CEFR C1

Please stick your candidate label here

Anglia Examinations

AIM Qualifications ESOL International

Proficiency Level

Qualification: 601/4949/8

Paper Number: **EEProficiency123**

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

For Examiner's Use Only

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

Writing Section [50]

Reading Section [50]

Marker's ID

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Anglia Examinations Sample Paper

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.	To what extent do you agree that online learning is more effective than classroom-based learning?	☐
2.	Social media has changed the way we live our lives. Do you agree with this statement? Give reasons to support your answer.	☐
3.	Outline the arguments both for and against space exploration.	☐
4.	We should all become vegans. Discuss the advantages and disadvantages of becoming a vegan.	☐

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 using robots to do certain jobs?	☐
2.	Describe a person you particularly admire.	☐
3.	Write an account of a day when nothing went to plan.	☐
4.	'School does not prepare young people for the real world.' Discuss.	☐

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

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Marks Awarded

Ask for extra paper if required

C__

A__

R__

A__

T__

25

Anglia Examinations Sample Paper

Section W2 (15 marks)

Marks Awarded

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

You have just returned from a short holiday, where you stayed in rented accommodation. Unfortunately, you broke something while you were there.

Task 1- Write a formal letter of 110–130 words to the owner of the accommodation.

In your letter, you should:
- explain what happened and what you broke
- apologise and offer a solution

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

Now go to task 2 to complete this section

Extra space on page 11

Anglia Examinations Sample Paper

Section W2 (continued)

Marks Awarded

You have just returned from a short holiday, where you stayed in rented accommodation. Unfortunately, you broke something while you were there.

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

In your email, you should:
- describe the accommodation
- tell your friend why you enjoyed the holiday

From:

Subject:

Message:

C__

A__

T__

__
15

Anglia Examinations Sample Paper

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

Marks Awarded

Saving Ugly Animals

Understanding why we perceive certain animals as less appealing is essential to conserving the Earth's biodiversity. The number of wild animals has drastically reduced in the last half century, and is now only about 40% of what it was in 1970. Part of the reason for this is that the world's less photogenic creatures receive less attention. We appear to be preoccupied by two or three dozen animals, such as gorillas and pandas, which attract most of the publicity. Conservationists take advantage of this selection to raise awareness of conservation issues and to obtain funds to help save endangered species. However, as the focus is on these very popular animals, they receive the lion's share of the funding, to the detriment of those deemed less attractive.

People's attraction to particular species is a product of our subconscious. In the 1940s, human reactions and interactions with animals were studied to identify those characteristics which we regard as 'cute'. Big eyes, a large, rounded head, and a small nose and chin are those features which we are most drawn to, ones which such creatures have in common with human babies. We are also to a lesser extent drawn to those animals which are like small children in their mischievousness or clumsiness.

An Australian study found that although 'ugly' animals, such as rats and bats, comprise 45% of the country's native fauna, they were rarely the focus of research. In contrast, more popular animals, such as kangaroos and koalas, were the subject of 77% of the 14,000 papers published since 1900. To combat this, environmentalist Gary Simmons created several documentaries to teach Australians about bats, which made the species receive more funding in Australia. Leaflets distributed in certain areas where the bats were known to thrive, also had a noticeable effect on local donations and enthusiasm.

The Smithsonian Museum conducted a study to find what factor would most influence people's decisions to donate to research and funding, and found that the bigger, more charismatic and recognisable animals received about 10 times more than the other species. No matter how well-described and 'marketed' the lesser-known animals were, this had no impact at all. The study also showed that endangered animals received attention and therefore donations. Some internet campaigns have been more successful in making people informed on lesser-known animals.

In the UK, Simon Watt hosted a comedy night about ugly animals of the world, which also sought to teach about and conserve these animals. Some ugly animals actually look quite amusing, like the *proboscis monkey*, but are in danger due to being easy prey for hunters. The *aye-aye* of Madagascar, too, has been in sharp decline since the 1980s. With their long, thin bodies and in particular their long fingers, they are generally regarded as evil creatures by the local population. It is considered to be a bad omen if you see one pointing at you. In South America, the water frog of Lake Titicaca is considered to be disgusting because of its loose folds of skin, and is also endangered. The *blobfish* is often caught in nets that trawl deep seas for lobster and other ocean life, but is usually thrown back. Perhaps luckily, it's kept off the menu because nobody will consume an animal that looks so bizarre. Some educational programmes in schools and visiting experts have meant that students today are more aware and better equipped than the older generation to look after animals like these.

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Marks Awarded

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

1. The number of wild animals has fallen by 40% since 1970.

   True ☐ False ☐ Doesn't say ☐

2. Conservationists tend to focus their efforts on protecting fewer than a hundred species.

   True ☐ False ☐ Doesn't say ☐

3. Money for conservation comes mainly from public support.

   True ☐ False ☐ Doesn't say ☐

4. Little investigation is done into over half of Australia's wildlife.

   True ☐ False ☐ Doesn't say ☐

5. The blobfish is considered an edible delicacy in some societies.

   True ☐ False ☐ Doesn't say ☐

6. What did the 1940s study find was most important in order for humans to like animals?

   A playfulness and clumsiness
   B physical characteristics
   C interactivity with humans

   A ☐ B ☐ C ☐

7. What did NOT have an effect on donations?

   A marketing strategies
   B fame and size
   C knowledge of endangerment

   A ☐ B ☐ C ☐

8. Which animal's feature is associated with negative myths about them?

   A the aye aye's fingers
   B the proboscis monkey's nose
   C the Titicaca water frog's skin

   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:

   absorbed (paragraph 1) ☐

   charming (paragraph 4) ☐

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

    do badly (paragraph 3) ☐

    normal (paragraph 5) ☐

10

Anglia Examinations Sample Paper

Section R2 – Summary (10 marks – 8 marks for summary and 2 marks for style)
Read paragraphs 3, 4 and 5. With the information you find, write a summary in your own words on ***the ways the public are educated about 'ugly' animals****. 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 origins of writing. 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 - Each of these was given a symbol, many of which were adapted from the English alphabet as well as those of Greek and Hebrew.

B - Such systems were known as alphabets. Phoenician city states were the first to use an alphabet and, as they were the centre of a vast trade network, this soon spread throughout the Mediterranean.

C – Another similarity between these two peoples of the Mediterranean was that they were both organised into city states.

D - An even more fantastical account is that Huang Di, the Yellow Emperor (2697 - 2597 BCE), was passed the first script by a different kind of creature, in this case a dragon.

E - The earliest *cuneiform* was a system of symbols developed from simple drawings which evolved into block shapes, which were thickest at the top and to the left.

F - This was because the number of symbols was too limited, and gradually more complex systems were developed, which included symbols for abstract ideas.

~~**G**~~ – *Indeed, the invention of writing was often attributed to gods such as the Egyptian Thoth and the Babylonian Nebo.*

H - Fortunately, Phoenician had several letters for consonant sounds that were not used in the Greek language, so the Greeks used these letters for vowels.

Anglia Examinations Sample Paper

Origins of Writing

Marks Awarded

Every ancient culture has its own legends about how writing was invented. Chinese characters and symbols date from at least 2000 BCE, and there are several accounts of how they originated. One claims that after Emperor Yu (2123 – 2025 BCE) saved a magical tortoise from drowning, the creature gave him the gift of writing. [1.] Perhaps a more plausible version of the myth is that Cang Jie, historian to Emperor Huang Di, was inspired by the footprints of animals he saw in the ground to invent Chinese characters.

In parts of the world, only priests were allowed to write. Here, the written word was believed to have magical properties. [***example*** 2. G] The facts, however, are rather less mysterious and cannot actually be attributed to any kind of religious figure or deity. Archaeologists generally agree that writing was first developed in about 3500 BCE by the Sumerians, who lived in what is now southern Iraq. They used it to keep accounts and for record keeping, and it was later used by priests and storytellers. Early writing used simple pictures of everyday objects, or symbols to help people to remember important information. The problem with these was they could easily be misunderstood. [3.] This allowed people to make their message clear through their writing. In its later stages, the script was known as *cuneiform* and was used throughout the Middle East up to the first century CE.

At first, early writing had very little to do with spoken language because the symbols represented the meanings of words, not sounds. Over time, writing systems developed where symbols related to the sounds of words. [4.] The Greeks adapted their alphabet from the Phoenician alphabet and were the first to use this system to include symbols for *all* the sounds in their language, including vowels.

It is thought that the Greeks first encountered the Phoenician alphabet around 1000 BCE, through trade with the Phoenicians, who inhabited what is today Lebanon. The Phoenicians wrote from right to left. When the Greeks borrowed their script, they experimented with writing in the other direction and eventually settled on writing from left to right and so their letters were mirror images of the Phoenician originals.

To adapt the alphabet to their own needs, the Greeks had to use some of the Phoenician letters in a different way. The Phoenicians only wrote down their consonants, leaving the reader to fill in the vowel sounds. By contrast, vowel sounds had a far greater significance in Greek. [5.] The order of the Phoenician alphabet was, by and large, kept the same as were most of the names of the letters. The Romans, in turn, adapted the Greek alphabet for the Latin language, and are responsible for the shape of the alphabet as we know it today.

The development of writing is not limited to the ancient past. Over the last 200 years, entirely new scripts have been devised for African and Native American spoken languages which had no previous tradition of writing. In the early 19th century, the Cherokees of North America recognised the advantages that writing brought to European settlers and decided to acquire the same benefits for their own people. They analysed the spoken sounds of the Cherokee language and decided that it consisted of 86 identifiable syllables. [6.] This exacting task was said to be the work of one man - Sequoyah, although more recently it has been suggested that more people were involved and that his main role was to popularise the new writing system. It was rapidly accepted and is visible today on street signs and buildings across the Cherokee Nation (located in the northeast of the U.S. state of Oklahoma), where Cherokee is an official language along with English.

10

Anglia Examinations Sample Paper

Section W3 (10 marks)

Marks Awarded

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.

Example:

Please read this message as soon as possible. (delay)

Please read this message without delay.

1. This door must not be unlocked without prior permission. (On no account)

2. I only finished my essay because my sister helped me. (Had)

3. It is essential to keep this medicine in the fridge. (be)

4. Please don't turn on the TV. (rather)

5. 'I wouldn't watch that film, Kate, if I were you,' said Max. (advised)

6. I really need to get a new job. (high time)

7. They failed to find a solution to the issue. (succeed)

8. Mohamad regrets spending so much money on his holiday. (wishes)

9. The mechanic is fixing my car this week. (having)

10. Emma went to the party even though she didn't know anyone. (despite)

10

Anglia Examinations Sample Paper

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

Marks Awarded

Example

Maya smiled __sympathetically__ and then gave her friend some useful advice. ***(sympathy)***

1. The forest provides a vital _____ for many species of bird. (habit)

2. The evidence against the suspect was _____ and the police had to let him go. (conclude)

3. She hadn't eaten for days and ate the bread _____. (hunger)

4. Mike tends to act _____ when he's upset. (drama)

5. Jane's company was so successful that she put her only _____ out of business. (compete)

6. Farida comes from a very gifted family who all play _____ instruments. (music)

7. I really can't _____ spending so much money on a two-week holiday. (justice)

8. Although he is usually a pleasant child, he can sometimes be _____ and rude to others. (obey)

9. It is important to dress smartly for an interview to make a _____ impression. (favour)

10. The children were taught that stealing is _____. (moral)

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Anglia Examinations Sample Paper

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

Factory Closure

Employees protesting the planned closure (example) ___of___ the *McKay* biscuit factory have assembled outside the factory in London Road to (1) _____ their opposition. It was revealed by the company last Tuesday that production at the factory will be (2) _____ to Manchester by autumn. '(3) _____ were we not informed earlier in the process?' asked union official, Mary Nuttal. Representing a workforce of over 2000, she criticised the (4) _____ of communication from staff and management. 'It is about (5) _____ companies such as this started thinking about how local communities are affected by these policies. What will happen to those who are going to (6) _____ their jobs? Most *McKay* employees have bought houses and, even (7) _____ they haven't, they're bound by the terms of a contract with a landlord. They won't be (8) _____ to pay their bills. I don't know how they will live (9) _____ a salary,' said Ms Nuttal. 'The majority of our employees will be (10) _____ work at our plant in Manchester,' said a company spokesperson, in response.

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extra space

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