



Introduction

- 1 A study identified four groups of soap opera viewers. With a partner, discuss what you think the attitudes of these people are likely to be.

Fanatics Ironics Non-committed Dismissives

- 2 1-01 Now listen to three people describing their attitudes towards watching soap operas. As you listen, decide which category of viewer in 1 they fit into.

- 3 Match the words in list A with those in list B to form collocations. Sometimes more than one collocation is possible.

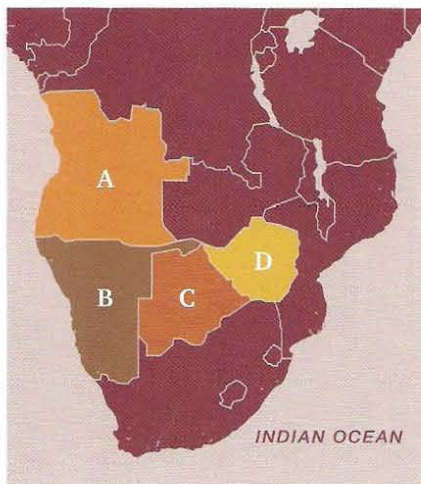
A: *hackneyed mundane eccentric compulsive corny cliffhanger unconvincing atrocious negative glamorous topical far-fetched contrived*

B: *stereotypes storylines viewing situations endings characters issues acting settings plot*

- 4 Which category of viewer in 1 would you put yourself in? Use words from 3 to explain reasons for your choice.

- 5 Discuss these statements.

- a Soap operas offer an accurate depiction of real-life people who live and work in the places that the soap is set in, e.g. school, country/area/community, hospital, university, etc.
- b Soap operas can be an effective tool to convey important social messages. They can raise awareness of and help address problems in society.
- c By publishing the heroism of ordinary life, soaps announce the communality of human crisis; tragedy is the same whether in ghetto or palace. (Stewart Dakers)



Tip

In this type of text the multiple-choice questions often focus on the writer's implied meaning. Read the question carefully to find words that ask for this kind of interpretation.

1 You are going to read an extract from a novel set in Botswana called *The No. 1 Ladies' Detective Agency* by Alexander McCall Smith. The main character, Mma Ramotswe, has set up a detective agency in Botswana with the money she inherited from her father. Before you read the extract, answer these questions.

- Identify these countries on the map: Botswana, Zimbabwe, Angola and Namibia.
- What image does Botswana conjure up in your mind?

2 Now read the text. How similar was your image of Botswana to that in the text?

Exam practice

3 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What is the writer implying in the first paragraph?
 - Memories need to be recalled to make sure they do not disappear.
 - We have no control over our memories but they are a part of us.
 - Few people are interested in the lives of ordinary people.
 - Obed Ramotswe was a most unfortunate man.
- What is suggested about the local boys?
 - They often tried to rob the people.
 - The railway employees had little control over how they behaved.
 - They were reluctant to get too close to the railway track.
 - The passengers were rather irritated by their presence.
- When talking about Mahalapye, Obed paints a picture of
 - a group of houses reflecting a social divide.
 - a village which was arranged neatly around the railway line.
 - children receiving an education which was inadequate.
 - local children who were encouraged to pursue their own culture.
- What point is Obed making in paragraph F?
 - The doctor was reluctant to tell him any bad news.
 - He refuses to despair when hearing bad news.
 - People react to bad news in very similar ways.
 - Bad news is never as bad as it seems.
- What does Obed imply in the last paragraph?
 - He would like to see more of his only child.
 - His life has been a hard struggle to make ends meet.
 - He has found living in Africa a solitary experience.
 - Despite problems, his achievements have been praiseworthy.
- The overall impression Obed gives of life in Africa in his day is that it was a land where
 - the problems of everyday life could easily be forgotten.
 - there were opportunities for people to take advantage of.
 - the geography had a profound effect on people's character.
 - strong family ties and loyalties were paramount.

Text analysis

- 4 Work through a–f, referring to paragraphs A–G in the text.
- How effective is the simile that the writer uses? (A)
 - What device does the writer use to engage the reader in the narrative? (A)
 - What surprises the reader at the beginning of the second paragraph? (B)
 - Why do you think Obed compares the passengers on the train to ghosts? (C)
 - How does the writer create an impression of what Africa was like in the past? (E)
 - How does Obed effectively convey the atmosphere of Africa? (G)

All those years ago

A We don't forget, thought Mma Ramotswe. Our heads may be small, but they are as full of memories as the sky may sometimes be full of swarming bees, thousands and thousands of memories, of smells, of places, of little things that happened to us and which
5 come back, unexpectedly, to remind us of who we are. And who am I? I am Precious Ramotswe, citizen of Botswana, daughter of Obed Ramotswe who died because he had been a miner and could no longer breathe. His life was unrecorded; who is there to write down the lives of ordinary people?

10 B I am Obed Ramotswe, and I was born near Mahalapye in 1930. Mahalapye is halfway between Gaborone and Francistown, on that road that seems to go on forever. It was a dirt road in those days, of course, and the railway line was much more important. The track came down from Bulawayo, crossed into Botswana at
15 Plumtree, and then headed south down the side of the country all the way to Mafikeng, on the other side.

C As a boy, I used to watch the trains as they drew up at the siding. They let out great clouds of steam, and we would dare one another to run as close as we could to it. The stoker would shout
20 at us, and the station master would blow his whistle, but they never managed to get rid of us. We hid behind plants and boxes and dashed out to ask for coins from the closed windows of the trains. We saw the white people look out of their windows, like ghosts, and sometimes they would toss us one of their Rhodesian
25 pennies – large copper coins with a hole in the middle – or, if we were lucky, a tiny silver coin we called a ticky, which could buy us a small tin of syrup.

D Mahalapye was a straggling village of huts made of brown, sun-baked mud bricks and a few tin-roofed buildings. These belonged
30 to the Government or the Railways, and they seemed to us to represent distant, unattainable luxury. There was a school run by an old Anglican priest and a white woman whose face had been half-destroyed by the sun. They both spoke Setswana, which was unusual, but they taught us in English, insisting on the pain of a
35 thrashing that we left our own language outside in the playground.

E On the other side of the road was the beginning of the plain that stretched out into the Kalahari. It was a featureless land, cluttered with low thorn trees, on the branches of which there
40 perched the hornbills and the fluttering molopes, with their long trailing tail-feathers. It was a world that seemed to have no end, and that, I think, is what made Africa in those days so different. There was no end to it. A man could walk, or ride, forever, and he would never get anywhere.

F I am sixty now, and I do not think God wants me to live much
45 longer. Perhaps there will be a few years more, but I doubt it; I saw Dr Moffat at the Dutch Reformed Hospital in Mochudi who



listened to my chest. He could tell that I had been a miner, just by listening, and he shook his head and said that the mines have many different ways of hurting a man. As he spoke, I remembered
50 a song the Sotho miners used to sing. They sang: 'The mines eat men. Even when you have left them, the mines may still be eating you.' We all knew this was true. You could be killed by falling rock or you could be killed years later, when underground was just a memory, or even a bad dream that visited you at night. The mines
55 would come back for their payment, just as they were coming back for me now. So I was not surprised by what Dr Moffat said. Some people cannot bear news like that. They think they must live forever, and they cry and wail when they realize that their time is coming. I do not feel like that, and I do not weep at the
60 news the doctor gave me. The only thing that makes me sad is that I shall be leaving Africa when I die. I love Africa, which is my mother and my father. When I am dead I shall miss the smell of Africa, because they say that where you go, wherever that may be, there is no smell or taste.

G But I can look back over my sixty years and think of everything that I have seen and of how I started with nothing and ended up with almost two hundred cattle. And I have a good daughter, a loyal daughter, who looks after me well and makes me tea while I
70 sit here in the sun and look out to the hills in the distance. When you see the hills from a distance, they are blue; as all the distances in the country are. We are far from the sea here, with Angola and Namibia between us and the coast, and yet we have this great empty ocean of blue above and around us. No sailor could be lonelier than a man standing in the middle of our land, with miles
75 and miles of blue about him.

From *The No. 1 Ladies' Detective Agency* by Alexander McCall Smith

Vocabulary

Word knowledge: get

- 5 The Oxford Advanced Learner's Dictionary lists 26 meanings for the verb *get*. Look at this extract from the text on page 13. What does *get* mean here?

A man could walk, or ride, forever, and he would never get anywhere.

- 6 What is the meaning of *get* in a–j? How could each use be paraphrased?

- a Just to get to meet him was a thrill, but I got to work with him, too!
- b I get the impression that he doesn't like me very much.
- c He couldn't get the car to start this morning and was late again.
- d I shall quite enjoy getting used to this lifestyle.
- e We had a bite to eat and got talking.
- f You get all sorts in here, from accountants to film stars.
- g I can't go out. I've only just got in.
- h What gets me is how we have to pay through the nose for petrol.
- i It's far from ideal but we're getting there.
- j I just don't get it – why on earth would you want to go there?

- 7 Write sentences with *get* that are true for you. For each sentence, try to use the word *get* in a different way.

Collocations: memory

- 8 Divide these adjectives which collocate with *memory* into the four categories a–d below. Some words might fit more than one category.

vivid distant short-term long-term dreadful faded cherished nostalgic fuzzy precious treasured bitter-sweet haunting vague disturbing bitter traumatic lingering fleeting

- a duration
- b clarity
- c positive
- d negative

- 9 Which of these verbs which collocate with *memory* do you think have a negative meaning?

bury erase bring back evoke rekindle push aside push away spark stir (up) trigger conjure up block (out) blot out hold come flooding back fade

- 10 Talk to a partner about memories. Try to use some of the vocabulary in 8 and 9.

Your views

- 11 Look back at the text on page 13. Would you be interested in reading the rest of the book? Why/Why not?

Grammar See notes page 149

Past tenses

- 12 Complete a–j with a suitable past tense of the verbs in brackets. Where more than one tense is possible, does it create a difference in meaning?

- a When I lived abroad, my mother (always/phone) me at dinner time.
- b After the railway (disappear), life in the town changed dramatically.
- c I (hope) to take a really long holiday last year but it didn't work out.
- d When I (do) all the housework, I sat down and had a nice cup of tea.
- e I (visit) the island at least three times a year.
- f We all stood up and left the room when John (sing) his latest song.
- g I (study) French in Paris when I first met Marc.
- h I got the job because I (have) a good knowledge of the surrounding area.
- i I (have) dinner with my boss last night and he (say) that things are looking up for the company.
- j As soon as he (open) the present, his face lit up.

Past verb forms with present or future meaning


- 13 What effect do the past tenses have in each of the sentences in a–g?
- Supposing we didn't go on holiday next year, what would we do instead?
 - I'd rather you didn't come tomorrow as I'm quite busy today.
 - I know you love me, but would you follow me wherever I went?
 - I think it's time we left for the airport.
 - I thought you might like to know that I passed all my exams.
 - Did you want to come round and see us tonight?
 - I was hoping we could get this sorted out this week.

Word knowledge: would

- 14 Read this extract from the text on page 13. What meaning is the writer trying to convey with the use of *would*? Is there any difference between the use of *would* and *used to*?

... I used to watch the trains as they drew up at the siding. They let out great clouds of steam, and we would dare one another to run as close as we could to it. The stoker would shout at us, and the station master would blow his whistle, but they never managed to get rid of us.

- 15 What is the function and meaning of *would* in a–f?

- When Susie first saw the house, she knew that one day she would live there.
 - She would happily get up at the crack of dawn to make the kids their breakfast.
 - I wanted Tim to start looking for another job but he wouldn't hear of it.
 - I would say that this would be a difficult place to settle down in.
 - Would you pop this in the post on your way to work?
 - Typical! You would tell him about the party!
- 16  1.02 When would you normally contract *would* in a–f above if they were spoken? Listen and check.

Personalization

- 17 Prepare a short paragraph about people and/or places from your past like the one in 14. Use the pictures below for some ideas. Then read it out to a partner.





1 **1-03** Part 1 of the speaking test lasts for two minutes. In the first part of the test, the examiners will introduce themselves and ask some brief questions. Listen to the introduction to this part of the speaking test. Make a note of the six questions the examiner asks.

2 Tick the kinds of questions in the list below that you think the examiner will ask after the introductory ones. How many questions do you think the examiner will ask the candidates?

- _____ requiring candidates to justify their opinions
- _____ developing topics
- _____ focusing on decision making
- _____ focusing on exchanging ideas
- _____ about candidates' lifestyle and surroundings
- _____ requiring more speculative answers
- _____ related to an exam task
- _____ focusing on general interactional language

3 **1-04** Look at these three Part 1 questions. Listen to some candidates answering them. Make a note of the strengths and weaknesses of each candidate's response. How might they improve their answers?

- a You said you are from ... What do you like about living there?
- b How do you like to spend your leisure time?
- c If you could do any job, what would you choose?

Vocabulary

Link words

4 The following link words a-i will help you to structure your responses. Match them to their uses 1-7.

- | | |
|---------------------|--------------------------------------|
| a because | 1 to introduce another point of view |
| b so that | 2 to confess that something is true |
| c on the other hand | 3 to speculate |
| d if | 4 to give yourself time to think |
| e actually | 5 to preface what you really think |
| f I must admit | 6 to give an explanation or reason |
| g I have to say | 7 to express a result |
| h so | |
| i well | |

Exam practice

Tip

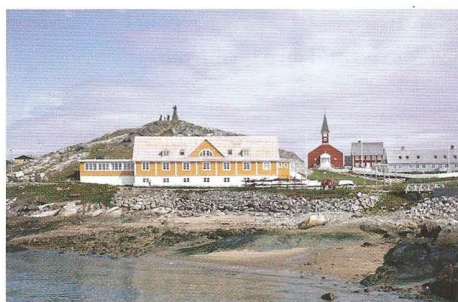
Before you answer a question, quickly take a deep breath and, as you breathe out, try projecting your voice a little. Both examiners need to be able to hear you.

5 **1-05** Listen to four Part 1 questions. After each one, discuss with a partner what might be a suitable reply to the questions as in the example below. Quickly thinking of two or three different angles for each question will help you to start talking immediately, and expand on and structure your response.

Example: How important is it for you to travel?

(Ideas: trips or travelling you have already done; trips you would like to go on; why you are or are not interested in travel, etc.)

6 Now take it in turns to practise asking and answering the questions.



- 1 Look at these pictures. What do you think it would be like to live in these places?
- 2 Read the text below, ignoring the gaps, and find out what kind of place Nuuk is to live in. How would you feel about living there?

Exam practice

- 3 Read the text again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Northern light

All roads do not lead to Nuuk. In fact, no roads lead to Nuuk. Songwriter and Nuuk native, Nive Neilson, tells us why it's worth the trip.

Nuuk is different. For a start, it's not (0) **B** to other places in Greenland. If you want to quit town, you need a boat, a helicopter or a propeller plane. Nuuk really is off the (1) track. On the other hand, we've got mountains, the coastline, a vast expanse of water and icebergs – a landscape that's as fascinating as it is inspiring, above all for artists. And there are plenty of those here. I love the albums of Ole Christianson. His surreal lyrics are wonderful. He sings in Greenlandic but his lyrics alone were reason enough to encourage people to (2) with our language.

I like to start my day at the only place in Nuuk where you can get (3) coffee. The espresso is strong and tastes excellent. But although it's difficult to find good coffee, it's easy to (4) hook, line and sinker for Greenlandic cuisine. In my favourite restaurant (5) on the harbour, you get smoked reindeer, fish and musk ox. Places such as Qoornoq are just as (6) as the local cuisine. It's a (7) village on an island just off Nuuk. There's nothing there apart from a few holiday homes. But (8) heed if you go there: the clouds of mosquitos can be really bothersome in summer. That's why people use mosquito nets on boat trips. It looks pretty funny but, as I said, Nuuk is just different.

Tip

Even if you think you have found the correct word to fill the gap, try the other options in the gap to make sure they do not collocate with the other words in the phrase or sentence before you make your final choice.

- | | | | |
|-----------------|--------------------|---------------|---------------|
| 0 A combined | B connected | C related | D united |
| 1 A forged | B beaten | C formed | D worked |
| 2 A activate | B encounter | C involve | D engage |
| 3 A appropriate | B suitable | C presentable | D respectable |
| 4 A fall | B drop | C jump | D dive |
| 5 A fixed | B placed | C established | D located |
| 6 A evocative | B reminiscent | C suggestive | D inducing |
| 7 A stranded | B deserted | C vacant | D derelict |
| 8 A keep | B make | C take | D give |



Tip

Always read all the questions and the options through carefully before the recording starts. You will be given time to do this in the exam. As you listen for the first time, put a dot beside the option you think is correct.

1 Do you agree with this statement? Why/Why not?

The only way to give effective help to people in need is to go and give it yourself.

Exam practice

2 1-06 You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1: You hear two friends talking about a trip to help someone in need.

- 1 The woman seems surprised that the man and his colleagues
 - A found time to organize the trip.
 - B managed to fit all the toys and clothing into two lorries.
 - C were able to find the money to finance the trip.
- 2 When the lorries arrived, the man felt
 - A proud of his achievements.
 - B sympathetic for the children's predicament.
 - C determined that he would return.

Extract 2: You hear a presenter making a charity appeal on TV.

- 3 The man emphasizes the fact that
 - A making a donation is not the only way to help people in need.
 - B whatever help we can give is welcome.
 - C it's up to us all to ensure funds reach their target.
- 4 In the man's opinion, anyone making a donation will
 - A be motivated to do more in future.
 - B feel guilty for not having done so earlier.
 - C have a clear conscience tonight.

Extract 3: You hear two people on a radio programme talking about sponsoring a child.

- 5 Why did the man find Opportunity International inspiring?
 - A It's prepared to advertise in newspapers.
 - B It interviews sponsors personally.
 - C It cooperates with the local population.
- 6 The man regards the donation he makes as
 - A a means of obtaining information.
 - B a small contribution towards a good cause.
 - C an insignificant gesture given the circumstances.

Your views

- 3 Which of the methods of helping people mentioned in the extracts do you consider to be the most effective? Why?

Vocabulary

Word knowledge: help and give

- 4 Replace the words in *italics* in a-g using an expression with *help* or *give*.
 - a Lynn's tried not to lose her temper so often, but she *can't stop herself*.
 - b The best way to handle children is not to *let them do just what they want to*.
 - c *Have some of* these olives everybody – they're delicious.
 - d I'm going to be late, but *it's not my fault* that the traffic is so bad.
 - e Things seem bad right now but if you *wait a little while* they might get better.
 - f When I was struggling to set up my business, he *lent me some money*.
 - g You are a hard worker – I'll *admit that's true*.

1 Discuss these questions.

- Do you like reading? Why/Why not?
- What type of things do you like and dislike reading?
- How often do you read?
- Thinking about the things you read, why do you read them?
- Where do you like to read?
- Have your reading habits changed over the years? If so, how?

Preparing for the tasks

2 Here is a list of things you should do when preparing for the set text task. Some of the guidance is wrong. Cross out the guidance that is incorrect.

- Make a list of the main events and note which characters are involved in each event.
- Make notes on how the relationships between the key characters develop.
- Learn your notes by heart and plan to reproduce them exactly in the exam.
- Prepare short character profiles for the main characters.
- Make notes where relevant on attitudes that differ to those of the modern day.
- Link attitudes in the novel to other aspects such as character motivation.
- Write a short summary of each chapter.
- Just watch the film version.
- Spend as much time studying the minor characters as the main characters.

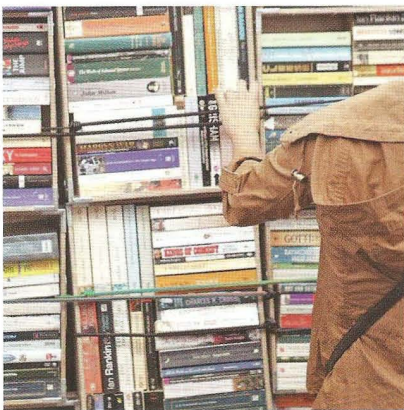
3 Can you think of any other ideas to add to the list above?

Vocabulary

4 Read these extracts from some literature essays and reviews. Complete a–g with a suitable word from the list below in the correct form. There may be more than one possible answer.

heart foot laden culminate mount mirror paint nod doom tend
breath compel backdrop play emerge resonate plot lie grip mar

- The theme at the _____ of the book _____ in the narrator's relationship with his sister – a relatively square girl who joins the army after her marriage ends in tatters.
- O'Grady _____ fresh life into the genre with a _____ and evocative novella, having one _____ in the esoterically fogeyish world of eccentric men of letters.
- Narrative suspense _____ around the seemingly trite question of who will lead her through this transformation from child to woman. Against this _____, questions of freedom and alienation _____ as all the more complex.
- The power relations at _____ in the encounters described are _____ in Paulo's small rural community, helping to _____ a lucid picture of turn of the century small town America.
- The novel is _____ with images of concealment, carefully placed within the first section and _____ throughout, _____ in a spine-chilling finale.
- With more than a passing _____ to history, this sentimental novel describes the _____ relationship between a young, impressionable farmhand and a sophisticated, but shallow countess.
- Gilbert popularizes an intricate story well, _____ it intermittently by a _____ to overdramatize an already interesting _____.



Exam practice *See Writing guide page 148*

5 Read each of the exam questions and answer the questions that follow.

Tip

Only choose a set text question in Part 2 if you have read the text in full or seen the film version.

a Your local newspaper has invited readers to send in articles entitled 'People thought differently then'. Write an article about your chosen book, focusing on how the attitudes of society affect the relationship between two of the main characters.

- 1 What kind of balance should there be between characters, events and details about society in your answer?
- 2 Who are the target readers? What will they expect to learn from such an article?
- 3 Should the style of the article be formal or informal?

b 'Their relationship was doomed from the beginning.' Write an essay for your tutor discussing this statement, describing how the relationship between two of the characters in your chosen book begins and develops. Write about the pressures they meet through their own differences in personality and circumstances, and the opposition of society and other people in their lives.

- 1 What is the main focus in this question?
- 2 What four paragraphs would you definitely have to include?
- 3 What style should the essay be in?

c A magazine has decided to start a book review page that focuses on novels in which the protagonist successfully resolves a problem. It is asking its readers for suggestions. Write a letter to the magazine recommending your chosen book. You should briefly describe the character and circumstances of the protagonist, and state why you think readers will be able to relate to him/her.

- 1 Who are your target readers? What are you trying to achieve through your letter?
- 2 What should you include in your letter?
- 3 What kind of style and tone should you adopt?

d A newspaper has asked you to write a review of a book saying whether you think young people are still likely to relate to its themes. Write your review focusing on the main characters and their situations and relationships, and stating how relevant their circumstances are today.

- 1 Who are your target readers?
- 2 What is the main purpose of your review?
- 3 What kind of style should you use?

e The head of English at your college has asked you to comment on the appropriacy of your chosen book for students studying on your course in the future. Write a report commenting on how the book may help students learn about the culture and history of the country in which it is set, and recommending ways of keeping the students interested in the book on future courses.

- 1 Who is the target audience?
- 2 What points of style and organization are important when writing a report?
- 3 What must you include in the report?

6 Choose one of the tasks a–e and write your answer in 280–320 words.