15. _____ things from every corner of the globe. Usually a beginner collects 16. _____ that comes his way. Later on he may decide to 17. _____ in certain kinds.

LIVEWORKSHEETS

LISTENING 2

Vocabulary

arrive, get and *reach*

1 **Students often confuse the words above. Choose the correct option in *italics*.**

1 Then my sister Louise *arrived / got / reached* at the door.
2 She couldn't *arrive / get / reach* there quickly enough!
3 I'll certainly tell you when I *arrive / get / reach* my destination.

2 **Complete the sentences with the correct form of *arrive*, *get* or *reach*. In some cases, more than one answer may be possible.**

1 After an hour's discussion we finally ..... a decision.
2 The traffic was so bad that they didn't ..... to the concert till after it had started.
3 She's driving home and she'll phone me when she ..... .
4 What time do you normally ..... to school in the morning?
5 When they ..... at the hotel, they went straight to their rooms.
6 When you ..... the end of the road, turn left.

3 **Complete the sentences with the adverbs and adverbial phrases in the box.**

finally in time on time safe and sound
shortly unannounced

1 Mum was worried that we might have an accident because of the snow, but we arrived home ....., much to her relief.
2 Sandy was late for the refreshments, but he arrived ..... to hear the speeches.
3 The airline has a great reputation for punctuality, with 90% of flights arriving ..... .
4 The Orient Express from Paris will be arriving ..... at Platform 13.
5 Uncle Kamal arrived ..... in the middle of lunch, so we had to set an extra place for him at the table.
6 We were very late because of the traffic, and when we ..... arrived, the match had nearly finished.

Listening Part 4

- You will hear options A, B and C referred to in some way, but only one of them is the correct answer to the question.
- Listen for the same *idea* to be expressed, not the same words.

Exam advice

1 **Work in pairs. You are going to hear an interview with a student called Martin, who helped to organise an event for 'Buy Nothing Day'. What do you think this is? Choose TWO answers.**

'Buy Nothing Day'

A takes place on an annual basis.
B encourages people to give away things they don't need.
C is always held on a Sunday.
D is held to try to make people realise they don't need everything that they buy.

2 **Listen to the first part of the interview and check your guesses.** 36

3 **Read questions 1–7 and underline the key words.**

1 Martin first became interested in Buy Nothing Day when
A he was told about it by his parents.
B he read about it online.
C he heard about it through another pupil.

2 How did Martin feel about the different activities suggested on the Buy Nothing Day website?
A He felt there were a lot to choose from.
B He thought most of them were dull.
C He was surprised at how few there were.

3 Where was the location for the Buy Nothing Day zombie walk?
A a shopping mall
B a supermarket
C a shopping street

4 Martin and his friends agreed to have identical
A masks.
B clothes.
C plastic bags.

5 What aspect of moving like a zombie did Martin find most challenging?
A walking in a straight line
B holding his arms out
C avoiding keeping his head up

6 How did Martin feel during the zombie walk?
A He felt proud that the spectators were so impressed.
B He felt very embarrassed.
C He was too busy concentrating to notice people's reaction.

7 What does Martin say about participating in the walk next year?
A He thinks he will be too busy to attend.
B He thinks it would be fun to be a zombie again.
C He plans to do something more serious next time.

LIVEWORKSHEETS

4 Now listen to the full interview, and for questions 1–7, choose the best answer (A, B or C).

5 Work in groups. Discuss these questions.

- Do you think Buy Nothing Day is a good idea?
- Can Buy Nothing Day help people think more about how much they buy?
- Would you enjoy taking part in a zombie walk like Martin and his friends? Why? / Why not?

Vocabulary
Phrasal verbs

1 Match the phrasal verbs (1–9) from the reading text with their definitions (a–i). Look back at the reading text to help you do this.

1	head for	**a**	give (something) free of charge
2	give away	**b**	throw (something) away
3	set off	**c**	begin a journey
4	come up with	**d**	go in the direction of
5	get rid of	**e**	take (something) for yourself
6	try on	**f**	think of (a plan / an idea)
7	turn into	**g**	put on (clothes) to see if they fit or look right
8	end up	**h**	finish by (being / becoming / doing)
9	help yourself to	**i**	change something into something different

2 Complete the sentences with the correct form of the phrasal verbs in Exercise 1.

1 Chantal ..... the brilliant idea of selling her old clothes in the market on Saturday.
2 I never buy jeans without ..... them ..... first to make sure they're the right size.
3 ..... a biscuit if you'd like one – I just made them this morning.
4 Our flight leaves early tomorrow morning, so we'll need to make sure we ..... for the airport in plenty of time.
5 Are you ..... the station? I'm going in that direction too, so jump in and I'll give you a lift.
6 My jumper has got two big holes in it, so I think I ..... it.
7 I don't want to sell the books or throw them away. I'd like to ..... them ..... to someone who enjoys reading.
8 I entered the competition for fun. I never thought I'd ..... winning first prize!
9 Do you remember that old shop on the corner? They've ..... it ..... a café.

3 Choose the correct option in *italics*.

1 Do you usually *head for / set off* the same shops when you go shopping?
2 Have you ever spent a long time in a shop and *come up with / ended up* buying nothing?
3 Some people buy clothes and shoes without *trying them on / trying on them*. When is this a good idea?
4 When was the last time you *got rid of / came up with* some clothes?
5 How common is it for people to *set off / give away* items of clothing in your country?

4 Work in pairs. Ask and answer the questions in Exercise 3.



LIVEWORKSHEETS

READING

Reading and Use of English Part 2

1 **Work in groups. You are going to read a text by a teenager about her shopping habits. Before you read, discuss these questions.**

- What are the advantages and disadvantages of shopping online?
- Which do you prefer: online shopping or going to shops? Why?

2 **Read the text in one minute, ignoring the gaps. Choose TWO letters that answer the question.**

What does the writer buy on the internet?

A stationery
B clothes
C interactive games



How I like to shop

Some adults think that because teenagers spend so **(0)** *much* time online, they probably also shop that way. That isn't actually true, at **(1)** ..... not for me and my friends. I buy some things online though, such as pens and notebooks, and I get computer games that way too. It's very convenient, as I can order exactly **(2)** ..... I want. There are no huge crowds of people to put **(3)** ..... with either. And online stores don't have closing times, so it's perfect for me as a teenager who has **(4)** ..... of hobbies at the weekend. However, I never buy T-shirts and stuff like that online, as you can't try anything **(5)** ..... before you buy. Sometimes things look quite different **(6)** ..... real life. A blue jumper might turn **(7)** ..... to be green! I like the social aspect of going shopping for clothes. I'd much **(8)** ..... spend time with friends in a shopping centre than sit at home in front of my computer.



- Answer the questions you find easy first.
- Pay careful attention to the meaning of the text to help you think of the right word.
- Answer all the questions. If you can't decide, think what type of word you need (preposition, pronoun, etc.) and guess.
- Check your answers by reading the completed text again. Make sure the words you have chosen go with the prepositions, verbs, etc. in the text.

Exam advice

3 **Work alone. Think of the word which best fits each gap. When you have finished, compare your ideas with other students.**

4 **Work in pairs. Discuss these questions.**

- Are there any things you would never buy online?
- What are your favourite shops to visit in town? What do you like about them?
- Do you think that we will still go to shops in the future?

LIVEWORKSHEETS

Reading and Use of English Part 5

1 **Work in groups. You are going to read a true story written by a young woman called Eva. Look at the title of the text and choose the answer you think is correct: A, B or C.**

Eva ...

A sold all her belongings to her relatives and friends.
B gave away most of her possessions to people she knew.
C gave away some personal items to complete strangers.

2 **Read the text quickly and check your answer.**



I GOT RID OF NEARLY EVERYTHING I OWNED!

When the people first came round they were all sitting around drinking tea nervously and occasionally glancing at the cupboards. I didn't like the atmosphere and found the whole situation unsettling. I was beginning to wonder why I had asked these people round to go through my stuff and take what they wanted. Then my sister Louise arrived at the door. Without putting down her bag or saying hello, she headed for the bedroom, determination on her face. She couldn't get there quick enough. 'I knew she'd be the competition!' cried my friend Rosa, jumping off the sofa and heading in the same direction. This is what happens when you open your home to friends, family and neighbours, telling them they can help themselves to everything within it. Moments later, Rosa and Louise reappeared with armfuls of clothes and pot plants. I was surprised that they hadn't taken the whole lot.

Last month, I moved abroad for two years to study, taking just a single suitcase with me. I couldn't afford to keep my flat, so when it came to my possessions, extreme measures were called for. Some of my stuff, like old novels and pairs of jeans, I could cope with giving away. But there was a list of things like precious paintings and my childhood teddy bear that I couldn't bring myself to let go. I just wasn't up to that. So, I decided to offer these things up for long-term loan. It's not recycling, or even freecycling: I'm calling it 'sharecycling'. It was my beloved tent that formed the premise of it. I made the decision as I thought about the pointlessness of putting stuff into storage for two years. Instead, I imagined someone I loved putting my tent onto their back and setting off into the countryside in the summer sunshine. I was moving to the other side of the world, but this made it feel as though I would still, in some small way, be with my friends. And once I'd come up with the idea, it just grew and grew. I decided to give away everything – the plants on the balcony, the computer games, the chairs, even the towels in the bathroom.

To get rid of it all, I had an open house, inviting everyone I knew to take my belongings. 'This is just like supervised stealing!' said one friend, as she loaded books by the handful into a carrier bag. I became like a sales assistant. I recommended novels, waved toys at babies, and brought out coats and jeans for people to try on.

Now I am sitting in a flat on the other side of the world as the last of the monsoon rains pour down outside, turning the pavements into mud and sending the street sellers sheltering under doorways and umbrellas. I feel very far from my home, and from my stuff. That list I made of the things I want back? I'm not sure how much I'll need it. So far, I haven't missed any of my pictures, or that strange purse shaped like a mouse which I've had since I was seven years old. Instead, I've missed my family, my friends, and my city.

And my 'sharecycling' plan ties me back to them. A friend took my tent to a music festival. And my favourite picture ended up on the wall of my best friend's flat back home. This is what gives me a real buzz: the thought of all my bits and pieces in my friends' lives, a physical reminder of our ties. It's like I've pressed 'pause' on my city life rather than 'stop', making the move easier. It shows I'm not ready to travel around the world forever with just a laptop.

LIVEWORKSHEETS

- The answers to the questions come in the same order in the text, so, for example, you will locate the answer to question 2 after question 1.
- The final question may refer to the whole passage: in this case, consider the general message, but also skim the text for words which support your choice.

Exam advice

3 **Choose the answer (A, B, C or D) which you think fits best according to the text.**

1 What best describes Eva's feelings in the first paragraph?
- **A** She felt happy that her guests were enjoying themselves.
- **B** She felt uncomfortable at first.
- **C** She wanted her guests to leave as quickly as possible.
- **D** She felt she was expected to do too much for her guests.

2 What does 'unsettling' mean in line 5 in the first paragraph?
- **A** worrying
- **B** comforting
- **C** exciting
- **D** surprising

3 What do we learn about Eva's attitude to her possessions in the second paragraph?
- **A** She was sad that she couldn't afford to keep all of her things.
- **B** She felt a strong emotional attachment to all of them.
- **C** She was keen to share them with other people.
- **D** She wanted to put some of the items in storage.

4 What does 'this' refer to in line 35 in the second paragraph?
- **A** the idea of sharecycling
- **B** the world
- **C** the idea of camping
- **D** the summer sunshine

5 What is meant by 'a real buzz' in line 64 in the final paragraph?
- **A** an interesting topic of conversation
- **B** a low, continuous sound
- **C** a sudden memory from a long time ago
- **D** a strong feeling of excitement

6 What best describes Eva's experience of giving away her things?
- **A** It was enjoyable but she will be glad to get them back.
- **B** It was a lot harder to do than she expected.
- **C** It made her value people more than things.
- **D** She was surprised at how strange it felt.

4 **To understand a text, you often need to understand exactly what the writer is referring to at different points in the text. Which noun phrase (a or b) does each of these words/phrases refer to?**

1 'the whole lot' (line 18) paragraph 1
- **a** cupboards
- **b** everything

2 'these things' (line 27) paragraph 2
- **a** books and clothing
- **b** valued possessions

3 'it' (line 30) paragraph 2
- **a** offering things for loan
- **b** a special tent

4 'it' (line 42) paragraph 3
- **a** her house
- **b** her possessions

5 'it' (line 55) paragraph 4
- **a** the stuff
- **b** the list

6 'them' (line 60) paragraph 5
- **a** special places
- **b** important people

7 'This' (line' 63) paragraph 5
- **a** a thought
- **b** a picture

5 **Work in groups. Discuss these questions.**

- Do you think you have many things you could easily live without? If so, what are they?
- Do you have a possession that you couldn't live without? If so, what is it and why is it so special?
- Why do you think some people buy things that they don't really use?
- How can we reduce the amount of things we buy?
- Are there any benefits in having less stuff? If so, what are they?



LIVEWORKSHEETS

GRAMMAR

1 **Look at these pictures and predict what is going to happen. Complete the first sentence using *going to* and the second using *about to*.**



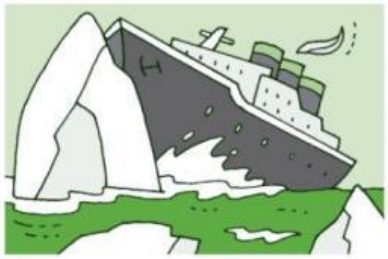
1 She 's going to fall asleep .
She 's about to fall asleep .



2 They _____ .
They _____ .



3 He _____ .
He _____ .



4 It _____ .
It _____ .



5 It _____ .
It _____ .



6 She _____ .
She _____ .

2 **These are a researcher's notes, with predictions about how the world will have changed by the year 2100. Use the notes to write sentences in the future perfect simple.**

By the year 2100

1 human beings / travel / to Mars
2 robots / replace / most manual workers
3 we / use / all the oil resources on Earth
4 doctors / discover / a cure for the common cold
5 scientists / invent / new sources of energy
6 sea temperatures / rise / by several degrees

1 Human beings will have travelled to Mars.
2 _____
3 _____
4 _____
5 _____
6 _____

LIVEWORKSHEETS

3 **Choose the correct sentence from each pair.**

1 a I'm not going to pay you until you have cleaned up all this mess! ✓
  b I'm not going to pay you until you'll have cleaned up all this mess!
2 a Paul will probably arrive after all the others will have started work.
  b Paul will probably arrive after all the others have started work.
3 a When you'll see David, will you ask him if he wants to come to the cinema?
  b When you see David, will you ask him if he wants to come to the cinema?
4 a I'll collect your things from the cleaners when I go to the shops tomorrow.
  b I'll collect your things from the cleaners when I'll go to the shops tomorrow.
5 a Margaret's going to phone as soon as she'll have found out what the tickets will cost.
  b Margaret's going to phone as soon as she's found out what the tickets will cost.

4 **These people work in a hotel. It's now 12 o'clock. At 2 o'clock, how long will they have been working? Write a sentence about each person, using the future perfect continuous.**



1 chef / cook meals (started work at eight o'clock)
The chef will have been cooking meals for six hours.

2 gardener / cut hedges (started work at ten o'clock)

3 manager / interview new staff (started work at eight thirty)

4 waitress / serve customers in the dining room (started work at eleven o'clock)

5 cleaner / vacuum floors (started work at seven o'clock)

LIVEWORKSHEETS

5 **Fill in the gaps with the correct form of the verbs. Use *going to*, future in the past, the present simple, *about to* or the future perfect.**

A **John:** What are your plans for the weekend?

Sue: Well, we've just changed our plans, actually. We **(1)** were going to have (*have*) a barbecue on Sunday. But the weather forecast says it **(2)** _____ (*be*) cold and windy, so we **(3)** _____ (*stay*) indoors and watch a film.

B **Beth:** Is it all right for you to use the boss's office while he's on holiday?

Nick: I don't think he'll mind when he **(4)** _____ (*find out*) how many cars I've sold this week.

C **Terry:** Are you very busy this afternoon?

Eddy: Well, that depends on why you're asking. I **(5)** _____ (*wash*) the car. Do you have a better idea?

Terry: Yes. I **(6)** _____ (*look round*) the new sports club. Do you want to come? You can wash the car tomorrow.

Eddy: Sure. Let's go.

D **Ben:** Hurry up! We **(7)** _____ (*miss*) the beginning of the concert.

Mary: Don't be silly. We've got plenty of time.

Ben: But it starts at nine. I want to arrive before the hall **(8)** _____ (*get*) full, otherwise other people **(9)** _____ (*take*) all the good seats by the time we get there.

E **Chloe:** Next month I **(10)** _____ (*work*) in this office for three years. Nobody has ever thanked me for anything I've done, so I **(11)** _____ (*start*) looking for another job!

6 **Correct the mistakes in the following sentences by Cambridge First candidates.**

1 Do you remember I ~~am~~ going to buy a computer with the money I earned in the holidays? Well, I changed my mind and I've bought a bike! was

2 I'll tell you all about it as soon as I will see you. _____

3 Some scientists say by the year 3000 women will take over the world. _____

4 When he will come to my house I will ask him to fix my TV. _____

5 She is retiring next month, so this time next year she will have been leaving the company. _____

6 When you are going to finish the job, the invoice will be paid. _____

7 I need the money today because I will buy a present for my sister after college. _____

LIVEWORKSHEETS

Exam practice

Reading and Use of English Part 7

You are going to read an article about young people who have started their own businesses. For questions **1–10**, choose from the people (**A–D**). The people may be chosen more than once.

Which person

advises not giving up at an early stage?	1 ☐
is doing something in a way they didn't expect?	2 ☐
mentions an advantage they sometimes have over other people in their business?	3 ☐
went through a period when they felt unable to cope?	4 ☐
realises that their own ways of doing things might not always be the best?	5 ☐
realises that their fascination with their present business may not last?	6 ☐
says their success has not followed a steady path?	7 ☐
mentions how determined they are when they decide to do something?	8 ☐
received positive encouragement to start their own business?	9 ☐
became aware of how much knowledge they already had in a particular area?	10 ☐

I STARTED MY OWN BUSINESS

We talked to four young people who started successful businesses when they were teenagers

A Santiago has a business designing websites

I was going to do a course in graphic design when I left school but I started doing websites for some of my dad's friends when I was about 17 and realised I had acquired a lot of expertise from doing the school website. Since then I've hardly been without work. I once had a client who didn't find out my age until after they had hired me and they mentioned that they might not have hired me if they had known my age. But I've also often had clients who have done so because of my age so it can work in my favour. When I asked them why, they said it was because they wanted a 'fresh, younger approach' to business.

B Lucas started a magazine about skateboarding

I wanted to do something that nobody else around me was doing and I love writing so I started my own magazine. I'm like my dad – if he says he's going to do something, nothing will get in the way of that. I started the magazine when I was 13, so by the end of this year I'll have produced 24 editions in four years. At one point recently, I wondered if it was putting too much strain on me with homework and everything. I thought I might have to stop, despite the fact that the magazine was doing well, but I got through that by asking for help from my family and I bounced back. I'll move on to something else if I get bored with it – maybe a blog or something related – but for the moment I still find it inspiring.

LIVEWORKSHEETS

C Yana has a business making videos of musicians

Young and *inexperienced* go together in a lot of people's minds but that's not the way I see it. It's a kind of prejudice. I've certainly come up against it and most young people will face some prejudice before anyone recognises their talent and expertise. When I left school I told my parents I didn't want to go to college. I wanted to be creative and make videos. They told me to give it a go and if it didn't work out after a year, I could reconsider my options. They thought I would always regret it otherwise. I'm not sure I would have gone ahead without them behind me. Some people say, 'This isn't a success and I've been trying for a week' but you have to give it more of a chance. Next month I will have been making videos for a year and they're now getting thousands of hits a day online.

D Annie has a photography business

You won't know until you try whether a business will work. It's like riding a roller coaster at the funfair. At every turn you take there is another twist to throw you off track. The lows for me have been low, but the highs can be really high and I'm now where I want to be. There will be times, though, when you need to accept advice. If you're still in or just through those teen years and you think you know everything, it's difficult to say to somebody 'You're right about that. How can I improve the way I'm doing this?' It's not something I'm really comfortable with but I've figured out that it is really important if I want to succeed. I always knew I wanted to do something I felt passionate about – and that's photography. I really wasn't interested in business but I ended up starting my own just so I could spend my time doing what I enjoy.

Grammar focus task

Without looking back at the text above, complete these extracts with the correct form of the verbs.

1 I was going to do (*do*) a course in graphic design but I started doing websites.

2 If he says he _____ (*do*) something, nothing will get in the way of that.

3 By the end of this year I _____ (*produce*) 24 editions in four years.

4 I'll move on to something else when I _____ (*get*) bored with it.

5 Most young people will face some prejudice before anyone _____ (*recognise*) their talent and expertise.

6 Next month I _____ (*make*) videos for a year.

7 You won't know until you _____ (*try*) whether a business will work.

8 There will be times, though, when you _____ (*need*) to accept advice.

LIVEWORKSHEETS