PART 3 *Questions 21–30*

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Questions 21 and 22

*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 inspirec 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.

LIVEWORKSHEETS

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

Novels by Dickens

25 *The Pickwick Papers* .....

26 *Oliver Twist* .....

27 *Nicholas Nickleby* .....

28 *Martin Chuzzlewit* .....

29 *Bleak House* .....

30 *Little Dorrit* .....

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PART 4 *Questions 31–40*

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Complete the notes below.

*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.

LIVEWORKSHEETS