CEFR C1

Please stick your candidate label here

Anglia Examinations

AIM Qualifications ESOL International

Proficiency Level

Qualification: 601/4949/8

Paper Number: **EEProficiency122**

Candidate Instructions:

Make sure you have the correct candidate label in the box above.

Time allowed – THREE hours. (Including listening)

Answer ALL the questions. Check the back page.

You may use correcting fluid if necessary.

Use a blue or black PEN in the spaces provided.

INVIGILATOR: PLEASE ENSURE THAT CANDIDATES UNDERSTAND THESE INSTRUCTIONS

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	W1A [25]	W1 [25]	W2 [15]	R1 [10]	R2 [20]	R3 [10]	W3 [10]	R4 [10]	R5 [10]
W									
R									

Writing Section [50]

Reading Section [50]

Marker's ID

sample

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Choose EITHER Section W1A *or* Section W1.

Tick the topic you are writing about ☑

Marks Awarded

Section W1A (25 marks) ***These essay options are for AcCEPT Proficiency candidates who DO wish to write an academic essay and DO wish to qualify for an AcCEPT certificate.*** ***Write a composition of about 300 words on ONE of the following topics:***		
1.	Many museums acquired their artefacts a long time ago and, arguably, should no longer possess them. Should the items be given back to their respective countries? Explain your answer.	☐
2.	With the rise of mega-corporations like Amazon, shopping has become easier than ever. Outline the advantages and disadvantages of this.	☐
3.	Vaccination against disease should be compulsory and those who refuse it should face a financial penalty. To what extent do you agree?	☐
4.	Outline the arguments for and against the increasing use of artificial intelligence.	☐

Or

Section W1 (25 marks) ***These essay options are for General English Proficiency candidates who do NOT wish to write an academic essay and do NOT wish to qualify for an AcCEPT certificate.*** ***Write a composition of about 300 words on ONE of the following topics:***		
1.	What are the advantages and disadvantages of living alone?	☐
2.	Describe in detail something you are good at.	☐
3.	Write an account of a day that didn't go as expected.	☐
4.	Tourism benefits the world. Discuss.	☐

Have you ticked a box yet? Write your essay here.

Sample

Marks Awarded

Ask for extra paper if required

C__

A__

R__

A__

T__

__
25

Sample

Marks Awarded

Section W2 (15 marks)

You must do both Task 1 *and* Task 2
They both relate to the situation below:

You need to buy a new computer from a technology company. You cannot decide between the computers they have on sale.

Task 1- Write a formal letter of 110–130 words to the technology company.

In your letter, you should:
- explain what you need the computer to do
- ask some questions about the computers they have

(You do not need to include the addresses in the letter.)

Sample

Now go to task 2 to complete this section

Extra space on page 11

Section W2 (continued)

Marks Awarded

You need to buy a new computer from a technology company. You cannot decide between the computers they have on sale.

Task 2- Write an informal email of about 70 words to a friend.

In your email, you should:

- tell your friend why you need to replace your old computer
- ask for some advice about buying a new computer

From:

Subject:

Message:

Sample

C__

A__

T__

__
15

Section R1 (10 marks)
Read the following passage and answer all the questions.

Marks Awarded

Pleistocene Park

The *Pleistocene,* better known as the Ice Age, was a long time period ending about 10,000 years ago. Grassland terrain, which was home to many large grass-grazing animals like the woolly mammoth and the woolly rhino, characterised the area from modern Spain to China. This vast landscape eventually disappeared and was replaced by mosses, shrubs, and trees, and the grazing animals disappeared too. In 1988, researchers began Pleistocene Park. This is a nature reserve in Siberia in Russia which recreates that ecosystem from the past: grassland, animals, and all. It is 20 km^2 and there is a great diversity of large animals including Yakutian horses, moose, yak, reindeer and bison.

The idea behind Pleistocene Park was conceived by two Russian scientists, Sergey and Nikita Zimov, who wanted to test a scientific hypothesis. Mainstream theory stated at the time that climatic change ended the grassy Pleistocene landscape, killing off its large animals. However, the Zimovs thought it was because humans hunted the large animals to extinction that the grassland disappeared. They wanted to show that by reintroducing large grass-grazers, you could revive the Pleistocene landscape and that ancient grassland ecosystem. There were many problems in setting up the reserve. Many of the Yakutian horses perished in the freezing temperatures when they were taken to Siberia. There was also opposition because they were destroying the Siberian *tundra* to create the park.

Since then, the project has been successful and gained more support. Students and professors regularly come to the park to study the animals. Nobody else is permitted, especially tourists. The Zimovs appreciate the academic visitors as they help them monitor and keep up to date with the park. After all, keeping on top of such a large space is extremely challenging. The researchers, for example, alerted the Zimovs to the fact that some grassland animals were dying from eating poisonous plants. Solving such issues has required increasing amounts of money. They were denied a government loan but the Zimovs were recently successful, through an online crowdfunding campaign, in getting funds for the park from interested people around the world.

The Zimovs are frequently asked if Pleistocene Park will be like *Jurassic Park*, the film in which dinosaurs are resurrected through cloning. Will woolly mammoths, for example, be cloned and kept there? The Zimovs hate being asked this as it misses the point of their project. In fact, this misconception has caused problems for the park, as potential investors think this is the purpose and that it is therefore not a serious undertaking. However, it is well known that there are real attempts to clone a woolly mammoth and, undoubtedly, Pleistocene Park would be the best place for them. With this in mind, the Zimovs have said they wouldn't be averse to mammoths living there, if ever such an incredible feat were achieved.

Mammoth or no mammoth, big changes are coming to Pleistocene Park. It is currently surrounded by 600 km^2 of land that successfully isolates it. This 'buffer zone' is set to be absorbed into the park in the future, dramatically expanding its territory. The park itself will not adapt in any way and will preserve the Pleistocene conditions by introducing more animals. The deer currently hop the fences to freedom on a regular basis, and other species are easily lost within the park. Whether new animals can be policed in such a large area is an open question.

Sample

Marks Awarded

For questions 1-8, tick *(✓)* the box. (1 mark each)

1. Mosses, shrubs and trees were a principal feature of the Pleistocene landscape.

   True ☐ False ☐ Doesn't say ☐

2. The park only allows entry to people who are involved in researching the animals.

   True ☐ False ☐ Doesn't say ☐

3. The park has received money through a crowdfunding initiative.

   True ☐ False ☐ Doesn't say ☐

4. A film about the Ice Age is going to be shot in Pleistocene Park.

   True ☐ False ☐ Doesn't say ☐

5. Many different species have escaped from Pleistocene Park.

   True ☐ False ☐ Doesn't say ☐

6. Sergey and Nikita Zimov set out to prove that

   A climatic change brought an end to the Pleistocene era.
   B large grazers don't need stretches of grassland to survive.
   C the presence of large grazers restores grassland.

   A ☐ B ☐ C ☐

7. What is the Zimovs' attitude to reviving woolly mammoths?

   A They are against the process and resent its popularity.
   B They are actively involved in recreating them for the park.
   C They have agreed to keep them if they are recreated.

   A ☐ B ☐ C ☐

8. What will happen to Pleistocene Park?

   A A 'buffer zone' around the park will be created.
   B It will be substantially increased in size and scope.
   C Adaptations will make it a different kind of nature reserve.

   A ☐ B ☐ C ☐

Write the words in the box. (½ a mark each)

9. Find the word in the passage which means the **SAME** as:

   died (paragraph 2) ☐

   warned (paragraph 3) ☐

10. Find the word or phrase in the passage which means the **OPPOSITE** of:

    correct belief (paragraph 4) ☐

    integrates (paragraph 5) ☐

10

Sample

Section R2 – Summary (10 marks – 8 marks for summary and 2 marks for style)
Read paragraphs 2, 3, and 4. With the information you find, write a summary in your own words on ***the challenges the Zimovs have faced with Pleistocene Park****. Do not use fewer than 50 words or more than 75 words.*

Marks Awarded

Title:

10

Section R3 - Reading (10 marks)
Read the passage about the Viking Longship. Six sentences have been removed from the text. Choose from the extracts A – H, the one which fits each gap. There are two extracts you do not need to use. One of them has been done for you as an example.

A - They made it through to the Mediterranean and to the Black Sea, as well as along all the rivers of Europe as far east as Russia. There is even evidence they made it to the Arctic, Africa and North America.

B - The Vikings were experts in judging speed and wind direction, and some historians theorise that they used some kind of primitive compass to find their way on the high seas.

C – However, their design was highly effective for all kinds of seafaring including commerce, exploration and warfare.

~~**D**~~ - *Although the older designs were more rudimentary, paddled rather than rowed, and with little carrying capacity, they were nevertheless very fast and seem to have been intended mainly for river use.*

E - Indeed, other peoples constructed their own longships based on their design, most notably the Anglo-Saxons in the British Isles.

F - In fact, the Sutton Hoo ship burial represents one of the most impressive longships ever found, and this was an Anglo-Saxon creation rather than Viking.

G – This feature of the boat's underside also allowed for great speeds, and the ship's light weight meant it could be carried by the men, bottom up, over land to another body of water.

H - Making written or drawn plans was not as obvious an idea as it is today, due to the lack of resources of paper, parchment and writing equipment.

Sample

The Viking Longship

Marks Awarded

Longships were a type of ship used in Scandinavia (modern Denmark, Norway and Sweden) for over 1500 years, most famously by the Vikings. Their extended length compared to their shorter width makes them appear unusual and almost unseaworthy to modern eyes. [1.] They were so useful in these areas, in fact, that longships rank among the most successful ship designs in history. They were made of wood, mainly oak, and varied from 14 to 23 metres long. They often had a design of a dragon on the prow (front) of the ship, and occasionally a line of round shields adorned the sides but not always. Between 24 and 50 men usually rowed the ship using oars, and from the 8th century CE, a large square sail was also used.

Graceful and light, the longship design gave them strength, agility and versatility. They could easily traverse the open ocean as well as the narrow fjords of Scandinavia. Their hulls were very shallow, meaning they could sail in water just one metre deep, like rivers and coastal waters, and they could also land on beaches. [2.] While they were doing this, it could double as a large shelter when held this way and placed on the ground. The symmetrical nature of the ship meant it could reverse and manoeuvre easily, which was very important for avoiding icebergs and sea ice in the cold Scandinavian waters. The maximum speed of a longship was about 15 knots (28 kilometres an hour).

Longships are associated with the Vikings, who were dominant in Scandinavia from around the 8th to the 11th centuries CE and who perfected the design. However, there is evidence that longships were being used here from as far back as 500 BCE. [3. ***example D***] The longship design was clearly well suited to such inlets and fjords of the Scandinavian terrain, which must have been why they were used for so many hundreds of years. By the time the Vikings used them, they were already deeply rooted in Scandinavian culture.

Despite the cold and remote Scandinavian territory north of Europe, longships allowed Vikings to travel extremely widely. In fact, the level of exploration and seafaring they achieved is difficult to believe, especially for the time. [4.] They were able to go to these places because of the speed and efficiency of the longships. The Vikings sustained themselves through raids on other areas. They were also master navigators, although it is not known for certain how they navigated so well.

The Viking shipbuilders had no blueprints for constructing longships and no written design plans. The head shipbuilder simply envisaged the new ship based on previous models and began building from the keel (bottom) up. While this is indeed extraordinary, it was not uncommon in medieval and ancient cultures. The ancient Athenians built their war *trireme* ships as well as their buildings this way, which is incredible considering the level of mathematical precision involved. [5.] This is besides the fact that a shipbuilder would have needed the additional, rare skill of reading and writing in order to commit his process to paper in a coherent way. It was in fact easier to visualise the end product and construct it from memory and imagination – perhaps a skill humans have forgotten they have.

The Vikings were major contributors to the technology of shipbuilding in their day. Their methods for building longships spread thanks to the breadth of their travels and contact with other cultures. [6.] They in fact specifically created their own version to oppose the continually raiding Viking longships and to 'fight fire with fire'. The design continued to influence ship design in Europe for hundreds of years. Longships were dominant because they were useful for multiple things – fast and manoeuvrable for war and travel but spacious enough for trading goods. The design remained dominant until the invention of the Cog ship, which was sturdier and simpler to build.

10

Sample

Section W3 (10 marks)

Rewrite the sentences to give the same meaning as the original, using the word or words given. Do not change the given word or words in any way at all.
Rewrite all direct speech as reported speech.

Marks Awarded

Example:

Sonya wished she had gone on holiday in the summer. (regretted)

Sonya regretted not going on holiday in the summer.

1. Someone is installing our new washing machine today. (having)

2. He felt really ill after eating so much chocolate. (If)

3. I've never eaten such a delicious meal in my life. (Never)

4. 'You can't have dessert until you finish your meal,' David told his son. (he)

5. You should really get a job and pay for your own things. (high time)

6. I don't like to drive when it's raining this hard. (avoid)

7. You should check online as it might be cheaper there. (case)

8. I wouldn't have become a lawyer if he hadn't helped me. (Had)

9. It's not possible that you saw Fiona last night since she was with us. (can't)

10. Vinh applied for the job even though he didn't have any of the required qualifications. (despite)

10

Sample

Section R4 (10 marks)
Complete the sentences with the correct form of the words in brackets.

Marks Awarded

Example

The __magician__ pulled a rabbit from his hat. ***(magic)***

1. Jim answered _____ and lost a point in the quiz. (correct)

2. The company asked for the government's _____ to begin construction. (permit)

3. Romesh found it _____ to walk after he twisted his ankle. (pain)

4. Those summer sandals are completely _____ for walking up a mountain. (practice)

5. The writer came up with an interesting and _____ ending to her story. (imagine)

6. Sam was pleased his brother offered to help and _____ accepted. (grateful)

7. The results of the experiment were a _____ and they started again. (disappoint)

8. The door was _____ so the children didn't need a key to open it. (lock)

9. I'm going to _____ her to keep playing the violin as she's so talented. (courage)

10. The man's _____ was dependent on him finding water. (survive)

10

Sample

Section R5 (10 marks)
Write the missing words on the lines. Write only one word in each space. There is an example.

Parrots

There are many different (example) ___species___ of parrot and they are mostly (1) _____ in tropical and subtropical regions such as Sub-Saharan Africa and Indonesia. Characteristic features of all parrots (2) _____ a curved bill, an upright posture, strong legs and clawed feet. They are often vividly coloured and some can imitate human speech, (3) _____ them extremely popular as pets. Almost (4) _____ of them eat fruit, seeds, and nuts, and live in tree hollows. A female will lay (5) _____ one and six eggs in the nest. Many species are already endangered and one third of all parrot species are at risk of becoming (6) _____ in the wild and possibly disappearing altogether. This is (7) _____ to hunting, habitat loss and the wild-bird trade. They have been exploited more than (8) _____ other type of bird, although there have been several notable (9) _____ of conservation projects around the world which have protected them. World Parrot Day takes place every year on 31st May, and this event aims (10) _____ highlight the threats to all captive and wild parrots.

10

extra space

Sample