



St Petersburg
University
www.spbu.ru

LEVEL 3 TEST IN ENGLISH

Level C1 in the Council of Europe's
Common European Framework of
Reference (CEFR)



Level 3 test format

The test is made up of five papers:

- **Listening**
- **Reading**
- **Use of English**
- **Writing**
- **Speaking**



Listening Paper

Skills to be tested

- following extended discourse on abstract and complex topics
- understanding implicit information, deducing cause-and-effect relationships, drawing a conclusion based on comparison of the information presented
- identifying finer shades of meaning
- recognising a wide range of idiomatic expressions and colloquialisms

Format

The test consists of 3 tasks including **27 items**. The test is composed of authentic non-fiction and academic texts presented in standard British English.

Task B1-B10 – Gap fill (10 items)

Task A1-A7 – Multiple choice (7 four-option items)

Task B11-B20 – Matching (5 mini texts, 10 items)

Marking criteria

Each correct answer is worth **one mark**. The answer in the Gap fill task is considered acceptable if it corresponds exactly to the given information and is accomplished without spelling mistakes.

The maximum raw score is **27**.

Timing

50 minutes





Listening Paper: Task types

Task B1-B10 Gap fill

Task B1-B10

You will hear Stephen Pyne talking about *his experience travelling to the Antarctic*. For questions **B1-B10**, complete the sentences by writing a word or a phrase **THAT YOU HEAR** (no more than 17 characters) in the spaces provided. You will hear the recording twice. You now have 45 seconds to look at the questions.

- B1** Before landing at Dome C, Stephen had to ensure that he could _____ the altitude.
- B2** The alien landscape of the Antarctic is often described as _____ by those who work there.

Task A1-A7 Multiple choice

Task A1-A7

You will hear a lecture on *animal communication*. For questions **A1-A7**, choose the answer which you think fits best according to what you hear. You will hear the recording twice. You now have 1 minute to look at the questions.

- A1** Why did Rogers and Kaplan's definition of language fail?
1. It only allowed communication to occur between two people or animals.
 2. It incorporated non-verbal actions into the realm of language.
 3. It didn't account for single animals who can communicate in multiple ways.
 4. It made it possible to ascribe linguistic powers to inanimate objects.





Task B11-B20 Matching

Task B11-B20

You will hear 5 short abstracts in which various people talk about *why they are not currently working*. You will hear the recording *twice*. And while you listen you must complete both tasks.

For questions **B11-15**, choose from the list (A-H) *the reason why the person speaking is not working*.

For questions **B16-B20**, choose from the list (A-H) *what each speaker feels about an employment issue*. You now have 40 seconds to look at the questions.

- A. resigned
- B. recently graduated
- C. on maternity/paternity leave

Speaker 1		B11
Speaker 2		B12

- A. frustrated at the shortcomings of a legal process
- B. let down by the government's social benefit system
- C. uncertain of the consequences of demographic change

Speaker 1		B16
Speaker 2		B17





Reading Paper

Skills to be tested

- understanding lengthy, complex texts in detail
- deducing cause-and-effect relationships and drawing a conclusion based on detailed comprehension of implied as well as stated information
- understanding implicit as well as explicit attitudes and opinions, identifying finer points of meaning
- identifying factual information and opinion
- recognising a wide range of idiomatic expressions and colloquialisms

Format

The Reading paper consists of three tasks including **29 items**. The test is composed of authentic non-fiction texts.

Task A1-A6 – Multiple choice (6 four-option items, 3 texts)

Task A7-A13 – Multiple choice (7 four-option items)

Task B1-B16 – Multiple matching (16 items, 8 mini texts)

Marking criteria

Each correct answer is worth **one mark**.

The maximum raw score is **29**.

Timing

65 minutes





Reading Paper: Task types

Task A1-A6 Multiple choice

Task A1-A6

You are going to read **three** extracts which are all connected in some way to **marketing**. For questions **A1-A6**, choose the answer which you think fits best according to the text.

YOUR LIFESTYLE HAS ALREADY BEEN DESIGNED

In the West, a lifestyle of unnecessary spending has been deliberately cultivated and nurtured in the public by big business. Companies in all kinds of spheres have fostered the public's appetite to be careless with their money, and from the man who places the sweets next to the counter in his local corner shop, to the supermarket owner who pumps the smell of freshly baked bread around the store, marketing techniques to encourage the public's habit of casual or non-essential spending are being employed wherever and whenever they can.

A1 The desire to buy non-essential items has been

1. utilized solely by the biggest companies in the market place.
2. fostered in only the minority of toy purchases made by adults.
3. engineered to feed on a natural human impulse.
4. hindered by an extended working week.





Task A7-A13 Multiple choice

Task A7-A13

You are going to read a magazine article about **the journalist Nellie Bly**. For questions **A7-A13**, choose the answer which you think fits best according to the text.

Nellie Bly: The Original Stunt Girl

The role of women working in the press in the late 19th century was to write for the society pages, have advice columns, or to comment on Prohibition or women's issues. Nellie Bly eschewed these topics for hard pressing stories on the poor and oppressed. Lacking a formal education, she found a journalism style that both injected personal opinion and provided abundant characterization detail. Drawing from her mother's experience of raising eight children on a pittance, she wrote in depth for *The Pittsburg Dispatch* on the inherent disadvantages faced by poor women, particularly those who worked in Pittsburgh's bottle factories. But while these articles pulled in readers, they drew criticism from the business community. When companies threatened to pull advertising from *The Dispatch* because of them, Nellie was assigned to the gardening page. When she turned in the article, she included her resignation.

A7 What can be said about Nellie Bly's writing for *The Pittsburg Dispatch*?

1. It was heavily influenced by her personal experience of working in a harsh environment.
2. It was heavily criticized because her articles were biased towards her own political beliefs.
3. It was notable for bucking the trend of 19th century female journalism.
4. It was met with a universal disclaim that ultimately cost her job.





Task B1-B16 Multiple matching

Task B1-B16

Read the article below about **Restless Genes**. Answer questions **B1-B16** by **choosing** the relevant sections of the text (**A-H**). Sections may be chosen more than once.

In which section of the article are the following mentioned?

An instance where the same set of external factors can have opposite effects on particular individuals.

B1	<input type="text"/>
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The suggestion that making sweeping judgments about the importance of DNA is unwise.

B2	<input type="text"/>
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A The compulsion to see what lies beyond that far ridge or that ocean – or this planet – is a defining part of human identity and success. What makes certain people explore might, at first glance, look as though it has its origins in the psychological make up of a person. However, the urge to explore is so strong that it appears to rise within us innately – as though its foundations lie not within our psyche, as it initially seems, but within our genomes. In fact, there is a mutation that pops up frequently in such discussions: a variant of a gene called *DRD4*, which helps control dopamine, the chemical brain messenger important in learning and reward. Researchers have repeatedly tied the variant, known as *DRD4-7R* and carried by roughly 20 percent of all humans, to curiosity and restlessness. Dozens of human studies have found that *7R* makes people more likely to take risks; explore new places, ideas, foods, relationships, drugs, or sexual opportunities; and generally embrace movement, change, and adventure. Studies in animals simulating *7R*'s actions also suggest it increases their taste for both movement and novelty. Perhaps it is not incidental then that this mutation is also closely associated with the presence of Attention Deficit Hyperactivity Disorder (ADHD) that affects many modern children.





Use of English Paper

Skills to be tested

- using correct and appropriate less common collocations and word combinations
- using words depending on their context meaning
- using a broad range of complex grammatical structures appropriately

Format

The test consists of three tasks including **23 items**.

Task A1-A10 – Multiple choice (10 four-option items)

Task B1-B5 – Gapped sentences (5 items, 15 sentences)

Task B6-B13 – Key word transformation (8 items, 8 sentences)

Marking criteria

Each correct answer is worth **one mark**. Grammar accuracy and correct spelling are included into the marking criteria.

Maximum raw score is **23**.

Timing

48 minutes





Use of English Paper: Task types

Task A1-A10 Multiple choice

Task A1-A10

For questions **A1-A10**, read the text below and **choose** the answer which best fits each gap. There is an **example** at the beginning **0**.

Climate-related Studies

Two decades ago the idea that the planet was warming up as a result of human activity was largely theoretical. Scientists **0** _____ that since the Industrial revolution of the 18th century, factories, automobiles and farms have been loading the atmosphere with heat-trapping gases. But **A1** _____ from independent experts that the climate was actually getting hotter was still scarce.

Not anymore, as later studies linked the significant increase in the temperature of the oceans with the global warming **A2** _____ by human activity in different fields. In fact, **A3** _____ with these hard facts, most scientists no longer **A4** _____ that humans are at least partly responsible.



0	1 admitted	2 meant	3 proposed	4 offered
A1	1 notification	2 admission	3 implication	4 confirmation
A2	1 urged	2 led	3 induced	4 compelled
A3	1 persuaded	2 faced	3 dealt	4 convinced
A4	1 imply	2 doubt	3 assert	4 believe





Task B1-B5 Gapped sentences

Task B1-B5

For questions **B1-B5**, think of **one** word **only** which can be used appropriately in all three sentences. There is an **example** at the beginning **0**.

Example:

0

Last Christmas, despite the recession in the high street, we spent over £350 million on both biscuits and chocolates.

The day was rounded off with high tea and a tour of Edinburgh's hostelrys!

Given that so many kinds of pollution are avoidable, it really is high time that we all did something to bring an end to this needless damage.

B1

The _____ of the game, to construct small words from a long word, is made more interesting by the use of graphics.

Psychometry is the ability to discern something about an/a _____ or its owner by holding it and 'visualizing' its history.

Those who place a company second to private interests are often accused of possessing too much ambition and become the _____ of contempt.





Task B6-B13 Key word transformation

Task B6-B13

For questions **B6-B13**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words (**no more than 17 characters**), including the word given. There is an **example** at the beginning **0**.

Example:

B0

Unless the Society's financial situation improves, it will have to close its library.

MEAN

If the Society's financial situation does not get better, it will mean shutting down its library.

B6

Despite having worked previously as an ethnographer, he did not use the ethnographic method in this work.

HAD

Even _____ worked previously as an ethnographer, he did not use the ethnographic method in this work.





Writing Paper

Skills to be tested

- producing a written text on a complex abstract topic in line with the communicative task
- using a wide range of grammatical structures and lexis appropriate to the communicative task
- producing an extended, coherent, well-structured text, using appropriate cohesive devices
- making an introduction and drawing a conclusion
- interpreting data presented in a graph
- expressing a point of view, providing well developed reasons
- presenting various points of view, giving general and specific examples

Format

The test consists of two tasks: task C1-A «**Graph Description**» (180-200 words) or C1-B «**Proposal**» (180-200 words) and task C2 «**Opinion essay**» (240-280 words).

Marking criteria

Writing paper tasks are marked by two independent assessors using the following criteria:

Content Relevance and Register Adequacy

Vocabulary: appropriacy, range

Grammar: accuracy, range

Organisation and Mechanical Accuracy

Maximum raw score is **40** (20 points per task).

Timing

65 minutes





Writing paper: Task types

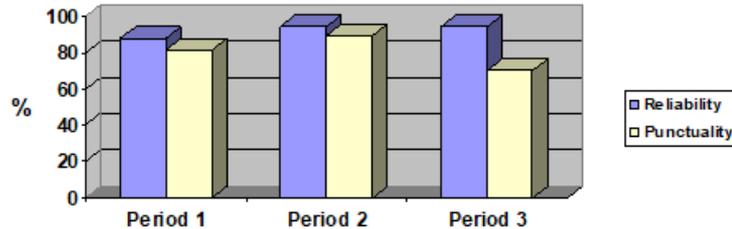
C1-A Graph Description (optional task)

Graph description

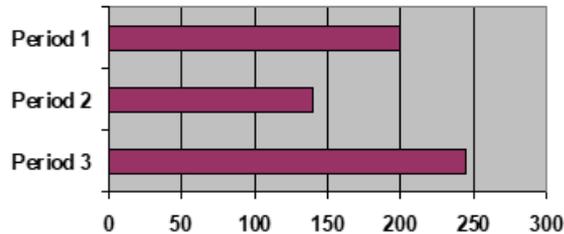
As part of your research paper you have to analyse the figures for a train operator's reliability (percentage of timetabled vehicles actually running) and punctuality; and the complaints received in three separate periods of time.

Using the information from the charts, **write** your answer in **180-200** words. Compare and present the main trends, and, where possible, draw correlations between the charts.

Reliability and punctuality scores



Complaints per 100,000 passenger journeys





C1-B Proposal (optional task)

Task C1-B

Recommended task completion time – 25 minutes.

Proposal

The head of the faculty where you study is considering implementing the option of online study next semester.

You would like to recommend keeping face-to-face learning.

Write a proposal describing the problems faced by students in online classes and outlining their possible implications. Explain how face-to-face learning could benefit students.

C2 Opinion essay

Task C2

Recommended task completion time – 40 minutes.

Write an **essay** based on the following statement:

The salary paid to sportsmen is far in excess of their value to society.





Speaking Paper

Skills to be tested

- coming up with coherent and logical utterances with a high degree of fluency
- supporting a point of view, providing well developed reasons and examples
- using a wide range of grammatical structures, low frequency vocabulary, and idiomatic expressions
- using a broad repertoire of language functions (generalizing, comparing, contrasting, etc.)
- conveying finer shades of meaning and register shifts
- collaborating and negotiating complex communicative tasks

Format

The test is taken face to face, with two candidates and one examiner-interlocutor. The test includes three tasks: **Task C3 “Collaborative task”** (5-6 min), **Task C4 “Guided discussion”** (6 min), **Task C5 “Monologue with a follow-up question”** (9-10 min).

Marking criteria

The candidates' performances are recorded using a voice recorder and assessed by two independent assessors applying the following criteria:

Fluency and Content Relevance and Adequacy

Grammar: appropriacy, accuracy, range

Lexical Resource: appropriacy, accuracy, range

Pronunciation

Interaction

Maximum raw score is **23**.

Timing

21-24 minutes per three tasks, including a warm-up (**1 min**) and preparation time (**2 min**)





Speaking Paper: Task types

C3 Collaborative task

Candidates are offered a communicative task for a discussion.

Task C3 (5-6 minutes)
Collaborative task

Candidate Card

Task C3 “*Effective use of Nature*”

Preparation time – 1 minute

Task completion – 4 minutes

*Imagine that in your English lesson your teacher has asked you to consider **whether you agree or disagree** with activists of the ecology movement “Save Nature near St. Petersburg” who are holding a meeting against the governmental plan to build theme parks, develop sports grounds, promote tourism, etc. in places of natural beauty.*





C4 Guided discussion

The interlocutor asks candidates questions on a variety of topics.

Task C4 (6 minutes)

Guided discussion

Now we will speak about man's responsibilities for keeping the environment clean.

Candidate A, what do we understand when we say "clean environment"? Candidate B, and what do you think?

Candidate B, what are some of the major reasons why some individuals neglect environmental issues? Candidate A, do you agree?





C5 Monologue with a follow-up question

The candidate is offered a topic and two questions for his/her talk. When he/she has finished talking, the other candidate asks him/her a question related to what he/she said.

Task C5 (9-10 minutes)

Monologue with a follow-up question

Candidate Card

Task C5 – Candidate A

Preparation time – 1 minute

Task completion – 2 minutes

Foreign Tourism

- *compare the benefits of foreign tourism for the local community with the problems it may cause;*
- *range the difficulties that tourists may encounter during their visit to a foreign country.*





Answer Sheets

Answer sheet types

Instructions





Instructions on how to fill in Answer sheet A B

For Tasks A (multiple-choice tasks), put a cross in the correct box. All questions A are arranged horizontally. If you need to correct your answer to a question A, shade the box and put a cross in the relevant box.

Номера заданий типа А с выбором ответа из предложенных вариантов

Образец написания метки Образец отмены нанесенной метки Образец восстановления отменённой метки

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20		
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1										
2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2										
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4

If you want to return to your initial choice, you have to extend the cross going outside the box.

Please note that each question A has only **one** answer.





Answer sheet C

- For the **Writing Paper tasks**, use **Answer Sheet C**. Write only on the **front side** of the paper.
- If you don't have enough space on Answer Sheet C, use your **Additional Answer Sheet C**.
- If you don't have enough space on Answer sheet C and Additional Answer Sheet C, you can ask for an extra answer sheet C. You can have only **one** extra answer sheet C.
- Use the **question paper** for making notes.

Бланк ответов С 

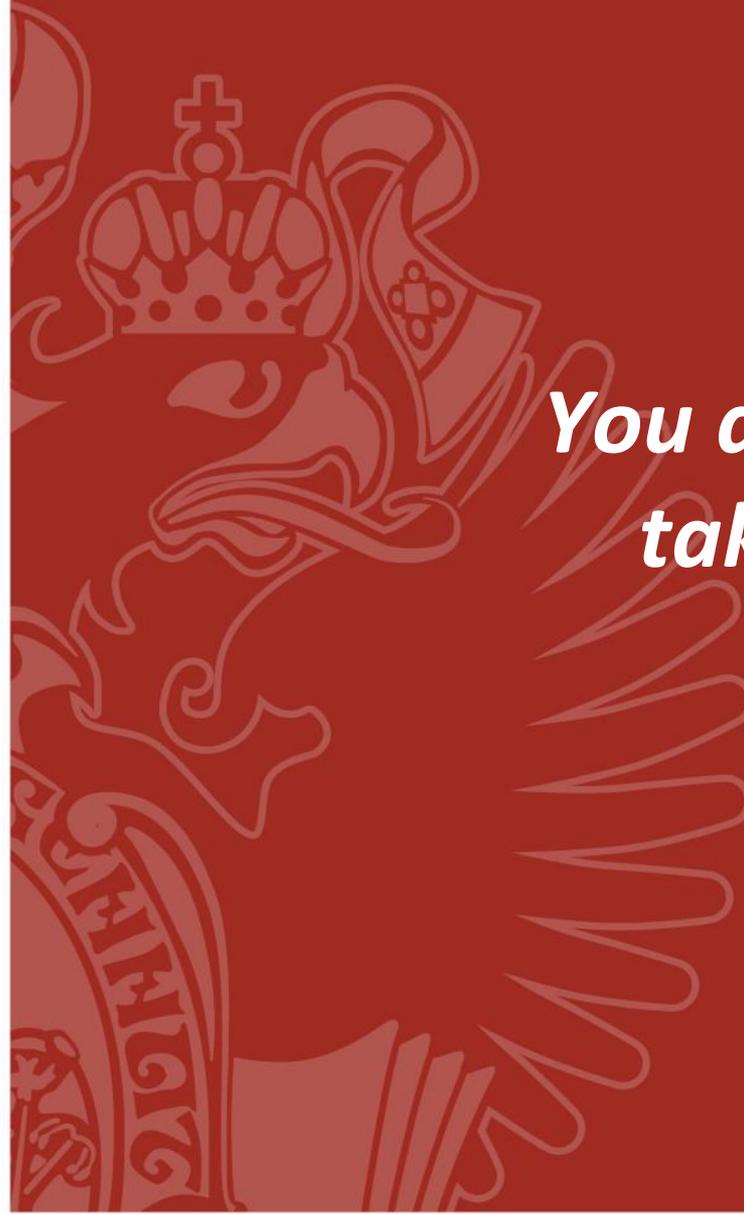
Код тестируемого

Ф.И.О. _____ № ППТ _____
Документ _____ Этаж _____
Аудитория _____

Не выходите за границы прямоугольника

  Не пишите на обратной стороне листа 





***You are welcome to
take the test!!!***

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