CEFR C1

Please stick your candidate label here

Anglia Examinations

AIM Qualifications ESOL International

Proficiency Level

Qualification: 601/4949/8

Paper Number: **FFProficiency124**

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

SAMPLE

© AIM, 3 Pride Point Drive, Pride Park, Derby, DE24 8BX
© Anglia Examinations Ltd. Reg. in England Co. No. 2046325
Chichester College, Westgate Fields, Chichester, West Sussex, PO19 1SB, ENGLAND
These materials may not be altered or reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, electrical, chemical, optical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

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.	Outline the arguments both for and against a worldwide ban on plastic.	☐
2.	Artificial intelligence is advancing quickly and is something to be feared. We should try to slow down its progress. Discuss.	☐
3.	Social media means that everybody, not just experts, can express their opinions on major issues. To what extent do you believe that this is a good thing?	☐
4.	Due to modern medicine, the world's societies are ageing. People should therefore work longer and receive pensions later. Outline the advantages and disadvantages of this.	☐

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:***		
5.	What are the advantages and disadvantages of using technology in the classroom?	☐
6.	Describe in detail your ideal holiday companion.	☐
7.	Write an account of a time you got into trouble.	☐
8.	There is no longer any need for public libraries. Discuss.	☐

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

SAMPLE

Marks Awarded

Ask for extra paper if required

SAMPLE

C__

A__

R__

A__

T__

__
25

Section W2 (15 marks)

Marks Awarded

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

Your bike was recently damaged while you were riding on a poorly-maintained road.

Task 1- Write a formal letter of 110–130 words to the local authority.

In your letter, you should:

- complain about the state of the road and give details about the damage to your bike
- ask for compensation

(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

Your bike was recently damaged while you were riding on a poorly-maintained road.

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

In your email, you should:

- tell him or her about what happened and why you are so upset
- explain how he or she could help you while your bike is being repaired

From:

Subject:

Message:

SAMPLE

C__

A__

T__

__
15

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

Marks Awarded

Parrots: Birds That Have A Way With Words

Parrots are among the few birds that can copy human speech. Most wild parrots are highly social and use sounds to interact and stay in touch when others are out of sight. Some species live in large colonies and have individualised contact calls that help them to identify each other. Others forage in small groups that learn and share identical contact calls. This need to imitate, or copy calls, partially explains why they can closely imitate a wide range of sounds, including the human voice. Parrots are able to learn human language from three months old, although a young parrot that can interact extremely well in its own parrot language has a better base from which to acquire this skill. Offspring of talking parrots have no advantage over others.

How is a parrot able to speak like a human? A person joins sounds together using their voice box, or *larynx*. This organ is located at the back of the throat and produces sound. A human shapes the sounds into enunciated words using the tongue and lips. For a parrot, the sound also originates in its voice box, called the *syrinx*. In some birds this vocal organ is no bigger than a raindrop. Thanks to the muscles around the syrinx, birds are able to change the sound they emit. As sounds leave the airway, parrots shape them using their tongues and beaks. They can do this because they have especially flexible and powerful tongues that help them manipulate seeds and nuts. Also, while parrots' beaks are rigid, they have very flexible jaw joints, giving them a lot of control over how wide and quickly they open their beaks, thereby controlling sound. Some birds such as the common vulture, have no syrinx at all, and therefore cannot communicate in the same way as other birds.

Like other animals with learned vocalisations, parrot brains contain interconnected regions that allow them to remember, modify and produce these complex sounds. While songbirds have just one song system that they can produce, most parrots have an additional circuit in their brains, giving them extra flexibility when learning the calls of their own species – and ours. In 1977, a one-year-old African grey parrot named Alex became the subject of a long-running study by American research scientist, Dr Irene Pepperberg. She wanted to find out if the language ability of parrots went beyond simply copying.

To assist in Alex's learning, Dr Pepperberg employed a person whose role was to act as a rival to the bird in a kind of contest. The winner would receive a small reward, like a grape. Alex learned to get the grape by observing how the trainer was responding to obtain theirs and then doing the same. Later on, Alex would assume the role of assistant in experiments with young parrots. Alex learnt to count to six and had a vocabulary of over 100 words. He could not only correctly identify the names of several items, but also their shape, colour and material, regardless of whether they were bigger or smaller than those he had learned with. If presented with an object which was different from the one he had expected, he would show annoyance or surprise and would purposely answer incorrectly when bored. If the trainer appeared to be irritated, Alex tried to ameliorate the situation with the phrase, 'I'm sorry.' Alex could also voice his own desires by saying, for example, 'Wanna banana.' If offered a nut instead, he would stare in silence or toss it away, before requesting the item again.

When Alex died, he had proven that parrots possess the capacity for thought and for developing a simple communication system using the human language.

SAMPLE

Marks Awarded

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

1. Every species of parrot has its own, distinct call to communicate with other parrots.

   True ☐ False ☐ Doesn't say ☐

2. Alex became involved in training other parrots.

   True ☐ False ☐ Doesn't say ☐

3. Alex was able to name an object he knew even if its size changed.

   True ☐ False ☐ Doesn't say ☐

4. Like humans, parrots can express negative emotions.

   True ☐ False ☐ Doesn't say ☐

5. It took Alex less than a month to learn how to ask for food.

   True ☐ False ☐ Doesn't say ☐

6. Young parrots are most likely to succeed in learning how to copy human speech if

   A their parents speak human language.
   B they are often spoken to by humans.
   C they excel at communicating in their own language.

   A ☐ B ☐ C ☐

7. Alex learnt how to speak by

   A repeating what Dr Pepperberg said to him.
   B competing with other parrots undergoing training.
   C copying a human in competition with him.

   A ☐ B ☐ C ☐

8. If presented with food different to what he had asked for, Alex would

   A eat it and then ask for more of the same.
   B refuse it and ask again for what he actually wanted.
   C eat it and then repeat his initial request.

   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:

   search for food (paragraph 1) ☐

   clearly-pronounced (paragraph 2) ☐

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

    accidentally (paragraph 4) ☐

    worsen (paragraph 4) ☐

SAMPLE

10

Section R2 – Summary (10 marks – 8 marks for summary and 2 marks for style)

Marks Awarded

Read paragraphs 2 and 3. With the information you find, write a summary in your own words on ***how the anatomy, or physical structure, of parrots enables them to speak human language****. Do not use fewer than 50 words or more than 75 words.*

Title:

10

Section R3 - Reading (10 marks)

Read the passage about the French Revolution. 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 - Therefore, despite being ordered not to leave France, he and his family attempted to flee the country, in disguise as servants.

B - The leaders of this popular rebellion had genuinely revolutionary ideas. Very quickly, they abolished all the privileges of the aristocracy.

C – Fearing they would meet the same fate as King Louis, they created conflict with France, seeking to suppress the revolution before it spread outside the country.

D - To implement this, King Louis appointed Jacques Necker as finance minister. Necker pushed for the abolition of the tax advantages of the nobility and won public support by openly publishing the government's finances.

E - Four months later, he was convicted and publicly executed, signalling the end of 1,000 years of French monarchy.

~~**F**~~ - *Outraged by the king's decision, thousands of furious Parisians attacked the Bastille prison, a symbol of royal power and a large storehouse of weapons.*

G – King Louis XVI ruled with absolute power over his people and granted special privileges to the First Estate, comprised of the priests and bishops of the clergy, as well as the Second Estate, the aristocracy.

H - Louis XVI was an ineffective king, quick to back down from a decision and out of touch with much of France in his palace in Versailles.

SAMPLE

The French Revolution

Marks Awarded

By the end of the 18th century, Europe had undergone a profound intellectual and cultural shift known as the 'Enlightenment', which promoted reason and human freedom over tradition and religion. The rise of a middle class and printed materials encouraged political awareness. Yet France, one of the largest and richest countries in Europe, was still governed by an ancient regime of three fixed social classes called 'Estates'. 1. The people of the Third Estate, made up of the great majority of the population, had far less power and were obliged to pay taxes not only to the king, but to the other Estates as well. In bad harvest years, taxation left peasants struggling to survive, while the king and nobility lived in luxury on their extracted wealth.

However, as France found itself close to bankruptcy after spending vast fortunes on foreign wars, change was needed. 2. The king's advisers, however, strongly opposed these initiatives. Desperate for a solution, the king called a meeting of the 'Estates-General', an assembly of representatives from the three Estates. Despite the Third Estate representing 98% of the French population, its vote was equal to each of the other Estates who, unsurprisingly, voted in favour of keeping their privileges. Realising they could not get fair representation, the Third Estate broke off in June 1789, declared themselves the 'National Assembly' and pledged to draft a new constitution with or without the other Estates. King Louis ordered the First and Second Estates to meet with the National Assembly, but he also dismissed Necker, his popular finance minister. ***example*** 3. F The rebels cut off the prison governor's head and marched with it on a weapon called a *pike* through the streets. Before the end of the day, the Mayor of Paris had met a similar fate and the revolution had begun.

As rebellion spread throughout the country, the National Assembly abolished this social hierarchy, and the Assembly's 'Declaration of the Rights of Man and of the Citizen' stated that individual rights and freedoms were fundamental to human nature and the government existed only to protect them. Their privileges gone, many nobles fled abroad, begging foreign rulers to invade France and restore order. While Louis remained as the figurehead of the constitutional monarchy, he feared for his future. 4. Just 60 kilometres from the border, a local postmaster, who had served in the royal cavalry, recognised the Queen, Marie-Antoinette, and they were sent back to Paris in disgrace. The attempted escape shattered people's faith in the king. In September 1792, France was declared a republic and Louis was put on trial for betraying his own country. 5. His death also finalised the September 21st declaration of the first French Republic, governed by the motto *'liberté, égalité, fraternité'*, meaning 'freedom, equality, brotherhood'. Nine months later, Marie-Antoinette, a foreigner despised for her extravagant lifestyle, was executed as well but the revolution did not end there. Some political leaders, not content with just changing the government, sought to completely transform French society. When the extremist Jacobins, led by Maximilien Robespierre, seized control, they launched a reign of terror to eliminate the slightest opposition, executing over 20,000 people before the Jacobins' own fall from power. Meanwhile, France found itself at war with neighbouring monarchs. 6. In the resulting chaos, the army finally seized control of the country in 1799. Its leader, Napoleon Bonaparte, took charge, claiming to defend the revolution's democratic values and putting an end to the rebellion.

10

SAMPLE

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:

Perhaps they took the dog for a walk. (might)

They might have taken the dog for a walk.

1. She refused the offer of more responsibility at work. (down)

2. Peter really needs to forgive his sister for crashing his bike into a wall. (high time)

3. I'll only be able to relax once they're back home safely. (won't)

4. Mel's boyfriend is taking her out to a restaurant this evening. (being)

5. Samir didn't get the job because he was late for the interview. (Had)

6. We enjoyed our trip to the coast despite the bad weather. (Even though)

7. That is the most ridiculous story you've ever told me. (Never)

8. 'I'm sorry I forgot to pick up your watch from the repair shop, Maria,' said Tom. (apologised)

9. Our local butcher's had to close down because nowadays people buy their meat at the supermarket. (If)

10. Please leave your muddy boots on the doorstep. (would rather)

SAMPLE

10

Section R4 (10 marks)

Complete the sentences with the correct form of the words in brackets.

Marks Awarded

Example

Liv is far too ___independent___ to ask anyone for help. ***(depend)***

1. The police have seen a rise in anti-social _____ in the town centre. (behave)

2. John can no longer tolerate his parents' _____ in his private life. (interfere)

3. There is no _____ for shouting at him like that. (justice)

4. Our car is really _____, so we have decided to rid of it. (rely)

5. The family business is run _____ and struggles to survive. (efficient)

6. Sara's willingness to work overtime made a _____ impression on her employer. (favour)

7. The bad weather didn't spoil our _____ of the day. (enjoy)

8. This tool can be used in a _____ of ways. (vary)

9. The minister's decision to resign was not _____ motivated. (politics)

10. Don't eat those berries; they're _____. (poison)

10

SAMPLE

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

Galen of Pergamon

Born in 129 CE, Galen left home as a young man in the search (example) **for** medical knowledge. He returned a talented surgeon, passionate (1) _____ medical research. He took (2) _____ in many public demonstrations and used these opportunites to further his own medical knowledge. He worked as a surgeon to the city's gladiators, before eventually leaving the arena to (3) _____ the Roman emperor's personal physician. Galen was obsessed with his medical studies, convinced that each organ (4) _____ a specific function. He dissected animals, as working on the dead bodies of humans had been forbidden since 150 BCE, a ban which remained in place (5) _____ the 16th century. (6) _____ this constraint, his investigations produced many accurate conclusions. For example, he discovered that the brain, rather (7) _____ the heart, controlled both the emotions and the body. Galen never realised, however, that blood circulated continuously (8) _____ the body. Instead he believed that the liver produced an endless supply of blood (9) _____ was used up on its one-way trip to the organs. It (10) _____ 1,400 years for an accurate description of blood flow to emerge.

10

extra space

SAMPLE