



## Тест Третьего сертификационного уровня по английскому языку (Уровень C1 CEFR) Центра языкового тестирования СПбГУ

Тест по английскому языку состоит из пяти разделов.

**Раздел 1 («Аудирование»)** включает три задания и состоит из 27 тестовых вопросов. Время выполнения заданий Раздела 1 – **50 минут**.

**Раздел 2 («Письмо»)** состоит из двух заданий: **C1-A «Описание графика»** или **C1-B «Предложение» (по выбору)** и **C2 «Сочинение-рассуждение»**. Время выполнения заданий Раздела 2 – **65 минут**.

**Раздел 3 («Чтение»)** включает три задания и состоит из 29 тестовых вопросов. Время выполнения заданий Раздела 3 – **65 минут**.

**Раздел 4 («Практическое использование языкового материала»)** включает три задания и состоит из 23 тестовых вопросов. Время выполнения заданий Раздела 4 – **48 минут**.

По окончании выполнения заданий разделов 1, 3, 4 не забывайте переносить свои ответы в Бланк ответов АВ. Обратите внимание, что для **каждого раздела – свой Бланк ответов АВ**. В заданиях типа В ответ должен состоять **не более чем из 17 символов**.

**Раздел 5 («Говорение»)** включает три задания: **C3 «Диалог по предложенной речевой ситуации»**, **C4 «Беседа с целью обмена оценочной информацией»** и **C5 «Монологическое высказывание по проблемной речевой ситуации»**. Время устного ответа – **21-24 минуты**.

Во время прохождения тестирования **запрещается** пользоваться словарями, учебниками, справочниками или обращаться за помощью к другим тестируемым.

*Желаем успеха!*



## **Level 3 Test in English**

**(CEFR Level C1)**

### **Listening Paper**

**Time** Approximately 50 minutes

#### **INFORMATION FOR CANDIDATES**

The paper consists of three parts.

There are 27 questions in the paper.

#### **INSTRUCTIONS TO CANDIDATES**

Listen to the instructions for each part of the paper carefully.

While you are listening, write your answers on the question paper.

You will have 5 minutes to copy your answers onto the answer sheet.

Use a black gel ink pen.



**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.
- B3** Unlike ancient exploration, modern science seeks to find \_\_\_\_\_.
- B4** Antarctic exploration doesn't have the advantage of \_\_\_\_\_ adventurers with local guides and translators.
- B5** Peary and Scott's expeditions to opposite Poles differed primarily in how their \_\_\_\_\_ were powered.
- B6** Damage to the aircraft's \_\_\_\_\_ caused the cancellation of two successive flights to Dome C.
- B7** Stephen lived in a camp that lacked a communal \_\_\_\_\_ area.
- B8** \_\_\_\_\_ were the only thing that temporarily united the camp's inhabitants.
- B9** Stephen feels that people ran into psychological difficulties because they didn't have enough to \_\_\_\_\_ them.
- B10** Stephen believes that Richard Byrd's near-death encounter happened because his surroundings were \_\_\_\_\_.



**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.

**A2** Hockett's list of *16 fundamental design features of language* is

1. often discounted because it cannot be found in a dictionary.
2. comprised of a series of linguistic features that are closely linked.
3. universally agreed to contain exactly the right number of design features.
4. unable to provide an account for every facet of human communication.

**A3** What discounts the bees' communicative dance from being a creative language?

1. It is a non-verbal form of communication.
2. It cannot be used to make new utterances.
3. It is only understood by a restricted number of bees.
4. It allows discussion of a limited subject matter.

**A4** Viki's limited ability to speak was due to restraints that were

1. physiological.
2. environmental.
3. maturational.
4. cognitive.

**A5** Why did Washoe's utterance '*water birds*' excite researchers?

1. She was the first chimp that had combined signs.
2. It was a spontaneous conjunction of two signs that created a new meaning.
3. She used signs that the researchers had never seen before.
4. It was proof that apes were able to differentiate between other species.

**A6** According to linguists, Washoe's multi-sign '*water birds*' was

1. comprised of two gestures that were without doubt linked.
2. the only multi-sign that Washoe ever produced.
3. more likely than not the result of prompting.
4. compliant with all the laws of human language.

**A7** Which sentence **best** describes Kanzi's linguistic output?



1. Its roots come from the same learning methods as previous studies.
2. Its complexity is a result of being acquired without explicit teaching.
3. Its advanced level can be attributed to the aid of technology.
4. It is sophisticated enough to be able to employ symbolism.

**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-B15**, 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
- D. sacked
- E. long-term unemployed
- F. retired
- G. made redundant
- H. on sick leave

Speaker 1		B11
Speaker 2		B12
Speaker 3		B13
Speaker 4		B14
Speaker 5		B15

- 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
- D. angry that the coverage of a work issue is one-sided in the press
- E. saddened that unemployment levels won't fall in the near future
- F. unfairly judged against by society because of somebody else's behaviour
- G. annoyed at the unfair portrayal of the unemployed in the media
- H. astonished that people think their actions affected industry negatively

Speaker 1		B16
Speaker 2		B17
Speaker 3		B18
Speaker 4		B19
Speaker 5		B20

On completing tasks **B1-B10, A1-A7, B11-B20**, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task **B1-B20** must be written without spaces or punctuation marks.

По окончании выполнения заданий **B1-B10, A1-A7, B11-B20** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! Ответы на задания **B1-B20** записываются без пробелов и знаков препинания.



## **Level 3 Test in English**

**(CEFR Level C1)**

### **Writing Paper**

**Time** 1 hour 5 minutes

#### **INFORMATION FOR CANDIDATES**

The paper consists of **two** tasks, **C1-A «Graph Description»** or **C1-B «Proposal»** and **C2 «Opinion Essay»**.

#### **INSTRUCTIONS TO CANDIDATES**

You can use the question paper for making notes, but you must copy your answers onto the answer sheet before the end of the test. Your answers on the answer sheet only will be assessed by the expert.

When copying your answers onto the answer sheet, start with writing the task number (C1-A or C1-B and C2) and then write your answer.

If needed, you can ask for an extra answer sheet.

Don't write on the back side of the answer sheet.

Make sure your writing is clear and easy to read.

Use a black gel ink pen.



## Part 1

Choose **one** task from Part 1.

### Task C1-A

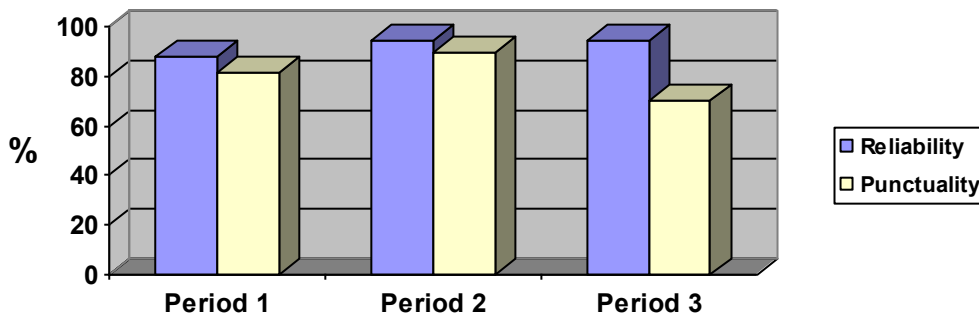
Recommended task completion time – 25 minutes.

#### Graph description

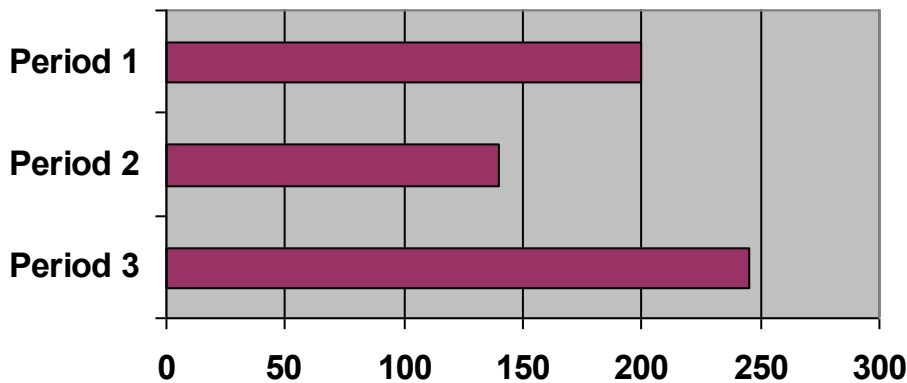
*As part of your research paper you have to analyse the figures for a train operator's reliability (percentage of timetabled vehicles actually running) and punctuality; and the complaints received in three separate periods of time.*

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





## 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.

Write your **proposal** in **180-200 words**.

Remember to write **subheadings**.

### Part 2

## 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.*

Express your personal opinion and consider the opposing point of view.  
You **must** write your answer in **240 - 280** words.





**Level 3 Test in English**

**(CEFR Level C1)**

**Reading Paper**

**Time** 1 hour 5 minutes

**INFORMATION FOR CANDIDATES**

The paper consists of three parts.

There are 29 questions in the paper.

**INSTRUCTIONS TO CANDIDATES**

Read the instructions for each part of the paper carefully.

Write your answers on the answer sheet.

Use a black gel ink pen.

You must complete the answer sheet within the time limit.



## Task A1-A6

Recommended task completion time – 17 minutes.

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.

In *The Corporation*, a marketing psychologist discusses one of the methods she used to increase sales. Her staff carried out a study on what effect the nagging of children had on their parents' likelihood of buying a toy for them. They found out that while 20-40% of the purchases of their toys *would not have occurred* if the child hadn't nagged its parents, once you take into account the fact that the parents themselves are not immune to the power of the advertising messages aimed at their offspring, this number is pushed up to more than two-thirds. Not only did they use this study to market their products directly to children, encouraging them to nag their parents to buy products even though the need for them was completely manufactured, but they also found that they could use the same strategy to manipulate grown-ups inside strong relationships, for example husbands and wives, with equal success.

"You can manipulate consumers into wanting, and therefore buying your products. It's a game based on one of our most inherent characteristics," says Lucy Hughes, co-creator of *The Nag Factor*, "the need to consume". And while big companies might not have instilled the desire, they also didn't make their millions by earnestly promoting the virtues of their products. Instead they made them by creating a culture of hundreds of millions of people that buy way more than they need and who try to chase away dissatisfaction with money.

We buy stuff to cheer ourselves up, to keep up with the Joneses, to fulfill our childhood vision of what our adulthood would be like, to broadcast our status to the world, and for a lot of other psychological reasons that have very little to do with how useful the product really is. How much stuff is in your basement or garage that you haven't used in the past year? The ultimate tool for corporations to sustain a culture of this sort is to develop the 40-hour workweek as the normal lifestyle. Under these working conditions people have to build a life in the evenings and on weekends so they are naturally more inclined to spend heavily on entertainment and conveniences because free time is so scarce.

**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.

**A2** Which is **NOT** a reason why people buy products?

1. They are aware of how a product can add real value to their life.
2. They want the internal image of their life to match the external reality.
3. They don't want to appear to be economically or culturally inferior.
4. They want to make up for the hours they lost during the working week.



## DO MARKETERS NEED A DEGREE?

The prospect of fees up to a maximum of £9,000 per year has led to an 8% drop in the number of students taking their place on university courses, according to the Universities and Colleges Admissions Service (UCAS) and applications for marketing courses are absolutely in line with this trend. The route to marketing has traditionally mirrored that of most professional services, an undergraduate course followed by an entry level job or a low-paid graduate training scheme. Unlike law or accountancy, however, it is not necessary to have a related degree to enter the marketing profession. This has led some in the industry to question whether marketers need a degree to perform and progress in their career.

Anna Stubbs, director of education at The Chartered Institute of Marketing, says that although the marketing industry does need a “steady supply of well qualified, thinking, problem-solving people”, they do not need degrees. However, she does add, “It’s important to remember that the best marketers are those who have a mixture of theoretical knowledge and on-the-job experience.”

Until this academic year, the number of graduates had been increasing, driven by the then Labour Government’s policy of widening access to University places to boost the percentage of 18-year-olds going to university to 50 per cent. However, many criticised the policy at its inception, with detractors arguing it would devalue degrees. On the whole, this worry has been born true, and Stubbs would argue most starkly in the marketing sector. With unemployment levels rising in tandem with exorbitant tuition fees, it has never seemed like a better time for youngsters to bypass what some might argue is an unnecessary education.

In fact, some believe that the major recruiters of marketing talent should look upon the possible drop in graduate numbers as an opportunity to rethink their approach to identifying the best candidates and recruiting people from more diverse backgrounds. “Companies need a diversity of people and the ‘milk round’ of graduates lack that. Education is a way to decide on who the best candidates are but not the only way.”

For some in the industry, however, a degree is still the best way to filter the best candidates. Andrew Garrihy of Samsung UK says “A degree does two things: it really helps marketers learn to learn. Secondly, it ensures the employer and employees are talking in the same language. On a practical level having one also offers prospective workers a leg-up. “Employers value degrees as they demonstrate academic attainment, intellectual ability and a commitment to learn. This is not to say you can’t have a successful marketing career without a university education, but it will be easier to get your foot in the door right now if you do”. Although how much of a boost this leg-up will be, obviously depends on how many other people have the same advantage as you, and it is this fact that seems to be driving both student numbers and future graduate employment opportunities down.

### A3 The article states that

1. a degree in marketing used to be a fundamental requirement of entering the industry.
2. the value of practical work experience outweighs the benefit of having a university degree.
3. declining students numbers will make it impossible for companies to find first-rate employees.
4. having a specialized qualification currently provides graduates with better job opportunities.

### A4 Which sentence summarises the message of the article?

1. Marketing courses have suffered more severely than others from lower university entry levels.
2. Marketing is no longer considered a professional service, like law or accountancy.
3. Marketing graduates are victims of the success of a government policy to increase student numbers.
4. Marketing graduates currently have a lower than average chance of obtaining a job after graduation.



## THE MERCHANTS OF COOL: MARKETING TO TEENS

They comb the streets, the schools, and the malls, hot on the trail of the “next big thing” that will snare the attention of their prey – a market segment worth an estimated \$150 billion a year. They are the merchants of cool: creators and sellers of popular culture who have made teenagers the hottest consumer demographic in America.

Last year, 33 million American teens spent \$100 billion, while influencing their parents' spending to the tune of another \$50 billion. But marketing to teens isn't as easy as it sounds. Marketers have to find a way to seem real; true to the lives and attitudes of teenagers; in short, to become cool themselves. To that end, they search out the next cool thing and have adopted an almost anthropological approach to studying teens, analyzing their every move as if they were animals in the wild.

But at the heart of cool hunting lies an insolvable problem. The faster trends are picked up and blown out and revealed to corporate America, the more the trendsetter who starts them is forced to move on and find the next one. The cool-hunters are effectively killing cool so you can't ever solve the puzzle permanently. And, more worryingly, as everyone from record promoters to TV executives besieges today's teens with pseudo-authentic marketing pitches, teenagers increasingly look to the media to provide them with a ready-made identity predicated on today's version of what's cool. In fact, rather than empowering youngsters, the incessant focus on their wants and desires leaves them adrift in a sea of conflicting marketing messages. “It's one enclosed feedback loop,” says author Douglas Rushkoff. “Kids' culture and media culture are now one and the same, and it becomes impossible to tell which came first.”

**A5** What effect has “cool hunting” had?

1. Marketers have become so cool that teenagers' concerns are now not important.
2. What constitutes cool has become a lot easier to identify and exploit.
3. It has made teenagers feel more bewildered about what to purchase.
4. The line between media influence and teenage desire is easier to define.

**A6** Which paradox does the text describe?

1. The cooler the marketers become, the less they are able to study teenagers objectively.
2. The more mainstream a marketing campaign becomes, the sooner it becomes outdated.
3. The more authentic a media campaign becomes, the more teenagers distrust it.
4. The more marketers bombard teenagers with messages, the less believable those messages become.

**Task A7-A13**

**Recommended task completion time – 25 minutes.**

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 19<sup>th</sup> 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.

The world of undercover reporters might seem like a new phenomenon, but it has been around since long before the first microphone was hidden. And while it could be argued that there are more reputable ways of getting a story, sometimes deception and dark tactics are exactly what is needed to shine the light on truth. Moreover, for Bly, the choice between going undercover to report the stories of social import or spending the rest of her career writing for the fashion pages was now an easy one: going back was unthinkable. In fact, it was thanks to one story for Joseph Pulitzer's *New York World* in 1887 that her name became synonymous with the practice of *undercover* or *stuntgirl* journalism.

Having heard rumors of the appalling neglect that was taking place at a New York women's asylum, Bly made the decision to enter the institute undercover. Going to extraordinary lengths to enact her diagnosis and then subjecting herself to insufferable indignities, the exposé led to a grand jury investigation into the practices of the asylum that spurred a \$850,000 injection of funding for the institution to revamp its criteria by which women were committed. While inside, her reports on the substandard conditions were syndicated nationwide, gaining much public awareness and launching Pulitzer's publication into a new age of journalism that could now weave dialogue into what were previously only relating stories.

Bly's piece also sparked a new phenomenon of performing stunts. Soon, a plethora of women followed Bly's lead. According to author Jean Lutes, stunt reporting was "a hybrid of objective, hard-hitting 'hard news' and frivolous, emotional 'softnews'." Stunt stories often involved looking at unsavory topics through the softening lens of personal experience. By performing stunts, women could have a taste of the male world of hard news without completely abandoning their familiar feminine world of soft news, so stunts provided the ideal way for women to get into the journalistic world in a socially acceptable manner. And while Bly may have been the stunt girl trendsetter, she soon learned that imitation is not just the sincerest form of flattery; it is also the gravest threat to originality.

Part of Pulitzer's editorial strategy was to pit his employees against each other, hoping to encourage better work. Thus, he introduced the pressure of competing stunt girls to keep Bly on her toes. The outcome was an inevitable battle of escalating stunts. In time, the idea of the stunt girl story became so familiar to readers that *The World* assigned a single byline, "Meg Merrilies," to many of its stunt girls, though Bly was allowed to keep her own. The Meg Merrilies left few feats untried, but though some of their exposés were truly daring, competition and the resulting escalation made some seem ridiculous. As a result, the stunt girls faced the interesting conundrum of how to maintain a credible journalistic reputation while performing increasingly outlandish acts. Moreover, not only did Pulitzer foster competition, he prized accuracy too. Thus, Bly and her female counterparts found themselves in the pressure-filled position of trying to compete with each other while remaining scrupulously accurate at the same time.

Bly's most famous story was the travel piece documenting her circumnavigation of the globe in 72 days, thus beating the fictional record of Phileas Fogg and gaining her worldwide notoriety. And perhaps herein lies the key to Bly's success. It wasn't so much the ventures she undertook as the fact that while her articles were alternately light-hearted and scolding, with some meant to edify and others merely to entertain, all were shot through with Bly's unmistakable passion for smelling out a good story and using it to capture the public's imagination. The sheer force of her personality demanded that attention be paid to the plight of the unfortunate, even if that was at the expense of her own reputation.

In fact, so successful was she at averting the public's eyes from her own tales that her legend has managed to survive without any organized collection of her extensive papers, either in the form of published memoirs, correspondence, or a memorial, or an established archive, which, in part, explains her neglect by scholars. In fact, before the publication of a recent book, anyone interested in knowing more about her had to rely on a number of juvenile biographies, all partly fictionalized, which have done as much to distort the record as they have to perpetuate Bly's memory.



**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 19<sup>th</sup> century female journalism.
4. It was met with a universal disclaim that ultimately cost her job.

**A8** Bly's decision to become an undercover reporter

1. was the only viable avenue open to her as a reporter at that time.
2. was based on her desire to build up her reputation.
3. flew in the face of her own values as a journalist.
4. resulted in her being given the nickname "stuntgirl".

**A9** Bly's reports from the women's asylum

1. went against the common perception of institutes at the time.
2. resulted in increased funding for medical equipment.
3. were published in a single national newspaper.
4. led to a writing style no longer restricted to the narrator's perspective.

**A10** Which of the following was **NOT** a result of Bly's "stunt" report from the women's asylum?

1. The distinction between objective and subjective news stories became blurred.
2. It gave birth to a new generation of women writers whose stories were all unique.
3. Women now had a qualified but real entry point into the male bastion of the newsroom.
4. Writers could tackle difficult subject matters in a way that was easier for the public to digest.

**A11** What was the consequence of the explosion of female stunt reporters that followed Bly's asylum report?

1. It made it harder for female journalists to have their writing taken seriously.
2. It culminated in a rivalry between Bly and one particular female reporter.
3. It triggered Pulitzer's belief in the value of professional rivalry.
4. It meant that articles based on undercover reports became increasingly unreliable.

**A12** What does the author of the text believe was the main reason for Bly's enduring success?

1. The fact that she was able to turn a fictional feat into reality.
2. Each of her articles melded serious topics and entertaining ones together.
3. Her expertise in determining what was newsworthy.
4. Her unique personality was the focus of each story.

**A13** What do we learn at the end of the article about the existing records of Bly's life?

1. They have perpetuated her status as a 19<sup>th</sup> century luminary.
2. A number of them have had an ambiguous effect on Bly's legacy.
3. A recent publication has merged all her previous biographies into one.
4. Next to none of her private papers are left in existence.



**Task B1-B16**

**Recommended task completion time – 20 minutes.**

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.

<b>B1</b>	
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The suggestion that making sweeping judgments about the importance of DNA is unwise.

<b>B2</b>	
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An important difference between how young animals and young humans carry out the same activity.

<b>B3</b>	
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Biological proof that our ancestors' period of infancy was different to our own.

<b>B4</b>	
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A genetic explanation for deviant behaviour.

<b>B5</b>	
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Evidence that a gene distribution was as a reaction to an external factor specific to the region.

<b>B6</b>	
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How the presence of a gene in particular groups can be traced back to the habits of their predecessors.

<b>B7</b>	
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A biological explanation for why a human body grows at different rates to their closest relatives.

<b>B8</b>	
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A specific psychological requirement necessary to be an adventurer in later life.

<b>B9</b>	
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How two separate characteristics in humans can have a constant positive effect on each other.

<b>B10</b>	
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Similar results in tests on both humans and animal subjects.

<b>B11</b>	
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A description of how a gene that was once redundant became prevalent.

<b>B12</b>	
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A researcher expressing uncertainty about the validity of a set of results.

<b>B13</b>	
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The effect that a particular parenting practice has on our development.

<b>B14</b>	
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The fact that our desire to explore is a response to a physical need rather than a mental one.

<b>B15</b>	
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How possessing certain genes can affect a person's position in society.

<b>B16</b>	
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## RESTLESS GENES: WHAT CAUSES US TO EXPLORE?

**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.

**B** Most provocatively, several studies tie *7R* to human migration. The first large genetic study to do so, led by Chuansheng Chen of the University of California in 1999, found *7R* more common in present-day migratory cultures than in settled ones. A larger, more statistically rigorous 2011 study supported this, finding that *7R*, along with another variant named *2R*, tends to be found more frequently than you would expect by chance in populations whose ancestors migrated longer distances. Neither study necessarily means that the *7R* form of the gene actually made those ancestors especially restless; you'd have to have been around back then to test that premise with certainty. But both studies support the idea that a nomadic lifestyle selects for the *7R* variant.

**C** Another recent study backs this up. Among Ariaal tribesmen in Africa, those who carry *7R* tend to be stronger and better fed than their non-*7R* peers if they live in nomadic tribes, possibly reflecting better fitness for a nomadic life and perhaps higher status as well. However, *7R* carriers tend to be less well-nourished if they live as settled villagers. The variant's value, then, like that of many genes and traits, may depend on the surroundings. A restless person may thrive in a changeable environment but wither in a stable one, while a non-restless person will have a converse reaction under similar conditions.

**D** So is *7R* the explorer's gene, or adventure gene, as some call it? Yale University evolutionary and population geneticist Kenneth Kidd thinks that this overstates its role. Kidd speaks with special authority here, as he was part of the team that discovered the *7R* variant 20 years ago. Like other skeptics, he thinks that many of the studies linking *7R* to exploratory traits suffer from mushy methods or math. He notes too that the pile of studies supporting *7R*'s link with these traits is countered by another stack contradicting it.

**E** Jim Noonan, an evolutionary geneticist, believes that the most important tool in our ability to explore is the DNA that builds two key systems: our limbs and our brains. These genes are pretty much the same as those that build the same parts of other hominids and apes. Each species' limbs and brains end up different largely because the construction projects directed by these developmental genes start and stop at different times. In humans the result is hips that let us walk long distances; clever hands; and an even cleverer brain that grows far more slowly but much larger than other ape brains. This triad separates us from other apes and, in small but vital developmental details, from other hominids. Together, says Noonan, these differences compose a set of traits uniquely suited for creating explorers. We have great mobility extraordinary dexterity “and, the big one, brains that can think imaginatively.” And each amplifies the others: our conceptual imagination greatly magnifies the effect of our mobility and dexterity, which in turn stirs our imaginations further. In other words, the traits taken on their own are powerful enough, but when working together in a constant feedback loop, they make us unstoppable.





**F** Noonan makes a good case that our big brain and clever hands build a capacity for imagination. Alison Gopnik, a child-development psychologist at the University of California, Berkeley, says humans also possess another, less obvious, advantage that fosters that imaginative capacity: a long childhood in which we can exercise our urge to explore while still being dependent. We stop nursing roughly a year and a half later than gorillas and chimps, and then take a far slower path to puberty. Dental evidence from Neanderthals suggests they too grew up faster than we do. As a result, we have an unmatched period of protected “play” in which to learn exploration’s rewards and widen our knowledge of an *external world all under the watchful eye of those raising us*.

**G** “Many animals play,” says Gopnik. Yet while other animals play mainly by practicing basic skills such as fighting and hunting, human children play by creating hypothetical scenarios with artificial rules that test hypotheses. We do less of this as we get older, says Gopnik, and become less willing to explore novel alternatives and more conditioned to stick with familiar ones. “It’s the difference,” she says, “between going to your usual, reliable restaurant versus a new place that might be great or awful.” During childhood we build the brain wiring and cognitive machinery to explore; if we stay alert as adults, this early practice allows us to spot situations in which it pays to shift strategies. “We carry this forward,” says Gopnik. And the people who keep this spirit of playful engagement with the possibilities of the moment closest at hand are the explorers.

**H** When talking about exploration, one should also not ignore the influence of culture – shareable knowledge, practices, or technology that people use to adapt to an environment. These things exist only because our genetic traits evolved to the point where we could create them, and we reshape them constantly. But this changing culture can likewise shape our genetic evolution, sometimes in stunningly quick and direct ways. The classic culture-gene example is the rapid rise of a gene for digesting lactose. If you lack this gene, you’ll have trouble digesting milk after infancy. If you have it, the effect is opposite: you’ll easily digest milk all your life. Almost no one carried this gene 15,000 years ago, because it gave no advantage. It was just a mutation floating around. But when our predecessors, early farmers in Europe, started raising dairy cattle about 10,000 years ago – a culture utterly novel then, an entirely different way of living – this gene suddenly gave people access to a reliable year-round food source. They could survive food shortages that starved other people. This advantage rapidly spread the gene throughout Europe, even as it remained rare most other places. Culture and genes started selecting for each other: a new culture made a gene more valuable, and as the gene spread through the population, it made dairy-farming culture more important.

*On completing tasks A1-A6, A7-A13, B1-B16, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task B1-B16 must be written without spaces or punctuation marks.*

*По окончании выполнения заданий A1-A6, A7-A13, B1-B16, НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! При переносе ответов на задание B1-B16 буквы записываются без пробелов и знаков препинания.*



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**Level 3 Test in English**

**(CEFR Level C1)**

**Use of English Paper**

**Time** 50 minutes

**INFORMATION FOR CANDIDATES**

The paper consists of three parts.

There are 23 questions in the paper.

**INSTRUCTIONS TO CANDIDATES**

Read the instructions for each part of the paper carefully.

Write your answers on the answer sheet.

Use a black gel ink pen.

You must complete the answer sheet within the time limit.



**Task A1-A10**

**Recommended task completion time – 15 minutes.**

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 18<sup>th</sup> 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.

After analyzing data on everything from air and ocean temperatures to the distribution of wildlife in their natural habitats throughout the world, the authoritative report issued by Intergovernmental Panel on Climate Change (IPCC) asserts that the steady warming has had an impact on 420 physical processes and on animal and plant species. Plants and animals are shifting their ranges poleward, and migration patterns for animals as diverse as polar bears and beluga whales are being **A5** \_\_\_\_\_.

**A6** \_\_\_\_\_ of all, the increase in temperatures is happening at a pace that outstrips anything the earth has seen in the past 100 million years. Humans will have a hard enough time **A7** \_\_\_\_\_ to the changes, especially in poorer countries, but for wildlife, the changes will be devastating.

As in any other areas of science, the case for warming caused by people has some uncertainties – and many political leaders have **A8** \_\_\_\_\_ those uncertainties a reason to study the problem further rather than act. But owing to the IPCC’s research, a U.N.-sponsored group was organized, whose mission is to sift through climate-related studies from various fields and **A9** \_\_\_\_\_ them together into one coherent picture.

Meanwhile, in many countries, governments have been increasingly active in implementing greenhouse programs, clamping down on emissions, stepping up mass-transit initiatives and **A10** \_\_\_\_\_ special laws. New technologies to control global warming are also being tested.

<b>0</b>	1 admitted	2 meant	3 proposed	4 offered
<b>A1</b>	1 notification	2 admission	3 implication	4 confirmation
<b>A2</b>	1 urged	2 led	3 induced	4 compelled
<b>A3</b>	1 persuaded	2 faced	3 dealt	4 convinced
<b>A4</b>	1 imply	2 doubt	3 assert	4 believe
<b>A5</b>	1 interfered	2 intruded	3 interrupted	4 disrupted
<b>A6</b>	1 most	2 worst	3 first	4 fastest
<b>A7</b>	1 corresponding	2 adjusting	3 setting	4 converting
<b>A8</b>	1 indicated	2 determined	3 proclaimed	4 specified
<b>A9</b>	1 bind	2 frame	3 settle	4 establish
<b>A10</b>	1 confirming	2 admitting	3 taking	4 enacting



## Task B1-B5

Recommended task completion time – 15 minutes.

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.

### B2

The Mercedes' Touring Guarantee is valid for four years from the date of purchase and is \_\_\_\_\_ on with the car if it is sold during that period.

After the law was \_\_\_\_\_ in August, it provoked a wave of strikes by immigrant workers.

Although *Who's Who* had revealed Todd Carter to be seventy-four, in the flesh he could have \_\_\_\_\_ for sixty-four – even with his bald-head!

### B3

The severe limitations of this technique become clear when we take into account the conditions that would have to \_\_\_\_\_ in order to render the results accurate.

These rules still \_\_\_\_\_ true for choreographers who work in the classical medium and the wise ones never neglect them.

Some firms have reduced their staffing levels substantially, but people in the industry are generally trying to \_\_\_\_\_ on to experienced staff.

### B4

It was generally believed that he would be acceptable to the right \_\_\_\_\_ of the Republican Party.

The works will be displayed in the new \_\_\_\_\_ of the museum, recently built to house twentieth-century art.

His great-uncle took Charles under his \_\_\_\_\_ and prepared him for the task ahead.

### B5

He mustn't \_\_\_\_\_ in; he mustn't allow temper or panic to take over, no matter how great the provocation.

Local authorities have no plans to introduce curbside collection schemes despite the fact that they \_\_\_\_\_ a boost to the number of people recycling.



If you do not keep a dream diary, I strongly recommend that you \_\_\_\_\_ it a try.

### Task B6-B13

Recommended task completion time – 15 minutes.

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.

**B7**  
David managed to embark on a singing career at the age of 16 as he won a national songwriting contest.  
**COULD**  
If David had not won a national songwriting contest, he \_\_\_\_\_ embarked on a singing career at the age of 16.

**B8**  
He pointed out that we had to think about several options.  
**INTO**  
He pointed out that there were several options we had \_\_\_\_\_ consideration.

**B9**  
When students submit their coursework electronically, they expect that the marker will return his comments electronically, too.  
**TO**  
When students submit their coursework electronically, they expect the marker's comments \_\_\_\_\_ electronically, too.

**B10**  
If you would like me to send you further copies of these agreements, you can always inform me.  
**HESITATE**  
If you would like me to send you further copies of the agreements, please do not \_\_\_\_\_ know.

**B11**  
It doesn't make any difference — sometimes a plant won't grow even if you try really hard.  
**MATTER**



It doesn't make any difference — sometimes a plant won't grow \_\_\_\_\_ you try.

**B12**

People who are too self-conscious hate it when people stare at them in a social environment.

**STAND**

People who are too self-conscious \_\_\_\_\_ stared at in a social environment.

**B13**

It is possible that the candidate's replies were so brief because he lacked confidence.

**BEEN**

The candidate's replies \_\_\_\_\_ so brief because he lacked confidence.

*On completing tasks A1-A10, B1-B5, B6-B13, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task B1-B13 must be written without spaces or punctuation marks.*

*По окончании выполнения заданий A1-A10, B1-B5, B6-B13 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! Ответы на задания B1-B13 записываются без пробелов и знаков препинания.*



Ключи

Раздел 1. «Аудирование»

**Task B1-B10**

- B1 – get used to
- B2 – weird
- B3 – (precious) data
- B4 – connecting
- B5 – (own) sledges
- B6 – wing
- B7 – dining
- B8 – movies
- B9 – stimulate
- B10 – (much too) simplified

**Task A1-A7**

- A1 – 4
- A2 – 4
- A3 – 4
- A4 – 1
- A5 – 2
- A6 – 3
- A7 – 2

**Task B11-B20:**

- B11 – F
- B12 – H
- B13 – A
- B14 – G
- B15 – C
  
- B16 – C
- B17 – F
- B18 – A
- B19 – D
- B20 – H

Раздел 3. «Чтение»

**Task A1-A6**

- A1 – 3
- A2 – 1
- A3 – 4
- A4 – 3
- A5 – 3
- A6 – 2

**Task A7-A13**

- A7 – 3
- A8 – 1
- A9 – 4
- A10 – 2
- A11 – 1
- A12 – 3
- A13 – 2



**Task B1-B16**

- B1 – C
- B2 – D
- B3 – G
- B4 – F
- B5 – A
- B6 – H
- B7 – B
- B8 – E
- B9 – G
- B10 – E
- B11 – A
- B12 – H
- B13 – D
- B14 – F
- B15 – A
- B16 – C

**Раздел 4. «Практическое использование языкового материала»**

**Task A1-A10**

- A1 – 4
- A2 – 3
- A3 – 2
- A4 – 2
- A5 – 4
- A6 – 2
- A7 – 2
- A8 – 3
- A9 – 1
- A10 – 4

**Task B1-B5:**

- B1 – object
- B2 – passed
- B3 – hold
- B4 – wing
- B5 – give

**Task B6-B13**

- B6 – though he had
- B7 – could not have/couldn't have
- B8 – to take into
- B9 – to be returned
- B10 – hesitate to let me
- B11 – no matter how hard
- B12 – cannot stand being/can't stand being
- B13 – may have been/could have been/might have been





## Level 3 Test in English

(CEFR Level C1)

### Speaking Exam

The Speaking exam consists of three parts, C3 «Collaborative Task», C4 «Guided discussion», and C5 «Monologue with a follow-up question».

**Time** 21-24 minutes

#### Part 1

**Task C3** (5-6 minutes)

#### Collaborative task

A discussion with the other candidate. The examiner will describe a situation to you and give a card with a question to talk about.

At the end of the discussion, the examiner can ask an extra question to a candidate who was less active.

#### 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.*

Take an active part in the discussion. Discuss **the advantages and disadvantages** of the governmental plan.

**Remember** to provide arguments and examples to support your ideas.



## Part 2

### Task C4 (6 minutes)

#### Guided discussion

The examiner will ask candidates questions on a variety of topics.

*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?*

*Candidate A, which is a more effective way to keep the environment clean: educational measures or deterrent penalties? Why? Candidate B, and what is your opinion?*

*Candidate B, compare the levels of responsibility of young people and elderly people in keeping the environment clean. Candidate A, what do you think?*

## Part 3

### Task C5 (9-10 minutes)

#### Monologue with a follow-up question

Candidates speak for up to 2 minutes each. When a candidate has finished speaking, the other will ask him/her a question related to what he/she said.

#### 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.*



**Candidate Card**

**Task C5 – Candidate B**

Preparation time – 1 minute

Task completion – 2 minutes

***The Influence of Music***

- *describe different ways in which music can influence people;*
- *estimate the importance of having Music as a compulsory educational subject for different age groups.*