



HIPPO 2020

8th International English Language Olympiad

IESOL Assessment Reading

RQF Level: Level 2

(CEFR Level: C1)

Candidate Booklet - Reading

HIPPO S2

Preliminary Round

INSTRUCTIONS FOR CANDIDATES:

- Do NOT turn over the page until instructed.
- This examination is made up of 3 TASKS.
- Answer all the questions
- **Remember to transfer your answers onto the answer sheet.**
- Use only black or blue PEN.
- Dictionaries are NOT allowed.

Time allowed: 45 minutes

Total marks available: 40



Reading Task 1

Read the article and circle the best option to complete the text – a, b, c, or d. An example has been done for you.

Why green just can't be trusted

For a colour that appears everywhere in nature, green has been **Example)** _____ hard for artists and dyers to perfect.

Look out of the window and, in all but the bleakest of environments, you are **1)** _____ to see something green. A blade of grass, a leaf, a plant. Even in the dryness of the desert, green cacti grow. Seen from space, the Earth is a blue and green ball. OK, there **2)** _____ not be many fluffy green animals, but insects, reptiles and amphibians are well camouflaged in the colour, as are tropical birds.

With all of nature's bounty around us, surely green was an easy colour for the first artists and dyers to **3)** _____? Strangely, no. The ancient Neolithic people of northern Europe made a "green" dye from birch tree leaves, but it was really more of a sludgy brown. The early Egyptians got closer, using ground malachite in painting, but it was expensive and tended to turn black. They fudged the issue when it **4)** _____ clothes, cleverly dyeing them yellow then blue to make green.

The ancient Greeks didn't have much time for green, only seeing it as similar to blue, if they thought about it at all, and rarely painting with it. The Romans were much bigger fans, using a green earth pigment. And, **5)** _____ considering it the same colour as blue, they had 10 words in Latin for different shades of green. Nero – the emerald-collecting emperor – apparently loved the colour, which may have had something to **6)** _____ with that.

In the days of the Eastern Han dynasty (AD25-220), the Chinese also discovered a way to make a kind of green, and mostly produced pottery in a shade of sea-green. In Europe in the middle ages, clothes were turned green with plant-based dyes – for example, those made from ferns or the juice of nettles and leeks – but they faded or changed colour when washed or **7)** _____ to sunlight. And craftsmen in Europe couldn't cheat like the Egyptians – the rules the medieval craftsmen **8)** _____ meant that dyers working with blue couldn't work with yellow too.

Thanks to the unstable nature of the dyes, the colour green was **9)** _____ deceptive and became associated with **10)** _____ of chance – which is why card tables are often covered with green cloth today. It was also linked with greed – Judas, who betrayed Jesus for 30 pieces of silver, is often depicted wearing green. The **11)** _____ theme continued in 1861, when the reverse of the US dollar bill turned green.

But green has many meanings. From late antiquity, it has also been the colour of hope – marriageable and pregnant women wore green dresses, and babies were wrapped in green clothes. It was also considered to be a sign of **12)** _____, worn by merchants and bankers. The nobility wore red or green. Long-suffering peasants, of course, were stuck with brown and grey.



- Example: a) notoriously b) carelessly c) successfully d) widely
1. a) made b) sure c) believed d) confident
2. a) would b) should c) might d) could
3. a) recreate b) recognise c) demonstrate d) associate
4. a) came up b) came off c) came on d) came to
5. a) apart from b) far from c) as well as d) despite
6. a) say b) do c) explain d) work
7. a) exposed b) assigned c) entitled d) related
8. a) broken b) distorted c) obeyed d) expected
9. a) examined b) reasoned c) consulted d) considered
10. a) amusements b) games c) jokes d) hobbies
11. a) money b) salary c) wages d) coin
12. a) usefulness b) helpfulness c) practicality d) prosperity



Reading Task 2

Read the text and answer the questions below. Circle the correct option, a, b, c, or d. An example has been done for you.

Finding and filming wildlife in the jungle

While filming for one of the episodes of One Planet, a well-known nature programme, we stayed in a village about 2 hours from Tarapoto, in the San Martín District of Peru.

Each morning just before sunrise, we'd drive down a dirt track to a small patch of forest and begin the hike into our location with all our camera gear. It would often take multiple trips of around 30 minutes each way to get all the gear in a position where we were ready to film.

Frogs

The tiny frogs we were hoping to film are very site-specific. Not only that, they're also no bigger than a thumbnail. We quickly realised it would be like finding a needle in a haystack! We knew the rough location of a small population of the particular variety we were after, but we never would have found them without the keen eyes of our local team.

Para. 4

After rain, it became a little easier, as the males would begin to call, helping us find an individual's location. At first the jungle just seemed a tangled mess, but GAP _____ at the frogs' level, you could start picking out the miniature highways that they would use to get through the forest. Though useful for finding frogs, the rain brought its own issues. When it rains in the jungle, it really rains. And it just so happened that the location where we had the best chance of filming the frogs was in a dried out riverbed. Safe to say, it didn't stay that way very long! One day, during a particularly heavy downpour, we were debating waiting it out, but the rain just kept coming. The river was filling up rapidly. We had to race all the gear back down to the car, through the pouring rain. To say we looked like drowned rats was an understatement!

Cotton-top tamarins

Though significantly bigger than the frogs, no easier to film were the cotton-top tamarins that we set out to find in the dry tropical forests of Colombia. This time we had the help of satellite tracking, which would get us within a close distance of one of the family groups pretty quickly each morning. Once we'd tracked them, we would then sit and wait, listening out for any sound or looking for any sign of movement.

Para. 6

One of the group would either GAP _____ itself as it came to check us out or, more likely, we'd hear their alarm calls. As one of the smallest primates in the world they were not easy to spot in the tall trees and are vulnerable to many predators. Families are extremely close-knit and individuals alert each other of danger through alarm calls. They have a sophisticated language of around 38 distinct sounds, which can be used to warn each other about the presence of potential predators.



Para. 7

We followed them all day, every day, but like many animals they slept a lot and we had only a few hours a day when they were active. GAP _____, the vegetation was really thick so it was super hard to see them and even harder to track them when on the move. We followed them for as long as possible, before losing them again.

Para. 8

Because they could quickly run and jump through the trees, we had to find ways around inaccessible areas and through the knotted forest, all the while trying to keep as quiet as possible so not to disturb the monkeys and even more so, the wasps! I'm pretty good with wasps at home in the UK, they're peaceful things really, as long as you don't aggravate them by flailing your hands around. Here, however, speaking in even a whisper as you passed their hive would cause a mass attack, as they chased you through the forest. We began to learn the locations of some of the major hives and would all quickly fall silent as we crept past, hoping not to disturb them and be attacked again.

Each evening the tamarins would move off toward one of their sleeping trees and we would head out of the forest, not knowing where we would find them in the morning. They were very unpredictable and each day would bring a different challenge. We'd often sit and wait for an entire day with nothing much happening but you always had to stay attentive, just in case something happened. One day I couldn't believe our luck. We had wanted to tell the story of their shrinking habitat and on our morning commute into the forest, along the edge of the farmland, I noticed a cotton-top in the tree ahead of us. This was the furthest out that we had ever seen them before and further out of the forest than any of the known families usually are. We got the shots we needed to visually tell the story.

The future for cotton-top tamarins is worrying. They are listed as critically endangered and are one of the rarest primates in the world. Their numbers have dropped – estimates suggest to as few as 2000 adults left in the wild – due to the pet trade and because they have lost a huge amount of their original habitat to deforestation. However, thanks to the dedicated work of Proyecto Tití these intelligent monkeys are still holding on in a few small forest fragments.



Example: This article has been written by:

- a) a camera crew member.
- b) a famous actor.
- c) a teacher.
- d) a guide in Peru.

13. Why is the author comparing frogs to a needle in a haystack?

- a) Because of their shape.
- b) Because of their size.
- c) Because of their position.
- d) Because of their colour.

14. It would have been difficult to find the frogs without:

- a) specialist equipment.
- b) detailed maps.
- c) local knowledge.
- d) trying over and over.

15. What statement best describes the role of rain during the expedition?

- a) It was very helpful in many ways.
- b) It was both helpful and a problem.
- c) It was a problem just as expected.
- d) It wouldn't have been a problem had it been expected.

16. In paragraph four, the best word to complete the gap is:

- a) once
- b) soon
- c) before
- d) whereas

17. In paragraph four, the underlined word 'it' refers to:

- a) the frogs
- b) the debate
- c) the rain
- d) the riverbed



18. The process of filming cotton-top tamarins was:

- a) impossible without satellite-tracking.
- b) obstructed by the weather.
- c) just as difficult as filming the frogs.
- d) more time-consuming than expected.

19. In paragraph six, the best word to complete the gap is:

- a) reveal
- b) emerge
- c) notify
- d) attack

20. What helps cotton-top tamarins protect themselves from predators?

- a) They use their sharp claws and teeth.
- b) The groups stay silent so they can't be heard.
- c) The family groups spread out over a wide area.
- d) They use a form of verbal communication.

21. In paragraph 7, the best phrase to complete the gap is:

- a) As a result of that
- b) On top of that
- c) Despite that
- d) Considering that

22. What does the author say about the wasps in Peru?

- a) They are a type he had never seen before.
- b) They are more aggressive than the wasps in the UK.
- c) They would only react to specific noises and gestures.
- d) It was easy to avoid them whilst looking for monkeys.

23. In paragraph 8, the underlined phrase 'all the while' means the same as:

- a) soon after
- b) provided that
- c) at the same time
- d) consequently



24. Why does the author say it was lucky to see a tamarin on the edge of the forest?

- a) It is a local belief that seeing monkeys away from their natural habitat - the forest - brings luck.
- b) Because their presence there served as an illustration of one of the concerns around this species.
- c) Because the team hadn't expected to find them in that location first thing in the morning.
- d) Because they had set themselves a challenge of photographing them away from the forest.

25. Which statement best summarizes the current situation of tamarins?

- a) People are generally not aware of their hardship.
- b) Their population has been under threat due to a single cause.
- c) Their population size has increased thanks to Proyecto Tití.
- d) There are concerns about the continuity of this species.

26. The primary purpose of this text is to:

- a) provide a personal account of an experience.
- b) provide tips to other wildlife photographers.
- c) analyse a number of recent scientific findings.
- d) propose a solution to an environmental problem.



Reading Task 3

A) Read the four texts and answer the questions below by indicating which text each question relates to: A, B, C or D.

An example has been done for you.

Text A

World Hello Day may sound rather basic, as it encourages us to take the opportunity to simply greet people, and to recognise how important communication is in our daily lives. However, thirty-one winners of the Nobel Peace Prize have stated that World Hello Day carries substantial value as an instrument for preserving peace, and as an occasion that makes it possible for anyone in the world, individual, organisation or government, to contribute to the process of creating peace.

Participating in World Hello Day is quite straightforward: all you have to do is say 'hello' to at least 10 people during that one day. This is supposed to send a message of openness and goodwill to others, and the creators of the holiday hoped this small gesture alone would demonstrate how communication can be instrumental in resolving disputes and preventing conflicts.

If you would like to take this a step further, you could always think about a person in your life that is important to you, but that you have GAP _____ with over something that is perhaps not quite worth it. Time tends to be a great healer, so if enough time has passed from your conflict for you to be able to analyse all aspects of the situation, seeing your own faults and wrongdoings as well as those of the other party, maybe it's time to put the conflict behind you?

Text B

Panic Day is the one day of the year that is it OK to give in to that emotion that we all try to keep in check. It is ok to feel overwhelmed or upset. It does not mean you are weak and inept if you give into the feeling once in a while.

The fun approach to Panic Day is to give in to the lighter side. You could stun your co-workers and friends by giving in to that stress right in the middle of the day by shouting and dancing around. Add a few comments like "It's too much!" or "Don't make me do it anymore!" for dramatic flair before wishing them all a Happy Panic Day!

Not up for such a public celebration? Make the day one to take stock of all the things that pull at your time. It may be in your best interest to trim the list a bit. Plan time for activities that will help you to let go of some of the stress in your life. Some people benefit from exercise, meditation, yoga, or taking time to enjoy friends and family. Others try to use the time between work and home as their alone time to GAP _____ the stress of the day.



Text C

Use Less Stuff Day. It seems like every day that passes results in us accumulating more and more useless stuff in our lives. The newest tech toys, the newest kitchen gadgets, the newest whatever, all have to be in our hands and there for us to use.

Every year we use literally tons of plastic bottles, we have microbeads from our shampoo and facial scrubs that find their way into the ocean and we burn our way through massive amounts of resources as we continue to GAP 1) _____ what we own and throw away last season's models. Organisations like Greenpeace have jumped on GAP 2) _____ to try to encourage us to work to save ourselves, from ourselves, and one of the best ways to handle this is by controlling our consumption of resources. Use Less Stuff Day encourages us to take a critical look at these behaviours and do what we can to cut back.

Have you been using plastic bottled water? Get a filter for your tap and bottle it yourself in glass bottles instead. Do you usually get a coffee in a disposable cup? Brew yourself a pot at home instead and save some trees. And please, grab yourself a bag from home and use it at the grocery store. That's what Use Less Stuff Day is all about!

Text D

World Television Day. The first World Television Forum was staged by the United Nations in the mid '90s, and it was out of this event that World Television Day was born. The forum brought together leading figures from the media industry to analyse the growing impact that TV had on decision-making and public opinion when it GAP _____ issues of peace and security around the planet.

World Television Day is not meant to be so much about the tool itself, but rather of the philosophy which it represents – a philosophy of openness and transparency of world issues. Television has long been thought to represent communication and globalisation in the contemporary world.

World Television Day is a day to renew governments', organisations' and individuals' commitments to support the development of television media in providing unbiased information about important issues and events that affect society. World Television Day is also a time to re-watch and re-live some of the greatest moments of television that helped bring the reality of a rapidly technologically advancing world into people's homes, forever changing how they perceive the world.



| Which text... | Text |
|--|-------|
| Example: talks about the possible impact of a simple everyday word? | A |
| 27. highlights people's tendency to be focused on material aspects of life? | ----- |
| 28. describes a day which is supported by a number of highly respected people? | ----- |
| 29. offers a range of advice on how to make one's life more relaxing? | ----- |
| 30. gives information about how the day first started? | ----- |
| 31. encourages you to play a trick on others? | ----- |
| 32. focuses on personal rather than global issues? | ----- |
| 33. reaffirms a commitment to impartial communication? | ----- |
| 34. describes several acts that are considered to be irresponsible? | ----- |

B) Now answer the following questions by circling the correct option.

35. In Text A, the best word to complete the gap is:

- a) fallen flat
- b) fallen down
- c) fallen out
- d) fallen for

36. In Text B, the expression 'to take stock of' could be best replaced with the verb:

- a) assess
- b) abandon
- c) donate
- d) eliminate

37. In Text B, the best word to complete the gap is:

- a) let down
- b) let off
- c) take off
- d) take up



38. In Text C, the best word to complete the first gap is:

- a) improve
- b) consume
- c) cultivate
- d) upgrade

39. In Text C, the best word to complete the second gap is:

- a) floor
- b) roof
- c) board
- d) shelf

40. In Text D, the best word to complete the gap is:

- a) comes to
- b) comes up
- c) comes over
- d) comes first

END OF READING ASSESSMENT



HIPPO 2020

8th International English Language Olympiad

IESOL Assessment Listening

RQF Level: Level 2

(CEFR Level: C1)

Candidate Booklet - Listening

HIPPO S2

Preliminary Round

INSTRUCTIONS FOR CANDIDATES:

- Do NOT turn over the page until instructed.
- This examination is made up of 3 TASKS.
- Answer all the questions.
- If you change your mind about an answer, initial your corrections.
- Use only black or blue PEN
- Dictionaries are NOT allowed.

Guide time: Approx. 30 minutes **Total marks available:** 22



Listening Task 1

Listen to the recording and circle the correct option – a, b, c, or d. An example has been done for you.

You have one minute to read the questions before the recording is played.

You will hear the recording twice.

Example: Recently, Ben has:

- a) had some bad dreams.
- b) bought a house.
- c) rented a flat.
- d) moved in with his sister.

41. What does Ben say about the area he has moved to?

- a) It is too far away from the university.
- b) It is not as peaceful as he had hoped.
- c) It hasn't got many facilities.
- d) It is right in the city centre.

42. Ben says that the rent for the flat:

- a) is more than he can afford.
- b) has recently increased.
- c) is inclusive of the bills.
- d) is very good value overall.

43. Sally recommends that Ben:

- a) takes out a loan with the bank.
- b) looks for everyday savings.
- c) starts looking for another job.
- d) asks his parents to lend him money.

44. Sally has offered to:

- a) bring some takeaway food.
- b) teach Ben how to cook.
- c) take Ben out for dinner.
- d) eat dinner cooked by Ben.

45. What difficulty is Sally facing at the moment?

- a) She is not getting on with a colleague.
- b) She hasn't been feeling well.
- c) She hasn't got enough time.
- d) She is finding the work tedious.

46. At the end of the conversation, Ben:

- a) offers to help Sally with her project.
- b) says he needs to get some rest.
- c) apologises for not having the time to help.
- d) says he found Sally listening to him helpful.



Listening Task 2

Listen to the recording and circle the correct option – a, b, c, or d. An example has been done for you. You have one minute to read the questions before the recording is played.

You will hear the recording twice.

Example: Sarah is a:

- a) teacher.
- b) career advisor.
- c) student.
- d) employer.

47. What will Sarah talk about first?

- a) How she found a job she enjoys.
- b) How to choose the right job.
- c) How to pass university exams.
- d) How to prepare for a job interview.

48. Why did Sarah become an architect?

- a) Because the job paid well.
- b) Because she found architecture interesting.
- c) Because of her parents.
- d) Because it was easy to find work.

49. Why did Sarah decide to look for a new job?

- a) Her friend advised her to.
- b) She wanted to feel excited about her work.
- c) Because she argued with her boss.
- d) Because she wasn't good at her job.

50. What did Sarah think about working at the café?

- a) She didn't like talking to customers.
- b) It was as bad as working as an architect.
- c) It was better than working as an architect.
- d) It was even worse than working as an architect.

51. Sarah says that the most important thing to consider when choosing a job is:

- a) the salary you will earn.
- b) the skills that you have.
- c) whether you are going to enjoy it.
- d) advice from family and friends.

52. What's Sarah's advice if you are not sure what job you'd like to do?

- a) Try not to worry about it too much.
- b) Do as much research as you can.
- c) Use technology to learn about new jobs.
- d) Identify at least one job you like.

53. Sarah says that nowadays employers like to hire people with:

- a) a lot of knowledge.
- b) university education.
- c) job specific skills.
- d) social skills.

54. Next, Sarah is going to:

- a) offer more advice about career choices.
- b) answer questions from the students.
- c) ask the students to answer some questions.
- d) talk about her research.



Listening Task 3

Listen to the recording and answer the questions below. There are 3 speakers. 1 - a, 2 - b, 3 - c.

You have one minute to read the questions before the recording is played.

You will hear the recording twice.

Which speaker...

| | | | |
|-----------------|--|---------|-------|
| Example: | is concerned about whether the planet can be saved? | Speaker | 1 - a |
| 55. | says that the responsibilities for the environment lies with the individual? | Speaker | ----- |
| 56. | has planted trees in an effort to help the environment? | Speaker | ----- |
| 57. | has recently learnt more about protecting the environment? | Speaker | ----- |
| 58. | seems to be selective about the ways to protect the environment? | Speaker | ----- |
| 59. | does not seem to be serious about helping the environment? | Speaker | ----- |
| 60. | talks about a big organisation that introduced a positive change? | Speaker | ----- |
| 61. | recommends one action everyone should be able to take? | Speaker | ----- |
| 62. | has always behaved in an environmentally friendly way? | Speaker | ----- |

END OF LISTENING ASSESSMENT



HIPPO 2020

8th International English Language Olympiad

IESOL Assessment Use of English

RQF Level: Level 2

(CEFR Level: C1)

Candidate Booklet - Use of English

HIPPO S2

Preliminary Round

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- Dictionaries are NOT allowed.

Guide time: 30 minutes



IESOL L2/C1 READING ANSWER SHEET – HIPPO Preliminary Round 2020

Reading Task 1

| Question | Answer |
|--------------------|--------|
| 1. | B |
| 2. | C |
| 3. | A |
| 4. | D |
| 5. | B |
| 6. | B |
| 7. | A |
| 8. | C |
| 9. | D |
| 10. | B |
| 11. | A |
| 12. | D |
| Total: / 12 | |

Reading Task 2

| Question | Answer | Question | Answer |
|--------------------|--------|----------|--------|
| 13 | B | 20 | D |
| 14 | C | 21 | B |
| 15 | B | 22 | A |
| 16 | A | 23 | C |
| 17 | D | 24 | B |
| 18 | C | 25 | D |
| 19 | A | 26 | A |
| Total: / 14 | | | |

Reading Task 3

| Question | Answer | Question | Answer |
|--------------------|--------|----------|--------|
| 27 | C | 34 | C |
| 28 | A | 35 | C |
| 29 | B | 36 | A |
| 30 | D | 37 | B |
| 31 | B | 38 | D |
| 32 | B | 39 | C |
| 33 | D | 40 | A |
| Total: / 14 | | | |



GA IESOL L2/C1 LISTENING ANSWER SHEET – HIPPO Preliminary Round 2020

Task 1

| Question | LISTENING |
|----------|-----------|
| 41. | C |
| 42. | A |
| 43. | B |
| 44. | B |
| 45. | C |
| 46. | D |

Total: / 6

Task 2

| Question | LISTENING |
|----------|-----------|
| 47 | A |
| 48 | C |
| 49 | B |
| 50 | C |
| 51 | C |
| 52 | A |
| 53 | D |
| 54 | C |

Total: / 8

Task 3

| Question | LISTENING |
|----------|-----------|
| 55 | 3 |
| 56 | 1 |
| 57 | 2 |
| 58 | 2 |
| 59 | 2 |
| 60 | 3 |
| 61 | 2 |
| 62 | 1 |

Task Total: / 8

S2 Hippo Europe Use Key

- 63. C
- 64. C
- 65. B
- 66. A
- 67. A
- 68. B
- 69. A
- 70. B
- 71. B
- 72. C
- 73. C
- 74. C
- 75. C
- 76. B
- 77. A
- 78. A
- 79. B
- 80. A
- 81. A
- 82. B

S2 Hippo Asia Use Key

- 63. C
- 64. C
- 65. B
- 66. A
- 67. A
- 68. A
- 69. C
- 70. C
- 71. B
- 72. B
- 73. B
- 74. B
- 75. B
- 76. A
- 77. A
- 78. A
- 79. A
- 80. B
- 81. B
- 82. A