

Unit 1

Introduction

1

POSSIBLE ANSWERS

Fanatics: people who watch several soap operas avidly and regularly

Ironics: people who watch one or more soap operas despite claiming not to like aspects of them

Non-committed: people who watch one or more soap operas on a casual basis but don't feel particularly strongly about them

Dismissives: people who don't watch any soap operas and consider them to be a waste of time

2

1 Non-committed

2 Dismissives

3 Ironics

3

hackneyed storylines / situations / plot

mundane storylines / situations / characters / issues / plot
eccentric characters

compulsive viewing / acting

corny storylines / situations / endings / characters / acting / plot

cliffhanger endings

unconvincing storylines / situations / endings / characters / acting / settings / plot

atrocious storylines / endings / characters / acting / settings / plot

negative stereotypes / characters

glamorous situations / characters / settings

topical storylines / situations / issues

far-fetched storylines / situations / plot

contrived storylines / situations / endings / characters / settings / plot

4, 5

Students' own answers

Reading & Use of English – Part 5

1

a Botswana: C

Zimbabwe: D

Angola: A

Namibia: B

b Students' own answers

2

Students' own answers

3

1 B *Memories come back, unexpectedly, to remind us of who we are.* The word *unexpectedly* suggests we don't have any control.

2 B Despite shouting and blowing a whistle, the railway employees never managed to get rid of the boys, i.e. they had little control over them.

3 A In contrast to the mud huts where the poorer people like Obed lived, the tin-roofed buildings which belonged to the government of railway represented distant, unattainable luxury.

4 B Obed says some people cannot *bear news like that*, i.e. bad news, but he suggests he is different: *I do not feel like that.*

5 D Obed says he started with nothing and ended up with two hundred cattle, and he has a good daughter who is loyal.

6 C The fascination of Africa is explained by Obed through a number of evocative stories and memories. In paragraph F, he says *I love Africa* and the reader is expected to appreciate this fascination.

4

a Simile: *Our heads ... are as full of memories as the sky may sometimes be full of swarming bees.* Effectiveness: students' own answer

b Two rhetorical questions: *And who am I? / who is there to write down the lives of ordinary people?*

c The narrative is suddenly taken over by the deceased father.

d Because they were white so they looked like spirits.

e He reinforces the vastness of the continent, e.g. by repeating *a world that seemed to have no end, There was no end to it, A man could walk, or ride, forever.*

f He compares being there to being a sailor in the middle of a vast ocean of blue.

5

reach/arrive (meaning 17 in OALD)

6

a to have the chance or opportunity to do something: Just to have the chance/opportunity to meet him..., but I had the chance

b to receive/obtain/have (= acquire); I have the impression

c to make/persuade something to do something; He couldn't make the car start

d to reach a particular state or condition; becoming used to this lifestyle

e to start doing something; and started talking

f to exist/be; There are all sorts in here

g to arrive/return; come back

h (idiomatic) to be annoyed or frustrated by something; What annoys me

i (idiomatic) to achieve your aim or goal; we're closer to our goal

j understand/see something conceptually; I just don't understand it

7

Students' own answers

- 8**
- a (duration) short-term / long-term / faded / lingering / fleeting
 - b (clarity) vivid / distant / faded / fuzzy / vague
 - c (positive) cherished / precious / nostalgic / treasured
 - d (negative) dreadful / bitter-sweet / haunting / disturbing / bitter / traumatic

9

POSSIBLE ANSWERS

bury, erase, push aside, push away, block (out), blot out

10, 11

Students' own answers

12

- a *always phoned/was always phoning/would always phone*: the second option means that the action was annoying
- b *disappeared/had disappeared*: little difference in meaning, but in the second option the sequence of events is clearer
- c *had hoped/was hoping*: the first option means an earlier hope that was unfulfilled; the second option simply means an earlier plan
- d *had done*
- e *used to visit/visited*: the first option means an action which was habitual; the second option means something that happened regularly in the past
- f *had sang/sung*: the first option means the people left the room after John had finished singing; the second option means they left when John started singing, i.e. during the song
- g *was studying*
- h *have/had*: the first option means the person currently has good knowledge; the second option means the person had good knowledge in the past (but doesn't necessarily have that knowledge now)
- i *was having/had; said/was saying*: the past continuous (with verbs of 'saying') is a way of giving background information before reporting news; the past simple is a more straightforwardly factual way of reporting
- j *opened*

13

- a hypothetical: small possibility they won't go on holiday
- b distancing: more polite/less direct; verb in past after expression *would rather*
- c hypothetical: unreal/imaginary
- d immediacy: verb in past for future event after expression *it's time*
- e distancing: more polite/less direct
- f distancing: more polite/less direct
- g distancing: past continuous makes it more polite/less direct than present continuous

14

This is typical behaviour in the past. Both *would* and *used to* are used for regular past actions, but *would* usually needs to have an established past time frame, which is often done by introducing a previous occurrence of *used to*. *Would* is also

possibly more emotional, nostalgic and evocative than *used to*; *used to* can be used for past states (e.g. *I used to have a car*), whereas *would* cannot.

15

- a future in the past: a past action which had not happened at the time of speaking/writing
- b past willingness for general things
- c refusal to do something on a particular occasion
- d hedging: making an opinion softer
- e polite request; more polite than *will*
- f to criticize a particular action in the past; in this use, *would* is always stressed

16

a, b, d (first use of *would*)

17

Students' own answers

Speaking – Part 1

1

- 1 And your names are ...?
- 2 Could I have your mark sheets, please?
- 3 Where are you from, Maria?
- 4 And you, Stéphane?
- 5 Stéphane, are you working or studying at the moment?
- 6 And you, Maria?

2

about candidates' lifestyle and surroundings; focusing on general interactional language

3

- a strength: candidate answers question; weakness: hesitant and short answer; improvements: be less hesitant, give example of something to do there
- b strengths: good length of answer, personalized with examples, accurate/appropriate use and range of grammar and vocabulary; weakness: risks sounding vague since no examples or details are given; improvement: give examples of kind of theatre and times/places of cycling
- c strength: candidate answers question; weaknesses: appears lacklustre, no attempt to mirror structure used in question; improvement: could be more enthusiastic, could be more ambitious about use and range of grammar and vocabulary

4

a 6 b 7 c 1 d 3 e 5 f 2 g 5 h 7 i 4

5

Students' answers might include different angles in the list below.

POSSIBLE ANSWERS

- a friendships vs family relations; people who are important/best/close friends; why friendships might be unimportant/less important for you
- b examples from working or student life; your office/

- bedroom/desk; your attitude to time and being late
- c how often you use it and how; situations where it can be useful or helpful; situations where it isn't useful or is limited
- d work experience to date; current job or study area; jobs done by friends, family or peer group

6
Students' own answers

Reading & Use of English – Part 1

1
Students' own answers

2

POSSIBLE ANSWER

Nuuk is: different, isolated, has a fascinating and inspiring landscape (mountains, coastline, icebergs), arty/artistic, has at least one coffee bar and one restaurant, is near Qoornoq which has a lot of mosquitos in summer.

Students' own answers for how they would feel about living there.

3

- 1 B *off the beaten track* is a fixed expression meaning: away from the usual (tourist) route
- 2 D *engage* combines with the preposition *with* to mean: show interest in
- 3 D as well as having a social meaning, *respectable* can also mean: fairly good
- 4 A *to fall hook, line and sinker* is a fixed expression meaning: to fall in love with or believe in completely; it refers to fishing equipment so the writer may also intend a play on words because Greenlandic cuisine features a lot of fish
- 5 D *located* refers to position/location; *placed* is wrong because it is used for smaller things which are physically put or placed somewhere by somebody
- 6 A *evocative* means: making you think of a strong image or feeling in a pleasant way; *reminiscent* and *suggestive* are wrong because they are used to mean: reminding you of a previous strong image or feeling
- 7 B *deserted* means: with no people in it; *derelict* is wrong because it means: in bad condition
- 8 C *take heed* is a fixed expression meaning: pay careful attention to advice or a warning; *give heed* is possible but it is followed by *to* and an object

Listening – Part 1

1
Students' own answers

2

Extract 1:

- 1 C The woman says *I just can't believe you actually succeeded in getting enough sponsorship for the trip.*
- 2 B The man talks about the compassion you feel on seeing the faces of those children. He also mentions wanting to bring them back, i.e. remove them from their predicament.

Extract 2:

- 3 B The man says *what we do send will be greatly appreciated.*
- 4 C He says that those who give a donation can *sleep easily* in their beds, i.e. they won't feel guilty and lie awake worrying.

Extract 3:

- 5 C The man describes the way in which it (Opportunity International) works with the locals as *extraordinary*.
- 6 B He says it's great to see so much good can be done with the little that we give.

3

Students' own answers

4

- a can't help herself
- b give in to them
- c Help yourselves to
- d I can't help
- e give it a little time
- f helped me out
- g give you that

Writing – Part 2, Set text

1

Students' own answers

2

Wrong guidance: c, i

h (Even if there is a film version of the set text(s), it is still advisable for students to read the text(s), or at least watch the film several times and take notes.)

3

POSSIBLE ANSWERS

Try to write a summary of the complete story in 250 / 150 / 50 words.

Try to think of one defining adjective for each of the main characters, e.g. *mischievous*, *lovelorn*, *hot-headed*, etc.

Rank the main themes in order of importance.

Research photos or paintings of the setting at the time of the story.

Learn one important quote about or by each of the main characters.