

**PART 1A READING COMPREHENSION****(15 minutes)**

Please read the following text carefully, then do tasks A + B on the next two pages.

**Fish farming for the future *by Aimswell, 14, Tobago***

I'm Aimswell and I live on the island of Tobago in the West Indies. Like lots of people here, my father is a fisherman and he taught me to fish when I was about five. I love it and have even won some prizes in fishing competitions. Local people here fish for themselves and some of them even supply fish to the big hotels. Recently, everyone has started to notice that there are not as many fish in the sea as there used to be and the fish that we are catching now are really small, still young. If everyone keeps catching all the fish when they are so young, we may soon run out.

I am involved in a programme at my school to find a way for people in Tobago to be able to continue eating fish without making the ones in the sea rare. My teacher, Mr Peters, started it a little while ago with help from a holiday company and a UK charity that cares for places where people go on holiday. The project is teaching all the kids in my school about fishing sustainably. This means learning about ways that we can eat fish without running out in the future. We are farming a freshwater fish called tilapia which people can grow in their homes and gardens in tanks, instead of catching lots of fish out of the seas.

We look after the fish during our agricultural science lessons. It's my favourite lesson because we get to go outside and work in our school vegetable garden and look after the fish. I am in charge of the fish at the moment. They will grow big enough to eat in about four months. We have two different types of tilapia and they will each taste different when we eat them at last. They are really easy to look after as all they need to eat is water plants which we grow here too. Mr Peters hopes that when all the kids at my school go home and show their parents how we have grown fish at school, they can do the same at home. He hopes that one day everyone in Tobago will be able to do it.

I love working on the project because it is fun but also because it teaches us business skills and ways to help protect the environment. For example, none of the water we use for the fish is wasted as we use it to water our vegetables.

It won't be long until our fish are big enough to eat and then we will learn some nice recipes so we can cook and enjoy them at last.

# PART 1A READING COMPREHENSION

Read the text about fish farming to decide if a statement is true or false.

→ If it's true, tick  T .      →      If it's false, tick  F and correct the false statements.

**Example:**

- |  | T                        | F                                   |
|--|--------------------------|-------------------------------------|
| 0. Aimswell comes from India.<br>... He comes from Tobago (Caribbean). ..... | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

- 
- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Some of the fish caught by local fishermen is sold.<br>.....                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The size of the fish that is now caught is the same as years ago.<br>.....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The school programme aims to encourage more local people to eat fish.<br>.....        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mr Peters runs a holiday company as well as working as a teacher.<br>.....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The children are learning about a fish which lives in fresh water.<br>.....           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Aimswell sells the fish they produce at school.<br>.....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The students are trying out different kinds of food for their fish.<br>.....          | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Mr Peters would like the school project to influence people all over Tobago.<br>..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Aimswell is keen on the school fish farm for several reasons.<br>.....                | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The students are looking forward to eating the tilapia.<br>.....                     | <input type="checkbox"/> | <input type="checkbox"/> |

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**PART 2 GRAMMAR****(10 minutes)****Underline the correct answer, please.***Example:* This is / are/ be a beautiful house.

1. When **opened the cinema / did the cinema open / has the cinema opened?**  
Two years ago.
2. I'll come and visit you **by / with / on** bus tomorrow.
3. Peter **don't have / haven't / doesn't have** a car.
4. My family **lived / lives / has lived** in this house for six years and we still love it.
5. I **don't have to / mustn't / haven't to** get up early on Sundays. I can sleep in.
6. Angela **goes often / are often going / often goes** to the cinema in winter.
7. What will you do if you **are / will be / be** late? - I'll take a taxi.
8. What **happens / is happening / does happen** at the moment?
9. Sandra loves travelling. She has been **everywhere / anywhere / somewhere!**
10. How long **has she lived / she lived / does she live** in Wales? - For a long time.
11. **Where / Who / How** did you telephone last night? - My sister.
12. Do you sing **as good as / as better as / as well as** Monica?
13. What are your plans? - I **am going / will go / go** to university.
14. **To eat / Eat / Eating** outside in summer is always relaxing.
15. Would you like **some / any / many** sugar in your tea? - Yes, please.
16. What did you do with the book **who / which / what** I gave you last week?
17. Don't forget **to take / take / taking** your housekey when you go out.
18. My flat is **smaller as / as small as / small than** yours.
19. Peter and Sally enjoy **eating / to eat / eat** on the balcony in summer.
20. How many pencils do you have on the desk? - **A little / Much / A few.**

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## PART 3 VOCABULARY

### Vocabulary A

(5 minutes)

Read the text below and choose the correct word for each space. Tick (✓) the correct letter A, B, C or D. - Don't write the words or letters into the text.

#### Why people are interested in celebrities like Paris Hilton

Everyone needs someone to (0) ..... up to – a role model. While it would be ideal if we were all fascinated by (1) ..... who have achieved something worthwhile, sadly, the (2) ..... of us aren't. Media outlets like TV, mobile phones and the internet are full of information about reality TV stars but not charity workers. And (3) ..... such stars should have talent, they often don't. There are many who can (4) ..... act nor sing but are still celebrities. This is depressing!

So (5) ..... do we find them interesting? It's because we dream of becoming rich and famous ourselves. We try to escape from everyday life because we don't want to (6) ..... our time doing a boring job. We follow the glamorous lives of celebrities on social networking sites and in newspaper (7) ..... because we want to be them. But this trend is worrying. In (8) ....., it's reached a point where celebrities have turned (9) ..... products or brands that can be sold. The real question is (10) ..... being a celebrity is really an amazing achievement at all!

0 A look ✓	B see	C watch	D view
1 A they	B them	C those	D there
2 A much	B most	C many	D majority
3 A although	B however	C since	D despite
4 A either	B neither	C none	D nothing
5 A why	B when	C where	D how
6 A bring	B take	C give	D spend
7 A adverts	B articles	C chapters	D essays
8 A front	B case	C fact	D order
9 A into	B out	C up	D by
10 A unless	B does	C what	D if

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**Vocabulary B**

**(5 minutes)**

**Choose for each gap the correct word or expression from the list below.  
There are more words than gaps. Don't use any of the words more than once.**

borrow	elbows	honeymoon	Roman	gate
tell	novel	lend	wedding	bald
discovered	soon	invented	say	<del>thumbs</del>

0. When a plan gets 'the ...*thumbs*... down', it means it hasn't been accepted.
1. Do you know somebody who could ..... me a phone, I've forgotten mine.
2. Have you already read the latest ..... by John Grisham?
3. There's going to be a press conference ..... and then you will find out about the government's plans!
4. Don't ..... a word to anyone about our secret!
5. Yesterday I had to ..... my brother's car, I missed the last bus home.
6. During their two- week ..... they stayed in a four-star hotel in Athens.
7. Have the police already ..... who's behind all those crimes in our city?
8. He started losing his hair when he was about twenty and at thirty he was completely .....
9. Don't ..... me you've found another girlfriend! I can't live without you!
10. The postman had to open the ..... to the garden to get to the mailbox.

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Reading Comprehension and Writing: \_\_\_\_\_ / 20 points

Grammar: \_\_\_\_\_ / 20 points

Vocabulary: \_\_\_\_\_ / 20 points

**Total: \_\_\_\_\_ / 60 points**