

IELTS General Reading - Exams 6

IELTS General Reading Passage 1

Questions 1-5

THE AUTHENTIC TASTE OF THAILAND

CHANGTOM

THAI RESTAURANT AND HOTEL

12-3 6-12 CLOSED SUNDAYS

- SET IN 40 ACRES OF SCENIC WOODLAND
- OUTSIDE DINING AREA
- FRESH PRODUCE ALWAYS USED
- CREDIT CARDS ACCEPTED
- SEATING FOR UP TO 50
- FULLY LICENSED BAR.
- SMALL FUNCTION ROOM AVAILABLE FOR HIRE
- LUXURY ACCOMMODATION AVAILABLE
- EASY PARKING
- VIEWS OVER BEAUTIFUL LANDSCAPED GARDENS

**FOR THE FINEST STANDARDS OF
CUISINE & SERVICE**

JACK'S

TRADITIONAL AND AMERICAN RESTAURANT

**For a Family Treat or
that Special Occasion...**

- SUPERB SELECTION OF CLASSIC AMERICAN BURGERS & STEAKS
- FISH & CHIPS & VEGETARIAN PLUS CHILDREN'S MENU
- LICENSED BAR
- WEDDINGS & PARTY BOOKINGS WELCOME
- TAKEAWAY SERVICE

**LUNCHTIMES
TUESDAY-SATURDAY
EVENINGS
WEDNESDAY - SATURDAY**

MOGUL EXPRESS INDIAN TAKEAWAY

ENJOY FINE INDIAN FOOD IN THE COMFORT OF YOUR HOME
OPEN 7 DAYS A WEEK INCLUDING PUBLIC HOLIDAYS
GOOD PARKING FACILITIES
HOME DELIVERY SERVICE WITHIN A 4-MILE RADIUS OF
OUR TAKEAWAY - SMALL CHARGE

TEL: NORWICH 420988/588980

**TOP UK TAKEAWAY AWARD & HYGIENE & QUALITY AWARD
FOR TWO YEARS RUNNING**

THE MARINA RESTAURANT

OPEN ALL DAY FOR

DELICIOUS INTERNATIONAL CUISINE AT LOCAL PRICES
WE HAVE A CONSTANTLY CHANGING MENU OF HOME-PRODUCED
FRESH FOOD

USING ONLY THE BEST LOCAL PRODUCE

* BUSINESS LUNCHESES * ANNIVERSARIES AND WEDDINGS * ALL
SPECIAL OCCASIONS

SNACKS \$ LIGHT MEALS, LUNCHESES & DINNERS, FULL BAR & EXTENSIVE
WINE LIST

DINE N STYLE ABOARD THE MARINA IN RELAXED & INFORMAL
SURROUNDINGS &

SAMPLE THE PLEASURES OF NORWICH'S PREMIER RESTAURANT

OPEN ALL DAY, MON-SAT

LARGE VIDEO SCANNED CAR PARK OPPOSITE

**PEKING HOUSE
RESTAURANT AND
TAKEAWAY**

**DELICIOUS HIGH
CLASS
CHINESE FOOD
COOKED BY
EXPERIENCED
CHEFS IN OUR OWN
UNIQUE & ULTRA-
MODERN
KITCHEN**

**FREE DELIVERY -
AMPLE CAR PARK**

| | <u>LUNCHTIME</u> | <u>EVENING</u> |
|-----------|-------------------------|-----------------------|
| SUNDAY | CLOSED | 5-11 pm |
| MONDAY | CLOSED | 5-11.30 pm |
| TUESDAY | CLOSED | 5-11.30 pm |
| WEDNESDAY | CLOSED | 5-11.30 pm |
| THURSDAY | CLOSED | 5-11.30 pm |
| FRIDAY | CLOSED | 5-midnight |
| SATURDAY | CLOSED | 5-midnight |

**NORWICH (01603) 571122
40 QUEEN STREET, NORWICH**

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| <div> <div>TELEPHONE ORDERS WELCOME</div> <div>ASK ABOUT OUR CHEF'S SPECIALITY</div> </div> | |
|---|--|

SECTION 1

You should spend about 20 minutes on **Questions 1-14**, which are based on Reading Passage 1.

Questions 1-5

Look at the five restaurant advertisements A-E.

For which restaurant are the following statements true?

*Write the correct letter **A-E** in boxes 1-5 on your answer sheet.*

NB You may use any letter more than once.

- 1 You can't eat at this restaurant on Monday evening.
- 2 You can have a meal here in peaceful country surroundings.
- 3 You can eat here on a Sunday night.
- 4 You can have your order delivered for an extra fee.
- 5 You can have dinner here and then stay the night.

Questions 6-14

A RICHMOND EXPERIMENTAL THEATRE

Learn to act introduces people to a broad range of acting techniques. It is specially geared to those with little or no acting experience. The atmosphere is relaxed and unthreatening and great emphasis is placed on developing the confidence and abilities of people who may initially be a little apprehensive!

B WORLD CULTURE DAY **Brazilian Street Percussion**

2.30-4.30

Samba percussion workshop. Lift your spirits with the taste of carnival! It doesn't matter whether you're an experienced musician or a complete beginner, you'll be creating complex exotic rhythms in no time.

African Storytelling**3.45-4.45**

The magical African story-telling tradition of narration, poetry and proverbs (mainly from Ghana and Nigeria). An event for all the family.

C SCOTTISH DANCING

IT'S FUN

IT'S GOOD EXERCISE

- We have classes for dancers of all abilities.
- Previous experience is not essential.
- All you need to bring is a pair of soft shoes and enthusiasm.
- Classes are held in a number of places and at different times.
- We guarantee you a warm welcome.

D THE RENAISSANCE SINGERS

New singers are invited to join our choir, formed in 1993, to perform a wide variety of music in Cambridge. We meet every Wednesday evening from 7.30-9.30 pm, and this term we are rehearsing for a special concert with audience participation on Saturday 1st December.

An ability to sight-read and previous experience in choral singing is desirable, although not essential.

E DRAWING WITH COLOUR

An intensive workshop for beginners

Saturday 13th and Sunday 14th October

This unusual workshop offers instruction in effective ways to draw in colour.

Activities will include study of light and shade and ways to express mood and emotion in colour.

The small class (12 students) assures maximum attention for each student.

Professional quality materials are included in the fee of £95.

Questions 6-14

The passage on the reading page has five sections **A-E**.

For which section are the following statements true?

*Write type correct letter **A-E** in boxes **6-14** on your answer sheet.*

NB *You may use any letter more than once.*

- 6** A friendly greeting awaits new members.
- 7** Some relevant skills are preferred.
- 8** This activity could cheer you up.
- 9** This activity is suitable for a variety of ages.
- 10** Individual guidance will be provided.
- 11** Participants can take part in a public performance.
- 12** This activity could help someone who wants to overcome shyness.
- 13** This activity promises rapid progress.
- 14** This activity is not held during the day.

IELTS General Reading Passage 2

Questions 15-20

STUDENT LIFE AT CANTERBURY COLLEGE

Most of the courses at Canterbury College only take up four days of the week, leaving one day free for independent study.

The atmosphere at the College is that of an adult environment where a relationship of mutual respect is encouraged between students and tutors.

Canterbury is a student city with several institutes of Further and Higher Education. The city centre is just a five-minute walk from the College, easily accessible in lunch or study breaks. Canterbury College has developed strong international links over the years and, as a result, many students have the opportunity of visiting and working in a European country in the course of their studies.

Students' Union and SRC

All students are automatically members of the Canterbury College Students' Union (CCSU) and can attend meetings. The Union is very active and is run by an Executive Committee elected by students in the Autumn Term. The President is elected every Summer Term to provide continuity for the next academic year. Representatives from each area of study form the Student Representative Council (SRC) which allows every student a say in Union affairs. In

locally and nationally via the British Library. All students are encouraged to use the Open Access Information Technology Centre situated on the first floor. This has a variety of computing, word processing and desktop publishing software.

Bookshop

A branch of Waterstone's bookshops is located on campus, where you can buy a range of stationery, drawing equipment, artists' materials and books, as well as many other useful items you may need.

Children's Centre

The College Children's Centre has places for under 5s with some subsidised places being available to students. Places are limited, so, if you are interested, apply early to reserve a place by contacting Linda Baker on the College telephone number.

Refectory

This provides refreshments between 08.30 and 19.00 with hot meals served three times a day. Healthy eating options are available.

Coffee Shop

This is open during normal College hours and serves light snacks and drinks. Proceeds from the Coffee Shop go to the Students' Union.

internally in the College on the Academic Board and with a subcommittee of the College Corporation, the CCSU also belongs to the National Union of Students which represents the interests of students nationally. The Union also arranges and supports entertainments, sporting activities and trips.

STUDENT FACILITIES

Learning Resources Centre (LRC)

The Corey Learning Resources Centre provides easy access to a wide range of printed and audiovisual learning materials which can help students with coursework. There is ample space for quiet independent study and there are also areas for group work. Resources provided include books, journals, audio and video cassettes and CD-ROMs. Inter-library loans are available

This is a training restaurant which offers good quality cuisine in pleasant surroundings. Meals are very reasonably priced and you are invited to sample the students' highly skilled dishes when the restaurant is open to the public during the week. Reservations can be made on 01227511244.

Chapel View Restaurant

This is another training restaurant and is set up as a quick-service facility which offers a selection of snacks and main courses at a modest price.

SECTION 2

You should spend about 20 minutes on **Questions 15-27**, which are based on Reading Passage 2.

Questions 15-20

Read the passage about student life at Canterbury College.

Do the following statements agree with the information given in the passage?

In boxes 15-20 on your answer sheet, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 15 Many students are allocated a job experience placement abroad.
- 16 The elections for the Union President and Executive Committee are held together.
- 17 There are staff in the LRC to help students use the facilities.
- 18 Nursery care is available on a first-come, first-served basis.
- 19 The Refectory serves fast-food options.
- 20 The Chapel View Restaurant is for students only.

Questions 21-27

CANTERBURY COLLEGE LIST OF COURSES

COURSE A

This course will enable students to experience performing arts and the media at a basic level. It will give them the experience to decide if they wish to pursue an interest in this field and to develop their potential and adaptability for working in a performance company in either a performing or a technical role.

COURSE B

The aim of this course is to provide a thorough grounding in business-related skills and a comprehensive knowledge of business practice. It is for students with a business studies background who can manage a heavy workload that will contain a greater degree of academic study.

COURSE C

This course provides progression to a range of higher levels. Units will include maintaining employment standards, salon management duties, providing facial massage and skin care, instruction on makeup, lash and brow treatments, artificial nail structures and ear piercing.

COURSE D

This course is designed to develop skills used in leisure operations. It covers preparing for and conducting physical activities, maintenance of facility areas, building relationships with participants and colleagues, handling sports equipment and health and safety issues.

COURSE E

This course gives a foundation for a career in caring for children, the elderly or people with special needs. Core units are Numeracy, Communication and Information Technology. Work placements are an important part of the course.

COURSE F

This course is designed to provide a foundation in graphic and visual communication skills. Students complete units in picture composition and photographic processing alongside elements of graphic design, and gain hands-on experience of desktop publishing and presentations.

COURSE G

This course is designed to provide an introduction to the construction industry. Units covered include Heat, Light and Sound, Introduction to the Urban Environment, Communication Processes and Techniques and Properties of Materials. All students complete vocational assignments which are integrated with work experience with reputable companies.

COURSE H

The qualifications gained and the skills developed on this course will provide a good basis for gaining employment in office work. In addition to word processing, the course also covers spreadsheets, computerised accounting, databases and desktop publishing. All students are given chances to develop their confidence, and advice and information is given on job search skills, presentation techniques and personal appearance.

Questions 21-27

Look at the List of Courses at Canterbury College **A-H**.

Which course would you recommend for people with the following career interests?

*Write the correct letter **A-H** in boxes **21-27** on your answer sheet.*

21 advertising

22 TV production

23 architecture

24 company management

25 working with the disabled

26 secretariat tasks

27 beauty therapy

IELTS Academic Reading Passage 3

The History of Early Cinema



The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth. Beginning as something unusual in a handful of big cities-New York, London, Paris and Berlin-the new medium quickly found its way across the world, attracting larger and larger audiences wherever it was shown and replacing other forms of entertainment as it did so. As audiences grew, so did the places where films were shown, finishing up with the 'great picture palaces' of the 1920s, which rivalled, and occasionally superseded, theatres and opera-houses in terms of opulence and splendour. Meanwhile, films themselves developed from being short "attractions" only a couple of minutes long, to the full-length feature that has dominated the world's screens up to the present day.

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its worldwide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end, it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of film-making had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with

spectacular films like *Quo vadis?* (1913) and *Cabiria* (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better-constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

The zest of the world survived partly by learning from Hollywood and partly because audiences continued to exist for a product which corresponded to needs which Hollywood could not supply. As well as popular audiences, there were also increasing audiences for films which were artistically more adventurous or which dealt with the issues in the outer world.

None of this would have happened without technology, and cinema is in fact unique as an art form. In the early years, this art form was quite primitive, similar to the original French idea of using a lantern and slides back in the seventeenth century. Early cinema programmes were a mixture of items, combining comic sketches, free-standing narratives, serial episodes and the occasional trick or animated film. With the arrival of the feature length narrative as the main attraction, other types of films became less important. The making of cartoons became a separate branch of film-making, generally practised outside the major studios, and the same was true of serials. Together with newsreels, they tended to be shown as short items in a programme which led to the feature.

From early cinema, it was only Americana slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dramatic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled

westwards to escape the Revolution.

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

SECTION 3

You should spend about 20 minutes on **Questions 28-40**, which are based on Reading Passage 3.

Which **THREE** possible reasons for American dominance of the film industry are given in the text?

- A** plenty of capital to purchase what it didn't have
- B** making films dealing with serious issues
- C** being first to produce a feature film
- D** well-written narratives
- E** the effect of the First World War
- F** excellent special effects.

Questions 31-33

Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes **31-33** on your answer sheet.

- 31** Which TWO types of film were not generally made in major studios?
- 32** Which type of film did America develop in both short and feature films?
- 33** Which type of film started to become profitable in the 'silent' period?

Questions 34-40

Look at the following statements (Questions 34-40) and the list of countries below.

Match each statement with the correct country.

*Write the correct letter **A-J** in boxes **34-40** on your answer sheet.*

NB *You may use any letter more than once.*

34 It helped other countries develop their own film industry.

35 It was the biggest producer of films.

36 It was first to develop the 'feature' film.

37 It was responsible for creating stars.

38 It made the most money from 'avant-garde' films.

39 It made movies based more on its own culture than outside influences.

40 It had a great influence on silent movies, despite its size.

List of Countries

| | |
|------------------|-----------------------|
| A France | F Japan |
| B Germany | G Soviet Union |
| C USA | H Italy |
| D Denmark | I Britain |
| E Sweden | J China |