

UNIT 4**Complete the sentences with the correct words.**

double	estimate	reduce	restore	survive
--------	----------	--------	---------	---------

1. Some scientists _____ that 33 billion pounds of plastic enter the world's oceans every year.
2. It is important for the health of our oceans that we _____ the amount of plastic we throw away.
3. Unfortunately, the amount of plastic waste in our oceans is increasing. In fact, plastic waste is expected to _____ in the next 15 years.
4. Some sea creatures, like turtles, mistake a plastic bag for food. Sadly, many don't _____ after swallowing it.
5. By cleaning up plastic waste, we may be able to _____ the health of our oceans.

Choose the correct meaning for the words in bold.

6. In much of Asia, people **rely on** rice crops for food.
 - a. understand
 - b. enjoy
 - c. need
7. Farmers in this area usually **harvest** rice in the fall.
 - a. eat
 - b. gather
 - c. choose

LEVEL 2 Assessment

8. Researchers are studying the **impact** of hot weather on crops and food production.
 - a. harm
 - b. effect
 - c. improvement
9. For people in Asia, rice is a major part of their **diet**.
 - a. foods people eat
 - b. sources of electricity
 - c. goods for sale
10. In rural areas, many **individuals** grow crops on their own land.
 - a. machines
 - b. companies
 - c. human beings

Complete the sentences with the correct words.

commercial	facial	managerial
------------	--------	------------

11. People who are very good at their jobs are often promoted into _____ roles.
12. Brothers and sisters often share similar _____ features, such as the shape of the eyes and nose.
13. We have a small farm where we grow food for ourselves, but some of our neighbors make money from _____ farming.

Match the phrases with the definitions.

- | | | |
|-------------|---|--|
| 14. move on | ● | ● a. to depend on someone or something |
| 15. rely on | ● | ● b. to begin to deal with more work |
| 16. take on | ● | ● c. to progress or become more modern |

Read the passage.**Where Have All the Fish Gone?**

A Throughout history, people have thought of the ocean as a limitless source of food. Today, however, there are clear signs that the oceans have a limit. Most of the big fish in our oceans are now gone. One major factor is overfishing. How did this problem start? And what is the future for fish?

Source of the Problem

B For centuries, local fishermen caught only enough fish to feed their families and their communities. They used traditional gear like spears and hooks that targeted a single fish at a time. However, in the mid-20th century, more people around the world became interested in fish as a source of protein and healthy fats. In response to this, governments gave help to the fishing industry.

C As a result, the fishing industry grew. Large commercial fishing companies quickly took the place of local fishermen. They used new fishing technologies to catch huge quantities of fish. These technologies included dragging large nets along the ocean floor. In 2003, a scientific report estimated that 90 percent of the big ocean fish populations were gone, mainly due to overfishing.

Rise of the Little Fish

D Today, there are plenty of fish in the sea, but they're mostly just the little ones. Commercial fishing has greatly reduced the number of large fish such as cod, tuna, and salmon. On the other hand, small fish—such as sardines and anchovies—have more than doubled in number. This is mainly because there aren't enough big fish to eat them.

E This is a problem because, in order to be stable, oceans need predators. Predators are necessary to kill sick and weak fish. Without them, there are too many unhealthy, small fish in the sea. This can cause serious problems for the sea's food chain and the health of our oceans.

A Future for Fish?

F A study published in 2006 in the journal *Science* made a prediction: If we continue to overfish the oceans, most of the fish that we catch now will disappear by 2048. However, we can prevent this situation if we restore the ocean's biodiversity.

G There are a few ways we can do this. First, commercial fishing companies need to catch fewer large fish. This will increase the number of predatory fish in the sea. Governments can also give less money to help commercial fishing companies. The companies would then have less access to new fishing technologies. In 2021, the director-general of the World Trade Organization (WTO) asked member countries to consider creating global rules that would limit government support for the fishing industry.

H Another way to improve the biodiversity of the oceans is to develop aquaculture— fish farming. Growing fish on farms means that we catch fewer wild fish. This gives wild fish a chance to survive and reproduce. In addition, we can make good choices about what we eat. For example, we can stop eating the fish that are

LEVEL 2 Assessment

most in danger— like bluefin tuna—or only eat seafood from fish farms. If we are careful today, we can still look forward to a future with fish.

Choose *True*, *False* or *Not Given*.

17. People have been taking too many fish from the ocean, but there are things we can do to restore declining populations.
- True
 - False
 - Not Given
18. In 2003, it was estimated that ninety percent of large fish had disappeared from the oceans.
- True
 - False
 - Not Given
19. Today there are plenty of large predator fish in the sea, but not enough small fish for them to eat.
- True
 - False
 - Not Given
20. Governments are starting to give less money to the commercial fishing industry.
- True
 - False
 - Not Given
21. Fish farming can help the wild fish population to increase.
- True
 - False
 - Not Given

Read the passage.**Salmon Aquaculture**

A Salmon are considered one of the healthiest fish to eat. They are low in fat and have omega-3, a substance that is good for the heart. No wonder the quantity of salmon that people eat has tripled since 1980! However, wild populations of salmon have severely declined. So, most salmon eaten today is produced by aquaculture (water farming). Yet, farmed salmon are linked to serious ecological problems.

LEVEL 2 Assessment

- B** In the wild, salmon breed in rivers. The young salmon then swim to oceans, where they grow into adult fish. As carnivores at the top of the food chain, salmon eat smaller fish. Due to the high demand for salmon, the species has been overfished. Wild populations cannot reproduce fast enough to replace the fish that are caught by commercial fishing.
- C** In marine—or ocean—aquaculture, salmon eggs are allowed to hatch and develop into young fish. The young fish are then transferred to pens or cages in the sea. The pens are surrounded by nets so salt water flows through them. The net cages are located in bays, where they are protected from heavy seas and storms. One sea pen can hold up to 90,000 fish. Salmon do best in cold water, so the colder coasts of Norway and Chile have many fish farms.
- D** Salmon aquaculture produces pollution if the sea water doesn't wash out the cages. Crowded conditions in the cages mean that diseases spread quickly. If sick fish escape from the pens, they can make wild salmon sick. This can cause an even greater decline in the wild salmon populations. Sometimes chemicals and medicines are used in aquaculture. However, these can cause more harm than good if they enter the food supply, where people consume them.
- E** Wild salmon hunt smaller fish for their food, but farmed fish must be fed. Most farmers use fish meal and fish oil made from small fish. It takes four or five pounds of fish meal to produce one pound of salmon meat. Taking this many small fish to feed salmon could harm the ocean environment over time. However, new foods have been developed using insects and plants. This means some farms now use much fewer small fish. The goal is to use one pound of food for each pound of salmon.
- F** The salmon farming industry recognizes that there are problems with efficiency, pollution, and keeping fish populations healthy. Groups such as the World Wildlife Fund (WWF) and the Aquaculture Stewardship Council (ASC) have set standards for salmon aquaculture. The ASC puts special labels on products that meet their standards. This allows consumers to choose better options. The goal is to encourage more farmers to produce quality fish in a way that will keep the oceans healthy in the future.

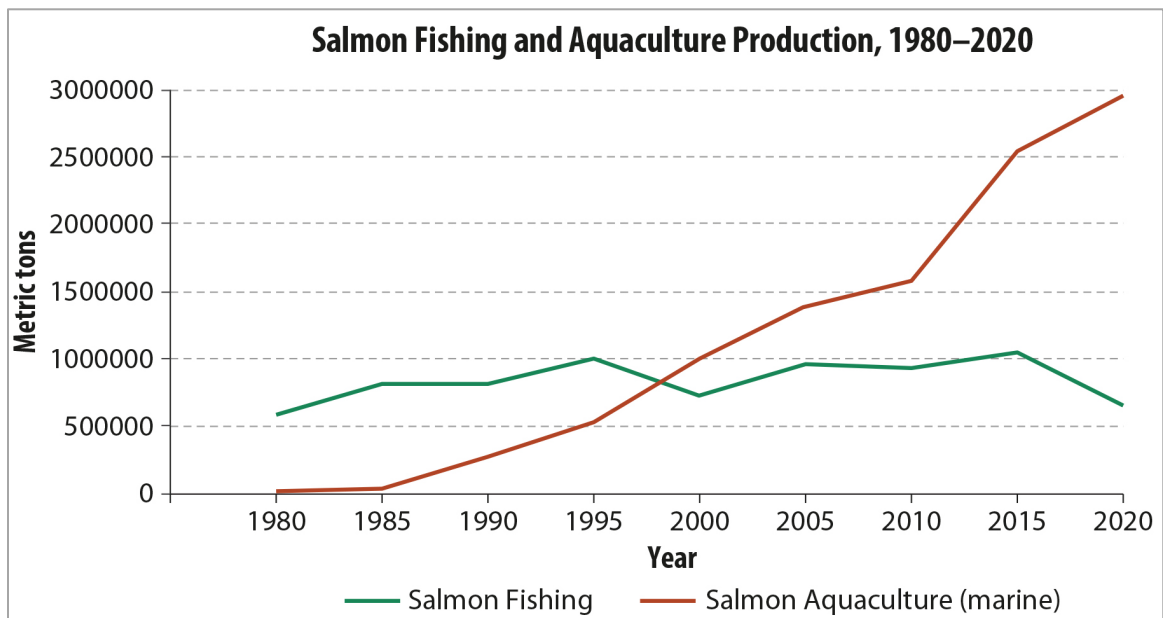
Choose *True* or *False*.

22. The main idea of the passage is that salmon is both very healthy and very popular.
- True
 - False
23. Marine aquaculture involves raising salmon in pens in the sea.
- True
 - False
24. One inference you can make in paragraph **D** is that chemicals and medicines are sometimes used in aquaculture to control fish diseases.
- True
 - False

LEVEL 2 Assessment

25. Foods made from insects and plants are less sustainable than foods made from small fish.
 - a. True
 - b. False
26. Salmon farming practices need to change in order to become sustainable.
 - a. True
 - b. False

Look at the chart.



Choose the correct answer to each question.

27. What data does the chart show?
 - a. the amount of salmon produced by sea fishing only
 - b. the amount of salmon produced by sea farming only
 - c. the amount of salmon produced by both sea fishing and sea farming
 - d. none of the above
28. What unit is the fish measured in?
 - a. pounds
 - b. kilograms
 - c. number of fish
 - d. metric tons

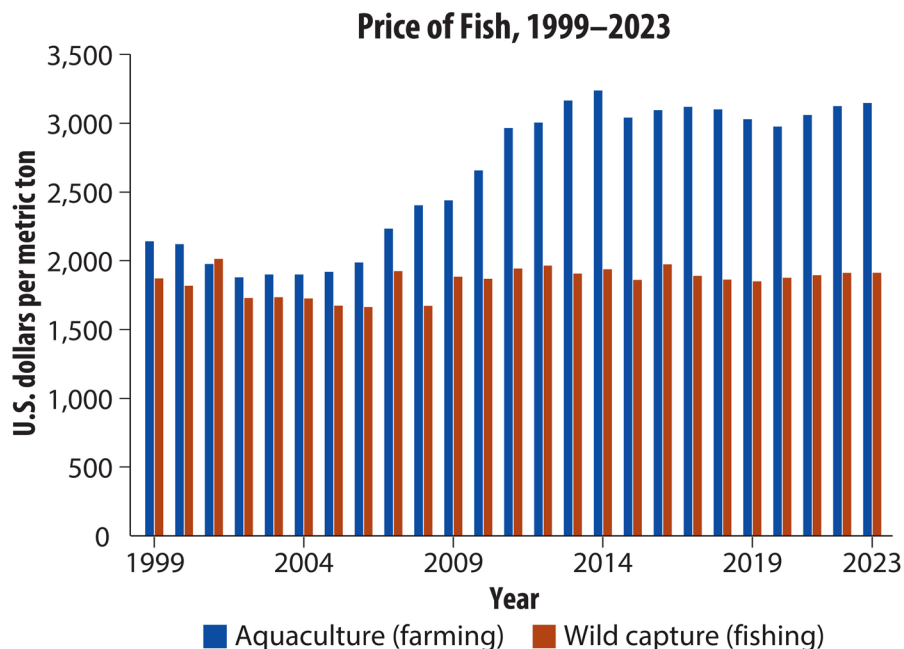
LEVEL 2 Assessment

Complete the paragraph with the correct words.

according	as	declined	fell to	increased	tripled
-----------	----	----------	---------	-----------	---------

29. _____ to the graph, salmon production from fishing _____ between 1995 and 2000, while production from marine aquaculture _____. _____ the chart shows, salmon aquaculture roughly _____ between 2000 and 2020. Salmon fishing, on the other hand, _____ about 660,000 metric tons by 2020.

Look at the graph.



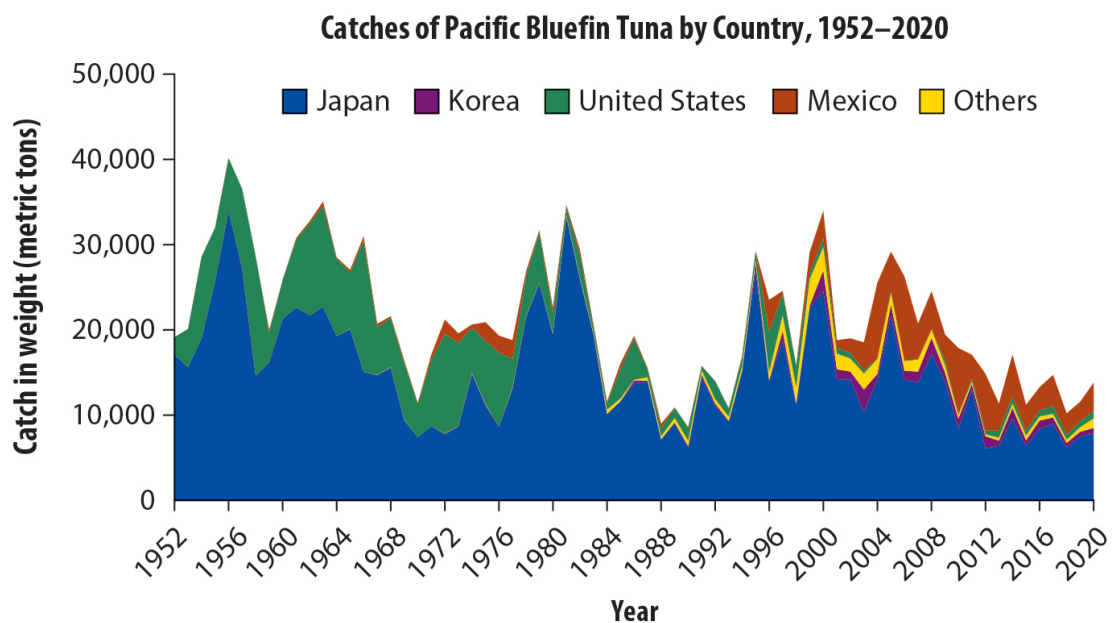
Choose the correct answer to complete each sentence.

30. _____ to the graph, the price of farmed fish has been mostly higher than the price of wild caught fish since 1999.
- As
 - According
 - As we can see

LEVEL 2 Assessment

31. The price of wild caught fish _____ between 2002 and 2003.
 - a. remained stable
 - b. doubled
 - c. dropped
32. The price of farmed fish _____ in 2014.
 - a. quadrupled
 - b. rose to \$3,500
 - c. reached a high point
33. The price of wild caught fish reached about _____ per metric ton in 2001.
 - a. \$1,000
 - b. \$2,000
 - c. \$3,000
34. Between 2006 and 2011, the price of farmed fish _____ about \$1,000 per metric ton.
 - a. increased by
 - b. peaked at
 - c. fell to

Look at the graph.



LEVEL 2 Assessment

Complete the sentences with the correct words or phrases. Two are extra.

according to the graph	between	by about	this graph shows
------------------------	---------	----------	------------------

35. _____ the total quantity of Pacific bluefin tuna caught
_____ 1952 and 2020.

as the graph shows	dropped	overall	peaked
--------------------	---------	---------	--------

36. _____, tuna fishing _____
around 1956.

around 1990	before 1952	declined dramatically	reached a low point
-------------	-------------	-----------------------	---------------------

37. _____, tuna fishing _____ of
less than 10,000 metric tons.

30,000	40,000	decreased slightly	rose sharply
--------	--------	--------------------	--------------

38. The quantity of tuna caught _____ between 1993 and 1995. In 1995,
approximately _____ metric tons of Pacific bluefin tuna were caught.

by 2020	overall	remained stable in 68 years	varied greatly over the period
---------	---------	-----------------------------	--------------------------------

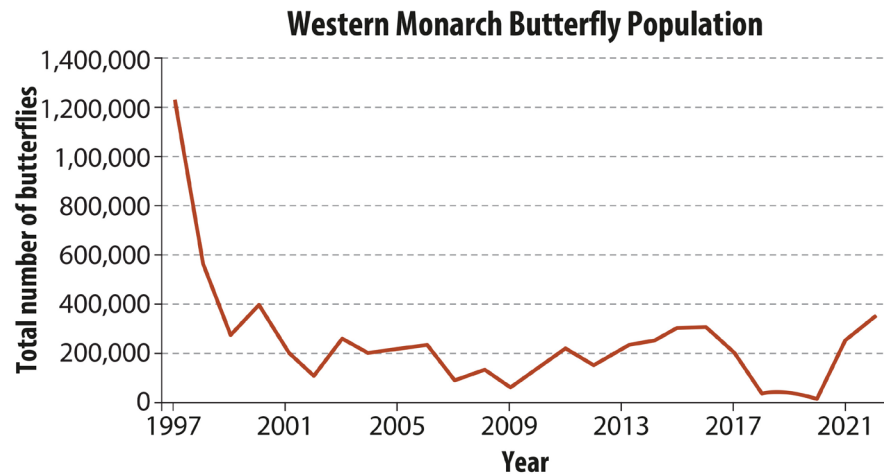
39. _____, the quantity of fish caught has _____,
with the United States, Mexico, and Japan as the top producers.

You are going to write a paragraph on one of the following topics.

40. Discuss one of these two topics.

Topic 1: Write a paragraph explaining the graph that shows changes to the Western monarch butterfly population over time. Include information about what the graph shows, whether there is a clear pattern over time, and what some of the interesting changes are.

Topic 2: Write a paragraph explaining changes in a different graph from the assessment, or a graph that you have access to.



A. OUTLINE Plan an outline for your paragraph.

Include a topic sentence that expresses the main idea of the graph.

Add at least three supporting details about the information and changes shown in the graph.

LEVEL 2 Assessment

B. Think of some words and phrases you can use in your paragraph. Write them in the box.

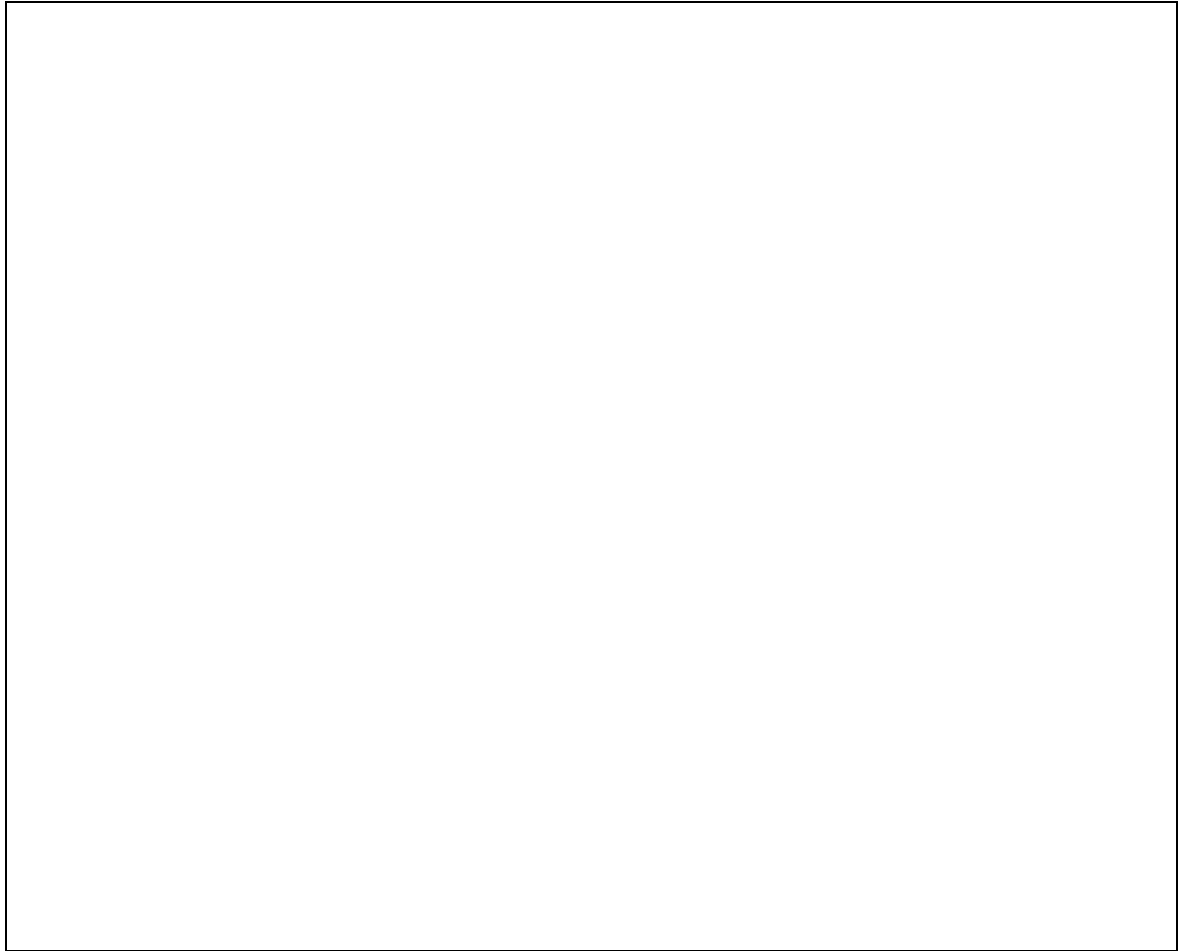
The words and phrases below can be useful when writing about information in a graph.

- *declined*
- *doubled*
- *increased to/by*
- *overall*
- *remained stable*

C. Write your paragraph based on your outline. Use the model to help you. Remember to use the vocabulary you wrote down.**Model:**

The graph shows the amount of fish produced globally between 1950 and 2020. Overall, global fish production increased steadily over the period. Total fish production—from both aquaculture (fish farming) and wild capture—rose from 20 million metric tons in 1950 to 180 million metric tons in 2020. However, after 1990, aquaculture production started to increase at a much faster rate. For example, aquaculture production increased by about 20 million metric tons between 1995 and 2005. The amount of fish caught in the wild remained stable over the same period.

LEVEL 2 Assessment



(12 points)