



# **HIPPO 2021**

## **9<sup>th</sup> International English Language Olympiad**

**IESOL Assessment Reading**

RQF Level: Level 3

(CEFR Level: C2)

**Candidate Booklet - Reading**

### **HIPPO S19**

**Semi-final 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:** 50 minutes

**Total marks available:** 40



## Reading Task 1

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

### People Don't Know When to Stop or Keep Talking

Scientists have discovered we are really bad at 0) \_\_\_\_\_ a key transition point during one of the most basic social 1) \_\_\_\_\_.

A study published in the USA reports on what researchers discovered when they climbed into the heads of talkers to 2) \_\_\_\_\_ their feelings about how long a particular conversation should last. The team found that conversations almost never end by 3) \_\_\_\_\_ consent - and that people are a very poor judge of when their partner wishes to call it quits. In some cases, however, interlocutors were dissatisfied not because the talk went on for too long but because it was too short.

“Whatever you think the other person wants, you may well be wrong,” said the head of the research team, Paul Jones. “So you might as well leave at the first time it seems 4) \_\_\_\_\_, because it’s better to be left wanting more than less.”

A few studies have explored what phrases individuals say at the ends of conversations, but the 5) \_\_\_\_\_ has not been on when people choose to say them. “Psychology is just now waking up to the fact that this is a really interesting and fundamental social behaviour,” Mr Jones says. The study is one of two experiments to examine the 6) \_\_\_\_\_ of talk. In the first, they quizzed 806 online 7) \_\_\_\_\_ about the duration of their most recent conversation. Most of them had taken place with a 8) \_\_\_\_\_ other, family member or friend. The individuals involved detailed whether there was a point in the conversation at which they wanted it to end and estimated when that was in relation to when the conversation actually ended.

In the second experiment, held in the lab, the researchers split 252 volunteers into pairs of strangers and instructed them to 9) \_\_\_\_\_ about whatever they liked for anywhere from one to 45 minutes. Afterwards, the team asked the subjects when they would have liked the conversation to have ended and to guess about their partner’s answer to the same question.

Jones and his colleagues found that only 2 percent of talks ended at the time both parties 10) \_\_\_\_\_, and only 30 percent of them finished when one of the pair wanted them to. In about half of the exchanges, both people wanted to talk less, but their 11) \_\_\_\_\_ point was usually different. Those involved in both studies reported, on average, that the desired length of their discussion was about half of its actual length. To the researchers’ surprise, they also found that it is not always the case that people are held 12) \_\_\_\_\_ by talks: in 10 percent of conversations, both people wished their exchange had lasted longer. And in about 31 percent of the conversations between strangers, at least one of the two wanted to continue.



Example: **a** navigating      b) consuming      c) climbing      d) erasing

- |     |                 |                 |                |                  |
|-----|-----------------|-----------------|----------------|------------------|
| 1.  | a) interactions | b) conflicts    | c) conclusions | d) assumptions   |
| 2.  | a) redeem       | b) gauge        | c) price       | d) replace       |
| 3.  | a) subsequent   | b) future       | c) mutual      | d) related       |
| 4.  | a) adoptable    | b) appropriate  | c) likely      | d) unattainable  |
| 5.  | a) outcome      | b) focus        | c) consensus   | d) justification |
| 6.  | a) denials      | b) figures      | c) dynamics    | d) passages      |
| 7.  | a) observers    | b) participants | c) accomplices | d) members       |
| 8.  | a) relevant     | b) substantial  | c) trivial     | d) significant   |
| 9.  | a) converse     | b) reverse      | c) consider    | d) deviate       |
| 10. | a) prohibited   | b) anticipated  | c) abandoned   | d) refused       |
| 11. | a) resolution   | b) cutoff       | c) expiry      | d) belief        |
| 12. | a) hostage      | b) hands        | c) apart       | d) close         |



## Reading Task 2

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

### What can you eat in space?

The journey of American astronauts venturing into outer space began on May 5<sup>th</sup> 1961, with Alan Shepard's 15-minute ride in *Freedom 7*. Just two and half months later, Virgil Grissom reached a height of 118 miles, and seven months after that John Glenn circled the Earth three times.

Long before the initial unmanned *Explorer 1* satellite was launched in 1958, much longer flights with a human crew were already being planned. As the number of Earth orbits in a mission increased, the concerns surrounding keeping humans alive and functioning at peak performance in difficult environments for extended time periods came to the fore.

Beatrice Finkelstein, as chief of the Food Technology Section of the Life Support Systems Laboratory at Wright Patterson Air Force Base, bore responsibility for managing the nutritional needs of the astronauts. Her work in the field of space feeding was instrumental in developing the equipment and techniques used in early space flight. Few, if any, female contributors played as important a role as she did during the early years of the U.S. crewed space program, and she deserves to be better remembered and lauded.

Finkelstein's value to America's space missions went well beyond her technical contributions. She was frequently described in the popular press at the time as 'the Nutritionist to the Astronauts,' as well the creator of 'Bea's Diner,' a then widely known name designed to appeal to the public with a friendly name within a programme that was full of difficult technical terms.

**Para. 5** In the weeks prior to each manned space mission of the Mercury space program, from 1961 to 1963, Finkelstein travelled from Wright Patterson Air Force Base in Dayton, Ohio, to Cape Canaveral, in order to oversee the pre-flight and in-flight feeding of the astronauts. Bea's Diner was GAP) \_\_\_\_\_ in the specially designed, purpose-built facility just behind Hangar S, the massive warehouse like building that was dedicated to astronaut training and served as their crew quarters. This was the place in which all seven astronauts of the initial Mercury Project ate their highly engineered pre-flight meals.

In her role as nutritionist for the early space program, Finkelstein grew to know the astronauts well, as she interacted with them frequently. At times, she would step beyond her formal role as nutritionist, providing emotional and psychological support to the astronauts. On many occasions, she was one of the last people the astronauts interacted with before launch, and there's considerable anecdotal evidence that shows her friendship was a source of comfort during the stressful pre-launch activities.

**Para. 7** Among the innovations coming out of the Life Support Systems Laboratory in Dayton were 'astronaut rations,' the specially processed and packaged foods designed to provide adequate nutrition and eating enjoyment while GAP) \_\_\_\_\_ to the unusual and stressful environment of a space capsule.



**Para. 8** The Mercury space feeding mission was explained in official U.S. Air Force documentation in this way: “This feeding program is aimed toward providing food with adequate nutrition and a moderate degree of acceptability. Liquids and semisolid foods will be packaged and consumed from collapsible ‘squeeze’ tubes. The tubes will make the use of usual utensils unnecessary. A pontube (a space feeding device consisting of a squeezable polystyrene base and straw) fitted to the end of each tube will be placed directly in the mouth and food will be transmitted by applying pressure to the tube. Solid foods will be in bite-size pieces, each bite individually packaged.” It is clear that in Bea’s Diner, high technology and home economics GAP) \_\_\_\_\_.

In addition to the oversight of the space feeding program, Finkelstein played a key public relations role, which she seemed to enjoy. Although few internal documents relating to image-building activities for non-astronauts have been located in the archives, it isn’t terribly hard to infer that purposeful effort was expended by the public affairs offices of both NASA and the U.S. Air Force towards promoting the image of Finkelstein as an active and important female technical contributor.

**Para. 10** Between 1958 and 1962, hundreds of newspaper and magazine articles were published specifically about Finkelstein. These articles often included her photo and consistently portrayed her as an GAP) \_\_\_\_\_ expert in the science of nutrition who took that most earthbound of knowledge categories - home economics - and transformed it into the highly technical form required to make sure the dietary needs of humans in space were met, pre-flight, in-flight, and post-flight.

For example, in a nearly full-page article in the May 22, 1960 Sunday edition, the *Cincinnati Enquirer* wrote that, “Men have planned space flight, are engineering the vehicles for it and will be the first to go. But when it came to a question of what they will eat, they left it up to a little woman - Beatrice Finkelstein, chief Food Technology Section, Wright Patterson Air Force Base.” A four-column wide article on Finkelstein in the October 31, 1961 issue of the *St. Louis Globe Democrat* describes her as a “small, capable woman with a matter-of-fact manner [who] with others are launching the era of exploration of the last frontier.”

**Para. 12** In addition, she appeared on television with some frequency, and this is significant considering that opportunities for airtime in that era were far more limited than they are today. Her most GAP) \_\_\_\_\_ appearance occurred on August 25, 1960, when Finkelstein showed herself to be clearly more intelligent than the other panellists on the nationally televised game show *What’s My Line?*

In this fashion, the public image of nutritionist Beatrice Finkelstein demonstrated that the agencies that ensured the success of NASA’s space flights were staffed by smart women as well as smart men. But this wasn’t just the invented effort of a slick public relations campaign. Her role in America’s success in conquering space in the technical field of space feeding served as an example of what women could do if they were given the chance. Her work in the early space program should act as an inspiration for future generations.



**Example: Which astronaut began NASA's space adventure?**

- a) Alan Shepard
- b) Virgil Grissom
- c) John Glenn
- d) Beatrice Finkelstein

**13. The concerns about how astronauts were going to stay alive:**

- a) were fully dealt with before 1958.
- b) were resolved in 1958 with the launch of *Explorer 1*.
- c) increased as flights became more frequent.
- d) were neglected and failed to get attention.

**14. What does the author suggest about the role of Beatrice in NASA's space programme ?**

- a) She took responsibility for the astronauts exercise regimes.
- b) Her role was important and needs greater recognition.
- c) Many women played a greater role than her in the programme.
- d) Although interesting, her work had no real influence.

**15. The name 'Bea's Diner' was used primarily to:**

- a) help astronauts find the correct dining room.
- b) highlight Beatrice's contribution to the programme.
- c) engage wider society with part of the programme.
- d) attract interest in franchising the business .

**16. In paragraph 5, the best word to complete the gap is:**

- a) resided
- b) misplaced
- c) settled
- d) situated

**17. Which best describes Bea's relationship to the astronauts?**

- a) It went beyond what was formally expected of her.
- b) It was distant and she had little or no contact with them.
- c) They were friends but she was not allowed to talk to them pre-flight.
- d) She confined herself only to her official role as nutritionist.



**18. In paragraph 7, the best word to complete the gap is:**

- a) conforming
- b) explaining
- c) agreeing
- d) deciding

**19. The food the astronauts were given was:**

- a) actually very tasty but nutritionally poor.
- b) good in terms of nutrition but it had an appalling taste.
- c) high in quality in both taste and nutritional value.
- d) nutritionally satisfactory and reasonably tasty.

**20. The official U.S. Air Force's explanation of the food given to astronauts:**

- a) was designed to tempt the public to also purchase the product.
- b) deliberately emphasises the differences between space food and normal food.
- c) actually revealed how the efforts made in this area had fallen short.
- d) shows how the astronauts really enjoyed the food they were given.

**21. In paragraph 8, the best word to complete the gap is:**

- a) combined
- b) consented
- c) related
- d) shared

**22. Which of the following is true about the marketing of the programme?**

- a) Highlighting Beatrice's role was likely a priority for the authorities.
- b) Beatrice had to fight with the authorities for her role to be recognised.
- c) Some unwanted publicity resulted in damage to Beatrice's image.
- d) Evidence contradicts what Beatrice claimed occurred at the time.

**23. In paragraph 10, the best word to complete the gap is:**

- a) accomplished
- b) adept
- c) able
- d) incapable



**24. The article in the *Cincinnati Enquirer*:**

- a) suggests Beatrice had no real role in the space programme.
- b) shows how traditional gender division roles broke down.
- c) could be seen as patronising of Beatrice and her work.
- d) shows her contribution was greater than that of the engineers.

**25. In paragraph 12, the best word to complete the gap is:**

- a) surprising
- b) embarrassing
- c) reputable
- d) notable

**26. Which best describes the author's conclusion?**

- a) Beatrice Finklestein was really just good at public relations.
- b) NASA should have employed more women.
- c) Good public relations are better than actual achievements.
- d) Beatrice should be seen as a role-model for women.



## Reading Task 3

Part 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

The platypus is a semiaquatic, egg-laying mammal from Australia.

It is one of the five species of monotremes, the only mammals that lay eggs instead of giving birth to live young; they are all native to Australia. It senses prey by using electric currents to locate it. It is also one of the few species of venomous mammals, as the male platypus has a spur (a type of spike) on its back foot that delivers venom, which it uses for defence. The unusual appearance of this egg-laying, duck-billed, beaver-tailed, otter-footed mammal baffled European naturalists when they first encountered it, and the first biologists to examine a preserved platypus body (in 1799) judged it a fake, made of several animals sewn together.

The platypus is an important subject in the study of evolutionary biology, and an Australian icon. It is culturally significant to several Aboriginal peoples of Australia, who also used to hunt the animal for food. It has appeared as a GAP) \_\_\_\_\_ at national events, on an Australian coin and is seen as cute and cuddly.

Until the early 20th century, humans hunted the platypus for its fur. As of 2020, the platypus is a legally protected species, though they are not in any danger of extinction.

### Text B

The name 'anglerfish' derives from this species' method of catching its prey. Anglerfish typically have at least one long spine sprouting from the middle of their heads. This spine sticks out above the fish's eyes and ends in an irregular growth of flesh, called the *esca*. The spine can move in all directions, and an anglerfish moves the *esca* to make it resemble a small fish, which lures the anglerfish's prey close enough for it to eat them whole. Scientists thought the spine resembled a fishing rod, so they called it an anglerfish.

Some deep-sea anglerfish, which live in the parts of the sea that are very dark, also emit light from their *esca*, which attracts prey.

Anglerfish appear show a range of preferred prey. They consume both very large and very small fish. One study examining the stomach contents of anglerfish off the Pacific coast of Central America found these fish primarily ate crustaceans and shrimp.

For many humans, apart from the fishing rod that they have dangling in front of them, the main thing about anglerfish is that they are extremely ugly. You would not want to keep one in an aquarium to look at.



### Text C

Scientists in Japan recently discovered two species of sea slugs which can pop off their heads and regrow their entire bodies. This incredible GAP) \_\_\_\_\_ can be achieved in just a couple of weeks.

Most cases of animals replacing damaged or lost body parts occur when arms, legs or tails are lost to predators and must be regrown. But these sea slugs, which belong to a group called *sacoglossans*, can take it to the next level by growing an entirely new body from just their heads, which they seem to be able to detach from their original bodies on purpose. It is a way to survive attacks from predators by sacrificing their bodies and escaping. Because less than 10% of the oceans have been explored, the true number of these slugs are unknown.

Apparently, the slugs' heads can survive autonomously for weeks thanks in part to their unusual ability to photosynthesise like plants, which they hijack from the algae they eat. And if that's not strange enough, the original body can also go on living for days or even months without their heads. "We believe that this is the most extreme form of autonomy in nature," said a leading scientist. Further investigations revealed that another species of sacoglossan sea slug also undergoes this type of recovery and that certain individuals can pull off the trick more than once.

### Text D

Pangolins are truly bizarre creatures that look a bit like armoured anteaters. Amazingly, though, they are biologically closer to dogs, cats and even seals than they are to anteaters or armadillos, the mammals they most closely resemble.

Despite their strange looks, most people think pangolins are actually quite cute, with their beady eyes and big feet, and their habit of curling up into a ball when they're threatened! Pangolins eat ants, ants and more ants, hence their other name of 'the scaly anteater.' Because they have no teeth, pangolins pick up food with their sticky tongues, which can sometimes reach lengths greater than the animal's body.

A good place to go to try to spot pangolins is sub-Saharan Africa, where three different subspecies may be observed. Sadly many species of pangolin have become critically endangered in Africa as well as in Asia due to GAP) \_\_\_\_\_ illegal hunting and poaching for their meat and scales.

In 2016, a treaty of over 180 governments promised action to end all legal trade of pangolins and further protect the species from extinction. However, illegal trade of the species continues.



Which text .....

Text

**Example** describes a creature that is a mammal but lays eggs?

A

27. describes a creature that has remarkable regenerative abilities?

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28. describes an attempt at conservation that is not working?

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29. describes an animal that has become a national symbol?

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30. describes an animal that uses deception as a method of hunting?

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31. explains how the animal does not look like other species it is related to?

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32. does not mention a method of defence for the animal?

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33. talks about the creature that is most in danger of extinction?

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34. explains that scientists made a mistake?

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**Part B) Now answer the following questions. Choose the correct option, a, b, c, or d.**

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

- a) mascot
- b) delegate
- c) representative
- d) competitor

**36. In Text B, the underlined word 'lures' could be best replaced with:**

- a) attracts
- b) signals
- c) strikes
- d) conceals

**37. In Text C, the best word to fill the gap is:**

- a) ordeal
- b) remedy
- c) event
- d) feat



**38. In Text C, the underlined phrase 'take it to the next level' means:**

- a) further improve or develop something that is already successful.
- b) take time to develop something that is quite complicated.
- c) work on a project with less effort over time.
- d) hand something over to another party to complete.

**39. In Text C, the underlined phrase 'pull off' means:**

- a) remove from
- b) succeed at
- c) rescue someone
- d) leave out

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

- a) intensive
- b) defensive
- c) rigorous
- d) defective



Candidate Number

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Date of Birth

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D D M M Y Y Y Y

**2. Rewrite each sentence, beginning as shown, so that the meaning stays the same.**

1. People believed Professor Dan had invented the focaccia oven while visiting the rural areas in Umbria.  
Professor Dan was \_\_\_\_\_ while visiting the rural areas in Umbria.
2. I work for Hippo, but a few years ago I rejected an interesting offer from DBU because then they didn't pay enough.  
I think I would be working for DBU now, if \_\_\_\_\_ a few years ago.
3. I'm sure she's coming to the event on Monday!  
She must \_\_\_\_\_ !
4. The spectators at the game were never in any danger.  
At no time \_\_\_\_\_ .
5. Boris had never performed that act, however, he still went on with it.  
Not \_\_\_\_\_ .
6. Cats really like when you scratch their heads.  
Cats really like \_\_\_\_\_ .
7. The famous guitar player has been teaching my son.  
I \_\_\_\_\_ by the famous guitar player.
8. At least two thousand wolverines inhabit this inhospitable land.  
No \_\_\_\_\_ inhabit this inhospitable land.
9. He is so naïve. He lost all his money in a scam.  
If \_\_\_\_\_ all his money in a scam.
10. The day started really well when he heard that his wife had been promoted.  
The day got \_\_\_\_\_ start when he heard that his wife had been promoted.

**3. Choose the option which best completes each of the following sentences.**

11. He was \_\_\_\_\_ even to the charm, eloquence and beauty of Miss Marple.  
a) impertinent      b) impervious      c) impious      d) impeccable
12. Doctor Watson \_\_\_\_\_ to give a paper on world health issues.  
a) complied      b) accepted      c) consented      d) submitted
13. Because Professor Moriarty is \_\_\_\_\_, he is not so likely to regard you as a threat.  
a) self-confident      b) self-assertive      c) self-contained      d) self-conscious
14. He is as good at \_\_\_\_\_ others as he is at praising himself.  
a) flaying      b) flaunting      c) flabbergasting      d) flattering
15. Far-\_\_\_\_\_ actions have a very wide influence and effect a great number of things.  
a) fetched      b) stretching      c) sighted      d) reaching
16. Their \_\_\_\_\_ made them take a trip around the world.  
a) watchband      b) wanderlust      c) walloping      d) wastage
17. Sherlock and Watson had a blazing \_\_\_\_\_ last night.  
a) quarrel      b) debate      c) row      d) disagreement

18. The government should introduce measures aimed to put \_\_\_\_\_, or at least restrict, organised crime.

- a) up                      b) out                      c) off                      d) down

19. These days almost anything \_\_\_\_\_.

- a) does                      b) goes                      c) makes                      d) clings

20. A deluge is the same as a \_\_\_\_\_.

- a) downpour                      b) blizzard                      c) hailstorm                      d) meltdown

**4. Use the word given in CAPITALS to form a word that fits in the space.**

21. The Hippo Olympiad is an organisation \_\_\_\_\_ of government control, dedicated to promoting learning. **DEPEND**

22. Hippo has an active network of hundreds of coordinators across the length and \_\_\_\_\_ of our universe. **BROAD**

23. Since Hippo is not funded by the governments, it relies heavily on \_\_\_\_\_ of the public and participants. **GOOD**

24. Some people say that such a(n) \_\_\_\_\_ competition should be funded by governments. **VALUE**

25. The whole competition, however, would not be possible without the \_\_\_\_\_ of the teachers, parents and others involved. **SELF**

26. I strongly believe that it is too early to \_\_\_\_\_ blame. **PORTION**

27. Although we feel that the earth is stationary, in fact this is \_\_\_\_\_. **ILLUSION**

28. The school started only two weeks ago, yet my students are \_\_\_\_\_. **REST**

29. When confronted with a mass of red tape, many feel a sense of \_\_\_\_\_. **POWER**

30. The behaviour of students in the city centre last night \_\_\_\_\_ the kind of behaviour amongst young people that many object to. **EXAMPLE**



# IESOL L3/C2 READING ANSWER SHEET – HIPPO Semi-final Round 2021

## Reading Task 1

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

## Reading Task 2

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

## Reading Task 3

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

Hippo 2021 SF Round Writing Hippo S19 Key

1. believed to have invented focaccia oven while visiting rural areas in Umbria.
2. if they had paid more/ I hadn't rejected their offer a few years ago.
3. Be coming to the event on Monday.
4. Were the spectators at the game in any danger.
5. Having performed that act before, he still went on with it.
6. Having their heads scratched.
7. Have been having my son taught
8. Fewer than two thousand wolverines
9. He weren't so naïve, he wouldn't have lost
10. Off to a flying
11. B
12. C
13. A
14. D
15. D
16. B
17. C
18. D
19. B
20. A
21. Independent
22. Breadth
23. Goodwill
24. Invaluable
25. Selflessness
26. Apportion
27. Illusory
28. Restless
29. Powerlessness
30. Exemplified