

Aim High 4 Exam practice 5 Answer Key

- Look back at *Exam practice 4* 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 A–G.
- The Reading task can be done in class or for homework.
- Students 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 sentence beginnings 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.
- Elicit some examples of informal language, e.g. *It's great! You'll love it!*
- 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 individually before they start the task.
- Read through the useful expressions with the class.
- Students ask 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 range of answers. Encourage students to agree and disagree with each other.

Reading

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

Use of English

- 1 for
- 2 the
- 3 was
- 4 were
- 5 as
- 6 but
- 7 the
- 8 by
- 9 Since
- 10 in

Listening

1 a 2 b 3 c

Transcript 3.8

- Christine** I have a good relationship with Mum. She's taught me to make the most of life. She instilled in my sisters and I the idea that we could take on the world. When I came out of art school and didn't know what I wanted to do, it was Mum's idea I should draw all the star signs for a teenage magazine and send them in. The art director asked me for an interview; that was a great kick-off. Mum taught us that we didn't have to have a normal nine-to-five job; she was happy for us to be creative. Both of my parents are very inspiring. It's the same with sport – Mum's not sporty, but she was happy to take me to training sessions and drive me around. We didn't have a normal upbringing; we didn't have dinner on the table at 6pm. Mum worked weekends and taught pottery and macramé. Our relationship is a little different now that I have Maxina. I understand Mum a bit better; I see her more clearly. She was there for the birth, and the experience brought us even closer.
- Ella** What I love about my mum is that she's always there for me. I was her first baby, so we spent a lot of time together. She's always ready to give me advice and is very supportive. If I get on the wrong side of someone, I know I can rely on her. Mum's sense of humour is different to mine. I've got the same humour as my dad, although Mum and I can both be stubborn. We also share a love of sport. Mum's coached my netball team and I've filled in for her team when they're a player short. It's fun to play with Mum. I can talk to Mum about most things. If she's strict, I can see that she's trying to protect me. I'm fine with that. I definitely want to travel and I love sewing and collecting beads. That's definitely Mum's influence. I can tell when Mum's angry because she gives me that look. But we laugh a lot, too.
- Penny** Mum and I are as close as can be. We enjoy each other's company. I have no siblings, and I think that's brought us closer. We get our eyebrows done together, go shopping and to the hairdressers. When she's buying clothes, she always asks me first. She says she's done this ever since I made a comment about her shoes not matching her outfit. I was about three then. Mum's very well educated. She's been to university and studied for a masters. She's been someone to look up to. Now I'm studying science at uni and Mum has been very supportive. Marriage and children is something I want. When the time comes, I think I'll know. Mum doesn't force me into conversations about it. Some things I feel more comfortable doing on my own, and she's really good with that.