



**República de Moçambique**  
**Ministério da Educação e Desenvolvimento Humano**  
**Instituto Nacional de Exames, Certificação e Equivalências**

**IFP/EPF: 2018**  
**Curso: 10<sup>a</sup>+3**

**Exame de Admissão de Língua Inglesa**

**120 Minutos**

**This exam has forty (40) questions. Each question has four (4) options. Choose the BEST answer from the options A, B, C, D.**

**Section I:** Questions 1 to 10 are based on the following document.

**Patagonian Toothfish**

As fisheries throughout the world are depleted by destructive fishing practices, fishing companies are turning to the diverse life of the Southern Ocean. One of the major victims of the “gold rush” mentality that has developed among fishing companies is the Patagonian Toothfish.

The Patagonian Toothfish is a truly remarkable fish that plays an important role in the Southern Ocean ecosystem. It grows slowly, and up to more than two meters long. It can live for 50 years and does not breed until it is at least 10 years old. It lives in deep waters (from 300 to 3,500 meters) and is found on sea mounts and continental shelves around most sub-Antarctic islands. Like many deep-sea species, little is known about the Patagonian Toothfish. We do know, however, that it is part of the sperm whale's diet, and scientists estimate that it comprises up to 98 per cent of the elephant seal's fish diet.

In the mid-1980s, overfishing forced dozens of Spanish, South Korean and Japanese industrial fishing vessels out of their national waters. The vessels moved to Chilean waters where they caught fish such as Austral Hake and Golden Kingclip. By the early 1990s, however, overfishing caused the collapse of these fisheries. The industrial fishing fleets then targeted the Patagonian Toothfish. By 1994, fishing for Patagonian Toothfish spread to the coast of Argentina. Illegal, or ‘pirate’, fishing for Toothfish was rampant. When the population of Patagonian Toothfish in South American waters became depleted, the illegal fishers moved eastwards.

**1. Why are fishing companies turning to the Southern Ocean? Because...**

- |  |   |
|--|---|
| <b>A</b> fisheries elsewhere are depleted. | <b>C</b> it contains many deep sea species.         |
| <b>B</b> for its diverse life.             | <b>D</b> it has sea mounts and continental shelves. |

**2. When does the Patagonian Toothfish start to breed?**

- |                             |                              |                       |                        |
|-----------------------------|------------------------------|-----------------------|------------------------|
| <b>A</b> After 10 years old | <b>B</b> Before 10 years old | <b>C</b> For 50 years | <b>D</b> Over 50 years |
|-----------------------------|------------------------------|-----------------------|------------------------|

**3. What is the Patagonian Toothfish life expectancy?**

- |                                   |                            |
|-----------------------------------|----------------------------|
| <b>A</b> For 50 years             | <b>C</b> In the mid-1980s  |
| <b>B</b> From 300 to 3,500 meters | <b>D</b> Up to 98 per cent |

4. **Why is the Patagonian Toothfish a “deep-sea specie”? Because it...**  
A grows slowly, and up to more than two meters long.  
B is the major victim of the “gold rush” mentality.  
C lives in the darkness below the sunlit surface waters.  
D plays an important role in the Southern Ocean ecosystem.
5. **When did the industrial fishing fleets first target the Patagonian Toothfish?**  
A After 1994                      B Early 1990s                      C Nearly 2000s                      D Mid-1980s
6. **What made illegal fishers move eastwards?**  
A Depilation of fish                      C Spread of fishing  
B Illegal or ‘pirate’ fishing                      D Water reduction in South America
7. **What led to the collapse of fisheries?**  
A Overfishing                      B Overheating                      C Small size of fish                      D Sustainable fishing
8. **The main purpose of this text is to...**  
A argue for tighter fishing regulations for toothfish.  
B discuss the habitat of toothfish.  
C explain how fishing has infected the toothfish.  
D inform people about the life cycle of toothfish.
9. **What is common between the Patagonian Toothfish and other deep sea creatures?**  
A Human beings do not know much about them.  
B Human beings haven’t caused the depletion of their populations.  
C They are all part of the Sperm Whale’s diet.  
D They live for much longer than all creatures that live on land.
10. **The term “gold rush” is used in this text to emphasise the...**  
A attitude of the fishermen.                      C depths at which vessels trawl for fish.  
B colour of the toothfish.                      D price of fish internationally.

**Section II:** In questions 11 to 20 choose the best word/words to fill the gap.

11. **My younger brother usually ----- football with his friends.**  
A are playing                      B is playing                      C play                      D plays
12. **Looking after pets ----- a good way of teaching children to be responsible.**  
A are                      B be                      C being                      D is
13. **See the woman over there by the window? Isn’t she the one ----- won the lottery last week?**  
A that                      B there                      C which                      D whom
14. **In many cultures, when the elderly become too weak to look after -----, they go and live with their families.**  
A theirselves                      B themselves                      C themself                      D themselves

15. I'm not fussy. I'll eat ----- kind of fruit or vegetable.  
A an B anies C any D anys
16. Carlitos told Aninha that he had a good job with a big salary, but he -----.  
A didn't B hadn't C isn't D wasn't
17. "Have you heard? Sandra sold her flat and bought a houseboat". "-----"  
A Did she what? B She did what? C She what did? D What did she?
18. If we are ----- world poverty, the richer countries will need to make sacrifices.  
A end B ending C not to end D to end
19. Ms. Lúcia ----- to work every day.  
A go B goes C going D gone
20. Next Sunday, Mr. Mabunda will be at ----- uncle's house.  
A he B him C himself D his

**Section III:** In questions 21 to 25 choose the correctly spelt word for each blank space.

21. We were provided fantastic ----- on our visit to the island kingdom.  
A accommadation      B accommodation      C accomodation      D acomodation
22. The views were -----.  
A magnficent      B magnificent      C magnificient      D magnifisent
23. The rooms were truly -----.  
A luxorious      B luxureous      C luxurious      D luxurius
24. The government ----- tuna fishing boats.  
A baut      B boght      C bot      D bought
25. The government will buy some more buses ----- year.  
A neckst      B nekst      C nest      D next
26. The synonym of "deep-sea" is -----.  
A island      B marine      C sea air      D Waterbury
27. What is the unit form measuring distance?  
A gram      B meter      C second      D ton

28. Which is NOT children's right?

- A Early marriage      B Live with parents      C Primary education      D Relax and play

29. Which is NOT a natural disaster?

- A Earthquake      B Flood      C Harvest      D Landslide

30. The power or right to express one's opinions without censorship, restraint, or legal penalty is...

- A freedom of assembly.      C independence hall.  
B freedom of speech.      D independence movement.

**Section IV:** In the following passage there are blanks numbered 31 to 40. These numbers are printed below the passage and against each, four options are suggested. Choose the best word for each blank.

In my view, teacher education - rather than teacher training - needs to change in the near future. Some --31-- say it is too late to begin the changes, as we need new competencies in teaching right now. However, if teacher education in many countries follows its best --32--, and it remains practical, flexible and child-centred, there is a hope that the next --33-- of learners will get the support and skills they need in life during their schooling --34-- from their own teachers.

The need of a generation of --35-- who aim to develop learners instead of teaching them, who help their pupils to become --36-- (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous --37-- , is essential in the education of the future.

The responsibility of governments, higher education --38-- , and mostly teacher educators both in pre-and in-service education, is huge. European Union member --39-- take part in several projects which help countries to prepare for taking the responsibility in achieving relevant --40--.

- |                   |                |                 |                |
|-------------------|----------------|-----------------|----------------|
| 31. A aspects     | B experts      | C mobile phones | D players      |
| 32. A author      | B symptom      | C referee       | D tradition    |
| 33. A episode     | B generation   | C station       | D style        |
| 34. A dropout     | B park         | C rate          | D years        |
| 35. A books       | B children     | C teachers      | D technologies |
| 36. A independent | B offenders    | C refugees      | D slaves       |
| 37. A learners    | B maintenances | C regions       | D works        |
| 38. A backgrounds | B credits      | C institutions  | D layouts      |
| 39. A card        | B guider       | C lawyer        | D states       |
| 40. A change      | B deceleration | C stagnation    | D worsen       |

THE END