



A company intranet can , of course, be used for unimportant information like office memos or canteen menus. But an intranet should (6)\_\_\_\_\_ important information which people need to make decision about new products, costs and so on. The intranet is (7)\_\_\_\_\_ to share their information with other people. (8)\_\_\_\_\_, many departments don't want to share their specialist knowledge with others. Another problem which often occurs is (9)\_\_\_\_\_ top managers like to use the intranet to “ communicate down” rather than to “ communicate across”. That is, they use the intranet to give orders, not to (10)\_\_\_\_\_ information between themselves and others working in the same organization.

- Question 1. A. large                      B. jointed                      C single                      D. branch  
 Question 2. A. contact                      B. introduce                      C distinguish                      D. compare  
 Question 3. A. is                      B. is said                      C indicates                      D. means  
 Question 4. A. parts                      B. information                      C elements                      D. properties  
 Question 5. A. on                      B. with                      C of                      D. to  
 Question 6. A. bring                      B. provide                      C give                      D. take  
 Question 7. A. likely                      B. willing                      C going                      D. happened  
 Question 8. A. Luckily                      B. Consequent ly                      C However                      D. Unfortunately  
 Question 9. A. that                      B. what                      C which                      D. it  
 Question 10. A. change                      B. exchange                      C transform                      D. transit

### EXERCISE 3

In Britain, the average young person now spends more money on games each year than on going to the cinema or renting videos. But is this (1)\_\_\_\_\_ a bad thing? For years, newspaper reports have been (2)\_\_\_\_\_ that children who spend too much time playing computer games become unsociable, bad-tempered, even violent as a (3)\_\_\_\_\_. But new research, (4)\_\_\_\_\_ out in both Europe and the USA, suggests that the opposite may be true. Indeed, playing some of the more complicated games may help people of all ages to improve certain skills. Researchers claim that this is because the games (5)\_\_\_\_\_ the brain work harder in certain ways, like (6)\_\_\_\_\_ sounds and movements quickly and identifying what they are. The fact that people play the games repeatedly (7)\_\_\_\_\_ that they get a lot of practice in these skills which are therefore likely to become highly developed. Social skills may benefit, too. Researchers in Chicago think that fans of first- person shooter games (8)\_\_\_\_\_ “Counterstrike” are better than non-players when it comes to building trust and co-operation, and that this (9)\_\_\_\_\_ them to make good friendships and become strong members of their communities. So rather than (10)\_\_\_\_\_ up computer games, perhaps young people need to spend more time on them?

Question 1.	A. necessarily	B. certainly	C. fully	D. nearly
Question 2.	A. speaking	B. informing	C. telling	D. saying
Question 3.	A. product	B. result	C. reason	D. conclusion
Question 4.	A. worked	B. thought	C. turned	D. carried
Question 5.	A. make	B. force	C. push	D. keep
Question 6.	A. realizing	B. noticing	C. imagining	D. solving
Question 7.	A. means	B. asks	C. brings	D. causes
Question 8.	A. in order to	B. such as	C. due to	D. as well as
Question 9.	A. supports	B. helps	C. shows	D. serves
Question 10.	A. giving	B. ending	C. taking	D. stopping

#### EXERCISE 4

In the United States and Canada, it is very important to (1) \_\_\_\_\_ a person directly in the eyes when you are having a conversation (2) \_\_\_\_\_ him or her. If you look down or to the side when the (3) \_\_\_\_\_ person is talking, that person will think that you are not interested in (4) \_\_\_\_\_ he or she is saying. This, (5) \_\_\_\_\_, is not polite. If you look down or to the side when you are talking, it might (6) \_\_\_\_\_ that you are not honest. However, people who are speaking will sometimes look away for (7) \_\_\_\_\_ seconds when they are thinking or (8) \_\_\_\_\_ to find the right word. But they always turn immediately (9) \_\_\_\_\_ to look the listener directly in the eyes. These social "rules" are (10) \_\_\_\_\_ for two men, two women, a man and a woman, or an adult and a child.

Question 1:	A. talk	B. notice	C. get	D. look
Question 2:	A. with	B. to	C. for	D. about
Question 3:	A. others	B. another	C. one	D. other
Question 4:	A. which	B. what	C. that	D. where
Question 5:	A. yet	B. in addition	C. of course	D. although
Question 6:	A. become	B. come	C. seem	D. turn
Question 7:	A. a little	B. a few	C. little	D. few
Question 8:	A. trying	B. looking	C. achieving	D. managing
Question 9:	A. up	B. back	C. down	D. over
Question 10:	A. like	B. the same	C. likely	D. such as

#### EXERCISE 5

Face-to-face conversation is two-way process: You speak to me, I reply to you and so on.

Two-way (1) \_\_\_\_\_ depends on having a coding system that is understood by both (2) \_\_\_\_\_ and receiver, and an agreed convention about (3) \_\_\_\_\_ the beginning and end of the (4) \_\_\_\_\_. In speech, the coding system is the language like English or Spanish; the convention that one person speaks at a time may seem too obvious to (5) \_\_\_\_\_. In fact, the (6) \_\_\_\_\_ that people use in conversations and meetings are often non-verbal. For example, lowering the pitch of the voice may mean the end of a sentence; a sharp intake of breath may signal the desire to (7) \_\_\_\_\_, catching the chairman's (8) \_\_\_\_\_ may indicate the desire to speak in a formal setting like a (9) \_\_\_\_\_, a clenched fist may indicate anger. When these (10) \_\_\_\_\_ signals are not possible, more formal signals may be needed.

Question 1: A. interchange    B. exchange    C. correspondence    D. communication

Question 2: A. announcer    B transmitter    C messenger    D sender

Question 3: A. signing    B Symbolizing    C. signalling    D showing

Question 4: A. message    B topic    C idea    D theme

Question 5: A. judge    B mention    C recognize    D notice

Question 6: A. signals    B symptoms    C symbols    D signs

Question 7: A. interchange    B interfere    C interrupt    D intercept

Question 8: A. elbow    B eye    C shoulder    D hand

Question 9: A. chat    B debate    C broadcast    D lecture

Question 10: A. visual    B auditory    C verbal    D sensory

## EXERCISE 6

If you're an environmentalist, plastic is a word you tend to say with a sneer or a snarl. It has become a symbol of our wasteful, throw-away society. But there seems little doubt it is here to stay, and the truth is, of course, that plastic has brought enormous ( 1) \_\_\_\_\_ even environmental evil- it's the way society chooses to uses and ( 2) \_\_\_\_\_ them. Almost all the 50 or so different kinds of modern plastic are made from oil, gas or coal-non-renewable natural ( 3) \_\_\_\_\_. We ( 4) \_\_\_\_\_ well over three million tones of the stuff in Britain each year and, sooner or later, most of it is thrown away. A high ( 5) \_\_\_\_\_ of our annual consumption is in the form of packaging, and this ( 6) \_\_\_\_\_ about seven per cent by weight of our domestic refuse. Almost all of it could be recycled, but very little of it is, though the plastic recycling (7) \_\_\_\_\_ is growing fast. The plastics themselves are extremely energy-rich- they have a higher calorific (8) \_\_\_\_\_ than coal and one (9) \_\_\_\_\_ of "recovery" strongly favoured by the plastic manufacturers is the (10) \_\_\_\_\_ of waste plastic into a fuel.

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- Question 1. A. savings      B. pleasures      C. benefits      D. profits
- Question 2. A. abuse      B. endanger      C. store      D. dispose
- Question 3. A. processes      B. resources      C. products      D. fuels
- Question 4. A. import      B. consign      C. remove      D. consume
- Question 5. A. amount      B. proportion      C. portion      D. rate
- Question 6. A. makes      B. carries      C. takes      D. constitutes
- Question 7. A. industry      B. manufacture      C. plant      D. factory
- Question 8. A. demand      B. effect      C. value      D. degree
- Question 9. A. medium      B. method      C. measure      D. mechanism
- Question 10. A. melting      B. Conversion      C. change      D. replacement

## EXERCISE 7

### POLAR BEARS

Polar bears are in danger of dying out. (1) \_\_\_\_\_ someother endangered animals, it's not hunters that are the problem, it's climate change. Since 1979, the ice cap at the Arctic Circle where the polar bears live has (2) \_\_\_\_\_ in size by about 30 percent. The temperature in the Arctic has slowly been (3) \_\_\_\_\_ and this is (4) \_\_\_\_\_ the sea ice to melt, endangering the polar bears' home.

The polar bears' main (5) \_\_\_\_\_ of food are the different types of seal found in the Arctic. They catch them by waiting next to the air holes the seals have (6) \_\_\_\_\_ in the ice. (7) \_\_\_\_\_ the bears are very strong swimmers, they could never catch seals in the water. This means that the bears (8) \_\_\_\_\_ do rely on the ice to hunt.

Polar bears also need sea ice to travel. They can (9) \_\_\_\_\_ a huge territory and often swim from one part of the ice to another. They have been known to swim up to 100km, but when there is less ice, they may have to swim further and this can (10) \_\_\_\_\_ fatal to the bears. A number of bears have drowned in the last few years and scientists believe that it is because they were not able to reach more sea ice before they became too tired and couldn't swim any further.

- Question 1: A. Opposite            B. Compared            C. Unlike            D. Different
- Question 2: A. cut            B. reduced            C. shortened            D. lost
- Question 3: A. lifting            B. gaining            C. advancing            D. rising
- Question 4: A. resulting            B. turning            C. causing            D. creating
- Question 5: A. sources            B. means            C. origins            D. materials
- Question 6: A. placed            B. set            C. brought            D. made
- Question 7: A. Even            B. Although            C. As            D. Despite
- Question 8: A. really            B. properly            C. surely            D. fully
- Question 9: A. pass            B. extend            C. cover            D. spread
- Question 10: A. prove            B. happen            C. come            D. end

## EXERCISE 8

The Industrial Revolution in Britain was built on the use of machines in factories. Since the 1950s, Britain's (1) \_\_\_\_\_ industries have replaced machine operators with computers, and this (2) \_\_\_\_\_ has led to a decline in the number of (3) \_\_\_\_\_ in many factories. Goods are bought and used much more than ever before but a lot of these goods are imported. By the beginning of the 20th century, other industrial countries like the USA were (4) \_\_\_\_\_ with Britain's exports, and countries in the Far East have been able to provide cheaper (5) \_\_\_\_\_ since the 1970s. Areas located with heavy industries are suffering high unemployment. During the last 30 years, there has been a constant rise in smaller industries (6) \_\_\_\_\_ as "light industries". These ones use electricity and are not (7) \_\_\_\_\_ on raw materials such as coal so they are "footloose", i.e. they can be located anywhere. They produce such things as washing machines or spare (8) \_\_\_\_\_. Some of these industries produce nothing at all, but provide services like distribution. The consumer boom of the 1980s and the increased leisure time of most Britons have led to rapid (9) \_\_\_\_\_ in service industries like banking, tourism, retailing and information processing, and in industries which distribute, maintain, and repair (10) \_\_\_\_\_ consumer goods.

1.	A. manufacturing	B big	C. large	D. running
2.	A. replacement	B change	C. exchange	D. automation
3.	A. employers	B employees	C. labors	D. servers
4.	A. working	B familiar	C. competing	D. fed up
5.	A. things	B products	C. produce	D. imports
6.	A. considered	B regarded	C. known	D. worked
7.	A. dependent	B reliable	C. dependable	D. command
8.	A. details	B parts	C. sections	D. gadgets
9.	A. growth	B increase	C. expansion	D. extension
10.	A. everyday	B home	C. household	D. expensive

## EXERCISE 9

Not everybody recognizes the benefits of new developments in communications technology. Indeed, some people fear that text messaging may actually be having a negative (1) \_\_\_\_\_ on young people's communication and language skills, especially when we hear that primary school children may be at (2) \_\_\_\_\_ of becoming addicted to the habit. So widespread has texting become, however, that even pigeons have started doing it. (3) \_\_\_\_\_, in this case, it's difficult to view the results as anything but positive.

Twenty of the birds are about to (4) \_\_\_\_\_ to the skies with the task of measuring air pollution, each (5) \_\_\_\_\_ with sensor equipment and a mobile phone. The (6) \_\_\_\_\_ made by the sensors will be automatically (7) \_\_\_\_\_ into text messages and beamed to the Internet - where they will appear on a dedicated 'pigeon blog'.

The birds will also each have a GPS receiver and a camera to capture aerial photos, and researchers are building a tiny 'pigeon kit' containing all these (8) \_\_\_\_\_. Each bird will carry these in a miniature backpack, (9) \_\_\_\_\_, that is, from the camera, which will hang around its neck. The data the pigeons text will be displayed in the (10) \_\_\_\_\_ of an interactive map, which will provide local residents with up-to-the-minute information on their local air quality.

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|--------------|-------------|---------------|--------------|--------------|
| Question 1.  | A. result   | B. outcome    | C effect     | D conclusion |
| Question 2.  | A danger    | B threat      | C risk       | D peril      |
| Question 3.  | A Therefore | B What's more | C Whereas    | D That is    |
| Question 4.  | A make      | B launch      | C reach      | D take       |
| Question 5.  | A armed     | B loaded      | C granted    | D stocked    |
| Question 6.  | A studies   | B readings    | C reviews    | D inquiries  |
| Question 7.  | A adapted   | B converted   | C revised    | D applied    |
| Question 8.  | A gadgets   | B utensils    | C appliances | D implements |
| Question 9.  | A instead   | B except      | C apart      | D besides    |
| Question 10. | A. shape    | B. way        | C. form      | D. size      |

## EXERCISE 10

Education is more important today than ever before. It helps people acquire the skills they need for such everyday (1) \_\_\_\_\_ as reading a newspaper or managing their money. It also gives them the specialized training they may need to (2) \_\_\_\_\_ for a job or career. For example, a person must meet certain educational requirements and obtain a (3) \_\_\_\_\_ or certificate before he can practice law or medicine. Many fields, like computer operation or police work, (4) \_\_\_\_\_ satisfactory completion of special training courses.

Education is also important (5) \_\_\_\_\_ it helps people get more out of life. It increases their knowledge and understanding of the world. It helps them acquire the skills that make life more interesting and enjoyable, (6) \_\_\_\_\_ the skills needed to participate in a sport, paint a picture, or play a musical (7) \_\_\_\_\_. Such education becomes (8) \_\_\_\_\_ important as people gain more and more leisure time.

Education also helps people adjust to change. This habit has become necessary because social changes today take place with increasing speed and (9) \_\_\_\_\_ the lives of more and more people. Education can help a person understand these changes and provide him (10) \_\_\_\_\_ the skills for adjusting to them.

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Question 1: A. works	B. jobs	C. actions	D. activities
Question 2: A. do	B. prepare	C. make	D. work
Question 3: A. license	B. card	C. diploma	D. paper
Question 4: A. requires	B. requiring	C. require	D. to require
Question 5: A. therefore	B. despite	C. although	D. because
Question 6: A. such as	B. for instance	C. such that	D. for example
Question 7: A. appliance	B. equipment	C. instrument	D. device
Question 8: A. increased	B. increasing	C. increase	D. increasingly
Question 9: A. effect	B. affect	C. affective	D. effective ^
Question 10: A. with	B. for	C. in	D. to

