

ANSWER KEY AND INTERPRETATION

Listening	READING	GRAMMAR&VOC
Answer key	Answer Key	Answer Key
PART A	PART A	PART A
1. C	1. A	1. D
2. A	2. B	2. B
3. B	3. D	3. A
4. D	4. C	4. C
PART B	PART B	PART B
5. A	5. D	5. D
6. B	6. A	6. C
7. A	7. B	7. B
8. C	8. C	8. D
9. False/F	9. B	9. A
10. True/T	10. D	10. C
PART C	PART C	PART C
11. C	11. B	11. A
12. B	12. D	12. B

Listening interpretation and transcripts

Section 1

Questions 1-4

Mairi

Question What's in your bag?

Mairi (Question 1) A mobile phone, a pen, a notebook, and a salad.

Jaco

Question How much is a cup of coffee in your local coffee shop?

Jaco (Question 2) It's £2.

Question Do you think it's cheap or expensive?

Jaco Er, it's quite expensive, but it's good coffee.

Source: C. Latham-Coenig and C. Oxenden. 2014. *English File Students' Book (Beginner)*. Oxford University Press, p27

Stephen

I = interviewer, S = Stephen

I What kind of music do you like?

S A lot of kinds of music. Um, I typically listen to electronic dance, and um, indie rock. I listen to the new folk, they call it. But I like opera and a lot of jazz. The list could go on.

I What kind of music don't you like?

S (Question 3) I don't like country music.

I Do you have a favourite band or singer?

S Sure. Right now, my favourite band is Wye Oak from Brooklyn.

Dasha

I = interviewer, D = Dasha

I What kind of books do you like?

D Um, I read like all sorts of books, from history books to like, novels, and all sorts of books really.

I What are you reading at the moment?

D (Question 4) Er, at the moment I'm reading a history of modern France.

Source: C. Latham-Coenig and et al. 2019. *English File Students' Book (Elementary)* Oxford University Press, p53

Section 2

Questions 5-8

Presenter 'Pink is for girls, blue is for boys.' How many times have we heard that? And if you walk down the aisles of children's clothes shops, you'll see rows and rows of clothes in these two colours. But where does this rule come from exactly? Are little girls genetically attracted to pink, and little boys to blue?

It seems not. You may be surprised to hear that 100 years ago, it was the exact opposite. In a popular magazine of the time, an article said "The generally accepted rule is pink for boys and blue for girls. The reason is that pink, being a stronger colour, is more suitable for a boy, while blue, which is more delicate, is prettier for a girl". The change to pink for girls and blue for boys happened only after World War II. **(Question 5)** The idea of women being equal to men emerged and, as a result, people started dressing little girls in pink. Soon advertisers got hold of the idea, and made blue the colour for boys. Since then, the pink and blue stereotype has never gone away. And it is not only clothes, but all sorts of other things as well. Girls' rooms and furniture are painted pink, girls' accessories are made in pink, girls' toys are packaged in pink. South Korean photographer Jeong Mee Yoon was so struck by this that she created a series of photographs called The Pink and Blue Project, where children were photographed in their rooms with all the things, they possessed in either pink or blue. But is this something we really need to worry about? Alison Carr, from the Institute of Engineering and Technology, says yes.

(Question 6) Alison When we're choosing between one toy or another to buy as a present for a child, we're influenced by stereotypes, and if the child is a girl we'll probably choose something pink. And this is a problem, because not only are 89% of girls' toys pink, but also only a very few of them are connected with science or math. Most girls' toys are still based on dolls and dressing up, while boys' toys are more likely to be related to building and cars. And the problem is that the toys we play with influence our interests, and even the jobs that we end up getting. **(Question 7)** If girls don't have access to as many construction toys, or mechanical and scientific toys as boys, they'll think that science and technology is 'not for them' so they'll be less likely to choose to study it at school and later at university. I think that if they were allowed to choose for themselves, girls and boys would choose the

same sort of toys, and that parents need to forget about the stereotypes, about pink and blue. Toys should be the same colour for all children, red, yellow, green, whatever.

Presenter However Natasha Crookes, from the British Toy & Hobby Association doesn't agree.

Natasha I think that instead of abandoning the pink and blue thing we should use it.

(Question 8) If we want girls to get interested in math and science, we should package science and engineering toys in a pink box. Then maybe girls or their parents- will start buying them.

Presenter And now we're moving on to...

Source: C. Latham-Coenig and et al. 2019. *English File Students' Book (Intermediate)* Oxford University Press, p32

Section 3

Questions 9 and 10.

Presenter: And now it's time to look at the world of TV. Sue Wilson is here to tell us about her programme of the week. Hi, Sue. What do you have for us this week?

Sue: Well, it hasn't exactly been a brilliant week for TV to be honest. **(Question 9)** There was just one programme that stood out for me. The programme was the first in a new series on Channel 4 called Hidden Talent.

Presenter: Hidden Talent? Is that another one of those talent programmes with pop singers and bands?

Sue: No, no, but that's what I thought too, at first. But it's much more original than that. The basic idea of the programme is that many people have a special talent, but they don't know what it is. **(Question 10)** So, they invited 900 normal people to do nine different tests, and then they looked at who did the tests well. The programme then shows how they train those people to develop their talents.

Presenter: What sort of talents are we talking about?

Sue: Well, in the first programme on Wednesday night the two talents were rock climbing and lie-detecting.

Presenter: And did they find anybody with those talents?

Source: D. Spencer. 2016. *Gateway B2 Students' Book (Second Edition)*. Macmillan Education, p50.

Questions 11 and 12.

Interviewer: What did you learn about yourself during this process?

Emma: I learned that there's not just one job that is right for me. I went into the experience thinking **(Question 11)** I will do 25 and I will figure out which is my dream job and that's what I'll go away and do. But what I found out was that that's not necessarily true at all. I discovered the concept of portfolio careers, which is the idea of having multiple, part-time, short-term, freelance contract jobs that make up the equivalent of one permanent role.

Interviewer: Do you think young people nowadays have to be prepared to do many different jobs? That the whole idea of going into one career for life doesn't exist anymore?

Emma: Absolutely! I would completely agree with that: I think the idea of one permanent nine- to-five job is, if not dead yet, it will be in the next 20 years. Young people today will have, on average, five different career changes - not job changes, career changes - over the

course of their lives, and to do that, **(Question 12)** they need to be able to continuously upskill and be able to get on with different people, so I think it's people skills, almost more so than technical skills, that will get us through the longevity of our careers. And bear in mind that people of our age are going to be working well into their 70s - our careers are likely to be ultra-marathons, so we have to like what it is that we're doing.

Interviewer: And how do you think we can teach 'people skills'?

Source: C. Latham-Coenig and et al. 2019. *English File Students' Book (Advanced)* Oxford University Press, p11

Reference

C. Latham-Coenig and C. Oxenden. 2014. *English File Students' Book (Beginner)*. Oxford University Press, p27

C. Latham-Coenig and et al. 2019. *English File Students' Book (Elementary)* Oxford University Press, p53

C. Latham-Coenig and et al. 2019. *English File Students' Book (Intermediate)* Oxford University Press, p32

C. Latham-Coenig and et al. 2019. *English File Students' Book (Advanced)* Oxford University Press, p11

D. Spencer. 2016. *Gateway B2 Students' Book (Second Edition)*. Macmillan Education, p50.

READING

Answer Key

PART A

1. A
2. B
3. D
4. C

PART B

5. D
6. A
7. B
8. C
9. B
10. D

PART C

11. B
12. D

Interpretation

Questions 1-2

LUIZA: I'm a doctor from Brazil and I work in a small hospital in Ghana. I love the work here because it's very interesting. I do different things every day. **(Question 1)** And the people are so friendly. Life isn't always easy here, but it's great to help people.

FRED: I'm a teacher at a school in Samoa, but I'm from Australia. I teach English here and **(Question 2)** after school I play sports with the children. They love rugby and volleyball. The children are really happy - a lot of fun. This is a really good job.

Source: A. Doff et al. 2016. *Empower (Starter Students' Book A1)*. Cambridge University Press, p48.

Questions 3-4

'Underwater rugby' is an unusual sport. People usually think that it's similar to rugby. It isn't. You play underwater, so you have to be able to swim well to play. The game has two halves. Each half is 15 minutes. In the middle, the game stops and the players have a break for four minutes. There are two teams. **(Question 3)** One team usually wears white and the other team wears blue or black. This is to make it easy to see who is on your team and who isn't. Each team has 11 players. But your team can't have 11 players in the water at the same time. **(Question 4)** Only six people from each team can be in the water. It's very difficult to swim fast under water for a long time. So, the other five players are substitutes: they go in and play when the other players get tired. Men and women can play in the same team.

Source: D. Spencer. 2016. *Gateway, Students' Book A2 (2nd Edition)*. Macmillan education, p64.

Questions 5-7

Doing a Ratner

(Question 5) Gerald Ratner will never get over his big mistake. In 1991, the then-head of the hugely successful Ratners Jewellers experienced one of the speediest downfalls in corporate history. While making a speech to the Institute of Directors, he said some of his products were rubbish and made a joke that his customers could buy "a pair of earrings for under a pound, which is cheaper than a prawn sandwich, but probably wouldn't last as long". Share prices fell dramatically and he was fired from the family business he'd started working for at 16, taken over from his father and built up into a global success.

He went bankrupt and had a nervous breakdown. The experience still hurts. "I did offer to resign within 48 hours of that speech," he says, adding, "And I wish now I had, rather than stay around for another 18 months for everything to fall apart."

Since then, he has struggled to make a comeback. He set up a health club in 1996 and made a good profit when he sold it five years later. **(Question 6)** He then set up an online jewellery business called Gerald Online (he was not allowed to use the name Ratners). He

runs the business with only six people, compared with the 27,000 employed at his old company. "I do a lot more things myself," he says. He also spends two nights a week giving speeches at business events and he has written an autobiography, sales of which have been "not great".

Ratner is philosophical about his past, saying, "I made a huge mistake, which I regret, and I have to live with that fact. The good thing was I got into the habit of cycling 28 miles per day." **(Question 7)** When asked how he would like to be remembered, he says, "I know I'll be remembered, sadly, as 'doing a Ratner'" - an expression which became widely used for making big mistakes in business. "But what people forget is that before that speech, we had transformed a small family company into a global business. That's how I'd like 'a Ratner' to be remembered."

At 60, though, Ratner is back in business and excited about the future. He says, "People often ask me, 'Why didn't you write a book before?' And I reply, 'Because it wouldn't have had a happy ending.'"

Source: D. Rea et al. 2011. *English Unlimited B1 (Intermediate Coursebook)*. Cambridge University Press, p102

Questions 8-10

Over the past four hundred years, 450 types of plants and trees around the world have become extinct as a result of the combined effects of global warming, population growth, deforestation, flooding and the fact that deserts are advancing in some regions at a rate of nearly four miles a year. **(Question 8)** Scientists estimate quarter of the world's remaining 270,000 plant species will be under threat of extinction by 2050.

In 1997, in an attempt to try to prevent the loss of such precious resources, volunteers all over Britain began collecting seeds from Britain's 1,400 species of wild plants, three hundred of which are already facing extinction. The seeds collected are now housed in the Millennium Seed Bank, which opened its doors in 2000. Run by the Royal Botanical Gardens department of the famous Kew Gardens in London, **(Question 9)** the bank is located in Sussex, about thirty-five miles outside of the capital.

The bank is expected to become the world's biggest seed bank and, apart from preserving almost all the plant life in Britain, it also aims to have saved the seeds of more than 24,000 species of plant life, almost a tenth of the world's flowering plants, in the next twenty years. If they are successful, the Millennium Seed Bank Project will be one of the largest international conservation projects ever undertaken.

In order to achieve this aim, the Millennium Seed Bank has a team of scientists who travel to remote corners of the world to find and collect seeds. **(Question 10)** They work together with local botanists and also help them to set up their own seed, banks by training local scientists. They also spend a great deal of time negotiating with governments to allow them to collect the seeds and bring them back to Britain for storage in the Millennium Seed Bank.

When these seeds arrive at the seed bank, they are sorted, separated by hand from their pods cleaned and dried and then X-rayed to make sure that they haven't been damaged in any way that might stop them from growing into healthy plants. Finally, they are placed in ordinary glass jars and stored in three underground vaults at temperatures of -20°C. Most

plant species have seeds that can be dried, frozen and stored for years and still grow into healthy plants. However, the seeds of some species cannot be dried, so they can't be stored in seed banks in the usual way. These seeds include many rainforest free species and plants that grow underwater.

Source: *V. Evans and B. Obee. 2008. Upstream Upper-Intermediate B2 (Students' Book). Express Publishing, p166*

Questions 11-12.

Generations Apart?

Psychotherapist Gael Lindenfield examines the role of grandparents today.

No one warned me that in my early 40s, I would start cooing longingly into prams. I was totally unprepared to meet this new aspect of myself. **(Question 11)** My own nest had just emptied and I was eagerly filling the 'vacuum' with innumerable career and globe-trotting adventures. Admittedly the master vision for the rest of my life did include a few happy granny and grandpa scenes, but they were more distant and more a family joke than a serious prediction. So, this strange primitive urge to extend my family into another generation was both perplexing and even a little irritating.

When the right time came, I had, of course, every intention of becoming a conscientious, involved grandparent. But that was more about doing the right thing for the children than fulfilling a deep instinctive need of my own. As a psychotherapist, I am hyper-aware of how life-transforming a good relationship with a grandparent can be. **(Question 12)** It offers so much more than treats, extra quality time and cheap nannyng. Good grandparents help build psychological security by making their grandchildren feel part of a much wider, diverse and stable supportive family network. They also give them a sense of their place in history and evolution and give their life a meaningful sense of perspective.

Even when we reach adulthood, our psychological health can be affected by the relationship that we may or may not have had with our grandparents. I frequently work with people who have (to put it mildly!) a less than perfect relationship with their own parents. Many times, I have been able to help people heal emotionally by simply reawakening a cherished memory of a much happier and more unconditionally loving relationship with a grandparent.

Alan was, in his own words, 'a hopeless case of workaholism'. He still felt driven by trying to please his ambitious, perfectionist father. But fortunately, I discovered that he had also received a much more unconditional kind of love from his calmer, happier and affectionate grandfather. Putting a photo of his grandad on his desk helped Alan keep his promise to himself to maintain better balance in his life

Source: *V. Evans and L. Edwards. 2003. Upstream Advanced C1 (Students' book). Express Publishing, p54*

Reference

A. Doff et al. 2016. Empower (Starter Students' Book A1). Cambridge University Press, p48.

D. Rea et al. 2011. English Unlimited B1 (Intermediate Coursebook). Cambridge University Press, p102

D. Spencer. 2016. Gateway, Students' Book A2 (2nd Edition). Macmillan education, p64.

V. Evans and L. Edwards. 2003. Upstream Advanced C1 (Students' book). Express Publishing, p54

V. Evans and B. Obee. 2008. Upstream Upper-Intermediate B2 (Students' Book). Express Publishing, p166

TESTS ON GRAMMAR ON VOCABULARY

Answer Key

PART A

1. D
2. B
3. A
4. C

PART B

5. D
6. C
7. B
8. D
9. A
10. C

PART C

11. A
12. B

Interpretation

Section A.

1. Looking at this statement "What _____ people in Greenland usually _____?", it is clear that people is the plural form of person and usually is mainly used in present simple tense, so what do people in Greenland usually wear? is the most appropriate. The rest are wrong because does cannot come with plural subject, the main verb should not take s like wears in question forms of present simple tense, and did is used in past forms.

Source: *P. Dummet and J. Hughes. 2016. Navigate Course Book (Beginner A1). Oxford University Press, p125.*

2. When we have a different opinion, we use “*I don’t think so*”. The other variant cannot be true because:

A) I think you are right. (we have the same opinion)

C) What do you think? (we ask an opinion)

D) Maybe you are right. (we have the same opinion)

Source: A. Doff et al. 2016. *Empower (Starter Students’ Book A1)*. Cambridge University Press, p92.

3. We should put the spotlight on the preposition in which cannot follow visit or go, but be in is possible. Alisher **was in** Namangan last week – *Alisher o’tgan hafta Namanganda edi*.

To be more specific: Went + to+ place; visited+ place; has gone + to+ place.

Source: D. Spencer. 2016. *Gateway, Work Book A2 (2nd Edition)*. Macmillan education, p47.

4. In accordance with this sentence “*please don’t play your music so _____ because I’m trying to study*”, we need an adverb to fill in the space, therefore loud which is an adjective is incorrect. Loudly is the most suitable word, due to the meaning of the sentence. *Iltimos musiqangizni juda baland ovozda qo’ymang, chunki men dars qilishga harakat qilayapman*.

A) loud – baland, shovqinli (adjective)

B) slowly – asta sekinlik bilan (adverb)

C) loudly – baland ovozda, shovqinli qilib (adverb)

D) quietly – jim jitlikda, shovqin solmasdan (adverb)

Source: M. McCarthy and F. O’Dell. 2017. *English Vocabulary in Use, Third Edition (Elementary)*. Cambridge University Press, p115.

5. In this sentence “about a billion cans of Coke _____ every day” we need to use present simple passive that is formulated as Subject+ am/is/are+Verb3. So are drunk (drink-drunk-drunk) and drink (not passive voice) cannot be suitable for this statement. Since cans is plural, is drunk is wrong. The only correct answer is are drunk.

Source: D. Rea et al. 2011. *English Unlimited B1 (Intermediate Coursebook)*. Cambridge University Press, p145

6. **bend the rules** means breaking the rules in a way that you consider unimportant or not harmful (Cambridge dictionary) which is opposite to **play by the rules** with the meaning of acting or behaving according to the accepted or established regulations or guidelines. (U.S. Dictionary)

- A) break the rules- qoidalarni buzmoq
- B) make the rules – qoidalar yaratmoq
- C) play by the rules – qoidalarga rioya qilish
- D) discuss the rules – qoidalarni muhokama qilish

Source: *D. Rea et al. 2011. English Unlimited B1 (Intermediate Coursebook). Cambridge University Press, p27*

7. As regards this question, the candidate should know relative clause rules. For example, the film is not a person or a place, hence who and where cannot identify it. In addition, it is a non-defining relative clause which is obvious from the commas separating the relative clause sentence. That is never used with commas so there is only one appropriate answer left, which.

Source: *M. Mann and S. Taylore-Knowles. Destination B1. Macmillan, p70.*

8. By reading this sentence We couldn't find a hotel room so we _____ sleep in the car. It was awful! we can say in this context, "had to" is the right option which indicates necessity or obligation. It implies that there was no other option but to sleep in the car because they couldn't find a hotel room.

The other options are incorrect because they do not accurately convey the sense of necessity or obligation implied in the sentence.

"Must" implies strong obligation or certainty, but it doesn't convey the sense of lack of choice here.

"Should" suggests a recommendation or advice, not a necessity or obligation.

"Could" indicates ability or possibility, but it doesn't capture the sense that sleeping in the car was the only option due to the unavailability of hotel rooms.

Source: *M. Mann and S. Taylore-Knowles. 2008. Destination B2. Macmillan, p82*

9. To find the right answer, it is important to translate the sentence "you can watch the film _____ you promise to go straight to bed when it finishes" – sen o'sha filmni ko'rishing mumkin _____ sen u tugashi bilanoq uxlashga va'da bersang. As long as, which is the same as if, can suit here. The others are not meaningfully appropriate.

in case – har ehtimolga qarshi

unless – agar masa

until – gacha, guncha, maguncha

Source: *M. Mann and S. Taylore-Knowles. 2008. Destination B2. Macmillan, p57.*

10. Set out which means explain or describe suits the space the most meaningfully.

dawn on – if something dawns on you, you realize it for the first time.

get on with – continue doing

give in – stop making an effort to achieve something

Source: M. Mann and S. Taylore-Knowles. 2008. *Destination C1*. Macmillan, p117

11. Would like + something + Verb 3 is a causative structure which can be translated as qilinishini hohlamoq.

sending the orders is wrong because would like is followed by to infinitive

that you sent is also incorrect as would like that somebody do/should do (subjunctive mood)

sent the orders is totally incorrect because would like and past form of the verb cannot come together.

Source: M. Mann and S. Taylore-Knowles. 2008. *Destination C1*. Macmillan, p59

12. In this sentence, “*Discussions on the issue of expansion of the company have been in _____ since the outbreak of disease in the area*” limbo is the most suitable as it comes as be in limbo and it means an uncertain situation that you cannot control and in which there is no progress or improvement (Cambridge Dictionary). The rest cannot be as appropriate as limbo due to their meanings and usages:

hitch - a temporary difficulty that causes a short delay

feud - an argument that has existed for a long time between two people or groups, causing a lot of anger and sometimes violence

core - the basic and most important part of something.

Source: V. Evans and L. Edwards. 2003. *Upstream Advanced C1 (Students' book)*. Express Publishing, p139

Reference

A. Doff et al. 2016. *Empower (Starter Students' Book A1)*. Cambridge University Press, p92.

D. Rea et al. 2011. *English Unlimited B1 (Intermediate Coursebook)*. Cambridge University Press, pp27,145.

D. Spencer. 2016. *Gateway, Work Book A2 (2nd Edition)*. Macmillan education, p47.

M. McCarthy and F. O'Dell. 2017. *English Vocabulary in Use, Third Edition (Elementary)*. Cambridge University Press, p115.

M. Mann and S. Taylore-Knowles. 2008. *Destination B1*. Macmillan, p70

M. Mann and S. Taylore-Knowles. 2008. *Destination B2*. Macmillan, pp89,117,57

M. Mann and S. Taylore-Knowles. 2008. *Destination C1*. Macmillan, p59

P. Dummet and J. Hughes. 2016. Navigate Course Book (Beginner A1). Oxford University Press, p125.

V. Evans and L. Edwards. 2003. Upstream Advanced C1 (Students' book). Express Publishing, p139