

Aim High 4 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 ideas from the class, and ask students if they think they might be addicted to the internet!
- The Reading task can be done in class or for homework.
- Ask students to underline the sections of text which give the answers. 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 when they have completed it, to make sure it makes sense.
- When students have done the task, check answers with the class and explain any answers that students got wrong.

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 statements 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 and refer students to the preparation stage.
- 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 a 2 c 3 c 4 a 5 d

Use of English

- 1 set off
- 2 had ever walked
- 3 wanted
- 4 was becoming
- 5 refused
- 6 arrived
- 7 had been walking
- 8 had reached
- 9 died
- 10 were travelling
- 11 have made
- 12 remains

Listening

1 C 2 A 3 B 4 E

Transcript 2.19

Speaker 1

I'm 18 and I'm the author of *The Knight's Horses*, which has been published in the UK and is being translated into six foreign languages at the moment. I'm not unique – most young people have dreams and ambitions. But I'm lucky to be able to do professionally what I love most. I have written stories for as long as I can remember. My first creation, when I was four, was a book which was a Mother's Day gift. Yet, it wasn't until I was working on *The Knight's Horses* that I realized I wanted to pursue writing as a career. As I spent more time working on the book I began to hope that I would be able to carry on writing. One of the challenges is that since writing has become a job as well as a hobby, I'm more conscious of other people's expectations. Now I have to take them into consideration.

Speaker 2

I'm 13 and I've been campaigning to save the environment since I was ten. At that age, I saw a TV programme about climate change and the effect it's having in different parts of the world. There were pictures of floods in some parts of the world, and other parts of the world where there had been no rain for three years. I saw all the people who were suffering, and all the animals that were dying out, and I just thought, 'This is crazy. We need to change the way we live and stop destroying our planet.' I know it's difficult for one person to really make a difference in the world. But if I can convince one person to make one small change, and then they convince someone else, all those small changes can add up to a big change.

Speaker 3

I'm Cynthia and at 18 I'm a scientist and a proud inventor of a robotic laser hand that moves via corresponding signals from a glove worn by its operator. I've even got a patent for it. I never imagined I could produce such a clever invention. The biggest challenge was with the design. My interest in science was sparked while I was at grammar school. We had a very enthusiastic science teacher and during one of our field trips we were taken on a tour of a laser lab. I was fascinated and, after talking to the head of the lab, I was offered a summer job. I was lucky to get funding to cover my expenses and my boss was an inspiring mentor. I'm very competitive but mostly with myself. Sometimes I feel daunted by expectations people have but I place even higher demands on myself to strive for the top.

Speaker 4

My name is Alan and I'm 15. I'm a classical composer and I've already had a chance to conduct the London Symphony Orchestra playing my latest piece. My parents first took me to the opera when I was three. I've been living and breathing music ever since. For most people music is a hobby, something to be appreciated without turning it into a profession. And that's good, because the world of music is very competitive. But I, in a way, had no choice. I was born to be a composer. All I want to do is make music. And it comes so naturally that I don't even see it as work. Everything inspires me and I can't stop thinking about what my next composition will be, which can be quite frustrating when I'm trying to relax. But that's ok; I can't imagine my life without being able to compose almost round the clock.