

Aim High 4 Exam practice 4 Answer Key

- Look back at *Exam practice 3* and ask students what they found difficult. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Read through the tips with the class, then ask students to read the text quickly to find out what it is about.
- Allow students time to read the sentences and possible answers.
- 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.
- Elicit some examples of the ways in which spellings can change when prefixes and suffixes are added to words, e.g. *educate / education, severe / severity*.
- 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 sentences 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

- Read the task with the class.
- Allow students some time to prepare their ideas in pairs before they start the task.
- Elicit some useful expressions for making suggestions and agreeing / disagreeing, and write them on the board. For example, *I think ... is a good idea because ... Yes, I agree with you ... I'm not sure about that ... Yes, but, ...*
- Students discuss the suggestions and reach agreement 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 pairs to tell the class which suggestion they agreed on and why. Encourage a class discussion on which suggestions are the best. Encourage students to agree and disagree with each other.

Reading

1 c 2 d 3 b 4 c 5 a

Use of English

- 1 competitions
- 2 consciousness
- 3 unsuccessful
- 4 achievements
- 5 famous

Listening

1 Juliet 2 Evelyn 3 Bill 4 Evelyn 5 Juliet 6 Bill 7 Bill

Transcript 3.5

- Host** Good evening and welcome to our programme 'Make a World of Difference'. Today we're going to talk about virtual volunteering. You'll hear from people who haven't let time constraints, physical limitations and home obligations prevent them from getting involved. Juliet Wiles, Bill Begley and Evelyn Carson have all been able to make a positive impact as virtual volunteers. Let's find out just what they've done. Starting with you, Juliet.
- Juliet Wiles** Hello Bob. I've been a mentor for teenagers for over a decade. It's very exciting to work with young people who are at that age when everything is still a possibility. I spend several hours each week discussing books, offering encouragement and talking about what drives them in life and where they want to be in five or ten years. I help them define their goals and research college and career options. Even though all our discussions take place online, I don't feel it makes the experience less personal. After I've worked with somebody for a while, I get the same sense of their personalities as I would if I were sitting right across from them. I volunteered in the past in a face-to-face mentoring program, but online mentoring saves me the trouble of travelling back and forth. It saves time too. I'm a senior editor for a financial magazine, and my employer encourages me to spend some of my working week doing online mentoring.
- Host** Thanks. I'm going to turn to Bill Begley next. Bill, tell us about what you do.
- Bill Begley** Hello. Well, I'd worked as a nurse until my retirement a short while ago. Right after that I started volunteering for one of our local non-profit organizations. The program is called Reassurance. Every day of the year I make several phone calls. I call elderly, housebound people in our town who live alone. I check in on them to make sure they are safe. As long as they answer the phone and are okay, I'm happy. And if they want to chat, I can chat with them. If they don't respond and I haven't been notified that they are away, I've got to take action. I call their family members, the security office at their apartment building, or the police. I ask them to stop by and see if those people are in trouble. The program makes people feel less vulnerable but also helps with their loneliness. These folks are very responsive and friendly, and they often tell me that they appreciate my calls.
- Host** I'm sure they do Bill. And finally, Evelyn Carson, who joins us on the line from Austin, Texas. Can you hear me Evelyn?
- Evelyn Carson** Oh yes, you're coming through loud and clear! I'm 82 and I started crocheting baby blankets over 50 years ago, just before my first child was born. Since then, I've been making afghans and quilts for all my friends and family members. Seven or eight years ago, I saw a notice in our local newspaper. It was about this organization that collects blankets and donates them to charitable agencies that serve the homeless or victims of various disasters, and other people in need. I contacted them, and asked if I could help. They were delighted and that's how it started. Now I spend around 1,500 hours a year crocheting for the group. Many of my blankets go to the northern states. They are given to the homeless or to people who are made homeless after some kind of disaster. I once watched the news when the president visited New Orleans after the hurricane – I'm sure it was my blanket I saw on one of the beds in the rescue centre in that huge stadium!