

Reading 1

Reading

Questions 1–13

How to go about it

- Some IELTS Reading Passages do not have a title. For these passages, look at the last question which will be a multiple-choice question, with usually four possible answers. One option covers the whole passage and the others generally relate to parts of the passage, so they still give you an idea of what the passage is about.
- Skim the passage and the questions as quickly as you can. Remember the questions give you a summary of the content of the passage.

READING PASSAGE

You should spend about 20 minutes on Questions 1–13, which are based on the Reading Passage below.

The long period of the Bronze Age in China, which began around 2000 B.C., saw the growth and maturity of a civilization that would be sustained in its essential aspects for another 2,000 years. In the early stages of this development, the process of urbanization went hand in hand with the establishment of a social order. In China, as in other societies, the mechanism that generated social cohesion, and at a later stage statecraft, was ritualization. As most of the paraphernalia for early rituals were made in bronze and as rituals carried such an important social function, it is perhaps possible to read into the forms and decorations of these objects some of the central concerns of the societies (at least the upper sectors of the societies) that produced them.

There were probably a number of early centers of bronze technology, but the area along the Yellow River in present-day Henan Province emerged as the center of the most advanced and literate cultures of the time and became the seat of the political and military power of the Shang dynasty (ca. 1600–1050 B.C.), the earliest archaeologically recorded dynasty in Chinese history. The Shang dynasty was conquered by the people of Zhou, who came from farther up the Yellow River in the area of Xi'an in Shaanxi Province. In the first years of the Zhou dynasty (ca. 1046–256 B.C.), known as the Western Zhou (ca. 1046–771 B.C.), the ruling house of Zhou exercised a certain degree of 'imperial' power over most of central China. With the move of the capital to Luoyang in 771 B.C., however, the power of the Zhou rulers declined and the country divided into a number of nearly autonomous feudal states with nominal allegiance to the emperor. The second phase of the Zhou dynasty, known as the Eastern Zhou (771–256 B.C.), is subdivided into two periods, the Spring and Autumn period (770–ca. 475 B.C.) and the Warring States period (ca. 475–221 B.C.). During the Warring States period, seven major states contended for supreme control of the country, ending with the unification of China under the Qin in 221 B.C.

Although there is uncertainty as to when metallurgy began in China, there is reason to believe that early bronze-working developed



autonomously, independent of outside influences. The era of the Shang and the Zhou dynasties is generally known as the Bronze Age of China, because bronze, an alloy of copper and tin, used to fashion weapons, parts of chariots, and ritual vessels, played an important role in the material culture of the time.

Iron appeared in China toward the end of the period, during the Eastern Zhou dynasty.

One of the most distinctive and characteristic images decorating Shang-dynasty bronze vessels is the so-called taotie. The primary attribute of this frontal animal-like mask is a prominent pair of eyes, often protruding in high relief. Between the eyes is a nose, often with nostrils at the base. Taotie can also include jaws and fangs, horns, ears, and eyebrows. Many versions include a split animal-like body with legs and tail, each flank shown in profile on either side of the mask. While following a general form, the appearance and specific components of taotie masks varied by period and place of production. Other common motifs for Shang ritual bronze vessels were dragons, birds, bovine creatures, and a variety of geometric patterns. Currently, the significance of the taotie, as well as the other decorative motifs, in Shang society is unknown.

Jade, along with bronze, represents the highest achievement of Bronze Age material culture. In many respects, the Shang dynasty can be regarded as the culmination of 2,000 years of the art of jade carving. Shang craftsmen had full command of the artistic and technical language developed in the diverse late Neolithic cultures that had a jade-working tradition. On the other hand, some developments in Shang and Zhou jade carving can be regarded as evidence of decline. While Bronze Age jade workers no doubt had better tools – if only the advantage of metal ones – the great patience and skill of the earlier period seem to be lacking.

If the precise function of ritual jades in the late Neolithic is indeterminate, such is not the case in the Bronze Age. Written records and archaeological evidence inform us that jades were used in sacrificial offerings to gods and ancestors, in burial rites, for recording treaties between states, and in formal ceremonies at the courts of kings.

How to go about it

For Questions 1–6:

- Look for words and paraphrases of words that help you scan for the answer.

For Questions 7–12:

- Find the words bronze, taotie and jade in the passage and circle them so you can see them easily.
- Read the statements and underline the information to scan for.
- Scan the passage for words and paraphrases of words in the questions.

For Question 13:

- Look for the title that focuses on all the information in the text, not just part of it.

Questions 1–6

Do the following statements agree with the information given in the Reading Passage?

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

- As the migration of people to towns and cities took place, Chinese society became more unified.
- According to evidence that has been unearthed, the Zhou people lost power to the Shang.
- At the end of the Zhou dynasty, there were nine powers seeking to rule China.
- Iron was introduced to China from outside.
- There was only one type of taotie.
- There is some proof that later jade carving was superior to earlier examples.

Questions 7–12

Classify the following descriptions as relating to

- A Bronze
- B Taotie
- C Jade

List of Descriptions

- Its features depended on when and where it was made.
- Its meaning in one period of history is still a mystery.
- Its decoration illustrates issues the elite in China dealt with.
- It was not worked with the same degree of sophistication as in previous times.
- It possibly sprang up spontaneously without any help from beyond China.
- It was used for keeping a record of formal agreements between states.

Question 13

Choose the correct letter A, B, C or D.

Which of the following is the most suitable title for the Reading Passage?

- A The importance of jade carvings
- B The Chinese Bronze Age
- C The decline of the Bronze Age
- D How iron was introduced to China

- 1  'History has nothing to teach us, so there is no point dwelling on the past.'

Do you agree with the statement? Does ancient history have any relevance today?

Reading 2

5.1

Discovering the past

1 Match places 1–4 with photographs A–D and then say which type of structure each is.

- | | |
|---------------------------|--------------------------|
| 1 The Great Wall, China | a temple |
| 2 The Moai, Easter Island | a system of defence |
| 3 The Parthenon, Greece | tombs or burial chambers |
| 4 The Pyramids, Egypt | sculptures |

Reading

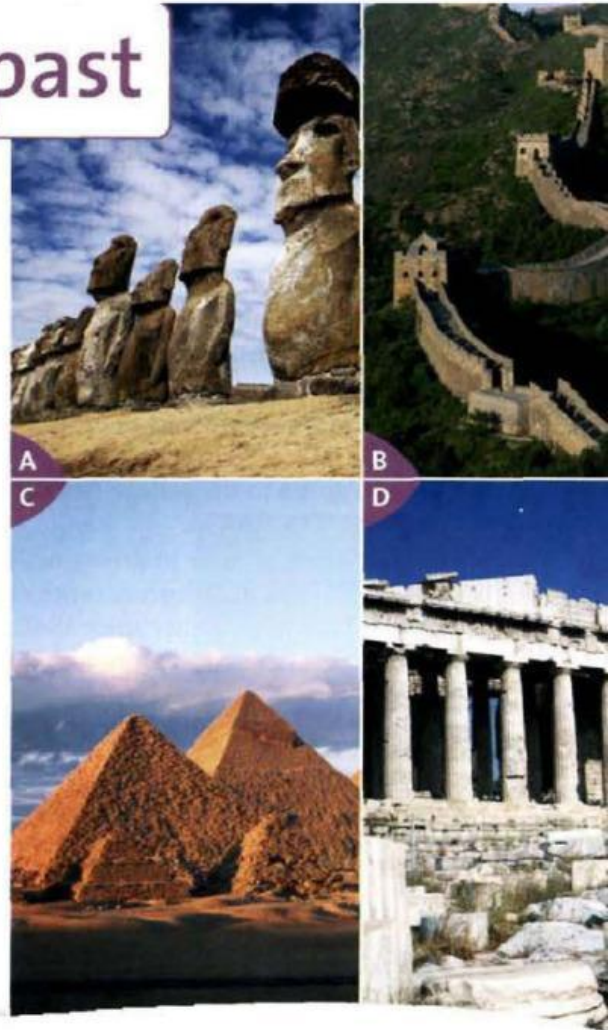
2 Read the article and answer the following questions. Don't worry about the spaces in the article for now.

- Where is Easter Island?
- Who built the Moai and why were they built?

3 Words a–e are taken from the article. Match them with their meanings, 1–5, then decide where they fit in the article.

- | | |
|-----------|--|
| a clan | 1 an area or type of work or study |
| b sites | 2 no longer active |
| c remains | 3 places that are being dug up to find information |
| d field | 4 ruins, what's left behind |
| e extinct | 5 a family group or tribe |

⌚ about 700 words



The Moai of Easter Island

Easter Island was named by a Dutchman, Jacob Roggeveen, who arrived there on Easter Day, 6 April 1722, but its native name is Rapa Nui, sometimes translated as 'centre of the Earth'. Nearly 4,025 km from the coast of Chile and 4,185 km from Tahiti, this island is a triangular volcanic rock of just 17 square kilometres, and is one of the most isolated places on Earth. The top of the highest of its three volcanoes, which are now (1), is 511m above sea level. Currently, the island has 3,000 inhabitants and a single town, Hanga Roa. Easter Island or Rapa Nui is now a nature reserve and is governed by Chile. The island is particularly known for the large statues or sculptures, called Moai, which are found there.

In 1989, the Chilean government invited Giuseppe Orifici, an Italian archaeologist, to visit the island. Impressed by the wealth of archaeological (2), Orifici arranged to begin digging the following year. He co-ordinated a team of experts, each a specialist in their own (3), who visited the island for several weeks over the next ten years. These specialists ranged from archaeologists and anthropologists to botanists and sculpture experts.

Scientists once believed that the Rapa Nui people had originally come from South America around the 7th century.

However, a few surviving traditions, as well as the shapes of some of the sculptures, show that the people are from Polynesia and probably arrived on the island in the 5th century. Recent research on bones and teeth strongly supports this theory. While anthropologists Dr Andrea Drusini and Professor Daris Swindler were carrying out research on teeth from various (4) on the island, they found that something known as a 'genetic bottleneck' had occurred. On a small island, where people never marry outside their own (5), inbreeding is inevitable, and as a result, the gene pool for each group is narrow. A particular feature, such as large or missing teeth, then shows up within family members with much more regularity than would otherwise be expected and this enabled the scientists to prove where the people had originally come from.

Bones were found mostly in burial chambers beneath the Moai. It is thought that the social and economic power of a clan chief was measured by the size and number of Moai he had, so there was fierce competition between clan chiefs to build the biggest and best. Usually, each chief had between one and 15 Moai on his family's tomb, all of which were between 3m and 8m tall. More were constantly being built – in total, nearly 12,000 are thought to have been made, using rock from the Rano Rarku volcano. The largest of the Moai found by Orifici's team was 33m tall and weighed nearly 300 tonnes. Sometimes the sculptures were engraved – one has carvings of a boat – while others have large or small ears, depending on the clan that built them.

Test spot

Each section of the Reading Module has a text (or, in sections 1 and 2 of GT, texts) followed by a set of questions. There will be a variety of question types on each text – for example, multiple choice, sentence completion or a matching task.

You will need to go back to the beginning of the text each time you begin a new section of questions.

4 Questions 1–6

Do the following statements agree with the information in the article? 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

- 1 Orifici organised the experts who came to Easter Island.
- 2 Experts believe the Rapa Nui people came from South America.
- 3 Burial chambers varied from clan to clan.
- 4 Each of the Moai took many months to construct.
- 5 No Moai were made after the sixteenth century.
- 6 The Rapa Nui people were hungry because they refused to eat fish.

Question 7

Choose **TWO** letters **A–E**.

In which **TWO** centuries did a number of new people come to Easter Island?

- A** 5th **B** 7th **C** 16th **D** 17th **E** 18th

Most have a pukao – a kind of hat made of red volcanic rock.

- 50 Completed Moai were arranged to face in towards the island, and played an important part in the religion of the island. Islanders worshipped them as ancestors who had become gods.

- The building of Moai and the religion associated with it lasted until the 16th century. A number of factors led to its collapse and 55 the near collapse of the Rapa Nui people, including population growth and the destruction of the forest. But it seems that the main reason was that the religion had simply got too big for the island. More and more people were building ever larger Moai and they weren't spending enough time growing food or fishing. The 60 fish close to the shore were hunted to extinction and increasing numbers of trees were destroyed to use as rollers to transport the Moai. When there were no more trees, the land lost its fertility, people starved and there was no wood to build boats to escape. Luckily, a new, less demanding, religion grew up during the 17th 65 century, which saved the islanders and enabled limited resources to be shared out more fairly.

- Europeans arrived in the 18th century and destroyed much of what remained by introducing foreign diseases and importing a few species which destroyed the native plants 70 and animals. It was also at this time that the key to the Rapa Nui written language was lost.

The history of Rapa Nui and its people should be a warning to us all in the 21st century – to take care of our natural resources before it is too late.

Questions 8–10

Complete the notes below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the reading passage for each answer.

The Moai sculptures

- 8 were made from rock taken from the
- 9 could be as high as
- 10 were moved about the island on wooden

10 Youth

Signposting words | Linking words

Signposting words

Signposting words are used in both speech and writing as a way to organise content and make it clear to the listener or reader where the content is going. Below are some typical signposting words for:

Ordering main points: *firstly, secondly, next, finally, lastly*

Ordering a process or narrative: *first, then, after that, afterwards*

Giving examples: *for instance, for example*

Summarising: *in conclusion, in summary*

All of these signposting words can be followed by a comma and a clause.

Firstly, there are many activities youth can become involved in.

In speech, a signposting word can be followed by a noun, a verb, or an adjective.

Today I am going to look at youth problems. Firstly, alienation. Then, peer pressure. And lastly, antisocial behaviour.

Note: This cannot be done in writing.

Linking words

These words link ideas together so that speech or writing can be followed clearly.

Positioning of linking words: Linking words can be positioned in a variety of ways within a sentence. Here you can see a simplified guide to the main constructions:

1	Linking word + Noun, Clause	OR	Clause + Linking word + Noun
2	Linking word, Clause		
3	Clause 1, Linking word + Clause 2	OR	Clause 1; Linking word, Clause 2
4	Linking word + Clause 1, Clause 2		

Different linking words have different functions and need different constructions:

Showing an addition: *in addition* (2), *in addition to* (1), *moreover* (2), *furthermore* (2), *and* (3)

Showing a contrast: *however* (2/3), *in contrast* (2), *in contrast to* (1), *whereas* (3/4), *although* (3/4), *even though* (3/4), *yet* (3), *but* (3)

Giving a reason: *due to* (1), *because* (3/4), *because of* (1), *as* (3/4)

Indicating a result: *therefore* (2/3), *so* (2/3), *as a result* (2), *as a result of* (1)

Providing clarification: *in other words* (2), *by that I mean* (2)

Grammar tip: Using linking words correctly is essential. When learning a new linking word, use a good dictionary to look at how it should be used within and/or across sentences.

Practice exercises

- 1 Decide on a correct linking or signposting word and finish each sentence. Then write the function. There may be more than one correct answer.

Example: I will look at the effects of peer pressure, and how young people can avoid peer pressure.

Function: Showing an addition

- 1 There are not enough activities for teenagers in the area. _____, many teenagers just socialise in the streets in the evenings. Function: _____
- 2 _____ dealing with the results of youth crime, we must address the causes. Function: _____
- 3 Today I am going to talk about youth projects in the local area. Firstly, I will talk about the sports projects. Then, I will talk about the cultural projects. _____, I will talk about the volunteering opportunities. Function: _____
- 4 Many students cannot get a place at university _____ rising tuition fees. Function: _____
- 5 Teenagers are the future of this country, _____ many people ignore their needs. Function: _____
- 6 This talk has looked at many of the positive and negative aspects of vocational courses for teens. _____, although there are some drawbacks to these courses, overwhelmingly they are a good thing. Function: _____



2

Listen to the lecture and complete gaps 1–6 in the notes using NO MORE THAN THREE WORDS in each space.

Youth initiatives in the UK

- 1 (1) _____ schemes
cheap and (2) _____

- 2 Sports clubs
numerous but (3) _____

- 3 (4) _____ clubs
lack of numbers
expense
accommodation problems } = (5) Not _____

In summary, (6) _____ need to be found.



3

Below is the audio script for the second part of the lecture. Decide on appropriate linking or signposting words to complete the spaces. There may be more than one possibility for each gap. Then listen to Track 14 on the CD and check your answers.

So, what other initiatives could the government focus on? Well, (1) _____ the success of the sports clubs, new 'open spaces' initiatives are being discussed, (2) _____,

football tournaments in local playing fields or athletics days in local parks. This could regenerate local areas and renew interest in activities for young people. Staffing would still be necessary, (3) _____ young people could take an active role in organising and managing competitions. This could cut down staff costs significantly.

(4) _____ the open spaces scheme, there has been discussion of reinvigorating the 'taste of work' scheme, which gives young people a chance to get work experience in a variety of jobs in their school holidays. (5) _____, this scheme has met with harsh criticisms from some politicians who think that it's a way of providing a free workforce by stealth. In fact, I think it is fair to say that this scheme will not see any renewed interest (6) _____ these criticisms.

(7) _____, the scheme that there has been a lot of talk about is the outward bound activity courses, or OBAC for short. This has been successful in many other countries, (8) _____ Canada, Mexico, and Brazil. The activity courses give young people a chance to get out into the countryside and enjoy nature. (9) _____ this, they also give teens a chance to learn life skills and experience adventure on a broader scale.

4 Read the following text and put the events 1–7 in the correct order.

The History of BUNAC

BUNAC, the organisation which sends young people overseas to live and work, will be celebrating its 50th anniversary next year. It grew from North American Clubs at London Universities who wanted students from both countries to be able to live and work in the other country for a short time. This became a reality as a result of the introduction of the EVP (Exchange Visa Programme) and subsequently the SEEP (Student Employment Exchange Programme). Due to the massive rising popularity of the British-American scheme, programmes started running firstly in Canada and then in locations in the rest of the world.

- 1 The SEEP programme started.
- 2 The scheme grew in popularity.
- 3 British and American students wanted to travel more freely in each other's country.
- 4 The EVP programme began.
- 5 British and American students could travel more freely in each other's country.
- 6 The scheme started in Canada.
- 7 The scheme started in other countries.

Exam practice: Reading – completing a table

Complete the table on page 47 with words from the following text. Use NO MORE THAN THREE WORDS for each answer.

The Life and Death of Punk

Although the punk movement didn't gain cultural popularity until the late 1970s, the origins of the subculture stemmed from the cultural scenes in the UK and the USA earlier in the decade

with radical musicians such as The Velvet Underground and new thinkers like Malcolm McLaren. As with any subculture, the first stage must be the birth of the subculture which is led by cultural leaders. These leaders inspire the styles and values that will become part of the subculture. In the case of punk, McLaren was very much the stylist of the punk look, selling daring clothes that the punk culture came to embrace.

Punk began in its fullest form in the 1970s, when the daring and anti-establishment concepts of these pioneers took a more popular form. Punk sprang up largely as a result of a weakening economy and high levels of unemployment. Social and political problems are often the reason behind the next stage of subcultural development, the subcultural embrace. This is when the subculture is at its most dynamic, and is becoming increasingly accepted.

After that, the subculture plateaus. This is when it becomes stable and people demonstrate sub-norms which include shared ways of dressing, shared values and beliefs, and shared forms of film or music. In terms of punks, this can be seen in such things as Mohawks, a particularly striking hairstyle, and piercings. Punks often have many facial piercings which make them stand out from the norm. This need for individualism is quite strong in youth subcultures, yet at the same time is a contradiction because these very people are copying from within their groups. A striking feature at this stage is the onset of deviant subcultures, which take some characteristics of the main subculture and distort these with other characteristics. As well as often exhibiting antisocial behaviour, they distance themselves from the main subculture by mutual dislike. In the culture of punk, skinheads are an apt example of this, exhibiting all the key features of a deviant subculture.

The important thing to note now is that whereas the main subculture continues through the cultural plateau to then suffer from eventual rejection, the deviant subculture continues for much longer. A youth subculture usually fades away after an amount of time as it becomes more and more old-fashioned – something which young people never like to be associated with. The 'accepted' subcultures are then replaced by a newer and more cutting-edge subculture. In the case of punk, dance and new romantic subcultures emerged, which saw the end of the established subculture of punk.

The Lifespan of a Youth Subculture

Stage	Description	Relation to punk movement
1. subculture 1 _____	Styles and values of subcultures initiated by cultural pioneers	e.g. pioneers like Malcolm McLaren
2. subcultural 2 _____	Often a reaction to socio-political issues	e.g. economic decline and 3 _____
3. subcultural plateau	Identified in development of shared behavioural, attitudinal, fashion, and musical 4 _____	e.g. Mohawks, piercings
creation of a deviant subculture	Often characterised by 5 _____ and main subculture rejection	e.g. skinheads
4. 6 _____	Caused by ageing of the subculture	e.g. rise of dance and new romantics