

Test 2

**PART 3 Questions 21–30**

Questions 21 and 22

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Choose **TWO** letters, **A–E**.

Which **TWO** groups of people is the display primarily intended for?

- A students from the English department
- B residents of the local area
- C the university's teaching staff
- D potential new students
- E students from other departments

Questions 23 and 24

Choose **TWO** letters, **A–E**.

What are Cathy and Graham's **TWO** reasons for choosing the novelist Charles Dickens?

- A His speeches inspired others to try to improve society.
- B He used his publications to draw attention to social problems.
- C His novels are well-known now.
- D He was consulted on a number of social issues.
- E His reputation has changed in recent times.

## Questions 25–30

What topic do Cathy and Graham choose to illustrate with each novel?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 25–30.

Topics	
<b>A</b>	poverty
<b>B</b>	education
<b>C</b>	Dickens's travels
<b>D</b>	entertainment
<b>E</b>	crime and the law
<b>F</b>	wealth
<b>G</b>	medicine
<b>H</b>	a woman's life



**Novels by Dickens**

- |           |                            |       |
|-----------|----------------------------|-------|
| <b>25</b> | <i>The Pickwick Papers</i> | ..... |
| <b>26</b> | <i>Oliver Twist</i>        | ..... |
| <b>27</b> | <i>Nicholas Nickleby</i>   | ..... |
| <b>28</b> | <i>Martin Chuzzlewit</i>   | ..... |
| <b>29</b> | <i>Bleak House</i>         | ..... |
| <b>30</b> | <i>Little Dorrit</i>       | ..... |

## PART 4 Questions 31–40

Complete the notes below.

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Write **ONE WORD ONLY** for each answer.

### Agricultural programme in Mozambique

#### How the programme was organised

- It focused on a dry and arid region in Chicualacuala district, near the Limpopo River.
- People depended on the forest to provide charcoal as a source of income.
- **31** ..... was seen as the main priority to ensure the supply of water.
- Most of the work organised by farmers' associations was done by **32** .....
- Fenced areas were created to keep animals away from crops.
- The programme provided
  - **33** ..... for the fences
  - **34** ..... for suitable crops
  - water pumps.
- The farmers provided
  - labour
  - **35** ..... for the fences on their land.

#### Further developments

- The marketing of produce was sometimes difficult due to lack of **36** .....
- Training was therefore provided in methods of food **37** .....
- Farmers made special places where **38** ..... could be kept.
- Local people later suggested keeping **39** .....

#### Evaluation and lessons learned

- Agricultural production increased, improving incomes and food security.
- Enough time must be allowed, particularly for the **40** ..... phase of the programme.