

MULTI-LEVEL READING TEST

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

The arm of Liberty

The Statue of Liberty is probably the most famous icon of the USA. It was built to celebrate the end of slavery, and later became a symbol for freedom among immigrants. The (1)_____ depicts Libertas, the Roman goddess of liberty. And the torch she carries high above her outstretched arm represents a light that guides people along the path to (2)_____. Interestingly, however, (3)_____ looks different from the way the designer first intended.

The idea for the statue came from a poet, Édouard de Laboulaye. When the American Civil war ended, he wanted to commemorate the end of the slave trade with a gift. He and other people who opposed (4)_____ raised money and hired a sculptor, Frédéric-Auguste Bartholdi, to design the (5)_____. Bartholdi later employed the French engineer, Gustave Eiffel, to devise its structure. Eiffel, who would subsequently build the famous tower in Paris, was already a well-known designer of railway bridges. So he knew how to build robust structures that are flexible and safe in strong winds. This feature was necessary because the (6)_____ in New York harbor are extremely strong. Today, the top of her (7)_____ swings over 15cm when the wind is blowing at 50 miles per hour.

At first, visitors could climb a ladder to the (8)_____ in Liberty's arm, but in 1916, there was an explosion on a nearby island. It damaged the statue and made it unsafe, and the stairway to the torch has been closed ever since. During restoration work in the 1980s, engineers noticed that the structure inside Liberty's head, shoulders, and arm were different from how they were shown on Eiffel's plans. They thought that the builders had made mistakes, but some historians believed that Bartholdi had changed Eiffel's design. The newly discovered papers confirm those theories.

Read the texts 9-14 and the statements A-J. Decide which text matches with the situation described in the statements.

Each statement can be used ONCE only. There are FOUR extra statements which you do not need to use.

Jack, can you bring the bicycle you borrowed to my house today?
Thanks,
Karl

9

BUSES TO THE CITY CENTRE
LEAVE THIS BUS STOP EVERY 20 MINUTES

10

Harry is contacting Tom to

Tom,
My mum forgot to get us any snacks! Can you bring some when you come to my house tonight? Jake's bringing lots of CDs!
Harry

11

Ciara is texting Ben to

Ben,
I m at the cinema – where are you? Film starts in 2 minutes!
Ciara

12

What is Mum reminding Billy to do?

Billy,
Your sandwiches are in the fridge – put them in your lunchbox.
Don't forget!
Mum

13

PUPILS SHOULD BRING MONEY FOR THE SCHOOL TRIP BY FRIDAY AT THE LATEST

14

- A. it will be 20 minutes before a city centre bus leaves from this stop
- B. warn him he'll be late for the film
- C. Jack is invited to meet Karl at his house and go cycling
- D. you can get buses to the centre from here every 20 minutes
- E. Pupils have until Friday to pay for the school trip
- F. ask him to contact her about the film
- G. ask him to take food with him tonight
- H. add his sandwiches to his lunchbox
- I. Pupils are late paying for the school trip on Friday
- J. Jack has to return the bike that Karl lent him

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Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below.

There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once.

List of headings

- A. British chemists' achievement (example)
- B. The creation of six-membered rings
- C. Products produced by Diels-Alder reactions
- D. The large receptor molecule designed by British chemists
- E. The drawback of the receptor
- F. The Diels-Alder reaction
- G. Fast reactions due to the receptor
- H. Further efforts to be made on the receptor

- 15.Paragraph I
- 16.Paragraph II
- 17.Paragraph III
- 18.Paragraph IV
- 19.Paragraph V
- 20.Paragraph VI

- I. Jeremy Sanders and his colleagues at the University of Cambridge have designed and synthesized a large cyclic "receptor" molecule, which makes one such reaction proceed almost 60,000 times as fast as usual. The receptor is similar to another built last year by the same team (New Scientist, Science, 1 February 1992). It consists of a ring of three porphyrin molecules linked by bridging chemical groups. Each porphyrin molecule contains a zincion at its centre. The central cavity of the new receptor is slightly smaller than before, and the researchers have also anchored pyridine groups to two of the zincions to act as bonding sites.
- II. Sanders and his colleagues have used their receptor to speed up and control the products of the so-called Diels-Alder reaction, a mainstay of chemical synthesis. The reaction occurs between two molecules - a "diene", which has two carbon-carbon bonds separated by a single bond, and a diene-seeking molecule, or "dienophile". In the right conditions, these two molecules transfer the electrons involved in their double bonds from atom to atom to form new bonds that complete a ring of six carbon atoms with a single double bond. The creation of such six-membered rings is the crucial first step in making many pharmaceuticals and agrochemical.
- III. Some Diels-Alder reactions are too slow to be useful industrially. The researchers, therefore, designed their receptor so that it would hold the diene and dienophile, via the pyridine (Py) groups, in the right positions to react quickly. According to Sanders, the receptor acts like a "molecular reaction vessel in which the effective concentration of reactants can be increased dramatically, so allowing a fast reaction".
- IV. Normally, Diels-Alder reactions produce a mixture of two products. But because in the receptor the reactants are forced into a specific orientation relative to each other, only one of the two possible products can form.
- V. Sanders hopes to modify the receptor to bring together in the cavity two molecules that do not normally react. This could lead to be the synthesis of compounds which everyday synthetic chemistry cannot make.
- VI. The receptor differs from an enzyme or other catalyst in one important respect. Only a tiny amount of an enzyme is needed to make a reaction thousands of times faster, but large quantities of the receptor are needed to make a significant difference to the speed of a reaction. However, Sanders is confident that in the future his team will be able to increase the turnover or able to increase the turnover of reactants by designing new features into the receptor. This would reduce the amount of receptor needed to speed up a reaction by a given amount. The researchers report further details of their results in the latest issue of Journal of the Chemical Society, Chemical Communications (p. 458).

Read the following text for questions 21-29

The creation myth

It is a myth that creative people are born with their talents: gifts from God or nature. Creative genius is, in fact, latent within many of us, without our realising. But how far do we need to travel to find the path to creativity? For many people, a long way. In our everyday lives, we have to perform many acts out of habit to survive, like opening the door, shaving, getting dressed, walking to work, and so on. If this were not the case, we would, in all probability, become mentally unhinged. So strongly ingrained are our habits, though this varies from person to person, that, sometimes, when a conscious effort is made to be creative, automatic response takes over. We may try, for example, to walk to work following a different route, but end up on our usual path. By then it is too late to go back and change our minds. Another day, perhaps. The same applies to all other areas of our lives. When we are solving problems, for example, we may seek different answers, but, often as not, find ourselves walking along the same well-trodden paths.

So, for many people, their actions and behaviour are set in immovable blocks, their minds clogged with the cholesterol of habitual actions, preventing them from operating freely, and thereby stifling creation. Unfortunately, mankind's very struggle for survival has become a tyranny - the obsessive desire to give order to the world is a case in point. Witness people's attitude to time, social customs and the panoply of rules and regulations by which the human mind is now circumscribed.

The groundwork for keeping creative ability in check begins at school. School, later university and then work teach us to regulate our lives, imposing a continuous process of restrictions, which is increasing exponentially with the advancement of technology. Is it surprising then that creative ability appears to be so rare? It is trapped in the prison that we have erected. Yet, even here in this hostile environment, the foundations for creativity are being laid; because setting off on the creative path is also partly about using rules and regulations. Such limitations are needed so that once they are learnt, they can be broken.

The truly creative mind is often seen as totally free and unfettered. But a better image is of a mind, which can be free when it wants, and one that recognises that rules and regulations are parameters, or barriers, to be raised and dropped again at will. An example of how the human mind can be trained to be creative might help here. People's minds are just like tense muscles that need to be freed up and the potential unlocked. One strategy is to erect artificial barriers or hurdles in solving a problem. As a form of stimulation, the participants

in the task can be forbidden to use particular solutions or to follow certain lines of thought to solve a problem. In this way they are obliged to explore unfamiliar territory, which may lead to some startling discoveries. Unfortunately, the difficulty in this exercise, and with creation itself, is convincing people that creation is possible, shrouded as it is in so much myth and legend. There is also an element of fear involved, however subliminal, as deviating from the safety of one's own thought patterns is very much akin to madness. But, open Pandora's box, and a whole new world unfolds before your very eyes.

Lifting barriers into place also plays a major part in helping the mind to control ideas rather than letting them collide at random. Parameters act as containers for ideas, and thus help the mind to fix on them. When the mind is thinking laterally, and two ideas from different areas of the brain come or are brought together, they form a new idea, just like atoms floating around and then forming a molecule. Once the idea has been formed, it needs to be contained or it will fly away, so fleeting is its passage. The mind needs to hold it in place for a time so that it can recognise it or call on it again. And then the parameters can act as channels along which the ideas can flow, developing and expanding. When the mind has brought the idea to fruition by thinking it through to its final conclusion, the parameters can be brought down and the idea allowed to float off and come in contact with other ideas.

For questions 21-24, choose the correct answer A, B, C, or D. Mark your answers on the answer sheet.

21. According to the writer, creative people ...

- A. are usually born with their talents
- B. are born with their talents
- C. are not born with their talents
- D. are geniuses

22. According to the writer, creativity is ...

- A. a gift from God or nature
- B. an automatic response
- C. difficult for many people to achieve
- D. a well-trodden path

23. According to the writer, ...

- A. the human race's fight to live is becoming a tyranny
- B. the human brain is blocked with cholesterol
- C. the human race is now circumscribed by talents
- D. the human race's fight to survive stifles creative ability

24. Advancing technology ...

- A. holds creativity in check
- B. improves creativity
- C. enhances creativity
- D. is a tyranny

For questions 25-29, decide if the following statements agree with the information given in the text.

25. Rules and regulations are examples of parameters

- A) True B) False C) No Information

26. The truly creative mind is associated with the need for free speech and a totally free society.

- A) True B) False C) No Information

27. One problem with creativity is that people think it is impossible.

- A) True B) False C) No Information

28. The act of creation is linked to madness.

- A) True B) False C) No Information

29. Parameters help the mind by holding ideas and helping them to develop.

- A) True B) False C) No Information

Part 5

Read the text below and answer Questions 30-35.

TRAIN TRAVEL INFORMATION

We offer several distinct options for you to choose the ticket that suits you best.

TICKET TYPE – DISCOUNT* – NOTES

Standard returns – 20% – return within 60 days of outward trip

Same day returns – 25% – ticket cannot be altered or refunded

Children – 40% – children between 4 and 11

Students – 25% – student card must be shown

Senior citizens – 25% – seniors card must be shown

Groups (10-25 people) – 15% – discount on each section of the trip

Globe-trotter tickets – according to ticket – Railpass, Tourist Card, Econopass

* Only one discount may apply to each fare.

CHANGES AND REFUNDS

Tickets may be refunded not later than 5 minutes before the departure of the train for a charge of 15% of the ticket price, or the journey may be changed to another day for a charge of 10% of the ticket price. (Not applicable to same day returns.)

CHANGES FOR SAME DAY TRAVEL

You may change your ticket once without charge for a journey on the same day as the original ticket.

INFORMATION OF INTEREST TO TRAVELLERS

When you buy your ticket it is up to you to check that the dates and times of the journey on it are exactly as you requested.

Ticket control and access to each train platform will be open until 2 minutes before departure of the train.

Each traveller may take one suitcase and one item of hand luggage. You may also check in 15 kgs of luggage not later than 30 minutes before departure, at no extra charge.

If you would like to charter a train, or make reservations for over 25 passengers travelling together, call the Sales Department.

OUR TIMETABLE IS GUARANTEED

If the arrival of your train at your destination is delayed by more than 5 minutes according to the timetable, we will refund the full price of your ticket if the delay is caused by our company.

Questions 30-35

Complete the summary below.

Choose NO MORE THAN THREE WORDS from the text for each answer.

Write your answers in boxes 8-14 on your answer sheet.

An elderly person who is also studying full-time receives a concession of (30)_____. Large groups people who want to reserve seats should get in touch with the (31)_____. If travellers cancel their trip, they will usually receive back

the ticket price less (32) _____ , or they may change the date of their trip by paying (33) _____ of the original value. These concessions do not apply in the case of same day returns. It is the passenger's responsibility to make sure the (34) _____ and _____ are correct.

Travellers should ensure they are ready to board the train with at least (35) _____ to spare. They may take a suitcase with them in the carriage as well as hand luggage. A traveller may check in 15 kilos maximum weight of luggage but this must be done at least 30 minutes before the train leaves.

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