

Aim High 4 Exam practice 2

Reading

Tips

- Read the text quickly to find out what it is about.
- Read the sentences and find the part of the text that relates to each sentence.
- Look for sentences which have the same meaning, but not necessarily the same words.
- The sentences don't follow the same order as the text.

Read the text. Answer the questions.

We do what we can!

Read about four families who are making an effort to reduce their carbon footprint.

With two adults and two teenagers in the house, the Beckett family were horrified to find that their carbon footprint was well above the average. 'We decided to tackle small things, rather than making huge changes to our lifestyle,' says John. 'We produced a list of everything we felt we could make improvements to, like cutting down on trips to the supermarket, keeping the central heating at a slightly lower temperature – even tiny things like not overfilling the kettle! We've recalculated our carbon footprint since making the adjustments, and it's amazing what a difference it's made!'

Mia and Edward Randall from Glasgow have two small children, and it was concern for their children's future that motivated them to look at their lifestyle. 'We realized individuals have to take responsibility for looking after the planet,' says Mia, 'and we wanted to get this message across to our children.' She and Edward ditched their cars and now either walk, cycle, or use public transport. 'You can get to most places by bus or train, and if we do need a car for the day, we hire one,' says Edward. 'Sometimes journeys take longer, which is a bit of a pain, but we feel it's worth it for the sake of our children.'

Rob and Kelly May have just bought their first house, and they chose it carefully. 'We knew we wanted to live in as sustainable a way as possible, so we looked for a house we could modify.' Since moving in, they have improved the insulation of the house and installed triple-glazed windows. 'We find we don't really need to use the heating unless it's exceptionally cold,' says Kelly. A lot of their furniture comes from second-hand shops, and they try to avoid buying anything new if they can find a second-hand or recycled alternative.

The Stuart family from north London were particularly keen to reduce the carbon footprint of their food. 'We felt it was ridiculous to be eating vegetables that had been flown halfway across the world,' says Mike (42). Their answer was to dig up their lawn and flower garden and plant fruit and vegetables instead. 'We're now pretty much self-sufficient in fruit and vegetables,' says Mike, 'which we feel is quite an achievement.' What's surprised them the most is the other unexpected benefits of growing their own food, 'We're much fitter and healthier from doing the physical work in the garden, and the food just tastes so much better!'

Write B (Beckett) M (May) R (Randall) or S (Stuart).

Which family ...

- 1 is proud of what they have done? _____
- 2 decided not to make major changes to their way of life? _____
- 3 chose a place to live based on their environmental concerns? _____
- 4 wanted to teach their children to live in a responsible way? _____
- 5 found the changes they made brought benefits they didn't expect? _____
- 6 doesn't go shopping so often now? _____
- 7 prefers to buy used goods? _____
- 8 thinks their way of life sometimes makes things difficult? _____

Use of English

Tips

- Read the text through once to find out what it is about.
- Think carefully about each gap. Think about the type of word that is missing, e.g. article, preposition, auxiliary verb, etc.

Complete the text with the missing words (1–10). Use one word only in each gap.

Could you live with only 100 things?

In an age of excessive consumerism, it isn't surprising that some people are reacting against the pressure to own ¹ _____ and more things. A growing number of people are choosing to take the 100 Things Challenge – a challenge to reduce ² _____ number of things they own to just 100. Tina Edwards is someone ³ _____ has taken up the challenge. 'It was ridiculous,' she says. 'I had so ⁴ _____ stuff, I didn't have anywhere to put it all. I ⁵ _____ to step over piles of books just to get into my bedroom!' Tina found it hard at first. 'The ⁶ _____ difficult thing was getting rid of a lot of my clothes,' she says, 'but now I'm quite happy with just a ⁷ _____ outfits to wear.' Tina now has no regrets ⁸ _____ getting rid of most of her possessions. 'You ⁹ _____ have to own a lot of things to have a happy and successful life,' she says. 'I'm much happier now and I realize I should ¹⁰ _____ done this years ago!'

Listening

2.22 You will hear part of a radio programme about life in a monastery in Thailand. Read sentences 1–10. Then complete the sentences 1–10 with one word according to the information you hear.

- 1 The first animal was brought into the monastery by the _____.
- 2 Later they also gave unwanted _____ to the monks.
- 3 In the winter of 1999 they had the first _____ in the monastery.
- 4 Before it appeared there, its owner wanted to have it _____.
- 5 In July 1999 this animal _____.
- 6 The areas surrounding the monastery entice many _____.
- 7 One animal is worth up to _____.
- 8 When they started looking after the animals, the monks had had no _____ in how to treat them.
- 9 The monastery has changed into a(n) _____.
- 10 The monks are constructing a(n) _____ for some of the animals.

Writing

Preparation

- Plan your ideas and organize them into paragraphs before you start writing.
- Use the Writing bank on page 91 of the Workbook to help you.

Tip

- Check your writing for spelling and grammar when you have finished.

Write a discussion essay on the following topic.

What can individuals do to help the environment?

In your essay discuss:

- if individuals can make a difference
- what actions individuals can take
- how their actions can help the environment.

Speaking

Preparation

- Read the task and think of ideas.
- Discuss all the suggestions.
- Use expressions to give your own opinion, e.g. *I think, In my opinion.*
- Use expressions to agree and disagree with each other, e.g. *Yes, you're right. I agree with you. Yes, but on the other hand.*
- Reach agreement about which two suggestions are best.

Work in pairs. Your school wants to reduce its carbon footprint. These are the suggestions it is considering:

- providing recycling bins in all classrooms
- using recycled paper for photocopying
- reducing heating in the school
- providing parking spaces for bicycles
- planting trees in the school grounds

Discuss how successful these suggestions might be. Decide which two would be the best for the school to introduce.