

TEST 11

0 A believe B imagine C realise D suppose

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

PAPER

'Just (0) a day without paper,' reads one advertisement for a Finnish paper company. It adds, 'You almost (1) see our products every day.' And they're right. But in most industrial countries, people are so (2) to paper – whether it's for holding their groceries, for drying their hands or for (3) them with the daily news – that its (4) in their daily lives passes largely unnoticed.

At one (5) paper was in short supply and was used mainly for important documents, but more recently, growing economies and new technologies have (6) a dramatic increase in the (7) of paper used. Today, there are more than 450 different grades of paper, all designed for a different (8)

Decades ago, some people predicted a 'paperless office'. (9), the widespread use of new technologies has gone hand-in-hand with an increased use of paper. Research into the relationship between paper use and the use of computers has shown that the general (10) is likely to be one of growth and interdependence.

However, the costs (11) in paper production, in terms of the world's land, water and air resources, are high. This (12) some important questions. How much paper do we really need and how much is wasted?

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|----|--------------|---------------|-----------------|-----------------|
| 1 | A positively | B obviously | C certainly | D absolutely |
| 2 | A conscious | B acquainted | C familiar | D accustomed |
| 3 | A providing | B delivering | C contributing | D giving |
| 4 | A task | B operation | C service | D role |
| 5 | A time | B instance | C date | D occasion |
| 6 | A called on | B come around | C brought about | D drawn up |
| 7 | A total | B portion | C number | D amount |
| 8 | A point | B goal | C purpose | D result |
| 9 | A Instead | B Besides | C Otherwise | D Alternatively |
| 10 | A method | B order | C trend | D system |
| 11 | A involved | B contained | C held | D connected |
| 12 | A puts | B raises | C gets | D places |

TEST 12

0 A known B common C popular D normal

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

THE MUSTARD SHOP

Norwich, a city in the east of England, is a (0) shopping centre for thousands of people. In particular, visitors love to (1) the small, unusual shops hidden away in Norwich's narrow streets. The Mustard Shop is usually high on everybody's (2) of interesting shops to see.

The (3) between mustard, a type of sauce, and Norwich (4) back to the nineteenth century. Jeremiah Colman began to make mustard in 1814 in a nearby village. The yellow fields, full of mustard flowers whose seeds were required for Colman's factory, soon changed the appearance of the local (5) The company (6) rapidly and in 1854 it moved to a suburb on the (7) of Norwich. By this time, Colman's mustard was famous in many countries. The company is still in (8) and many people continue to enjoy eating mustard with meat, cheese and other food.

In 1973, the company opened The Mustard Shop. It is a careful reproduction of a typical mustard shop of a hundred years ago and sells a wide (9) of mustards. Upstairs there is a small museum where visitors can (10) a collection of old Colman's posters and an exhibition (11) the history of mustard. It is a shop not to be (12) when visiting Norwich.

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|----|--------------|--------------|--------------|----------------|
| 1 | A explore | B enquire | C research | D analyse |
| 2 | A account | B brochure | C list | D guide |
| 3 | A join | B tie | C union | D link |
| 4 | A comes | B goes | C belongs | D leads |
| 5 | A view | B scenery | C background | D nature |
| 6 | A expanded | B enlarged | C increased | D strengthened |
| 7 | A limits | B frontiers | C sides | D outskirts |
| 8 | A reality | B fact | C existence | D force |
| 9 | A amount | B extent | C range | D set |
| 10 | A review | B watch | C examine | D remark |
| 11 | A explaining | B announcing | C expressing | D discovering |
| 12 | A unnoticed | B missed | C escaped | D left |

TEST 13

0 A advantage B benefit C profit D gain

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

THE PERFORMING ARTS

In the past, British children were frequently encouraged to try out their performing skills for the (0) of adults. They did this by reading aloud, acting or (1) a musical instrument. As they (2) up they were taken to public places of entertainment – the theatre, opera, circus or ballet. They looked forward to these (3) with great (4) and would remember and discuss what they had seen for many weeks afterwards. But nowadays television and computers (5) an endless stream of easily (6) entertainment, and children quickly accept these marvellous (7) as a very ordinary part of their everyday lives. For many children, the sense of witnessing a very (8) live performance is gone forever.

But all is not lost. The (9) of a TV set may have encouraged a very lazy response from (10) in their own homes, but the (11) of those with ambitions to become performing artists themselves does not seem to have been at all diminished. And live performances in public are still relatively (12), albeit with an older, more specialist audience.

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|----|---|---------------|---|------------|---|-----------|---|-------------|
| 1 | A | controlling | B | handling | C | doing | D | playing |
| 2 | A | developed | B | grew | C | advanced | D | brought |
| 3 | A | circumstances | B | occasions | C | incidents | D | situations |
| 4 | A | sensation | B | action | C | thrill | D | excitement |
| 5 | A | supply | B | send | C | stock | D | store |
| 6 | A | applicable | B | convenient | C | available | D | free |
| 7 | A | designs | B | inventions | C | exhibits | D | appearances |
| 8 | A | special | B | peculiar | C | specific | D | particular |
| 9 | A | attendance | B | presence | C | being | D | company |
| 10 | A | spectators | B | onlookers | C | viewers | D | listeners |
| 11 | A | want | B | appeal | C | pressure | D | desire |
| 12 | A | famous | B | favourite | C | popular | D | approved |

TEST 14

0 A consider B know C call D label

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

SHOPPING MALLS

Victor Gruen, an American architect, revolutionised shopping in the 1950s by creating the type of shopping centre that we now (0) a shopping mall.

Gruen's (1) was to provide a pleasant, quiet and spacious shopping environment with large car parks, which usually (2) building in the suburbs. He also wanted people to be able to shop in all kinds of weather. He (3) on using building designs that he knew people would feel (4) with, but placed them in landscaped 'streets' that were entirely enclosed and often covered with a curved glass roof. This was done to (5) some of the older shopping arcades of city centres, but while these housed only small speciality shops, Gruen's shopping malls were on a much grander (6)

Access to the whole shopping mall was gained by using the main doors, which (7) the shopping 'streets' from the parking (8) outside. As there was no need to (9) out bad weather, shops no longer needed windows and doors, and people could wander (10) from shop to shop. In many cities, shopping malls now (11) much more than just shops; cinemas, restaurants and other forms of entertainment are also (12) in popularity.

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|----|----------------|-------------|---------------|--------------|
| 1 | A direction | B aim | C search | D view |
| 2 | A resulted | B sought | C intended | D meant |
| 3 | A insisted | B demanded | C requested | D emphasised |
| 4 | A favourable | B agreeable | C comfortable | D enviable |
| 5 | A model | B imitate | C repeat | D shadow |
| 6 | A measure | B height | C size | D scale |
| 7 | A disconnected | B withdrew | C separated | D parted |
| 8 | A strips | B lines | C areas | D plots |
| 9 | A hold | B get | C stay | D keep |
| 10 | A freely | B loosely | C simply | D entirely |
| 11 | A contain | B concern | C consist | D compose |
| 12 | A becoming | B growing | C raising | D advancing |

TEST 15

0 A learn B capture C discover D get

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

Learning to make a perfect pizza

According to the European Pizza-Makers' Association, making a good pizza is not a straightforward skill to (0) The ingredients seem very simple: flour, yeast, water and a bit of salt. (1) , water and flour can easily (2) a rather unappetizing gluey mix, and anyone who has eaten a (3) quality pizza will know how bad it can make your stomach (4)

'In Italy, 70 per cent of pizza makers could improve on their product, not to (5) all the pizza makers around the world who (6) uneatable meals,' says Antonio Primiceri, the Association's founder. He has now started a pizza school in an attempt to (7) the reputation of this traditional dish. As part of an (8) course, the students at Mr Primiceri's school are taught to (9) common mistakes, produce a good basic mixture, add a tasty topping and cook the pizza properly. 'Test the finished pizza by breaking the crust,' advises Mr Primiceri. 'If the soft (10) inside the pizza is white, clean and dry, it's a good pizza. If it is not like this, the pizza will (11) your stomach. You will feel (12) full and also thirsty.'

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|----|------------------|-----------|-----------------|---------------|
| 1 | A However | B Despite | C Although | D Conversely |
| 2 | A make out | B take up | C put out | D turn into |
| 3 | A sad | B poor | C short | D weak |
| 4 | A sense | B do | C feel | D be |
| 5 | A state | B mention | C remark | D tell |
| 6 | A submit | B give | C provide | D deal |
| 7 | A save | B hold | C deliver | D return |
| 8 | A extensive | B extreme | C intensive | D intentional |
| 9 | A pass | B escape | C miss | D avoid |
| 10 | A spot | B part | C side | D slice |
| 11 | A worry | B upset | C ache | D depress |
| 12 | A discouragingly | B tightly | C uncomfortably | D heavily |