



# IELTS Mock Test 2022 November Reading Practice Test 3

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# READING PASSAGE 1

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



## Traditional Farming System in Africa

**A.** By tradition land in Luapula is not owned by individuals, but as in many other parts of Africa is allocated by the headman or headwoman of a village to people of either sex, according to need. Since land is generally prepared by hand, one ulupwa cannot take on a very large area; in this sense land has not been a limiting resource over large parts of the province. The situation has already changed near the main townships, and there has long been a scarcity of land for cultivation in the Valley. In these areas registered ownership patterns are becoming prevalent.

**B.** Most of the traditional cropping in Luapula, as in the Bemba area to the east, is based on citemene, a system whereby crops are grown on the ashes of tree branches. As a rule, entire trees are not felled, but are pollarded so that they can regenerate. Branches are cut over an area of varying size early in the dry season, and stacked to dry over a rough circle about a fifth to a tenth of the pollarded area. The wood is fired before the rains and in the first year planted with the African cereal finger millet (*Eleusine coracana*).

**C.** During the second season, and possibly for a few seasons more the area is planted to variously mixed combinations of annuals such as maize, pumpkins (*Telfiria occidentalis*) and other cucurbits, sweet potatoes, groundnuts, Phaseolus beans and various leafy vegetables, grown with a certain amount of rotation. The diverse sequence ends with vegetable cassava, which is often planted into the developing last-but-one crop as a relay.

**D.** Richards (1969) observed that the practice of citemene entails a definite division of labour between men and women. A man stakes out a plot in an unobtrusive manner, since it is considered provocative towards one's neighbours to mark boundaries in an explicit way. The dangerous work of felling branches is the men's province, and involves much pride. Branches are stacked by the women, and fired by the men. Formerly women and men cooperated in the planting work, but the harvesting was always done by the women. At the beginning of the

cycle little weeding is necessary, since the firing of the branches effectively destroys weeds. As the cycle progresses weeds increase and nutrients eventually become depleted to a point where further effort with annual crops is judged to be not worthwhile: at this point the cassava is planted, since it can produce a crop on nearly exhausted soil. Thereafter the plot is abandoned, and a new area pollarded for the next citemene cycle.

**E.** When forest is not available – this is increasingly the case nowadays – various ridging systems (ibala) are built on small areas, to be planted with combinations of maize, beans, groundnuts and sweet potatoes, usually relayed with cassava. These plots are usually tended by women, and provide subsistence. Where their roots have year-round access to water tables mango, guava and oil-palm trees often grow around houses, forming a traditional agroforestry system. In season some of the fruit is sold by the roadside or in local markets.

**F.** The margins of dambos are sometimes planted to local varieties of rice during the rainy season, and areas adjacent to vegetables irrigated with water from the dambo during the dry season. The extent of cultivation is very limited, no doubt because the growing of crops under dambo conditions calls for a great deal of skill. Near towns some of the vegetable produce is sold in local markets.

**G.** Fishing has long provided a much needed protein supplement to the diet of Luapulans, as well as being the one substantial source of cash. Much fish is dried for sale to areas away from the main waterways. The Mweru and Bangweulu Lake Basins are the main areas of year-round fishing, but the Luapula River is also exploited during the latter part of the dry season. Several previously abundant and desirable species, such as the Luapula salmon or mpumbu (*Labeo altivelis*) and pale (*Sarotherodon machochir*) have all but disappeared from Lake Mweru, apparently due to mismanagement.

**H.** Fishing has always been a far more remunerative activity in Luapula than crop husbandry. A fisherman may earn more in a week than a bean or maize grower in a whole season. I sometimes heard claims that the relatively high earnings to be obtained from fishing induced an 'easy come, easy go' outlook among Luapulan men. On the other hand, someone who secures good but erratic earnings may feel that their investment in an economically productive activity is not worthwhile because Luapulans fail to cooperate well in such activities. Besides, a fisherman with spare cash will find little in the way of working equipment to spend his money on. Better spend one's money in the bars and have a good time!

**I.** Only small numbers of cattle or oxen are kept in the province owing to the prevalence of the tse-tse fly. For the few herds, the dambos provide subsistence grazing during the dry season. The absence of animal draft power greatly limits peoples' ability to plough and cultivate land: a married couple can rarely manage to prepare by hand-hoeing. Most people keep freely roaming chickens and goats. These act as a reserve for bartering, but may also be occasionally slaughtered for ceremonies or for entertaining important visitors. These animals are not a regular part of most peoples' diet.

J. Citemene has been an ingenious system for providing people with seasonal production of high quality cereals and vegetables in regions of acid, heavily leached soils. Nutritionally, the most serious deficiency was that of protein. This could at times be alleviated when fish was available, provided that cultivators lived near the Valley and could find the means of bartering for dried fish. The citemene/fishing system was well adapted to the ecology of the miombo regions and sustainable for long periods, but only as long as human population densities stayed at low levels. Although population densities are still much lower than in several countries of South-East Asia, neither the fisheries nor the forests and woodlands of Luapula are capable, with unmodified traditional practices, of supporting the people in a sustainable manner.

Overall, people must learn to intensify and diversify their productive systems while yet ensuring that these systems will remain productive in the future, when even more people will need food. Increasing overall production of food, though a vast challenge in itself, will not be enough, however. At the same time storage and distribution systems must allow everyone access to at least a moderate share of the total.

### Questions 1-4

Complete the sentences below with words taken from Reading Passage!

Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 1-4 on your answer sheet.

In Luapula land allocation is in accordance with 1

The citemene system provides the land with 2  where crops are planted.

During the second season, the last planted crop is 3

Under suitable conditions, fruit trees are planted near 4

### Questions 5-8

Classify the following items with the correct description. Write your answers in boxes 5-8 on your answer sheet

A	fish
B	oxen
C	goats

5  be used in some unusual occasions, such as celebrations

6  cannot thrive for being affected by the pests

7  be the largest part of creating profit

8  be sold beyond the local area

## Questions 9-12

Do the following statements agree with the information given in *Reading Passage 1*?

In boxes 9-12 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

9  People rarely use animals to cultivate land

10  When it is a busy time, children usually took part in the labor force

11  The local residents eat goats on a regular time

12  Though citemene has been a sophisticated system, it could not provide enough protein

## Question 13

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

Write the correct letter in the box **13** on your answer sheet.

13 What is the writer's opinion about the traditional ways of practices?

- A** They can supply the nutrition that people need
- B** They are not capable of providing adequate support to the population
- C** They are productive systems that need no more
- D** They will be easily modified in the future

# READING PASSAGE 2

You should spend about 20 minutes on Questions 14 - 26, which are based on Heading Passage 2 below.



## READING PASSAGE 2

### Psychology of new product adoption



## Psychology of new product adoption

A

In today's hypercompetitive marketplace, companies that successfully introduce new products are more likely to flourish than those that don't. Businesses spend billions of dollars making better "mousetraps" only to find consumers roundly rejecting them. Studies show that new products fail at the stunning rate of between 40% and 90%, depending on the category, and the odds haven't changed much in the past 25 years. In the U.S. packaged goods industry, for instance, companies introduce 30,000 products every year, but 70% to 90% of them don't stay on store shelves for more than 12 months. Most innovative products – those that create new product categories or revolutionize old ones – are also unsuccessful. According to one study, 47% of first movers have failed, meaning that approximately half the companies that pioneered new product categories later pulled out of those businesses.

B

After the fact, experts and novices alike tend to dismiss unsuccessful innovations as bad ideas that were destined to fail. Why do consumers fail to buy innovative products even when they offer distinct improvements over existing ones? Why do companies invariably have more faith in new products than is warranted? Few would question the objective advantages of many innovations over existing alternatives, but that's often not enough for them to succeed. To understand why new products fail to live up to companies' expectations, we must delve into the psychology of behavior change.

C

New products often require consumers to change their behavior. As companies know, those behavior changes entail costs. Consumers' costs, such as the activation fees they have to pay when they switch from one cellular service provider to another. They also bear learning costs,

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such as when they shift from manual to automatic automobile transmissions. People sustain obsolescence costs, too. For example, when they switch from VCRs to DVD players, their videotape collections become useless. All of these are economic switching costs that most companies routinely anticipate.

## D

What businesses don't take into account, however, are the psychological costs associated with behavior change. Many products fail because of a universal, but largely ignored, psychological bias: People irrationally overvalue benefits they currently possess relative to those they don't. The bias leads consumers to value the advantages of products they own more than the benefits of new ones. It also leads executives to value the benefits of innovations they've developed over the advantages of incumbent products.

## E

Companies have long assumed that people will adopt new products that deliver more value or utility than existing ones. Thus, businesses need only to develop innovations that are objectively superior to incumbent products, and consumers will have sufficient incentive to purchase them. In the 1960s, communications scholar Everett Rogers called the concept "relative advantage" and identified it as the most critical driver of new-product adoption. This argument assumes that companies make unbiased assessments of innovations and of consumers, likelihood of adopting them. Although compelling, the theory has one major flaw: It fails to capture the psychological biases that affect decision making.

## F

In 2002, psychologist Daniel Kahneman won the Nobel Prize in economics for a body of work that explores why and when individuals deviate from rational economic behavior. One of the cornerstones of that research, developed with psychologist Amos Tversky, is how individuals value prospects, or choices, in the marketplace. Kahneman and Tversky showed, and others have confirmed, that human beings' responses to the alternatives before them have four distinct characteristics.

## G

First, people evaluate the attractiveness of an alternative based not on its objective, or actual, value but on its subjective, or perceived value. Second, consumers evaluate new products or investments relative to a reference point, usually the products they already own or consume. Third, people view any improvements relative to this reference point as gains and treat all shortcomings as losses. Fourth, and most important, losses have a far greater impact on people than similarly sized gains, a phenomenon that Kahneman and Tversky called "loss aversion." For instance, studies show that most people will not accept a bet in which there is a 50% chance of winning \$100 and a 50% chance of losing \$100. The gains from the wager must outweigh the losses by a factor of between two and three before most people find such a bet

attractive. Similarly, a survey of 1,500 customers of Pacific Gas and Electric revealed that consumers demand three to four times more compensation to endure a power outage – and suffer a loss – than they are willing to pay to avoid the problem, a potential gain. As Kahneman and Tversky wrote, “losses loom larger than gains.”

## H

Loss aversion leads people to value products that they already possess – those that are part of their endowment – more than those they don't have. According to behavioral economist Richard Thaler, consumers value what they own, but many have to give up, much more than they value what they don't own but could obtain. Thaler called that bias the “endowment effect.”

## I

In a 1990 paper, Thaler and his colleagues describe a series of experiments they conducted to measure the magnitude of the endowment effect. In one such experiment, they gave coffee mugs to a group of people, the Sellers, and asked at what price point – from 25 cents to \$9.25 – the Sellers would be willing to part with those mugs. They asked another group – the Choosers – to whom they didn't give coffee mugs, to indicate whether they would choose the mug or the money at each price point. In objective terms, all the Sellers and Choosers were in the same situation: They were choosing between a mug and a sum of money. In one trial of this experiment, the Sellers priced the mug at \$7.12, on average, but the Choosers were willing to pay only \$3.12. In another trial, the Sellers and the Choosers valued the mug at \$7.00 and \$3.50, respectively. Overall, the Sellers always demanded at least twice as much to give up the mugs as the Choosers would pay to obtain them.

## J

Kahneman and Tversky's research also explains why people tend to stick with what they have even if a better alternative exists. In a 1989 paper, economist Jack Knetsch provided a compelling demonstration of what economists William Samuelson and Richard Zeckhauser called the “status quo bias.” Knetsch asked one group of students to choose between an attractive coffee mug and a large bar of Swiss chocolate. He gave a second group of students the coffee mugs but a short time later allowed each student to exchange his or her mug for a chocolate bar. Finally, Knetsch gave chocolate bars to a third group of students but much later allowed each student to exchange his or her bar for a mug. Of the students given a choice at the outset, 56% chose the mug, and 44% chose the chocolate bar, indicating a near even split in preferences between the two products. Logically, therefore, about half of the students to whom Knetsch gave the coffee mug should have traded for the chocolate bar and vice versa. That didn't happen. Only 11% of the students who had been given the mugs and 10% of those who had been given the chocolate bars wanted to exchange their products. To approximately 90% of the students, giving up what they already had seemed like a painful loss and shrank their desire to trade.



## K

Interestingly, most people seem oblivious to the existence of the behaviors implicit in the endowment effect and the status quo bias. In study after study, when researchers presented people with evidence that they had irrationally overvalued the status quo, they were shocked, skeptical, and more than a bit defensive. These behavioral tendencies are universal, but awareness of them is not.

### Questions 14-17

Use the information in the passage to match the people (listed **A-C**) with opinions or deeds below.

Write the appropriate letters **A-C** in boxes **14-17** on your answer sheet.

<b>A</b>	Richard Thaler
<b>B</b>	Everett Rogers
<b>C</b>	Kahneman and Tversky

14  stated a theory which bears potential fault in the application

15  decided the consumers' several behavior features when they face other options

16  generalised that customers value more of their possession they are going to abandon for a purpose than alternative they are going to swap in

17  answered the reason why people don't replace existing products

### Questions 18-22

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

In boxes **18-22** on your answer sheet, write

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

18  The products of innovations which beat existing alternatives can guarantee a successful market share.

- 19  The fact that most companies recognised the benefits of switching to new products guarantees a successful innovation
- 20  Gender affects the loss and gain outcome in the real market place.
- 21  Endowment-effect experiment showed there was a huge gap between the seller's anticipation and the chooser's offer.
- 22  Customers accept the fact peacefully when they are revealed the status quo bias.

### Questions 23-26

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

Write your answers in boxes **23-26** on your answer sheet.

23 What does paragraph A illustrated in the business creative venture?

- A** above 70% of products stored in the warehouse
- B** only US packaged goods industry affected
- C** roughly half of new product business failed
- D** new products have a long life span.

24 What do specialists and freshers tend to think how a product sold well:

- A** as more products stored on a shelf
- B** being creative and innovative enough
- C** having more chain stores
- D** learning from a famous company like Webvan

25 According to this passage, a number of products fail because of the following reason:

- A** they ignore the fact that people tend to overvalue the product they own.
- B** they are not confident with their products

- C they are familiar with people's psychology state
- D they forget to mention the advantages of products

26 What does the experiment of "status quo bias" suggest which conducted by Nobel prize winner Kahneman and Tversky:

- A about half of them are willing to change
- B student is always to welcome new items
- C 90% of both owners in a neutral position
- D only 10% of chocolate bar owner is willing to swap

# READING PASSAGE 3

You should spend about 20 minutes on Questions 27 - 40, which are based on Reading Passage 3 below.



READING PASSAGE 3

## Memory Decoding



## Memory Decoding

Try this memory test: Study each face and compose a vivid image for the person's first and last name. Rose Leo, for example, could be a rosebud and a lion. Fill in the blanks on the next page. The Examinations School at Oxford University is an austere building of oak-paneled rooms, large Gothic windows, and looming portraits of eminent dukes and earls. It is where generations of Oxford students have tested their memory on final exams, and it is where, last August, 34 contestants gathered at the World Memory Championships to be examined in an entirely different manner.

### A

In timed trials, contestants were challenged to look at and then recite a two-page poem, memorize rows of 40-digit numbers, recall the names of 110 people after looking at their photographs, and perform seven other feats of extraordinary retention. Some tests took just a few minutes; others lasted hours. In the 14 years since the World Memory Championships was founded, no one has memorized the order of a shuffled deck of playing cards in less than 30 seconds. That nice round number has become the four-minute mile of competitive memory, a benchmark that the world's best "mental athletes," as some of them like to be called, is closing in on. Most contestants claim to have just average memories, and scientific testing confirms that they're not just being modest. Their feats are based on tricks that capitalize on how the human brain encodes information. Anyone can learn them.

### B

Psychologists Elizabeth Valentine and John Wilding, authors of the monograph *Superior Memory*, recently teamed up with Eleanor Maguire, a neuroscientist at University College London to study eight people, including Karsten, who had finished near the top of the World Memory Championships. They wondered if the contestants' brains were different in some way.

The researchers put the competitors and a group of control subjects into an MRI machine and asked them to perform several different memory tests while their brains were being scanned. When it came to memorizing sequences of three-digit numbers, the difference between the memory contestant and the control subjects was, as expected, immense. However, when they were shown photographs of magnified snowflakes, images that the competitors had never tried to memorize before, the champions did no better than the control group. When the researchers analyzed the brain scans, they found that the memory champs were activating some brain regions that were different from those the control subjects were using. These regions, which included the right posterior hippocampus, are known to be involved in visual memory and spatial navigation.

## C

It might seem odd that the memory contestants would use visual imagery and spatial navigation to remember numbers, but the activity makes sense when their techniques are revealed. Cooke, a 23-year-old cognitive-science graduate student with a shoulder-length mop of curly hair, is a grand master of brain storage. He can memorize the order of 10 decks of playing cards in less than an hour or one deck of cards in less than a minute. He is closing in on the 30-second deck. In the Lamb and Flag, Cooke pulled out a deck of cards and shuffled it. He held up three cards – the 7 of spades, the queen of clubs, and the 10 of spades. He pointed at a fireplace and said, “Destiny’s Child is whacking Franz Schubert with handbags.” The next three cards were the king of hearts, the king of spades, and the jack of clubs.

## D

How did he do it? Cooke has already memorized a specific person, verb, and object that he associates with each card in the deck. For example, for the 7 of spades, the person (or, in this case, persons) is always the singing group Destiny’s Child, the action is surviving a storm, and the image is a dinghy. The queen of clubs is always his friend Henrietta, the action is thwacking with a handbag, and the image is of wardrobes filled with designer clothes. When Cooke commits a deck to memory, he does it three cards at a time. Every three-card group forms a single image of a person doing something to an object. The first card in the triplet becomes the person, the second the verb, the third the object. He then places those images along a specific familiar route, such as the one he took through the Lamb and Flag. In competitions, he uses an imaginary route that he has designed to be as smooth and downhill as possible. When it comes time to recall, Cooke takes a mental walk along his route and translates the images into cards. That’s why the MRIs of the memory contestants showed activation in the brain areas associated with visual imagery and spatial navigation.

## E

The more resonant the images are, the more difficult they are to forget. But even meaningful information is hard to remember when there’s a lot of it. That’s why competitive memorizers place their images along an imaginary route. That technique, known as the loci method,

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reportedly originated in 477 B.C. with the Greek poet Simonides of Ceos. Simonides was the sole survivor of a roof collapse that killed all the other guests at a royal banquet. The bodies were mangled beyond recognition, but Simonides was able to reconstruct the guest list by closing his eyes and recalling each individual around the dinner table. What he had discovered was that our brains are exceptionally good at remembering images and spatial information. Evolutionary psychologists have offered an explanation: Presumably, our ancestors found it important to recall where they found their last meal or the way back to the cave. After Simonides' discovery, the loci method became popular across ancient Greece as a trick for memorizing speeches and texts. Aristotle wrote about it, and later a number of treatises on the art of memory were published in Rome. Before printed books, the art of memory was considered a staple of classical education, on a par with grammar, logic, and rhetoric.

## F

The most famous of the naturals was the Russian journalist S.V. Shereshevski, who could recall long lists of numbers memorized decades earlier, as well as poems, strings of nonsense syllables, and just about anything else he was asked to remember. "The capacity of his memory had no distinct limits," wrote Alexander Luria, the Russian psychologist who studies Shereshevski also had synesthesia, a rare condition in which the senses become intertwined. For example, every number may be associated with a color or every word with a taste. Synesthetic reactions evoke a response in more areas of the brain, making memory easier.

## G

K. Anders Ericsson, a Swedish-born psychologist at Florida State University, thinks anyone can acquire Shereshevski's skills. He cites an experiment with S. F., an undergraduate who was paid to take a standard test of memory called the digit span for one hour a day, two or three days a week. When he started, he could hold, like most people, only about seven digits in his head at any given time (conveniently, the length of a phone number). Over two years, S. F. completed 250 hours of testing. By then, he had stretched his digit span from 7 to more than 80. The study of S. F. led Ericsson to believe that innately superior memory doesn't exist at all. When he reviewed original case studies of naturals, he found that exceptional memorizers were using techniques – sometimes without realizing it – and lots of practice. Often, exceptional memory was only for a single type of material, like digits. "If we look at some of these memory tasks, they're the kind of thing most people don't even waste one hour practicing, but if they wasted 50 hours, they'd be exceptional at it," Ericsson says. It would be remarkable, he adds, to find a "person who is exceptional across a number of tasks. I don't think that there's any compelling evidence that there are such people."

## Questions 27-31

The Reading Passage has seven paragraphs **A-G**.

Which paragraph contains the following information?

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Write the correct letter **A-G**, in boxes **27-31** on your answer sheet.

27  The reason why the competence of super memory is significant in academic settings

28  Mention of a contest for extraordinary memory held in consecutive years

29  A demonstrative example of extraordinary person did an unusual recalling game

30  A belief that extraordinary memory can be gained through enough practice

31  A depiction of the rare ability which assists the extraordinary memory reactions

### Questions 32-36

Complete the following summary of the paragraphs of Reading Passage.

Using **NO MORE THAN THREE WORDS** from the Reading Passage for each answer.

Write your answers in boxes **32-36** on your answer sheet.

Using visual imagery and spatial navigation to remember numbers are investigated and explained. A man called Ed Cooke in a pub, spoke a string of odd words when he held 7 of the spades (the first one of any cards group) was remembered as he encoded it to a 32  and the card deck to memory are set to be one time of an order of 33  ; When it comes time to recall, Cooke took a 34  along his way and interpreted the imaginary scene into cards. This superior memory skill can be traced back to Ancient Greece, the strategy was called 35  which had been a major subject was in ancient 36 .

### Questions 37-38

Choose **TWO** correct letters, **A-E**.

Write your answers in boxes **37-38** on your answer sheet.

According to **World Memory Championships**, what activities need good memory?

- A order for a large group of each digit
- B recall people's face
- C resemble a long Greek poem
- D match name with pictures and features
- E match name with pictures and features

## Questions 39-40

Choose **TWO** correct letters, A-E.

Write your answers in boxes **39-40** on your answer sheet.

What is the result of Psychologists Elizabeth Valentine and John Wilding's MRI Scan experiment find out?

- A the champions' brains are different in some way from common people
- B difference in the brain of champions' scan image to control subjects are shown when memorizing sequences of three-digit numbers
- C champions did much worse when they are asked to remember photographs
- D the memory-champs activated more brain regions than control subjects
- E there is some part in the brain coping with visual and spatial memory





## Solution:

### Part 1: Question 1 - 13

- |           |              |
|-----------|--------------|
| 1 need    | 2 ashes      |
| 3 cassava | 4 houses     |
| 5 C       | 6 B          |
| 7 A       | 8 A          |
| 9 TRUE    | 10 NOT GIVEN |
| 11 TRUE   | 12 TRUE      |
| 13 B      |              |

### Part 2: Question 14 - 26

- |              |         |
|--------------|---------|
| 14 B         | 15 C    |
| 16 A         | 17 C    |
| 18 FALSE     | 19 TRUE |
| 20 NOT GIVEN | 21 TRUE |
| 22 FALSE     | 23 C    |

24 B

25 A

26 D

**Part 3: Question 27 - 39**

27 E

28 A

29 C

30 G

31 F

32 specific person

33 three cards

34 mental walk

35 loci method

36 education

$\frac{37}{38}$  A,D

$\frac{39}{40}$  B,E