

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line. There is one example at the beginning (0).

The colour the world likes best

The world's favourite colour has been chosen, but the ⁰.....surprising..... thing is that people can't decide if it's blue or green. The ¹⁷..... name of the shade is 'Marrs Green'. Colour experts have said that despite this name, it wouldn't be ¹⁸..... to call it blue. People often disagree about colour, particularly on computer screens where it's difficult to reproduce shades with ¹⁹.....

So how was Marrs Green chosen? The ²⁰..... was made after a six-month survey online. It asked people to choose their favourite colour from a huge range. Results from 30,000 ²¹..... in 100 countries were analysed. Annie Marrs from Scotland took part and the colour she chose was closest to the most popular one and so it was given her name: Marrs Green. She said that it felt ²²..... amazing' to have a colour named after her. A ²³..... of objects have already been reproduced in the new colour. Who knows? A young woman from Scotland may change the ²⁴..... of our world forever.

SURPRISING
OFFICE
CORRECT

ACCURATE

SELECT

PARTICIPATE

ABSOLUTE
VARIOUS
APPEAR

Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is one example at the beginning (0).

- 0 The pilot announced a problem during our flight to New York.

WERE

While we were flying to New York, the pilot announced a problem.

- 25 Paul is so good at singing that he could turn professional.

SUCH

Paul is that he could turn professional.

- 26 School won't organise the trip if students don't pay some of the cost.

LONG

School will organise the trip pay some of the cost.

- 27 After leaving college, she became a personal trainer.

WENT

After leaving college, she a personal trainer.

- 28 The walk took six hours so they were exhausted.

WALKING

They were exhausted because they six hours.

- 29 They believe that the storm winds reached over 100 kilometres an hour.

BELIEVED

The storm winds over 100 kilometres an hour.

- 30 'You won first prize – that's fantastic!' my sister said to me.

CONGRATULATED

My sister first prize.

Part 5

You are going to read an article about clothes. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Pink for a girl, blue for a boy?

Walk into any high-street shop and you don't need signs to show you the clothes aimed at girls and those at boys. Just look at the colours. There's a rainbow of bright shades for girls, while the boys' range is usually darker and more limited. With clothes for younger children, the difference is even more obvious. A top covered in pink princesses is marketed for girls, while it's silver spaceships for boys. The girls' department is also where you'll find the skirts and dresses, but couldn't they just appear alongside the jeans, hoodies and other unisex items? Do we actually need different departments according to gender?

A British retailer recently decided to get rid of separate sections for youngsters' clothes. This was met with mixed reactions. Some parents welcomed the unisex approach while others threatened to stop using the store altogether. One parent said, 'I feel high street stores need to develop new ranges offering teenage clothing which can appeal to both genders.' Another felt there was a practical advantage to having clear sections for gender and age, to speed up the shopping process. This is particularly true online. If all the male and female ranges were put together, it would take a lot longer to make choices.

So is the world of clothes for older teenagers more equal? Girls are no longer expected to look neat and well-styled, as they were in the 1950s. And you could say that there's already a unisex look of jeans, a top and trainers that's worn all over the world by girls and boys alike. However, the range available online and on the high street suggests that the same colours and symbols are used for girls of all ages. There's still a lot of pink to be seen, along with images of fantasy creatures like unicorns and mermaids. Tops with messages suggest that the girls are interested in being 'cute' while for boys it's more about being 'cool'.

What about what some young people wear all week: school uniform? Traditionally, this has worked according to gender, with girls in dresses or skirts and boys in trousers, though some schools have a 'trousers for all' policy, especially in the winter. The dress code at one school hit the news during a summer heatwave. Girls at an academy in the south of England are allowed to wear skirts all year, but a request for boys to wear shorts during this particularly hot period was turned down. The head teacher jokingly said, 'You can wear a skirt if you like.' So a group of boys did just that on the hottest day of the year. After their protest, the head teacher said she might consider changing the uniform in the future.

line 48

It isn't just young people's clothes that are under review. In the last decade, gender-neutral clothes for adults have seen a rise in popularity as both fashion designers and high-street shops have created unisex ranges. One female designer, Melissa Clement, enjoyed borrowing men's clothes and so wondered why male and female categories couldn't be done away with. Her range of jeans offer the same shapes for both men and women. She says it's more about getting the right style for the individual, whether male or female.

line 58

So does it matter if we see male and female clothes as different? For adults and older teenagers, each person can choose how they want to look, but it's important to think about the messages young children receive. While the last thing we want is kids all dressed in identical clothes, a recent example reveals the difference in marketing across the genders. A T-shirt for boys went on sale with the slogan 'Little man, big ideas'; the corresponding top for girls read 'Little girl, big smiles'. In a world where little girls can grow up to be astronauts and boys hairdressers that just seems rather behind the times.

- 31 In the first paragraph, the writer suggests that
- A people need clear signs to help them find the clothes they want.
 - B dividing clothes into male and female categories is unnecessary.
 - C there should be a clearer difference between clothes for younger and older children.
 - D it's unfair that clothes for boys are more limited than clothes for girls.
- 32 When a store put children's clothes together in one department
- A parents stopped using the store and shopped online.
 - B the clothing appealed to both boys and girls.
 - C it speeded up the shopping process.
 - D not all parents agreed it was a good decision.
- 33 What does the writer say about clothes for older teenagers?
- A More teenagers in the world should dress in a unisex way.
 - B Girls are expected to be neater and more stylish than boys.
 - C Clothes marketing for girls is similar whatever their age.
 - D Boys think it's cool to buy tops with messages on them.
- 34 What does 'did just that' in line 48 refer to?
- A came to school dressed in a skirt
 - B stayed away from school on the hottest day
 - C asked to wear shorts to school
 - D protested about the change in uniform
- 35 What does 'done away with' in line 58 mean?
- A made to suit the individual
 - B made more popular for everyone
 - C made into different categories
 - D made to disappear altogether
- 36 What is the writer's main purpose in the final paragraph?
- A to encourage readers to choose how they want to look
 - B to support the idea of identical clothes for boys and girls
 - C to disapprove of stereotypical images of young children
 - D to advise readers to see male and female clothes as different

10 Practice Test: Reading and Use of English

Part 7

You are going to read an article about four young entrepreneurs. For questions 43–52 choose from the four entrepreneurs (A–D). The entrepreneurs may be chosen more than once.

Which teenager:

- | | | | | |
|----|--|---|----|--|
| 43 | didn't make a conscious decision to be in business? | <table border="1"><tr><td>43</td><td></td></tr></table> | 43 | |
| 43 | | | | |
| 44 | feels irritated at the suggestion that commercial life gets in the way of being young? | <table border="1"><tr><td>44</td><td></td></tr></table> | 44 | |
| 44 | | | | |
| 45 | expresses a desire help people of a similar age understand business? | <table border="1"><tr><td>45</td><td></td></tr></table> | 45 | |
| 45 | | | | |
| 46 | thinks carefully about how much to charge customers? | <table border="1"><tr><td>46</td><td></td></tr></table> | 46 | |
| 46 | | | | |
| 47 | developed a business idea out of problem people had? | <table border="1"><tr><td>47</td><td></td></tr></table> | 47 | |
| 47 | | | | |
| 48 | mentions that people do not always believe they are the boss? | <table border="1"><tr><td>48</td><td></td></tr></table> | 48 | |
| 48 | | | | |
| 49 | had to use an alternative way of doing business from older people? | <table border="1"><tr><td>49</td><td></td></tr></table> | 49 | |
| 49 | | | | |
| 50 | gave a talk without the help of written text? | <table border="1"><tr><td>50</td><td></td></tr></table> | 50 | |
| 50 | | | | |
| 51 | says they didn't expect to make many sales? | <table border="1"><tr><td>51</td><td></td></tr></table> | 51 | |
| 51 | | | | |
| 52 | made use of a skill that others didn't have? | <table border="1"><tr><td>52</td><td></td></tr></table> | 52 | |
| 52 | | | | |

Meet the 'teenpreneurs'

We feature four young entrepreneurs who really mean business.

A Henry Patterson

Henry is the director of the online gift retailer Not Before Tea. In many ways he comes across as a typical entrepreneur: ambitious, outgoing and full of self-confidence. When he made a recent presentation to 200 conference delegates, he didn't bother with notes. What makes Henry a little different is the fact he's only twelve. He's actually been interested in business since the age of five and he launched his online shop when he was just ten. He started by making and selling sweets, but this worked out too expensive so he switched to story-writing and self-published a book. After sales of 3,000 copies, Henry saw the opportunity of exploiting the story characters on bags, pictures and other gift items. With income of £80,000 in his first year of trading, Henry has featured regularly in the press and on TV. And he only gets annoyed when people say that business must be interfering with his childhood.

B Sky Ballantyne

This young entrepreneur got into the world of commerce almost by accident when she was given homework to invent something for a competition at school. She came up with a device that helps parents teach young children to ride a bike. Inspiration struck after watching a father struggling to help his young son on his bike in the park. Sky admits that she didn't imagine the product would be successful at all, but her invention, named Crikey Bikey, is now manufactured in China. The business has two stockists in the United Kingdom as well as online sales. Working alongside her older sister, Kia who's fifteen, Sky, thirteen, has made the most of technology by using social media to boost the brand. The sisters have made £5,000 up to now, but are not in any hurry to spend it. They're putting it away for when then get to university.

C Matthew Bridger

At the age of eleven, Matthew took full advantage of technical knowledge that older people lacked – he was asked by his neighbour to fix a computer. After Matthew got it up and running, the neighbour offered to pay for the work and his business idea soon followed. Matthew's company, Whisper Media, gives digital media and web advice to customers in Europe and the USA. Now fifteen, Matthew says there are pros and cons to being a young entrepreneur. He can market himself as a new person with fresh ideas, but he sometimes gets mistaken for just a junior in the company rather than the owner. However, this has in no way limited Matthew's ambition. He hopes to help make the commercial world more accessible for other teenagers. And when he's finished his school exams, he intends to work full time and turn Whisper Media into a leading company in his sector.

D Katie Mortimer

It was the sale of her unwanted jewellery that got Katie thinking commercially. Too young to use eBay, she turned to Depop, a trading platform set up for teenagers. After making money from items she no longer needed, Katie chose to use her monthly pocket money to build up her business. Phone cases and clothes were the first things she ordered from China and sold at a profit through Depop. Now sixteen, Katie specialises in accessories, clothes and stationery, selling mainly to other girls of her own age. And she has a keen eye for pricing. She makes sure she knows what people are willing to pay, but also how she can make a profit. Most of the money is invested back into the business, but by the time she's old enough to take her driving test, Katie hopes to have enough saved to buy a Fiat 500.