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Details Last Updated: Wednesday, 26 March 2025 16:05 Written by IELTS Mentor Hits: 186359 IELTS 
spice The nutmeg tree, Myristica fragrans, is a large evergreen tree native to Southeast Asia. Until the late 18th century, it only grew in one place in the Moluccas - or Spice Islands - in northeastern Indonesia. The tree is thickly branched with dense foliage of tough, dark green oval leaves,
and produces small, yellow, bell-shaped flowers and pale yellow pear-shaped fruits. The fruit is encased in a flesh husk. When the fruit is ripe, this husk splits into two halves along a ridge running the length of the fruit. Inside is a purple-brown shiny seed, 2-3 cm long by about 2 cm across, surrounded by a lacy red or crimson covering called an 'aril'.
These are the sources of the two spices nutmeg and mace, the former being produced from the dried seed and the latter from the aril. Nutmeg was a flavouring, medicinal, and preservative agent. Throughout this period, the Arabs were the exclusive
importers of the spice to Europe. They sold nutmeg for high prices to merchants based in Venice, but they never revealed the exact location of the source of this extremely valuable commodity. The Arab-Venetian dominance of the trade finally ended in 1512, when the Portuguese reached the Banda Islands and began exploiting its precious resources.
Always in danger of competition from neighbouring Spain, the Portuguese began subcontracting their spice distribution to Dutch traders. Profits began to flow into the Netherlands, and the Dutch commercial fleet swiftly grew into one of the largest in the world. The Dutch quietly gained control of most of the shipping and trading of spices in
Northern Europe. Then, in 1580, Portugal fell under Spanish rule, and by the end of the 16th century the Dutch found themselves locked out of the market. As prices for pepper, nutmeg, and other spices soared across Europe, they decided to fight back. In 1602, Dutch merchants founded the VOC, a trading corporation better known as the Dutch East
India Company. By 1617, the VOC was the richest commercial operation in the world. The company had 50,000 men and a fleet of 200 ships. At the same time, thousands of people across Europe were dying of the plague, a highly contagious and deadly disease. Doctors were desperate for a way to
stop the spread of this disease, and they decided nutmeg held the cure. Everybody wanted nutmeg, and many were willing to spare no expense to have it. Nutmeg bought for a few pennies in Indonesia could be sold for 68,000 times its original cost on the streets of London. The only problem was the short supply. And that's where the Dutch found
their opportunity. The Banda Islands were ruled by local sultans who insisted on maintaining a neutral trading policy towards foreign powers. This allowed them to avoid the presence of Portuguese or Spanish troops on their soil, but it also left them unprotected from other invaders. In 1621, the Dutch arrived and took over. Once securely in control of
the Bandas, the Dutch went to work protecting their new investment. They concentrated all nutmeg production into a few easily guarded areas, uprooting and destroying any trees outside the plantation zones. Anyone caught growing a nutmeg seedling or carrying seeds without the proper authority was severely punished. In addition, all exported
nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands. There was only one obstacle to Dutch domination. One of the British. After decades of fighting for
control of this tiny island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch offered a trade: if the British would give them the island of Run, they would in turn give Britain a distant and much less valuable island in North America.
British agreed. That other island was Manhattan, which is how New Amsterdam became New York. The Dutch now had a monopoly over the nutmeg trade which would last for another century. Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa. Some of these
were later exported to the Caribbean where they thrived, especially on the island of Grenada. Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves. Finally, in 1809, the British returned to Indonesia and seized the Banda Islands by force. They returned the islands to the Dutch in 1817, but not
before transplanting hundreds of nutmeg seedlings to plantations in several locations across southern Asia. The Dutch nutmeg monopoly was over. Today, nutmeg production is estimated to average between 10,000 and 12,000 tonnes per year.
Questions [ Reading Passage - Nutmeg - a valuable spice ] Questions 1-4 Complete the notes below. Choose ONE WORD ONLY from the passage for each answer. Write your answer sheet. The nutmeg tree and fruit the leaves of the tree are 1 .......
                                                                                                                                                                                                                                                                                                                                                                     . surrounds the fruit and breaks open
                                                                                                                                                                                                                                                                                                                                   .... in shape the 2 ........
                                         ........ is used to produce the spice nutmen the covering known as the aril is used to produce 4 ............................ the tree has yellow flowers and fruit Questions 5-7 Do the following statements agrees
with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this 5. In the Middle Ages, most Europeans knew where nutmeg was grown. 6. The VOC was the world's first major trading company. 7. Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.
Questions 8-13 Complete the table below. Choose ONE WORD ONLY from the passage or each answer. Write your answers in boxes 8-13 on your answers. Answer: 1. oval 2. husk 3. seed 4. mace 5. FALSE 6. NOT GIVEN 7. TRUE 8.
Arabs 9. plague 10. lime 11. Run 12. Mauritius 13. tsunami Do you need an explanation for three reading passages that you'll have to answer in an hour. Each reading passage will come with 13-14 questions and three reading passages
will have 40 questions (sometimes 41) in total. Each question carries 1 mark. For each correct answer, you will get one mark. You can't read every single line of the reading passages and then answer etc techniques to find the
answers to these questions. You are allowed to mark and make notes in your reading question booklet, but you will have to write your answers on the answer sheet. No extra time will be given to transfer the answer sheet. No extra time will be given to transfer the answer. Each section of the Academic Reading Test contains one long text or reading passage. These texts/passages are taken from books,
journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. If texts contain technical terms, then a simple glossary is usually provided. Details Last Updated: Friday, 29 March 2019 15:15 Written by IELTS Mentor Hits: 124631 You should spend about 20 minutes on
Questions 1-14, which are based on the reading passage below. Write answers to questions in boxes 1-14 on your answer sheet. Tickling and Laughter A. The fingers of an outstretched aim are nearing your body; you bend away folding your torso, bending your head to your shoulder in hopes that you don't get tickled; but the inevitable occurs: you
arc tickled and in hysterics you chuckle, titter, and burst into uncontrollable laughter. Why do we laugh when we are tickled? B. Tickling is caused by a light sensation can cause itching; however, most of the time it causes giggling. If a feather is gently moved across the surface of the skin, it can also cause
tickling and giggling. Heavy laughter is caused by someone or something placing repeated pressure on a person and tickling a particular area. The spots tickled often are feet, toes, sides, underarms, and neck which cause a great deal of laughter. Yngve Zotterman from Karolinska Institute has found that tickling sensations involve signals from nerve
fibers. These nerve fibers are associated with pain and touch. Also, Zotterman has discovered tickling sensations to be associated not only with nerve fibers but also with sense of touch because people who have lost pain sensations still laugh when tickled. But really, why do we laugh? Why are we not able to tickle ourselves? What part of the brain is
responsible for laughter and humor? Why do we say some people have no sense of humor? C. Research has shown that laughter is more than just a person's voice and movement and that it requires the coordination of many muscles throughout the body. Laughter also increases blood pressure and heart rate, changes breathing, reduces levels of
certain neurochemicals (catecholamines, hormones) and provides a boost to dying immune system. Can laughter improve health? It may be a good way for people to relax because muscle tension is reduced after laughing. Human tests have found some evidence that humorous videos and tapes can reduce feelings of pain, prevent negative stress
reactions and boost the brain's biological battle against infection. D. Researchers believe we process humor and laughter through a complex pathway of brain activity that encompasses three main brain components. In one new study, researchers used imaging equipment to photograph die brain activity of healthy volunteers while they underwent a
sidesplitting assignment of reading written jokes, viewing cartoons from The New Yorker magazine as well as "The Far Side" and listening to digital recordings of laughter. Preliminary results indicate that the humor-processing pathway includes parts of the frontal lobe brain area, important for cognitive processing the supplementary motor area,
important for movement; and the nucleus accumbens, associated with pleasure. Investigations support the notion that parts of the frontal lobe are involved in humor. Subjects' brains were imaged while they were listening to jokes. An area of the frontal lobe was activated only when they thought a joke was funny. In a study that compared healthy
individuals with people who had damage to their frontal lobes, the subjects with damaged frontal lobes were more likely to choose wrong punch lines to written jokes and didn't laugh or smile as much at funny cartoons or jokes. E. Even though we may know more about what parts of the brain are responsible for humor, it is still hard to explain why
we don't laugh or giggle when we tickle ourselves. Darwin theorized within "The Expressions of the Emotions in Man and Animals" that there was a link between tickle ourselves and have caused laughter, Darwin speculated surprise from another person touching a
sensitive spot must have caused laughter. Some scientists believe that laughing caused by tickling is a built-in reflex even babies have. If we tickle ourselves in the same spot as our friend tickled us, we do not laugh as we did previously. The information sent to our spinal cord and brain should be exactly the same. Apparently, for tickling to work, the
brain needs tension and surprise. When we tickle ourselves, we know exactly what will happen...there is no tension or surprise. How the brain uses this information about tension and surprise is still a mystery, but there is some evidence that the cerebellum may be involved. Because one part of the brain tells another: "It's just you. Don't get excited".
Investigations suggest that during self-tickling, the cerebellum tells an area called the somatosensory cortex what sensation to expect, and that dampens the tickling and laughter were conducted by Christenfeld and Harris. Within 'The Mystery of
dependent on the element of surprise. F. Damage to any one part of the brain may affect one's overall ability to process humor. Peter Derks, a professor of psychology, conducted his research with a group of scientists at NASA-Langley in Hampton. Using a sophisticated electroencephalogram (EEG), they measured the brain activity of 10 people
exposed to humorous stimuli. How quickly our brain recognizes the incongruity that deals with most humor and attaches an abstract meaning to it determines whether we laugh. However, different people find different jokes funny. That can be due to a number of factors, including differences in personality, intelligence, mental state and probably
mood. But according to Derks, the majority of people recognize when a situation is meant to be humorous. In a series of experiments, he noticed that several patients recovering from brain injuries could not distinguish between something funny and something funny and something funny and something funny and something from brain injuries could not distinguish between something funny and something funny and
tickled when we hear a joke. The brain's "Tunny bone" is located at the right frontal lobe just above the right eye and appears critical to our ability to recognize a joke. Dr. Shibata gave his patients MRI scans to measure brain activity, trying to find out what part of the brain is particularly active while telling the punch line of a joke as opposed to the
rest of the joke and funny cartoons in comparison to parts of the cartoons that are not funny. The jokes "tickled" the frontal lobes. The scans also showed activity in the nucleus accumbens, which is likely related to our feeling of mirth after hearing a good joke and our "addiction" to humor. While his research was about humor, the results could help
lead to answers and solutions to depression. Parts of the brain that are active during humor are actually abnormal in patients with depression and other mood disorders. The research may also explain why some stroke victims lose their sense of humor or suffer from other
personality changes. The same part of the brain is also associated with social and emotional judgment and planning. Questions 1-7 The Reading Passage has 7 paragraphs, A-G. Which paragraphs, A-G. Which paragraphs, A-G. Which paragraphs are the following information? Write the appropriate letter, A-G, in boxes 1-7 on your answer sheet. NB you may use any letter more than once. 1.
 Location of a brain section essential to the recognition of jokes 2. Laughter enhances immunity 3. Individual differences and the appreciation of humour 4. Parts of the brain responsible for tickling and nerve fibers 7. Patients with
emotional disorders Questions 8-11 Look at the following researchers (listed 8-11) and findings (listed A-F). Match each researcher with the correct finding(s). Write your answers in boxes 8-11 on your answers 8-11 on your
combined with the anticipation of pleasure, cause laughter when tickled. B. Laughing caused by tickling is a built-in reflex even babies have. C. People also laugh when tickled by a machine if they are not aware of it. D. People also laugh when tickled by a machine if they are not aware of it. D.
involve more than nerve fibers. 8. Darwin 9. Christenfeld and Harris 10. Yngve Zotterman 11. Peter Derks Questions 12-14 complete the summary below using NO MORE THAN THREE WORDS from the passage for each blank. Write your answers in boxes 12-14 on your answer sheet. Researchers believe three brain components to be involved in
                                                                                                     . indicate that parts of the brain responsible for 13 ....... movement and pleasure are involved through a sophisticated pathway. Test subjects who suffered from frontal lobes damages had greater chances of picking 14 ......
to funny cartoons or jokes. Click the button to Show/ Hide Answers. Answer: 1. G 2. C 3. F 4. E 5. D 6. B 7. G 8. A 9. C 10. F 11. D 12. imaging equipment 13. cognitive processing 14. wrong punch lines 0 ratings0% found this document useful (0 votes)628 viewsThe document contains the answer keys for 8 reading tests with multiple choice questions.
Each test key lists the question numbers and correct answers in letter form. The tests cover a range...AI-enhanced title and descriptionSaveSave IELTS reading Test has three sections or three reading passages that you'll have to answer in an hour. Each
reading passage will come with 13-14 questions and three reading passages and then answer, you will get one mark. You can't read every single line of the reading passages and then answer the questions as time will be against you then. You need to use scanning,
skimming, guessing, eliminating wrong answer etc techniques to find the answers to these questions. You are allowed to mark and make notes in your reading question booklet, but you will have to write your answers on the answer sheet. No extra time will be given to transfer the answer. Each section of the Academic Reading Test contains one long
Test 2 Cambridge IELTS 2 Listening Test 3 Cambridge IELTS 2 Academic Reading Test 3 Cambridge IELTS 3 Cambri
under attack. When we sense danger, our brain goes on alert, our heart rate goes up, and our organs flood with stress hormones like cortisol and adrenaline. We breathe faster, taking in more oxygen, muscles tense, our senses are sharpened and beads of sweat appear. This combination of reactions to stress is also known as the "fight-or-flight"
response because it evolved as a survival mechanism, enabling people and other mammals to react quickly to life-threatening situations. The carefully orchestrated yet near-instantaneous sequence of hormonal changes and physiological responses helps someone to fight the threat off or flee to safety. Unfortunately, the body can also overreact to
stressors that are not life-threatening, such as traffic jams, work pressure, and family difficulties. That's all fine when we need to jump out of the way of a speeding bus, or when someone is following us down a dark alley. In those cases, our stress is considered "positive", because it is temporary and helps us survive. But our bodies sometimes react in
the same way to more mundane stressors, too. When a child faces constant and unrelenting stress, from neglect, or abuse, or living in chaos, the response stays activated, and may eventually derail normal development. This is what is known as "toxic stress". The effects are not the same in every child, and can be buffered by the support of a parent or
caregiver, in which case the stress is considered "tolerable". But toxic stress can have profound consequences, sometimes even spanning generations. Figuring out how to address stressors before they change the brain and our immune and cardiovascular systems is one of the biggest questions in the field of childhood development today. In 1998, two
researchers, Vincent Felitti and Robert Anda, pioneered in publishing a study demonstrating that people who had experienced abuse or household dysfunction as children were more likely to have serious health problems, like cancer or liver diseases, and unhealthy lifestyle habits, like drinking heavily or using drugs as adults. This became known as
the "ACE Study," short for "adverse childhood experiences." Scientists have since linked more than a dozen forms of ACEs - including homelessness, discrimination, and physical, mental, and sexual abuse - with a higher risk of poor health in adulthood. Every child reacts to stress differently, and some are naturally more resilient than others.
Nevertheless, the pathways that link adversity in childhood with health problems in adulthood lead back to toxic stress. As Jenny Anderson, senior reporter at Quartz, explains, "when a child lives with abuse, neglect, or is witness to violence, he or she is primed for that fight or flight all the time. The burden of that stress, which is known as 'allostatic stress, as Jenny Anderson, senior reporter at Quartz, explains, "when a child lives with abuse, neglect, or is witness to violence, he or she is primed for that stress, which is known as 'allostatic stress, as Jenny Anderson, senior reporter at Quartz, explains, "when a child lives with abuse, neglect, or is witness to violence, he or she is primed for that stress, which is known as 'allostatic stress, as Jenny Anderson, senior reporter at Quartz, explains, "when a child lives with abuse, neglect, or is witness to violence, he or she is primed for that stress, which is known as 'allostatic stress, as Jenny Anderson, as 'allostatic stress, a
load or overload,' referring to the wear and tear that results from either too much stress or from inefficient management of internal balance, eg, not turning off the response when it is no longer needed, can damage small, developing brains and bodies. A brain that thinks it is in constant danger has trouble organising itself, which can manifest itself
later as problems of paying attention, or sitting still, or following instructions - all of which are needed for learning". Toxic is a loaded word. Critics say the term is inherently judgmental and may appear to blame parents for external social circumstances over which they have little control. Others say it is often misused to describe the source of stress
itself rather than the biological process by which it could negatively affect some children. The term, writes John Devaney, centenary chair of social work at the University of Edinburgh, "can stigmatise individuals and imply traumatic happenings in the past". Some paediatricians do not like the term because of how difficult it is to actually fix the
stressors their patients face, from poverty to racism. They feel it is too fatalistic to tell families that their child is experiencing toxic stress, and there is little they can do about it. But Nadine Burke Harris, surgeon general of California, argues that naming the problem means we can dedicate resources to it so that paediatricians feel like they have tools
to treat "toxic stress". The most effective prevention for toxic stress is to reduce the source of the stress is the child's own family. But parent coaching, and connecting families with resources to help address the cause of their stress (sufficient food, housing insecurity, or even the parent's own
trauma), can help. Another one is to ensure love and support from a parent or caregiver. Young children's stress responses are more stable, even in difficult situations, when they are with an adult they trust. As Megan Gunnar, a child psychologist and head of the Institute of Child at the University of Minnesota, said: "When the parent is present and
relationship is secure, basically the parent eats the stress: the kid cries, the parent comes, and it doesn't need to kick in the big biological guns because when they are
healthy and well, they can better care for their children. Details Last Updated: Friday, 29 July 2022 03:21 Written by IELTS Mentor Hits: 187619 You should spend about 20 minutes on Questions 29-41, which are based on the reading passage below. Write answers to questions in boxes 29-41 on your answer sheet. Bright Children A. By the time
Laszlo Polgar's first baby was born in 1969 he already had firm views on child-rearing. An eccentric citizen of communist Hungary, he had written a book called "Bring up Genius!" and one of his favourite sayings was "Geniuses are made, not born". An expert on the theory of chess, he proceeded to teach little Zsuzsa at home, spending up to ten
hours a day on the game. Two more daughters were similarly hot-housed. All three obliged their father by becoming world-class players. The youngest, Judit, is currently ranked 13th in the world, and is by far the best female chess players. The youngest, Judit, is currently ranked 13th in the world, and is by far the best female chess players.
a star, then a lot of time and money are being wasted worldwide on trying to pick winners. B. America has long held "talent searches", using test results and teacher recommendations to select children for advanced school courses, summer schools and other extra tuition. This provision is set to grow. In his state-of-the-union address in 2006,
President George Bush announced the "American Competitiveness Initiative", which, among much else, would train 70,000 high-school teachers to lead advanced courses for selected pupils in mathematics and science. Just as the superpowers' space race made Congress put money into science education, the thought of China and India turning out
hundreds of thousands of engineers and scientists is scaring America into prodding its brightest to do their best. C. The philosophy behind this talent search is that ability is innate; that it can be diagnosed with considerable accuracy; and that it is worth cultivating. In America, bright children are ranked as "moderately", "highly", "exceptionally" and
"profoundly" gifted. The only chance to influence innate ability is thought to be in the womb or the first couple of years of life. Hence the fad for "teaching aids" such as videos and flashcards for newborns, and "whale sounds" on tape which a pregnant mother can strap to her belly. D. In Britain, there is a broadly similar belief in the existence of
innate talent, but also an egalitarian sentiment which makes people queasy about the idea of investing resources in grooming intelligence. Teachers are often opposed to separate provision for the best-performing children, saying any extra help should go to stragglers. In 2002, in a bid to help the able while leaving intact the ban on most selection by
ability in state schools, the government set up the National Academy for Gifted and Talented Youth. This outfit runs summer schools and master classes for children nominated by their schools were told they must supply the names of their
top 10%. E. Picking winners is also the order of the day in ex-communist states, a hangover from the times when talented individuals were plucked from their homes and ruthlessly trained for the glory of the nation. But in many other countries, opposition to the idea of singling out talent and grooming it runs deep. In Scandinavia, a belief in virtues
like modesty and social solidarity makes people flinch from the idea of treating brainy children are born with the same innate abilities - and should, therefore, be treated alike. All are taught together, covering the same syllabus at the same rate until they finish compulsory
schooling. Those who learn quickest are expected bunch. "Children's palaces" in big cities offer a huge range of after-school classes. Anyone can sign up; all that is asked is excellent attendance. G. Statistics give little clue as to which system is best. The
performance of the most able is heavily affected by factors other than state provision. Most state education in Britain is nominally non-selective, but middle-class parents try to live near the best schools. Ambitious Japanese parents try to live near the best schools. Ambitious Japanese parents try to live near the best schools.
places with more diverse populations and less competent teachers. For what it's worth, the data suggest that some countries - like Japan and Finland, see table - can eschew selection and to as well. H. Mr Polgar thought any child could be a prodigy given the right teaching
an early start and enough practice. At one point he planned to prove it by adopting three baby boys from a poor country and trying his methods on them. (His wife vetoed the scheme.) Some say the key to success is simply hard graft. Judit, the youngest of the Polgar sisters, was the most driven, and the most successful; Zsofia, the middle one, was
regarded as the most talented, but she was the only one who did not achieve the status of grandmaster. "Everything came easiest to her," said her older sister. "But she was lazy." Questions 29-34 Do the following statements agree with the information given in Reading Passage? In boxes 29-34 on your answer sheet, write
agrees with the view of the writer. NO if the statement contradicts the view of the writer. NOT GIVEN if it is impossible to say what the writer thinks about this. 29. America has a long history of selecting talented students into different categories. 30. Teachers and schools in Britain held welcome attitude towards the government's
selection of gifted students. 31. Some parents agree to move near reputable schools in Britain. 32. Middle-class parents participate in their children's education. 33. Japan and Finland comply with selected student's policy. 34. Avoiding-selection-policy only works in a specific environment. Questions 35-36 Choose the correct letter, A, B, C or D.
Write your answers in boxes 35-36 on your answer sheet. 35. What's Laszlo Polgar's point of view towards geniuses of children A) Chess is the best way to train geniuses are born naturally. 36. What is the purpose of citing Zsofia's example in the
last paragraph A) Practice makes genius. B) Girls are not good at chess. C) She was an adopted child. D) Middle child is always the most talented. Questions 37-41 Use the appropriate letters, A-E, in boxes 37-41 on your answer sheet. 37-41 on your answer sheet.
Less gifted children get help from other classmates 38. Attending extra teaching is open to anyone 39. People are reluctant to favor gifted children due to social characteristics 40. Both views of innate and egalitarian co-existed 41. Craze of audio and video teaching for pregnant women. A. Scandinavia B. Japan C. Britain D. China E. America
Click the button to Show/ Hide Answers. Answer: 29. YES 30. NO 31. YES 32. NOT GIVEN 33. NO 34. YES 35. C 36. A 37. B 38. D 39. A 40. C 41. E Details Last Updated: Tuesday, 25 March 2025 04:14 Written by IELTS Mentor Hits: 202900 IELTS Academic Reading Test 117 - Passage 1: The White Horse of Uffington Reading Test 117: Passage 1
 | Passage 2 | Passage 3 | You should spend about 20 minutes on Questions 1-13, which are based on the reading passage below. The White Horse of Uffington The cutting of huge figures or 'geoglyphs' into the earth of English hillsides has taken place for more than 3,000 years. There are 56 hill figures scattered around England, with the vast
 majority on the chalk downlands of the country's southern counties. The figures include giants, horses, crosses and regimental badges. Although the majority of these figures is perhaps also the most mysterious - the Uffington White
Horse in Oxfordshire. The White Horse has recently been re-dated and shown to be even older than its previously assigned ancient pre-Roman Iron Age* date. More controversial is the date of the enigmatic Long Man of Wilmington in Sussex. While many historians are convinced the figure is prehistoric, others believe that it was the work of an
artistic monk from a nearby priory and was created between the 11th and 15th centuries. The method of cutting these huge figures was simply to remove the geoglyph again unless it was regularly cleaned or scoured by a fairly large team of
people. One reason that the vast majority of hill figures have disappeared is that when the traditions associated with the figures faded, people no longer bothered or remembered to clear away the grass to expose the chalk outline. Furthermore, over hundreds of years the outlines would sometimes change due to people not always cutting in exactly
the same place, thus creating a different shape to the original geoglyph. That fact that any ancient hill figures survive at all in England today is testament to the strength and continuity of local customs and beliefs which, in one case at least, must stretch back over millennia. The Uffington White Horse is a unique, stylised representation of a horse
consisting of a long, sleek back, thin disjointed legs, a streaming tail, and a bird-like beaked head. The elegant creature almost melts into the landscape. The horse is situated 2.5 km from Uffington village on a steep close to the Late Bronze Age* (c. 7th century BCE) hillfort of Uffington Castle and below the Ridgeway, a long-distance Neolithic**
track. The Uffington Horse is also surrounded by Bronze Age burial mounds. It is not far from the Bronze Age cemetery of Lambourn Seven Barrows, which consists of more than 30 well-preserved burial mounds. The carving has been placed in such a way as to make it extremely difficult to see from close quarters, and like many geoglyphs is best
appreciated from the air. Nevertheless, there are certain areas of the Vale of the White Horse, the valley containing and named after the enigmatic creature, from which an adequate impression may be gained. Indeed on a clear day the carving can be seen from up to 30 km away. The earliest evidence of a horse at Uffington is from the 1070s CE
 when 'White Horse Hill' is mentioned in documents from the nearby Abbey of Abingdon, and the first reference to the horse itself is soon after, in 1190 CE. However, the carving is believed to date back much further than that. Due to the similarity of the Uffington White Horse to the stylised depictions of horses on 1st century BCE coins, it had been
thought that the creature must also date to that period. However, in 1995 Optically Stimulated Luminescence (OSL) testing was carried out by the Oxford Archaeological Unit on soil from two of the lower layers of the horse's body, and from another cut near the base. The result was a date for the horse's construction somewhere between 1400 and
600 BCE - in other words, it had a Late Bronze Age or Early Iron Age origin. The latter end of the inhabitants of the hillfort. Alternatively, the carving may have been carried out
during a Bronze or Iron Age ritual. Some researchers see the horse as representing the Celtic*** horse goddess Epona, who was worshipped as a protector of horses, and for her associations with fertility. However, the cult of Epona was not imported from Gaul (France) until around the first century CE. This date is at least six centuries after the
Uffington Horse was probably carved. Nevertheless, the horse had great ritual and economic significance during the Bronze and Iron Ages, as attested by its depictions on jewellery and other metal objects. It is possible that the carving represents a goddess in native mythology, such as Rhiannon, described in later Welsh mythology as a beautiful
woman dressed in gold and riding a white horse. The fact that geoglyphs can disappear easily, along with their associated rituals and meaning, indicates that they were never intended to be anything more than temporary gestures. But this does not lessen their importance. These giant carving are a fascinating glimpse into the minds of their creators
                                                                                      --- *Iron Age: a period (in Britain 800 BCE - 43 CE) that is characterised by the use of iron tools *Bronze Age: a period (in Britain c. 2,500 BCE - 800 BCE) that is characterised by the development of bronze tools **Neolithic: a period (in Britain c. 4,000 BCE - c. 2,500 BCE) that
is significant for the spread of agricultural practices, and the use of stone tools ***Celtic: an ancient people who migrated from Europe to Britain before the Romans Questions [Reading Passage - The White Horse of Uffington] Questions 1 - 8 Do the following statements agree with the information given in Reading Passage? In boxes 1-5 on your
                         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. Most geoglyphs in England are located in a particular area of the country. 2. There are more geoglyphs in the shape of a horse than any other creature. 3. A recent
dating of the Uffington White Horse indicates that people were mistaken about its age. 4. Historians have come to an agreement about the origins of the Long Man of Wilmington. 5. Geoglyphs were created by people placing white chalk on the hillside. 6. Many geoglyphs in England are no longer visible. 7. The shape of some geoglyphs has been
altered over time. 8. The fame of the Uffington White Horse is due to its size. Questions 9 - 13 Complete the notes below. Choose ONE WORD ONLY from the passage for each answer. Write your answers in boxes 6-13 on your answer sheet.
                                                                                                                                                                                                                                                                                      The Uffington White Horse The location of the Uffington White Horse: ● a distance of 2.5 km from
                                                      . Answer to the reading passage - The White Horse of Uffington. Answer: Click the button to Show/ Hide Answers Answer: 1. TRUE 2. NOT GIVEN 3. TRUE 4. FALSE 5. FALSE 6. TRUE 7. TRUE 8. NOT GIVEN 9. Ridgeway 10. documents 11. soil 12. fertility 13. Rhiannon Need an
explanation for those answers? Visit - Answer Explanations: The White Horse of Uffington. Details Last Updated: Friday, 29 July 2022 03:17 Written by IELTS Mentor Hits: 201636 You should spend about 20 minutes on Questions 15-28, which are based on the reading passage below. Write answers to questions in boxes 15-28 on your answer sheet.
The Ingenuity Gap Ingenuity, as I define it here, consists not only of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for new technologies like computers or drought-resistant crops but, more fundamentally in the computers of t
factors, including the society's goals and the circumstances within which it must achieve those goals—whether it has a young population or an ageing one, whatever the case may be. How much and what kinds of ingenuity a society supplies also depends on
many factors, such as the nature of human inventiveness and understanding, the rewards an economy gives to the producers of useful knowledge, and the strength of political opposition to social and institutional reforms. A good supply of the right kind of ingenuity is essential, but it isn't, of course, enough by itself. We know that the creation of
wealth, for example, depends not only on an adequate supply of useful ideas but also on the availability of other, more conventional factors of production, like capital and labor. Similarly, prosperity, stability and justice usually depend on the resolution, or at least the containment, of major political struggles over wealth and power. Yet within our
economies ingenuity often supplants labor, and growth in the stock of physical plant is usually accompanied by growth in the stock of ingenuity. And in our political systems, we need great ingenuity to set up institutions that successfully manage struggles over wealth and power. Clearly, our economic and political processes are intimately entangled
with the production and use of ingenuity. The past century's countless incremental changes in our societies around the planet, in our technologies and our interactions with our surrounding natural environments, have accumulated to create a qualitatively new world. Because these changes have accumulated slowly, it's often hard for us to recognize
how profound and sweeping they've been. They include far larger and denser populations; much higher per capita consumption of natural resources; and far better and more widely available technologies for the movement of people, materials, and especially information. In combination, these changes have sharply increased the density, intensity, and
pace of our interactions with each other; they have greatly increased the burden we place on our natural environment; and they have helped shift power from national and international institutions to individuals in subgroups, such as political special interests and ethnic factions. As a result, people in all walks of life—from our political and business
leaders to all of us in our day-to-day—must cope with much more complex, urgent, and often unpredictable circumstances. The management of our relationship with this new world requires immense and ever-increasing amounts of social and technical ingenuity. As we strive to maintain or increase our prosperity and improve the quality of our lives,
we must make far more sophisticated decisions, and in less time, than ever before. When we enhance the performance of any system, from our cars to the planet's network of financial institutions, we tend to make it more complex. Many of the natural systems critical to our well-being, like the global climate and the oceans, are extraordinarily
complex, to begin with. We often can't predict or manage the behavior of complex systems with much precision, because they are often very sensitive to the smallest of changes and perturbations, and their behavior can flip from one mode to another suddenly and dramatically. In general, as the human-made and natural systems, we depend upon
becoming more complex, and as our demands on them increase, the institutions and technologies we use to manage them must become more complex too, which further boosts our need for ingenuity; stunning changes in our societies and technologies have not just increased our need for ingenuity;
they have also produced a huge increase in its supply. The growth and urbanization of human populations have combined with astonishing new communication and transportation technologies to expand interactions among people and produce larger, more integrated, and more efficient markets. These changes have, in turn, vastly accelerated the
generation and delivery of useful ideas. But—and this is the critical "but"—we should not jump to the conclusion that the supply of ingenuity requirement: while it's true that necessity is often the mother of invention, we can't always rely on the right kind of ingenuity appearing when and where we need
it. In many cases, the complexity and speed of operation of today's vital economic, social, and ecological systems work. They remain fraught with countless "unknown unknowns," which makes it hard to supply the ingenuity we need to
solve problems associated with these systems. In this book, I explore a wide range of other factors that will limit our ability to supply the ingenuity required in the coming century. For example, many people believe that new communication technologies strengthen democracy and will make it easier to find solutions to our societies' collective problems,
but the story is less clear than it seems. The crush of information in our everyday lives is shortening our attention span, limiting the time we have to reflect on critical matters of public policy, and making policy arguments more superficial. Modern markets and science are an important part of the story of how we supply ingenuity. Markets are
critically important because they give entrepreneurs an incentive to produce knowledge. As for science, although it seems to face no theoretical limits, at least in the foreseeable future, practical constraints often slow its progress. The cost of scientific research tends to increase as it delves deeper into nature. And science's rate of advance depends on
the characteristic of the natural phenomena it investigates, simply because some phenomena are intrinsically harder to understand than others, so the production of useful new knowledge in these areas can be very slow. Consequently, there is often a critical time lag between the recognition between a problem and the delivery of sufficient ingenuity,
in the form of technologies, to solve that problem. Progress in the social sciences is especially slow, for reasons we don't yet understand; but we desperately need better social scientific knowledge to build the sophisticated institutions today's world demands. Ouestions 15-18 Complete each sentence with the appropriate answer, A, B, C, or D. Write
the correct answer in boxes 15-18 on your answer sheet. 15. The definition of ingenuity 16. The creation of society A. depends on the management and solution of disputes. C. is not only of technological advance but more of institutional
renovation. D. also depends on the availability of some traditional resources. Questions 19-21 Choose the correct letter, A, B, C or D. Write your answers in boxes 19-21 on your answers 
B. Its significance is often not noticed. C. It has reshaped the natural environments we live in. D. It benefited a much larger population than ever. 20. The combination of changes has made life: A. easier B. faster C. slower D. less sophisticated 21. What does the author say about the natural systems? A. New technologies are being
developed to predict change with precision. B. Natural systems are often more sophisticated than other systems. C. Minor alterations may cause natural systems to change dramatically. D. Technological developments have rendered human being more independent of natural systems.
information given in the Reading Passage? In boxes 22-28 on your answer sheet, write TRUE if the statement contradicts the information NOT GIVEN if the reading Passage? In boxes 22-28 on your answer sheet, write TRUE if the statement contradicts the information on this 22. The demand for ingenuity has been growing during the past 100 years. 23. The ingenuity we have
may be inappropriate for solving problems at hand. 24. There are very few who can understand the complex systems of the present world. 25. More information will blame the current government for their conduct. 27. Science tends to develop faster in certain areas than others. 28. Social
science develops especially slowly because it is not as important as natural science. Click the button to Show/ Hide Answers. Answer: 15. C 16. A 17. D 18. B 19. B 20. B 21. C 22. TRUE 24. TRUE 25. FALSE 26. NOT GIVEN 27. TRUE 28. FALSE The atom bomb was one of the defining inventions of the 20th Century. So how did science
fiction writer HG Wells predict its invention three decades before the first detonations? (A) Imagine you're the greatest fantasy writer of your age. One day you dream up the idea of a bomb of infinite power. You call it the "atomic bomb". HG Wells first imagined a uranium-based hand grenade that "would continue to explode indefinitely" in his 1914
novel The World Set Free. He even thought it would be dropped from planes. What he couldn't predict was how a strange conjunction of his friends and acquaintances - notably Winston Churchill, who'd read all Wells's novels twice, and the physicist Leo Szilard - would turn the idea from fantasy to reality, leaving them deeply tormented by the scale of
destructive power that it unleashed. (B) The story of the atom bomb starts in the Edwardian age, when scientists such as Ernest Rutherford were grappling with a new way of conceiving the physical world. The idea was that solid elements might be made up of tiny particles in atoms. "When it became apparent that the Rutherford atom had a dense
nucleus, there was a sense that it was like a coiled spring," says Andrew Nahum, curator of the Science Museum's Churchill's Scientists exhibition. Wells was fascinated with the new discoveries. He had a track record of predicting technological innovations. Winston Churchill credited Wells for coming up with the idea of using aeroplanes and tanks in
combat ahead of World War One. (C) The two men met and discussed ideas over the decades, especially as Churchill, a highly popular writer himself, spent the danger of technology running ahead of human maturity, penning a 1924 article in
the Pall Mall Gazette called "Shall we all commit suicide?". In the article, Churchill wrote: "Might a bomb no bigger than an orange be found to possess a secret power to destroy a whole block of buildings - nay to concentrate the force of a thousand tons of cordite and blast a township at a stroke?" This idea of the orange-sized bomb is credited by
Graham Farmelo, author of Churchill's Bomb, directly to the imagery of The World Set Free. (D) By 1932 British scientists had succeeded in splitting the atom for the first time by artificial means, although some believed it couldn't produce huge amounts of energy. But the same year the Hungarian emigre physicist Leo Szilard read The World Set
Free. Szilard believed that the splitting of the atom could produce vast energy. He later wrote that Wells showed him "what the liberation of atomic energy on a large scale would mean". Szilard suddenly came up with the answer in September 1933 - the chain reaction - while watching the traffic lights turn green in Russell Square in London. He
wrote: "It suddenly occurred to me that if we could find an element which is split by neutrons and which would emit two neutrons when it absorbed one neutron, such an element, if assembled in sufficiently large mass, could sustain a nuclear chain reaction." (E) In that eureka moment, Szilard also felt great fear - of how a bustling city like London
and all its inhabitants could be destroyed in an instant as he reflected in his memoir published in 1968; "Knowing what it would mean - and I knew because I had read HG Wells - I did not want this patent to become public." The Nazis were on the rise and Szilard was deeply anxious about who else might be working on the chain reaction theory and an
atomic Bomb. Wells's novel Things To Come, turned into a 1936 film, The Shape of Things to Come, accurately predicted aerial bombardment and an imminent devastating world war. In 1939 Szilard drafted the letter Albert Einstein sent to President Roosevelt warning America that Germany was stockpiling uranium. The Manhattan Project was born.
  (F) Szilard and several British scientists worked on it with the US military's massive financial backing. Britons and Americans worked alongside each other in "silos" - each team unaware of how their work fitted together. They ended up moving on from the original enriched uranium "gun" method, which had been conceived in Britain, to create a
plutonium implosion weapon instead. Szilard campaigned for a demonstration bomb test in front of the Japanese ambassador to give them a chance to surrender. He was horrified that it was instead dropped on a city. In 1945 Churchill was beaten in the general election and in another shock, the US government passed the 1946 McMahon Act,
shutting Britain out of access to the atomic technology it had helped create. William Penney, one of the returning Los Alamos physicists, led the team charged by Prime Minister Clement Atlee with somehow putting together their individual pieces of the puzzle to create a British bomb on a fraction of the American budget. (G) "It was a huge
intellectual feat," Andrew Nahum observes. "Essentially they reworked the calculations that they'd been doing in Los Alamos. They had the services of Klaus Fuchs, who [later] turned out to be an atom spy passing information to the Soviet Union, but he also had a phenomenal memory." Another British physicist, Patrick Blackett, who discussed the
Bomb after the war with a German scientist in captivity, observed that there were no real secrets. According to Nahum he said: "It's a bit like making an omelette. Not everyone can make a good one."When Churchill was re-elected in 1951 he "found an almost complete weapon ready to test and was puzzled and fascinated by how Atlee had buried the
costs in the budget", says Nahum. "He was very conflicted about whether to go ahead with the test and wrote about whether we should have 'the art and not the armoury." (H) Churchill was convinced to go ahead with the test, but the
much more powerful hydrogen bomb developed three years later worried him greatly. HG Wells died in 1946. He had been working on a film seguel to The Shape of Things To Come that was to include his concerns about the now-realised atomic bomb he'd first imagined. But it was never made. Towards the end of his life, says Nahum, Wells's
friendship with Churchill "cooled a little". "Wells considered Churchill as an enlightened but tarnished member of the ruling classes." And Churchill had little time for Wells's increasingly fanciful socialist utopian ideas. (I) Wells believed technocrats and scientists would ultimately run a peaceful new world order like in The Shape of Things To Come,
even if global war destroyed the world as we knew it first. Churchill, a former soldier, believed in the lessons of history and saw diplomacy as the only way to keep mankind from self-destruction in the atomic age. Wells's scientist acquaintance Leo Szilard stayed in America and campaigned for civilian control of atomic energy, equally pessimistic
about Wells's idea of a bold new scientist-led world order. If anything Szilard was tormented by the power he had helped unleash. In 1950, he predicted a cobalt bomb that would destroy all life on the planet. In Britain, the legacy of the Bomb was a remarkable period of elite scientific innovation as the many scientists who had worked on weaponry or
radar returned to their civilian labs. They gave us the first commercial jet airliner, the Comet, near-supersonic aircraft and rockets, highly engineered computers, and the Jodrell Bank giant moveable radio telescope. (J) The latter had nearly ended the career of its champion, physicist Bernard Lovell, with its huge costs, until the 1957 launch of
Sputnik, when it emerged that Jodrell Bank had the only device in the West that could track it. Nahum says Lovell reflected that "during the war the question was never what will something cost. The question was only can you do it and how soon can we have it? And that was the spirit he took into his peacetime science." Austerity and the tiny size of
the British market, compared with America, were to scupper those dreams. But though the Bomb created a new terror, for a few years at least, Britain saw a vision of a benign atomic future, too and believed it could be the shape of things to come.
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