

TEST 62

0 A goes B makes C sets D does

0	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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CIRCUS CHILDREN

When the Moscow State Circus (0) on its annual tour of Europe, the younger members of the circus are still expected to (1) with their education. The circus usually (2) for a few days in each town, so how do the young performers manage?

One twelve-year-old gets up at the crack of (3) to practise her act before (4) off to school. She returns at lunchtime to her family's caravan and more practice. Not only does she work (5), but she also has to make a whole new (6) of friends each time she moves on. 'It's exhausting work but I like the circus (7), ' she says. 'The worst (8) is when I make new friends and have to leave them, although I try to (9) by letter.'

The Russian who runs the circus makes (10) that all the children get a proper education. When the circus first arrives in Britain, he (11) the traveller education service and gives them the (12) of all the children, and when they will be in certain towns and cities. 'It's a fantastic (13), ' he says. 'I receive a (14) when we reach the next town telling us where to meet. We are then accompanied to the school and introduced to the head teacher. It works like (15) '

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|----|----------------|-----------------|----------------|----------------|
| 1 | A progress | B maintain | C continue | D further |
| 2 | A slows | B stops | C places | D moves |
| 3 | A dawn | B morning | C day | D light |
| 4 | A following | B leaving | C heading | D directing |
| 5 | A strict | B difficult | C strong | D hard |
| 6 | A form | B gathering | C set | D collection |
| 7 | A life | B way | C living | D type |
| 8 | A section | B piece | C part | D side |
| 9 | A keep in view | B keep in touch | C keep in line | D keep in mind |
| 10 | A sure | B definite | C important | D time |
| 11 | A connects | B notices | C reaches | D contacts |
| 12 | A facts | B details | C quantities | D demands |
| 13 | A system | B habit | C plan | D order |
| 14 | A sign | B signal | C message | D word |
| 15 | A lightning | B clockwork | C new | D wildfire |

TEST 63

0 A ought B should C will D may

0	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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FUN AND GAMES

Do you think computer games are just for kids? Then you (0) think again. You might be (1) to learn that the games industry now (2) more money than Hollywood. (3) a family buys a new PC, all they really want to do is to play games.

It is hardly surprising that video gaming has (4) one of the most popular (5) of entertainment today. A good game is like a good film; it will hold your (6) , capture your imagination and play with your emotions.

The big (7), however, is that watching a movie is a passive (8) You have no say in how the plot (9) or which characters dominate the story. With computer games, you direct the (10) and that is what makes them so exciting. Finding the (11) game is likely to signal the beginning of a lasting love (12) with the interactive (13) of make-believe.

It is (14) to think of gaming as something simply for children and teenagers. In fact, the (15) growth area of the market is the 25–35 age group.

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|----|--------------|--------------|--------------|---------------|
| 1 | A concerned | B admired | C surprised | D startled |
| 2 | A has | B makes | C does | D gains |
| 3 | A As soon as | B As well as | C As far as | D As long as |
| 4 | A begun | B grown | C sounded | D become |
| 5 | A makes | B branches | C shapes | D forms |
| 6 | A gaze | B attention | C breath | D control |
| 7 | A gap | B variety | C difference | D direction |
| 8 | A pastime | B task | C routine | D employment |
| 9 | A becomes | B develops | C turns | D produces |
| 10 | A movement | B change | C action | D performance |
| 11 | A accurate | B right | C complete | D proper |
| 12 | A match | B story | C secret | D affair |
| 13 | A region | B area | C society | D world |
| 14 | A immoral | B wrong | C false | D dishonest |
| 15 | A longest | B widest | C biggest | D deepest |

TEST 64

0 A like B get C bring D choose

0	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
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SHADES OF MEANING

When we decide to (0) a colour for anything – whether it's a T-shirt or a cover for a mobile phone – our brains have to work really hard. In order for us to (1) a choice that feels right, the brain has to (2) various bits of information.

There are various (3) which make each of us like or dislike certain colours. Firstly, our brains consider (4) associations. These are completely (5) and are a result of our individual experiences. Particular colours call to (6) certain memories which may be connected to a place, a person or an experience. For example, we may associate red with the (7) of a fire or a (8) childhood sweater. Blue and green may (9) us of holidays and peaceful weekends in the country.

Secondly, there is evidence to show that different colours (10) our nervous system in different ways. Red can actually (11) the level of adrenaline in our body. This is why energetic people are drawn to red and also why sports cars are (12) this colour. On the other (13) , blues and greens are passive colours which have a relaxing (14) on the nervous system and (15) people who like to feel completely at ease.

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|----|-----------------|-------------|---------------|----------------|
| 1 | A keep | B do | C set | D make |
| 2 | A produce | B process | C run | D manufacture |
| 3 | A methods | B ways | C factors | D aspects |
| 4 | A complete | B trusted | C past | D forgotten |
| 5 | A personal | B hidden | C private | D secret |
| 6 | A mind | B heart | C thought | D feeling |
| 7 | A heater | B warmth | C burning | D temperature |
| 8 | A favourite | B popular | C preferable | D likeable |
| 9 | A refer | B remember | C recall | D remind |
| 10 | A cause | B create | C affect | D reflect |
| 11 | A rise | B lift | C raise | D hold |
| 12 | A traditionally | B knowingly | C fashionably | D recognisably |
| 13 | A side | B hand | C foot | D part |
| 14 | A result | B note | C message | D effect |
| 15 | A attract | B pull | C gather | D favour |

TEST 65

Example:

0 A joined B held C were D took



THOMAS EDISON

On the night of 21 October 1931, millions of Americans (0) part in a coast-to-coast ceremony to commemorate the passing of a great man. Lights (1) in homes and offices from New York to California. The ceremony (2) the death of an inventor – indeed, to many people, the most important inventor of (3) time: Thomas Alva Edison.

Few inventors have (4) an impact as great as his on everyday life. While most of his 1,000-plus inventions were devices we no (5) use, many of the things he invented played a crucial (6) in the development of modern technology, simply by showing what was possible. And one should never (7) how amazing some of Edison's inventions were.

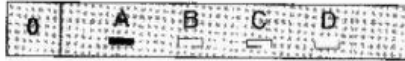
In so many ways, Edison is the perfect example of an inventor, by which I (8) not just someone who (9) up clever gadgets, but someone whose products transform the lives of millions. He possessed the key characteristics that an inventor needs to (10) a success of inventions. Sheer determination is certainly one of them. Edison famously tried thousands of materials while working (11) a new type of battery, reacting to failure by cheerfully (12) to his colleagues: 'Well, (13) we know 8,000 things that don't work.' Knowing when to take no (14) of experts is also important. Edison's proposal for electric lighting circuitry was (15) with total disbelief by eminent scientists, until he lit up whole streets with his lights.

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|----|-----------------|-----------------|---------------|-------------|
| 1 | A turned out | B came off | C went out | D put off |
| 2 | A marked | B distinguished | C noted | D indicated |
| 3 | A whole | B full | C entire | D all |
| 4 | A put | B had | C served | D set |
| 5 | A further | B later | C wider | D longer |
| 6 | A effect | B place | C role | D share |
| 7 | A underestimate | B lower | C decrease | D mislead |
| 8 | A mean | B think | C suppose | D express |
| 9 | A creates | B shapes | C dreams | D forms |
| 10 | A gain | B make | C achieve | D get |
| 11 | A up | B through | C on | D to |
| 12 | A announcing | B informing | C instructing | D notifying |
| 13 | A by far | B at least | C even though | D for all |
| 14 | A notice | B regard | C attention | D view |
| 15 | A gathered | B caught | C drawn | D received |

TEST 66

Example:

0 A face B outline C surface D top



UNDER THE CITY STREETS

While skyscraper offices and elegant apartment blocks remain the public **(0)** of most major cities, these cities also have a mass of secret tunnels and hidden pipes below **(1)** which keep everything working. This other world exists beneath many of our greatest cities, forgotten or neglected by all but a tiny **(2)** of engineers and historians.

For example, there are more than 150 kilometres of rivers under the streets of London. Most have been **(3)** over and, sadly, all that **(4)** is their names. Perhaps the greatest **(5)** to the city is the River Fleet, a **(6)** great river which previously had beautiful houses on its **(7)** It now goes underground in the north of the city and **(8)** into the River Thames by Blackfriars Bridge.

The London Underground **(9)** 1000 kilometres of underground railway track winding under the capital and more than 100 stations below street level. Along some underground railway **(10)** , commuters can sometimes catch a **(11)** glimpse of the platforms of more than forty closed stations which have been left under the city. **(12)** some are used as film sets, most **(13)** forgotten. Some have had their entrances on the street turned into restaurants and shops, but most entrances have been **(14)** down. Interestingly, there is also a special underground Post Office railway that **(15)** a link between east and west London postal centres.

- 1 **A** land **B** ground **C** soil **D** earth
- 2 **A** number **B** amount **C** total **D** few
- 3 **A** covered **B** protected **C** hidden **D** sheltered
- 4 **A** stays **B** stops **C** remains **D** keeps
- 5 **A** miss **B** absence **C** waste **D** loss
- 6 **A** once **B** past **C** then **D** prior
- 7 **A** borders **B** coasts **C** banks **D** rims
- 8 **A** gets **B** flows **C** leaks **D** lets
- 9 **A** holds **B** contains **C** has **D** consists
- 10 **A** lanes **B** avenues **C** paths **D** lines
- 11 **A** rapid **B** brief **C** fast **D** sharp
- 12 **A** Despite **B** Unless **C** Although **D** Since
- 13 **A** lie **B** last **C** live **D** lay
- 14 **A** pulled **B** broken **C** brought **D** cut
- 15 **A** occurs **B** provides **C** gives **D** results

TEST 67

0 A catch B pick C find D gain



A GOOD START TO A HOLIDAY

I had never been to Denmark before, so when I set out to (0) the ferry in early May, I little (1) that by the end of the trip I'd have made such lasting friendships.

Esjberg is a (2) port for a cyclist's arrival, where tourist information can be (3) and money changed. A cycle track (4) out of town and down to Ribe, where I spent my first night. The only appointment I had to (5) was a meeting with a friend who was flying out in June. I wanted to (6) my time well, so I had planned a route which would (7) several small islands and various (8) of the countryside.

In my (9) , a person travelling alone sometimes meets with unexpected hospitality, and this trip was no (10) On only my second day, I got into conversation with a cheerful man who turned (11) to be the local baker. He insisted that I should (12) his family for lunch, and, while we were eating, he contacted his daughter in Odense. Within minutes, he had (13) for me to visit her and her family. Then I was (14) on my way with a fresh loaf of bread to keep me (15) , and the feeling that this would turn out to be a wonderful holiday.

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|----|--------------|-------------|---------------|---------------|
| 1 | A wondered | B suspected | C doubted | D judged |
| 2 | A capable | B ready | C favourable | D convenient |
| 3 | A met | B united | C established | D obtained |
| 4 | A leads | B rides | C moves | D connects |
| 5 | A do | B support | C keep | D maintain |
| 6 | A take | B serve | C exercise | D use |
| 7 | A include | B contain | C enclose | D consist |
| 8 | A sectors | B parts | C zones | D places |
| 9 | A experience | B knowledge | C observation | D information |
| 10 | A difference | B change | C exception | D contrast |
| 11 | A up | B out | C in | D over |
| 12 | A greet | B see | C join | D approach |
| 13 | A arranged | B fixed | C settled | D ordered |
| 14 | A passed | B sent | C begun | D put |
| 15 | A doing | B making | C being | D going |