

Aim High 5 Exam practice 1 Answer Key

Reading

- Read through the tips with the class, then ask students to read the text quickly to find out what it is about.
- Elicit some advantages and disadvantages of staying in a hotel versus staying in someone else's house. Ask students if they like the idea of house-swapping.
- The Reading task can be done in class or for homework.
- Ask students to underline the clues in the text which helped them to decide each missing sentence. They should not use dictionaries to do the Reading task.

Use of English

- Read through the tips with the class, then ask students to read the text quickly to find out what it is about.
- Tell students to read the text again with the words added, to make sure it makes sense.
- When students have done the task, check answers with the class and discuss why the other options are incorrect.

Listening

- The recordings for the Listening tasks can be played on a CD player with your Test Generator CD.
- Allow time for students to read through the questions and possible answers before you play the recording.
- Play the recording a second time for students to complete and check their answers.

Writing

- Read the Writing task with the class.
- Allow students time to plan their ideas.
- Read the tips with the class.
- The Writing task can be done in class or for homework.

Speaking

- Refer students to the Preparation task.
- Put students into pairs to prepare their ideas.
- Elicit some useful words and phrases for comparing and contrasting. Write them on the board, e.g.
In this picture ..., whereas in the other picture ...
In both pictures people are ...
- The people in the first picture look more ... than in the second one
- Students compare the pictures and answer the questions in pairs.
- Walk round the class and help, but don't interrupt and don't correct students' mistakes. If necessary, take notes and feed back on errors after the activity.
- Ask the questions again in open class and elicit a variety of answers. Encourage students to agree and disagree with each other.

Reading

1 E 2 G 3 D 4 A 5 B 6 C

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Use of English

1 c 2 a 3 c 4 a 5 a 6 c 7 a 8 b 9 c 10 c

Listening

1 a 2 b 3 c 4 d

Transcript 3.11

About 9,000 years ago, when migrating hunter-gatherer societies turned to the settled life of farming, they began to develop ways to record the number of animals they owned, or the amount of crops, and to keep a calendar for proper crop planting. The first attempts at writing it all down were 'clay counting tokens', which were found in the region which is now modern Turkey and Syria. These tokens were simply lumps of clay shaped like spheres, disks or cones and could either be plain or decorated. Each of them stood for one word. However, carrying them around was bothersome and gradually a transition from three-dimensional tokens to two-dimensional signs began. Around 4000 BC the ancient Sumerian scribes started to imprint shapes into clay tablets to represent the tokens. Now one tablet could contain more than one word. Originally, these pictures simply represented whole concepts, such as names and numbers. But with time they were simplified and refined and eventually evolved into signs representing the consonants of the language. The first true alphabet was the Semitic alphabet which appeared around 1700 BC, followed, about 700 years later, by the Phoenician system. At this point the alphabet as we know it today was almost in its final form. The final touch was added by the early Greeks, who introduced vowel symbols to their alphabet. The descendants of this alphabet were Latin and Cyrillic, which were then spread far and wide by their respective users. The fact that Latin was the official alphabet of the Roman Empire, which at one point covered most of Europe, helped to establish this alphabet as the accepted way of writing across the continent. Along with their alphabet the Romans popularised the particular way in which they wrote their letters – the script. The reason behind the shapes of the early Roman script is very simple: the Romans loved writing on their buildings. The technique of engraving letters onto stone requires letters made up mostly of straight lines. This script was the ancestor of the 'Times New Roman' font we find on our computer screens today. Another feature familiar to computer users is 'italics'. Initially, characters written by hand resembled the carved letters, but gradually scholars began to change the form of their writing, slanting letters and connecting them. The credit for inventing Roman script using capitals and small letters goes to Aldus Manutius of Venice, in 1495 AD. The old Roman capitals and Greek letter forms were thus transformed into the twenty six alphabet letters that we know today, with both upper- and lower-case letters in common use by the end of the sixteenth century.