

CAMBRIDGE IELTS 6 - TEST 3 - READING

READING PASSAGE 1

Question 1-5:

1. A (the whole para: “The Lumiere Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen”)
2. I (line 5-14: “narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early producers doubted the ability of audience to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.”)
3. J (line 2-9: “unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and perhaps, aware that the world could never be the same again — that, maybe, it could be better, brighter, more astonishing, more real than reality”)
4. E (first 6 lines: “One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived”)
5. G (line 3-8: “from 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves”)

Question 6-9:

6. YES (para D, line 1-9: “Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted - but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events”)
7. NOT GIVEN

8. NOT GIVEN
9. NO (para I, line 7-11: “Originally these were conceived as short stories – early producers doubted the ability of audience to concentrate for more than the length of a reel.”)

Question 10-13:

10. B (para C, line 9-17: “the train approached,’ wrote Tarkovsky, ‘Panic started in the theatre: people jumped and ran away. That was the moment when Cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality move; this must, therefore, be reality. In their confusion, they feared that a real train about to crush them.”)
11. C (para D, line 7-13: “world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image oi the real flow of events. A still picture could only imply the existence oi time, while time in a novel passed at the whim oi the reader. But in cinema, the real, objective flow of time was captured.”)
12. D (para H, last 4 lines: “movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction”)
13. D

READING PASSAGE 2

Question 14-18:

14. vii (KEY POINT TWO, first 2 lines: “The literature in goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals”)
15. iii (KEY POINT THREE, last 3 lines: “Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals. For managers, this means that employees must have the capability oi doing the job and must regard the appraisal process as valid”)

16. ii (KEY POINT FOUR, first 3 lines: “Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalize the rewards over which they have control.”)
17. iv (KEY POINT FIVE, first 2 lines: “Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and”)
18. i (KEY POINT SIX, first 2 lines: “The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level”)

Question 19-24:

19. NO (THE CHALLENGE, part 1, last 4 lines: “employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose - those with the highest skills and experience. The minor employees remain because their job options are limited”)
20. NOT GIVEN
21. NO (KEY POINT ONE, line 3-6: “autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected Accordingly, high achievers should not be put into jobs that are inconsistent with their needs”)
22. YES (KEY POINT TWO, last 3 lines: “the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and to be negatively affected by it.”)
23. NOT GIVEN
24. YES (KEY POINT FIVE, line 4-5: “goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating”)

Question 25-27:

25. B (KEY POINT TWO, line 3-4: “those with high achievement needs, typically a minority in any organization, the existence of external goals is less important because high achievers are already internally motivated.”)

26. C (KEY POINT SIX, line 7-9: “production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers’ list”)
27. A (KEY POINT SIX, line 9-11: “their list, but these were at the bottom of the production workers’ list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks”)

READING PASSAGE 3

Question 28-32:

28. NO (para 1, first 2 lines: “As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging - the build-up of molecular and cellular damage that increases vulnerability to”)
29. YES (para 1, last 4 lines: “infirmary as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.”)
30. YES (para 2, first 2 lines: “Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750.”)
31. NOT GIVEN
32. YES (para 3, line 2-3: “effects on the body. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats.”)

Question 33-37:

33. A (para 5, first 4 lines: “The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreases likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetic, which is marked by unusually high blood glucose levels)”)
34. B (para 5, line 5-6: “recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease”)
35. C
36. A (para 5, first 4 lines: “The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreases likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetic, which is marked by unusually high blood glucose levels)”)
37. B (para 4: “The monkey projects demonstrates that compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.”)

Question 38-40:

38. ‘glucose’ (para 7, line 2-3: “powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation.”)
39. ‘free radicals’ (para 7, line 7-8: “One possibility relates to the ATP-making machinery’s emission of free radicals, which are thought to continue to aging and to such age-related diseases as cancer by damaging cells”)
40. ‘preservation’ (para 7, last 3 lines: “damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn’t) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such ‘luxuries’ as growth and reproduction”)