

# HIPPO OLYMPIAD

## SAMPLE TESTS



**HIPPO WONDERLAND**

# FIRST ROUND



**HIPPO WONDERLAND**



HIPPO 2019



## IESOL Assessment Reading

RQF Level: Level 2

(CEFR Level: C1)

### Candidate Booklet – Reading

HIPPO SAMPLE

**The following details must be completed:**

|                          |                |       |       |
|--------------------------|----------------|-------|-------|
| Candidate Name:          | _____          |       |       |
| Candidate Date of Birth: | DD / MM / YYYY |       |       |
| Examination Date & Time: | DD / MM / YYYY | HH:MM | _____ |

#### 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.

**Time allowed:** 55 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.

### Should I get a dog?

In the last decade there has been a lot of **0)**\_\_\_\_\_ indicating that the average domestic dog can provide many benefits to one's mental and physical wellbeing. But we need to remember that dogs are not a miracle **1)**\_\_\_\_\_ for mental or physical illness. Owning a dog is beneficial and comforting only for those who love and **2)**\_\_\_\_\_ domestic animals. And just as **3)**\_\_\_\_\_, you need to have the time and money to keep a dog happy and healthy. If you're simply not a 'dog person,' or are **4)**\_\_\_\_\_ time or financial resources, dog ownership is not going to provide you with any health benefits.

Even if you love dogs, it's important to understand everything that **5)**\_\_\_\_\_ for a dog entails. Owning a dog is a commitment that will last the **6)**\_\_\_\_\_ of the animal. This is usually between ten and fifteen years. And at the end of that period, you'll have to go through the grief and mourning that comes with **7)**\_\_\_\_\_ a beloved companion.

Dog ownership has other drawbacks too. Firstly, dogs require time and attention. As any dog owner will tell you, there's nothing **8)**\_\_\_\_\_ to your mental health about coming home to a dog who has been locked up in the house on his own all day long. Dogs need daily exercise and mental **9)**\_\_\_\_\_. It helps them stay calm and well-balanced.

You also need to remember that owning a dog can get in the way of your social life. It is your job to **10)**\_\_\_\_\_ you can handle your dog appropriately. It's true that by training your dog, you'll be able to take him with you to visit friends, run errands, or sit outside a coffee shop, for example. But you won't be able to leave for a spur of the moment weekend away.

As many dog owners will testify, dogs can be destructive. Plus any dog can have an occasional accident at home. It **11)**\_\_\_\_\_ happens if he's sick or been left alone for too long. Also, some dogs have a tendency to chew shoes or destroy cushions. You can control this negative, destructive behaviour by providing your dog with training and exercise, but if the dog is left alone for long periods of time these **12)**\_\_\_\_\_ will be less effective.

- Example:** a) talk       b) research      c) hope      d) help
1. a) prescription      b) cure      c) diagnosis      d) surprise
2. a) accomplish      b) appreciate      c) approve      d) maintain
3. a) importantly      b) famously      c) trivially      d) formally
4. a) lacking in      b) rich in      c) open to      d) available to
5. a) passing      b) feeling      c) looking      d) caring
6. a) importance      b) value      c) lifetime      d) companionship
7. a) giving away      b) choosing      c) preparing      d) losing
8. a) beneficial      b) fun      c) comparable      d) significant
9. a) note      b) stimulation      c) picture      d) block
10. a) find out      b) make sure      c) promise      d) train
11. a) rarely      b) never      c) usually      d) surprisingly
12. a) method      b) behaviours      c) measures      d) tendencies

(12 marks)

## Reading Task 2

Read the text and answer the questions below. Circle the correct option, a, b, c, or d.

### Delhi's Air Pollution Leading to a Health Crisis.

Experts have long suggested a link between Delhi's toxic air and allergies and other serious medical conditions. But evidence from a recent car-free experiment collected by Professor Raj Kumar, a specialist from the University of Delhi, suggests that action to cut pollution might be effective. For a few hours last week, all private cars were banned from driving into the heart of old Delhi. This so called 'car free day' experiment was considered a success: scientists monitoring the air found a dramatic 60% drop in the amount of dangerous pollutants compared to the previous day.

PAR. 2

Professor Kumar claims that Delhi is the most polluted city in the world, with other doctors and scientists agreeing that the locals are facing a public health crisis because pollutants worsen health issues such as asthma or heart disease. Clinics have to open for double their normal working hours in order to \_\_\_\_\_ with demand. Even then, corridors are overrun with wheezing patients, queuing for oxygen masks to take respite breaths as they wait. It is the rapid development of the country in recent years that has led to India having 13 of the world's 20 most polluted cities. The World Health Organisation found that Delhi had an average of 153 micrograms of the smallest particles\*, known as PM2.5s, per cubic metre in its air. The international 'safe' level for these particles is only 6 micrograms per cubic metre.

PAR. 3

'Scientists have different opinions about what is the main cause of this pollution,' said Professor Kumar. He continued, 'There are over 8m vehicles on the roads already, with 1,400 new ones added every day. Most of these new vehicles burn diesel and have poor emissions standards, belching out clouds of the tiny PM2.5 particles that can be most harmful to health. \_\_\_\_\_ vehicles, there are an increasing number of diesel-burning electrical generators attached to modern apartment blocks in the capital. Farms and coal-burning factories around the region further worsen the air.'

PAR. 4

Health problems are happening now but the vehicle and factory emissions also contain greenhouse gases such as nitrous oxide, ozone and carbon dioxide. These will remain in the atmosphere for many decades and \_\_\_\_\_ future climate change across the planet. India's cities are facing the problems right now but the pollution (and its problems) is a warning about what many more developing nations will face in future.

PAR. 5

The Indian government says it is aware of the issue. Environment Minister Prakash Javadekar said he wants to fast-track the construction of a bypass that would enable around 50,000 polluting lorries to avoid driving into the city every day. And he wants the car companies to clean up their vehicles to the stricter standards in Europe. 'We want to migrate early but the auto industry is not ready,' said the Environment Minister. The car industry in India could produce vehicles which comply with the Euro-6 standard, he said, but they have been lagging behind. 'We will deal with this threat of air pollution and we will win the battle and we will see a marked difference in the next two years.'

Delhi did manage to clean up its air before. At the turn of the century, the local government moved polluting industries out of the city, shut down coal-burning power plants and forced public transport vehicles to move from diesel and petrol to cleaner alternatives. 'The air quality improved steadily until 2007', said Anumita Roychowdhury of the Centre for Science and Environment. 'But if you look at the data from 2009 onwards, you will find the levels are increasing again and have gone up so high that now what we are saying is that we have lost the gains of the action taken by the first generation.'

PAR. 7

For Professor Kumar, all Delhi citizens need to do their part in dealing with the pollution problem \_\_\_\_ increased industrialisation. Health professionals need to petition authorities to act and individuals must work out how to keep the city growing without just buying more cars.

*\*particle: (noun) - a minute portion, piece, fragment, or amount; a tiny or very small bit:  
a particle of dust.*

**Example: The article blames the health crisis in Delhi on:**

- a) polluted air.
- b) ineffective healthcare system.
- c) inadequate waste disposal.
- d) an experiment that went wrong.

**1. Which of the following statements best describes the outcome of the recent car free day?**

- a) It didn't work at all.
- b) It had some dramatic long term results.
- c) It produced promising scientific data.
- d) It should take place more regularly.

**2. In Paragraph 2, the best verb to complete the gap is:**

- a) make up
- b) keep up
- c) hold up
- d) take up

**3. In Paragraph 2, the underlined verb 'led to' can be best replaced with:**

- a) caused
- b) promoted
- c) shown
- d) resulted in

**4. The health service in Delhi:**

- a) has introduced new medical treatments specifically for asthmatics.
- b) struggles to cope with the number of patients.
- c) is considered to be the most inefficient in India.
- d) does not have the medical equipment to assist most patients.

**5. The World Health Organisation discovered the quality of the air in Delhi:**

- a) falls just below the international safety standards.
- b) is comparable with the majority of large cities.
- c) at times falls short of the international safety standards.
- d) drastically falls below the international safety standards.

6. In Paragraph 3, the best phrase to complete the gap is:

- a) In addition to
- b) In comparison to
- c) In opposition to
- d) In relation to

7. The air quality in Delhi:

- a) hasn't improved, despite a decrease in the number of factories.
- b) is blamed entirely on vehicle emissions.
- c) has resulted in more electrical generators being installed.
- d) is partly blamed on farms.

8. In Paragraph 4, the best verb to complete the gap is:

- a) date back to
- b) contribute to
- c) look up to
- d) report to

9. According to the author, the situation in Delhi now:

- a) will have an impact on the rest of the world.
- b) will ensure other cities do not make the same mistake.
- c) directly contradicts the scientific data available.
- d) is so bad it cannot be reversed.

10. In Paragraph 5, the underlined verb 'comply with' can be best replaced with:

- a) meet
- b) agree with
- c) request
- d) side with

11. The delay in the introduction of the new standards for the car industry is caused by:

- a) the government.
- b) the industry itself.
- c) new standards being too demanding.
- d) consumers.

**12. Anumita Roychowdhury believes that air pollution in Delhi is now:**

- a) at an acceptable level, but worsening.
- b) deteriorating again after a period of improvement.
- c) at about the same level as it was in 2007.
- d) quickly improving due to the improvement work already undertaken.

**13. In Paragraph 7, the best phrase to complete the gap is:**

- a) leading to
- b) affecting
- c) compared to
- d) resulting from

**14. Which statement best describes Professor Kumar's opinion?**

- a) Polluting industries should be moved out of the city.
- b) The responsibility for addressing the issues rests with everyone.
- c) The pollution crisis needs further international media coverage.
- d) Pollution cannot be avoided due to industrialisation.

(14 marks)

### Reading Task 3

A) Read the four texts and answer the questions below by indicating which text each question relates to: A, B, C, D, or None.

Please note that there are two questions which do not refer to any of the texts.

#### Text A – Spencer’s

This bar and restaurant at the former Spencer’s factory, in close vicinity of the city centre, is the product of heavy investment, and this newly refurbished space is now both a centre for contemporary art and a place to eat and drink. The interior of this distinctive red brick building is functional and stylish, cosy and welcoming. It offers a suitable option for a range of clientele; whether you’re treating your gran to lunch or just hanging out with friends, you won’t feel out of place. Plaques, flags and posters cover the walls and pay tribute to the building’s rich manufacturing heritage, making a visit to Spencer’s as nostalgic an experience as it is a modern one.

The inviting space reflects the building’s industrial heritage, and the food and selection of drinks on offer are sufficiently fashionable to entice trendy young professionals. Meals are served on homely earthenware; the couscous salad is warm and full of flavour – something the haddock and egg salad unfortunately lacks. Portions are a little ungenerous, but can be padded with snacks from the bar menu.

#### Text B – Café Moor

Found at the heart of the rough ‘n’ ready Kirkgate Market, Café Moor is not exactly embedded in glamorous surroundings. However, with its exotic eastern and North African cooking, amazingly cheap snacks and meals, and the freshness of everything served, it’s the sort of place where you’ll impress your dining companion with your knowledge of off-the-beaten-track and pocket-friendly cuisine.

Approaching the tiny, covered eatery is like stepping into a miniature version of a Moroccan souk, with all the energy, fantastic smells and vibrancy of the food on offer. The serving counter holds huge bowls of hummus sprinkled with paprika, as well as dolma, or stuffed vine leaves, dishes of salad and huge bunches of mint to make the free mint tea offered with any meal or sandwich. Olives, roasted vegetables, flatbreads and spices seem to fill every available space, ready to be whipped up into a tasty treat by the lightning-fast and cheerful staff.

### Text C –The Arch Café

This light and airy café is adjacent to St John’s Church and works with some of the region’s best local and independent \_\_\_\_\_ to serve seasonal and responsibly sourced food and drink. Not so quiet at the weekend when its tables fill quickly for lunch, Arch offers a welcome and peaceful break from similarly sized chain eateries. This is mostly due to its slightly concealed location and solid ethical business model. Those concerned about food miles can rest assured the café sources its meat, eggs, bread and mayo locally.

The countertop is laden with huge homemade cakes which go perfectly with tea or coffee, but more substantial lunches can consist of freshly made flans and tarts, a toasted ciabatta, a warming portion of soup or a crunchy green salad – all prepared in the small kitchen and priced at an average of £5. Cream tea will set you back just £3.50 (or £6.50 for two), and a full-blown afternoon tea costs a reasonable £8.95 (£16.95 for two). You’ll wonder why you hadn’t stumbled upon it sooner.

### Text D – NOM

Serving authentic and tasty Vietnamese street food, Nom is a safe bet for those who are on the hunt for a more exciting lunch than the usual soup or sandwich that’s not too heavy on the wallet. The café is light and bright with pictures of street food being sold in Vietnam, as a reminder of where the food originates. Nom’s owners – a husband and wife team – are passionate about the filling and flavoursome dishes they serve. Customers can choose from table seating, or watch the world go by from the counter, while takeaway service is also available for those in a rush.

The banh mi sandwiches (starting at £3.95) are very good, and feature a locally made baguette that’s crisp on the outside yet soft inside, packed with a choice of delicious fillings – either chicken, grilled fish, barbecue pork, duck or mushroom. Additional condiments such as coriander and chilli help to bring the food to life, and come as standard. The menu also features summer rolls, pho (Vietnamese noodle soup) and noodle salads, all of which are freshly made. Vegetarians or those with gluten intolerances will also find themselves well catered for.

**Which text does the following?**

**Text**

**Example:** Describes a venue which cost a lot to set up?

A

- |    |   |       |
|----|---|-------|
| 1. | Includes no information about the venue’s location.       | _____ |
| 2. | Describes a venue whose décor is inspired by its history. | _____ |
| 3. | Describes a venue offering surprisingly good value food.  | _____ |
| 4. | Recommends the venue for children.                        | _____ |
| 5. | Criticises some of the food served at the venue.          | _____ |
| 6. | Describes a venue not suitable for vegetarians.           | _____ |
| 7. | States that the venue resembles another place.            | _____ |
| 8. | Describes a business aware of its environmental impact.   | _____ |

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

**9. In Text A, the underlined verb ‘reflects’ can be best replaced with:**

- a) thinks
- b) considers
- c) shows
- d) shines

**10. In Text B, the underlined phrase ‘off the beaten track’ means the same as:**

- a) open to everyone
- b) high quality
- c) not easily found
- d) popular among travellers

**11. In Text C, the best word to complete the gap is:**

- a) shoppers
- b) suppliers
- c) clients
- d) staff

12. In Text C, the underlined phrase 'stumble upon something' means the same as:

- a) come across something
- b) start looking for something
- c) trip over something
- d) be amazed by something

13. In Text D, the underlined phrase 'a safe bet' means the same as:

- a) a choice you will not regret
- b) an amount of money to gamble
- c) a random guess
- d) an unreasonable decision

14. In Text D, the underlined phrase 'packed with' means the same as:

- a) wrapped in
- b) available with
- c) offered with
- d) full of

(14 marks)

END OF READING ASSESSMENT

## IESOL L2/C1 LISTENING AND READING ANSWER SHEET – HIPPO SAMPLE

### Task 1

| Question | LISTENING | READING |
|----------|-----------|---------|
| 1.       | C         | B       |
| 2.       | B         | B       |
| 3.       | A         | A       |
| 4.       | A         | A       |
| 5.       | D         | D       |
| 6.       | A         | C       |
| 7.       |           | D       |
| 8.       |           | A       |
| 9.       |           | B       |
| 10.      |           | B       |
| 11.      |           | C       |
| 12.      |           | C       |

|            |             |
|------------|-------------|
| Total: / 6 | Total: / 12 |
|------------|-------------|

### Task 2

| Question | LISTENING | READING |
|----------|-----------|---------|
| 1.       | A         | C       |
| 2.       | C         | B       |
| 3.       | A         | D       |
| 4.       | C         | B       |
| 5.       | B         | D       |
| 6.       | A         | A       |
| 7.       | A         | D       |
| 8.       | B         | B       |
| 9.       |           | A       |
| 10.      |           | A       |
| 11.      |           | B       |
| 12.      |           | B       |
| 13.      |           | D       |
| 14.      |           | B       |

|            |             |
|------------|-------------|
| Total: / 8 | Total: / 14 |
|------------|-------------|



### Task 3

| Question | LISTENING | READING |
|----------|-----------|---------|
| 1.       | 3         | D       |
| 2.       | 4         | A       |
| 3.       | 2         | B       |
| 4.       | 4         | None    |
| 5.       | 1         | A       |
| 6.       | 1         | None    |
| 7.       | 4         | B       |
| 8.       | 3         | C       |
| 9.       |           | C       |
| 10.      |           | C       |
| 11.      |           | B       |
| 12.      |           | A       |
| 13.      |           | A       |
| 14.      |           | D       |

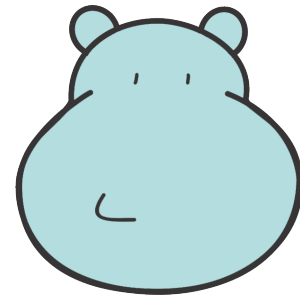
|                 |             |
|-----------------|-------------|
| Task Total: / 8 | Total: / 14 |
|-----------------|-------------|

# HIPPO 2020

Preliminary Round

HIPPO S2 Use of English Test

Time allowed: 30 minutes



*Candidate Number*

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

*Date of Birth*

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |
| D | D | M | M | Y | Y | Y | Y |

## 1. Choose a, b or c to complete the sentences.

63. \_\_\_\_\_ Sam's bravery, we would have been mugged.  
a) If it weren't                                      b) If it had not been                                      c) But for
64. \_\_\_\_\_ House of Commons is \_\_\_\_\_ lower house of \_\_\_\_\_ Parliament.  
a) The / the / -                                      b) The / a / the                                      c) The / the / the
65. Not until it got light \_\_\_\_\_ the full extent of the damage.  
a) we saw                                      b) did we see                                      c) we didn't see
66. The brothers \_\_\_\_\_ enormous problems when trying to open their restaurant.  
a) came up against                                      b) came up with                                      c) fought
67. This was mainly because they hadn't \_\_\_\_\_ the health and safety implications.  
a) thought through                                      b) thought up                                      c) thought over
68. General \_\_\_\_\_ the hill and controlled the valley below him.  
a) climbed                                      b) mastered                                      c) looked upon
69. The only problem in his career was that he was \_\_\_\_\_ to injuries.  
a) prone                                      b) inclined                                      c) at risk
70. When he was in the army, he learned to \_\_\_\_\_ his clothes.  
a) fix                                      b) alter                                      c) change
71. We have to \_\_\_\_\_ over this problem if we want to succeed.  
a) ponder                                      b) mull                                      c) contemplate







## 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









# NATIONAL FINALS



**HIPPO WONDERLAND**



## IESOL Assessment Reading

RQF Level: Level 3

(CEFR Level: C2)

### Candidate Booklet – Reading

HIPPO SAMPLE

**The following details must be completed:**

|                          |                |       |       |
|--------------------------|----------------|-------|-------|
| Candidate Name:          | _____          |       |       |
| Candidate Date of Birth: | DD / MM / YYYY |       |       |
| Examination Date & Time: | DD / MM / YYYY | HH:MM | _____ |

#### 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.

**Time allowed:** 55 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.

### Fear of wrong social priorities

I am a scientist. I design and construct robots. Being a **0)** \_\_\_\_\_, though, doesn't absolve me of my humanity. I **1)** \_\_\_\_\_, at some level, reconnect with my hopes and fears. As a moral and political being, I have to consider the potential **2)** \_\_\_\_\_ of my work and its potential effects on society.

As researchers, and as a society, we have not yet come up with a clear idea of what we want robots to do or become. In part, of course, this is because we don't yet know what they are **3)** \_\_\_\_\_ of. But we do need to decide what the desired **4)** \_\_\_\_\_ of advanced robotics is.

One big area people are paying attention to is **5)** \_\_\_\_\_. Robots are already doing physical work like welding car parts together. One day soon they may also do cognitive tasks we **6)** \_\_\_\_\_ thought were uniquely human. Self-driving cars could replace taxi drivers; self-flying planes could replace pilots. **7)** \_\_\_\_\_ getting medical aid in an emergency room staffed by potentially overtired doctors, patients could get an examination and diagnosis from an expert system with instant access to all the **8)** \_\_\_\_\_ knowledge ever collected – and get surgery performed by a tireless robot with a perfectly steady "hand." Legal advice could come from an all-knowing legal **9)** \_\_\_\_\_; investment advice could come from a market-prediction system.

Perhaps one day, all human jobs will be done by machines. Even my own job could be done faster, by a large number of machines tirelessly **10)** \_\_\_\_\_ how to make even smarter machines.

In our current society, automation pushes people out of jobs, making the people who own the **11)** \_\_\_\_\_ richer and everyone else poorer. That is not a scientific issue; it is a political and socio-economic problem that we as a society must solve. My research will not change that, though my political self – together with the rest of humanity – may be able to create circumstances in which robots become broadly beneficial instead of increasing the **12)** \_\_\_\_\_ between the one percent and the rest of us.

- Example:** a) scientist      b) person      c) robot      d) constructor
1.      a) must      b) may      c) shouldn't      d) cannot
2.      a) reasons      b) implications      c) examples      d) influences
3.      a) aware      b) short      c) fond      d) capable
4.      a) profit      b) cost      c) cause      d) outcome
5.      a) employment      b) finance      c) health      d) family
6.      a) never      b) then      c) once      d) correctly
7.      a) Despite      b) Instead of      c) As a result of      d) In addition to
8.      a) sudden      b) abrupt      c) instant      d) prompt
9.      a) person      b) job      c) form      d) database
10.      a) supervising      b) researching      c) improving      d) teaching
11.      a) properties      b) machines      c) land      d) data
12.      a) discrepancy      b) number      c) status      d) benefits

(12 marks)

## Reading Task 2

Read the text and answer the questions below. Circle the correct option, a, b, c, or d.

### The Cities of the 21<sup>st</sup> Century

PAR. 1

We must first remember that all cities were car-free little more than a century ago. Not all cities responded to the advent of automobiles with the same enthusiasm as the cities of the United States. In fact, some cities never did adopt the car. Venice was unwilling to destroy itself in order to build streets wide enough for cars, and \_\_\_\_\_ has never had them except in a sliver near the mainland. The same situation exists in the Medina of Fez, Morocco, and several other North African cities. These districts are usually the most vibrant parts of their cities.

PAR. 2

Cars were never necessary in cities, and in many respects they worked against the fundamental purpose of cities: to bring many people together in a space where social, cultural and economic synergies could develop. Because cars require so much space for movement and parking, they work \_\_\_\_\_ this objective — they cause cities to expand in order to provide the land cars need. Removing cars from cities would help to improve the quality of urban life.

PAR. 3

Transport modes have always exerted a strong influence on the basic arrangement of cities. The current form began to emerge in the 15th century, when the advent of horse-drawn carriages led to a demand for wide, straight streets. This requirement was adopted by Renaissance planners in most of Europe, and most urban plans of the past 500 years have straight streets that are relatively wide and corners that accommodate turning carriages. In many ways, this change was a harbinger of the automobile.

PAR. 5

Transport, however, is not the only important use of streets. Streets are also our most important public social spaces. Most cities in Europe now acknowledge the terrible damage cars have done to this aspect, which is why cities all across Europe are discouraging car use in favour of walking, cycling and public transport. This is most clearly illustrated in Oslo, the first European capital to announce that its city centre will soon be made car-free in order to reduce carbon emissions and improve air quality, as well as to improve conditions for pedestrians and cyclists.

Battery-powered and driverless cars do not affect this situation to any great degree. They still demand too much street space for their movement and use too much energy. The movement of significant numbers of cars through the streets will always damage streets' social use, \_\_\_\_\_ how quiet and safe the cars may be. Only when people can stop in the middle of the street to talk without fearing what may be bearing down on them will we have fully restored the social function of streets.

## PAR. 7

Good public transport coupled with safe, pleasant walking and cycling can easily meet the need for movement within our cities. It is true that buses and trams do intrude on the main streets to an appreciable degree, but many streets will be entirely free of this annoyance. In the ideal case, public transport systems are constructed underground. Ideally, transport systems should never be elevated, because of the ugliness, intrusion and noise caused. This will not be practical in many existing cities because of the cost, and some burden of street traffic will have to be endured.

A more serious objection to the car-free city is the movement of freight. When building a city, it is a simple matter to arrange delivery of shipping containers to the places they are needed without impinging on streets. In existing cities, freight delivery systems will have to be arranged on \_\_\_\_\_ basis. For example, Amsterdam could, with little difficulty, deliver freight using its canal network, and cities that adopt trams for passenger services can use the same infrastructure to deliver freight at night.

Removing vehicles from our streets would make urban life cheaper, safer, quieter and more pleasant. Repurposed parking spaces and, in some cases, travel lanes would provide ample land for walking and cycling, plus any essential street-running public services, such as light rail, trash collection and emergency services. The surplus land can be devoted to public purposes — imagine Manhattan with sidewalks 15 feet wider and room for sidewalk cafes.

Governments should welcome the change. The cost of supporting car traffic far exceeds the revenues generated by user fees. In Europe, it is the densest places that are first made car-free, and the pedestrian traffic generated by these places is the heaviest in the city. Stores and restaurants thrive in these areas.

I believe that the social benefits alone entirely justify the change. Imagine a busy city that is calm, quiet and beautiful. Venice, which comes closest to meeting this test, is visited by 20 million people a year, the most of any Italian city. Other car-free areas are immensely popular with residents and tourists alike. Shopkeepers have often opposed these changes, only to discover that their business improved once cars were gone.

It is true that a certain degree of convenience must be sacrificed for this change. However, the benefits are large, and we can expect significant improvements in public health as people return to more active modes of transport. The noise reduction alone is a significant public health benefit.

The car century was a seductive mistake. It's time to move on.

**Example: According to the article, cities in the United States:**

- a) have always welcomed cars.
- b) welcomed cars more than some other cities.
- c) only welcomed particular brands of cars.
- d) were reluctant to allow cars.

**1. In Paragraph 1, the best word to complete the gap is:**

- a) furthermore
- b) therefore
- c) nevertheless
- d) otherwise

**2. The presence of cars in cities:**

- a) helps to bring people together.
- b) supports the fundamental idea of city living.
- c) is a nuisance due to limited parking.
- d) causes cities to grow.

**3. In Paragraph 2, the best word to complete the gap is:**

- a) off
- b) around
- c) towards
- d) against

**4. In Paragraph 3, the underlined word 'accommodate' means:**

- a) to provide lodging for
- b) to provide sufficient space for
- c) to fit in with the wishes of
- d) to adapt to

**5. In Paragraph 3, the underlined word 'harbinger' means:**

- a) something that precedes the appearance of another
- b) something that serves as criticism
- c) something that happens unexpectedly
- d) something that is necessary

**6. According to the text, many European cities:**

- a) are considering taking measures to reduce the number of cars.
- b) have already taken action to limit the number of cars.
- c) are reluctant to discourage the use of cars.
- d) have expressed a commitment to following in Oslo's footsteps.

**7. Introducing battery-powered cars would:**

- a) be a welcome and suitable solution.
- b) be prohibitively expensive.
- c) not improve the safety of the pedestrians.
- d) meet energy efficiency standards.

**8. In Paragraph 5, the best phrase to complete the gap is:**

- a) compared to
- b) as exemplified by
- c) regardless of
- d) in spite of

**9. Relying exclusively on public transport, walking and cycling:**

- a) is only possible if public transport can be arranged underground.
- b) is not at all practicable in many cities.
- c) should meet the transportation demands of modern cities.
- d) has historically been objected to by many car owners.

**10. According to the text, the problem of movement of freight in a car free city:**

- a) has already been addressed in Amsterdam.
- b) presents a problem no one knows how to address.
- c) can only be addressed in newly built cities.
- d) is an important consideration in this discussion.

**11. According to the author, the proposed change:**

- a) is likely to be opposed by car users.
- b) might encounter some opposition from tourists.
- c) is unlikely to work to the government's advantage.
- d) will present multiple benefits to the general public.

**12. In Paragraph 7, the best phrase to complete the gap is:**

- a) a case-by-case
- b) irregular
- c) first name
- d) first come, first served

**13. In terms of finances, banning cars:**

- a) will generate additional costs for the government.
- b) can only be supported if additional fees are introduced.
- c) will generate additional revenues for the government.
- d) should benefit both government and local businesses.

**14. The author's main reason for writing the article is to:**

- a) promote a vision of how cities could operate without cars.
- b) present the history of how cars influenced urban development.
- c) encourage car owners to reduce the use of their vehicles.
- d) criticise the government for not implementing car-free policies.

(14 marks)

### Reading Task 3

A) Read the four texts and answer the questions below by indicating which text each question relates to: A, B, C, D, or None.

Please note that there are two questions which do not refer to any of the texts.

#### Text A

Back in 1945, the USSR discovered oil just off the coast of Azerbaijan. The problem was that, at the time, no one had ever built an offshore oil rig before, so if they wanted to tap that ocean-bottom booty, they had to figure out how to do it from scratch. Not to be deterred by minor considerations such as reason, the USSR went ahead and built a massive multiplatform oil rig right out there in the middle of the ocean. When even more oil was discovered right next door, they \_\_\_\_\_ a new platform; instead, they just retired a boat, bolted it to the existing platform and started working on it. The Russians continued in this fashion until they wound up with Oily Rocks, a giant city of oil workers, with over 120 miles worth of road built into the middle of the Caspian Sea.

#### Text B

Miyake-jima is a small island off the coast of Japan untouched by tourists, \_\_\_\_\_ it's only a few miles away from one of the densest populations in the world. But that's probably only because the whole thing is nature's chemical weapons factory.

Miyake-jima is located at the base of an active volcano, but their chief concern isn't explosions, or lava, but the sulfuric gas that frequently reaches lethal levels. And yes, people still live there full time, even during those times when you can't breathe the air. It's imperative that all citizens carry a gas mask with them at all times, since at any time, sirens may set off all across the island indicating fatal gas concentrations.

So why do people still live there? For science! Or, more accurately, for the money that science pays them! The Japanese government gives each resident a yearly paycheck just for existing where they shouldn't exist, in order to test the effects of constant sulfuric gas exposure on a stable population.

**Text C**

Who needs to visit rural England? Now the Chinese can get a feel of the British countryside in their backyard. Thames Town is an abandoned city in China, located about twenty miles outside of Shanghai. The city is an almost identical replication of the real thing in England. The town is even complete with English culture, such as a pub where you can order classic meals. However, Thames Town is almost completely deserted, yet regular visitors, such as newlyweds, often get wedding photos taken there. It could be the strange vibe of cookie-cutter houses and perfect cobblestone streets. The town was built at a total cost of five billion yuan and was completed in 2006. It was meant to help decrease the population in nearby Shanghai, but Thames Town boasts a population of about zero. Despite \_\_\_\_\_ success, a similar town is being constructed near Beijing.

**Text D**

You may have heard of dumpster diving – rifling through other people’s rubbish in order to find some treasure. Yet, in Egypt, there is a Garbage City. Nestled in a pocket of Cairo, Manishiyat Naser is a city that flourishes on the profits made from rubbish. Residents here go through the garbage cans of Cairo’s citizens and use it to build an economy. In Garbage City there is tons of rubbish, but no amenities. Plumbing, electricity, and a sewage system are nowhere to be \_\_\_\_\_. Despite the poverty and lack of modern appliances, the people of Garbage City have a system of collecting rubbish. Some focus on plastic, others on paper, metal, etc. A glimmer of hope: seven beautiful churches that resemble caves serve as a monastery and a school.

**Which text...**

**Text**

**Example:** describes a type of experiment on human guinea pigs?

B

- |    |   |       |
|----|---|-------|
| 1. | describes an initiative that did not succeed in line with the original plans?       | _____ |
| 2. | describes people deprived of facilities the modern western world takes for granted? | _____ |
| 3. | states that the undertaking described had never been attempted before?              | _____ |
| 4. | describes citizens who are both impoverished and resourceful?                       | _____ |
| 5. | describes a location sometimes visited by tourists?                                 | _____ |
| 6. | describes a city deserted as a result of ecological disaster?                       | _____ |
| 7. | shows that people value their health more than money?                               | _____ |
| 8. | illustrates that people don't always learn from previous mistakes?                  | _____ |

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

**9. In Text A, the underlined expression 'from scratch' means:**

- a) from the beginning
- b) with a lot of difficulty
- c) effortlessly
- d) in a short period of time

**10. In Text A, the best expression to complete the gap is:**

- a) went to the bother of
- b) were hot and bothered with
- c) bothered everyone with
- d) didn't even bother with

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

- a) since
- b) despite the fact that

- c) whereas
- d) on the contrary

**12. In Text C, the underlined phrase 'in their backyard' means:**

- a) in their back gardens
- b) in the area they live in
- c) in the area they are interested in
- d) in a situation they are responsible for

**13. In Text C, the best phrase to complete the gap is:**

- a) its scale of
- b) its lack of
- c) its sense of
- d) its hopes of

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

- a) located
- b) identified
- c) searched
- d) found

(14 marks)

**END OF READING ASSESSMENT**

## IESOL L3/C2 READING ANSWER SHEET – HIPPO Sample

### Reading Task 1

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

Total: / 12

### Reading Task 2

| Question | Answer |
|----------|--------|
| 1.       | D      |
| 2.       | B      |
| 3.       | C      |
| 4.       | C      |
| 5.       | D      |
| 6.       | D      |
| 7.       | C      |
| 8.       | A      |
| 9.       | B      |
| 10.      | D      |
| 11.      | B      |
| 12.      | A      |
| 13.      | C      |
| 14.      | A      |

Total: / 14

### Reading Task 3

| Question | Answer |
|----------|--------|
| 1.       | C      |
| 2.       | D      |
| 3.       | A      |
| 4.       | D      |
| 5.       | C      |
| 6.       | None   |
| 7.       | None   |
| 8.       | C      |
| 9.       | D      |
| 10.      | A      |
| 11.      | B      |
| 12.      | B      |
| 13.      | B      |
| 14.      | D      |

Total: / 14



2. Complete the second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and eight words in each gap.

1. Thomas never pays much attention to what his mother says. **NOTICE**

Thomas doesn't \_\_\_\_\_ what his mother says.

2. But for the sea temperatures being unusually high, they would never have survived. **WOULD**

If it hadn't been for the \_\_\_\_\_ killed.

3. I'm afraid I believed his story completely! **TAKEN**

I regret to say that \_\_\_\_\_ his story.

4. It's very unlikely that we will promote Ruth this year. **CHANCE**

There is very little \_\_\_\_\_ this year.

5. I offered him the job but he refused it. **TURNED**

He \_\_\_\_\_ it down.

6. Giovanni's unwillingness to speak causes problems with English. **HAS**

Due to the fact that Giovanni is \_\_\_\_\_ with his English.

7. I don't mind at all if Susan records my lecture. **OBJECTION**

I have \_\_\_\_\_ my lecture.

8. I had just started the new job when I got flu. **CAME**

I \_\_\_\_\_ as I started the new job.

9. They tried very hard to finish the painting by the end of the day. **BEST**

They \_\_\_\_\_ the painting by the end of the day.

10. It would have been a total catastrophe for her to be made responsible. **PUT**

If she \_\_\_\_\_ there would have been very serious consequences.

3. For each question, fill the space in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

11. After the cup final, the team \_\_\_\_\_ bussed back to the hotel parading the cup as they went. **TRIUMPH**

12. If you want to be a professional \_\_\_\_\_ you have to practise every day. **PIANO**

13. I \_\_\_\_\_ wouldn't spend so much money on a hat but it just suits me perfectly.

**ORDINARY**

14. The singer gave an \_\_\_\_\_ performance and the audience gave him a standing ovation for more than five minutes. **ORDINARY**

15. Is this mark on my skirt \_\_\_\_\_, or not? I should be more careful drinking coffee!

**NOTICE**

16. Far from being a drunkard, my father is actually a perfect example of \_\_\_\_\_.

**SOBER**

17. Jiminez has a sprained knee and is very \_\_\_\_\_, for the finals. **DOUBT**

18. Given the small \_\_\_\_\_ of fire in this part of the building, one fire extinguisher should suffice. **LIKELY**

19. The \_\_\_\_\_ rate of company failures is having a disastrous effect on unemployment. **QUICK**

20. After the book club was \_\_\_\_\_, it became much more popular. **STRUCTURE**

4. For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

21. That film is supposed to \_\_\_\_\_ very interesting. Shall we go and see it?

22. How could you walk out of the shop \_\_\_\_\_ paying? That's stealing!

23. She learnt to speak French so well \_\_\_\_\_ going to Marseilles and living there for four years.

24. The doctor has not only stopped me from drinking milk but also other dairy products \_\_\_\_\_ as cheese and yoghurt.

25. My husband's wage alone isn't enough for us to get \_\_\_\_\_, so I work part-time in a local store.

26. The children were saved when they built a huge fire that could be \_\_\_\_\_ for many miles.

27. The final exam will be about the invention of the radio and the basic principles of \_\_\_\_\_ it works.

28. We chose that name for her more \_\_\_\_\_ its sound than anything else. I didn't know it was French.

29. \_\_\_\_\_ I see the book you are looking for, I'll get it.

30. You have to try and relax more Sheila. You're \_\_\_\_\_ stressed out that it is starting to affect your health.

## SPECIAL HIPPO 2 SF WRITING TEST SAMPLE KEY

### Exercise 2

1. Thomas doesn't **ever take much notice of** what his mother says.
2. If it hadn't been for the **unusually high sea temperatures, they would have been** killed.
3. I regret to say that I **was completely taken in by** his story.
4. There is very little **chance of Ruth being promoted** this year.
5. He **was offered the job but turned** it down
6. Due to the fact that Giovanni is **unwilling to speak, he has problems** with his English.
7. I have **no objection to Susan recording** my lecture.
8. I **came down with flu as soon** as I started the new job.
9. They **did their best to finish** the painting by the end of the day.
10. If she **had been put in charge**, there would have been very serious consequences.

### Exercise 3

11. triumphantly
12. pianist
13. ordinarily
14. extraordinary
15. noticeable
16. sobriety
17. doubtful
18. likelihood
19. quickening
20. restructured

### Exercise 4

21. be
22. without
23. by / after
24. such
25. by
26. seen
27. how
28. for
29. When
30. so



2. For each question, fill the space in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. The survey showed many young offenders had had difficult \_\_\_\_\_. **Bring**
2. Despite the striking similarities between the two paintings, the court decided the artist was not guilty of making a \_\_\_\_\_ copy. **Fraud**
3. You should dress \_\_\_\_\_ for the party. No tuxedo required! **Formal**
4. The stray dog spent his days following tourists hoping to \_\_\_\_\_ one of them. **Friend**
5. Severe \_\_\_\_\_ problems in the country's prisons persuaded the government to invest more money in its prison rebuilding programme. **Crowd**
6. The child's inability to hear his mother calling was blamed on a slight hearing disability which was eventually solved using a \_\_\_\_\_ new technique from Norway. **Revolution**
7. Put your things on that small \_\_\_\_\_ table over in the corner. **Wood**
8. The tunnel under the river is near \_\_\_\_\_ now and should be open before next summer. **Complete**
9. AC/DC stands for \_\_\_\_\_ current and direct current. **Alter**
10. Copper is an excellent \_\_\_\_\_ of electricity. **Conduct**

3. For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. Your exams are only two weeks away children! With this \_\_\_\_\_ mind, I have decided we can do a practice test today.
2. The Earth could be faced \_\_\_\_\_ serious climate problems unless governments worldwide take strong action.
3. I don't mind the cold so much, but in damp weather, I am prone \_\_\_\_\_ suffer painful joints, especially the wrists.
4. As the weather deteriorated, the mountain ranger stated that boys had \_\_\_\_\_ chance of survival overnight.
5. The two parents stood silently in the departure lounge. "Come on Meg, let's go home. If you wait here looking sad long \_\_\_\_\_, you'll see them return from their vacation!"
6. You have been looking so tired recently. I think you have taken \_\_\_\_\_ too much responsibility at your job.
7. We must face \_\_\_\_\_ to the fact that this school is failing the local community.
8. This photo is so blurry - I can't make \_\_\_\_\_ what it is. Is that a person on the left?
9. Don't \_\_\_\_\_ your mosquito bites or you'll make it worse.
10. I felt great when my teacher \_\_\_\_\_ me on the back and said "well done".

4. In this exercise, you need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You must use a minimum of THREE and a maximum of EIGHT words for each space. Contractions, which count as two words, should only be used for negatives: e.g. don't / hadn't / wouldn't, etc.

1. I could only afford that house because of the loan you gave me.

**lent**

Had \_\_\_\_\_ money, I wouldn't have been able to afford the house.

2. You don't have to come and see the new house if you don't wish.

**obligation**

You are \_\_\_\_\_ and see the new house if you don't wish.

3. You should have seen the boss as soon as you arrived. You knew he wanted to see you.

**supposed**

You \_\_\_\_\_ boss when you arrived.

4. She is already married and you knew! I wish you had told me.

**might**

You \_\_\_\_\_ she was married!

5. I went in to work for an hour even though I knew it was a holiday.

**not**

I need \_\_\_\_\_ in to work but I did anyway.

6. The headmaster will give a prize to the top student of the year.

**awarded**

The \_\_\_\_\_ a prize by the headmaster.

7. Police arrested Johnson because they think he was involved in the robbery.

**suspicion**

Johnson was detained \_\_\_\_\_ in the robbery.

8. You don't need to concern yourself with the new tax laws till October.

**effect**

The new tax laws \_\_\_\_\_.

9. It only took us a few days to get to Perugia.

**Matter**

We got to Perugia \_\_\_\_\_ days.

10. George didn't get the job because he was considerably less experienced than Hannah.

**Deal**

Hannah got the job because she had \_\_\_\_\_ than George.

## SPECIAL HIPPO 2 SF WRITING TEST SAMPLE KEY

### Exercise 2

1. upbringing
2. fraudulent
3. informally
4. befriend
5. crowdedness
6. revolutionary
7. wooden
8. completion
9. alternating
10. conductor

### Exercise 3

1. in
2. with
3. to
4. a
5. enough
6. on
7. up
8. out
9. scratch
10. patted

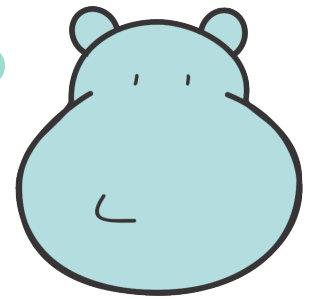
### Exercise 4

1. Hadn't **you lent me the money**, I wouldn't have been able to afford the house.
2. You are **under no obligation to come** and see the new house if you don't wish.
3. You **were supposed to see the** boss when you arrived.
4. You **might have told me** she was married!
5. I need **not have gone** into work but I did anyway.
6. The **top student of the year will be awarded** a prize by the headmaster.
7. Johnson was detained **on suspicion of being involved** in the robbery.
8. The new tax laws **will not come into effect till October**.
9. We got to Perugia **in a matter of** days.
10. Hannah got the job because she had **a great deal more experience** than George.

# HIPPO FINALS



HIPPO WONDERLAND



Candidate name and surname: \_\_\_\_\_

**Candidate Booklet – Hippo Test of English**

HIPPO S19 World Finals 2021

Time allowed: 30 minutes

**INSTRUCTIONS FOR CANDIDATES:**

- Do NOT turn over the page until instructed.
- This examination is made up of 30 questions.
- Answer all the questions.
- Use only black or blue PEN.
- Dictionaries are NOT allowed.

**1. Complete each of the groups of three words with a word that is similar in meaning. Choose from the following:**

- |             |            |           |          |          |
|-------------|------------|-----------|----------|----------|
| belligerent | cumbersome | frugal    | opulent  | slothful |
| clamorous   | destitute  | impetuous | paltry   | stingy   |
| copious     | discrepant | irate     | perilous | valiant  |
| coy         | fervent    | obese     | ravenous | willy    |

1. angry, furious, livid \_\_\_\_\_
2. aggressive, militant, hostile \_\_\_\_\_
3. bulky, clumsy, unwieldy \_\_\_\_\_
4. cunning, artful, sly \_\_\_\_\_
5. eager, keen, zealous \_\_\_\_\_
6. noisy, boisterous, vociferous \_\_\_\_\_
7. incongruous, incompatible, incoherent \_\_\_\_\_
8. broke, penniless, skint \_\_\_\_\_
9. shy, sheepish, bashful \_\_\_\_\_
10. unimportant, petty, trivial \_\_\_\_\_

**2. Replace the words in bold type in the following sentences with a single word. The first letter of the word is given.**

- My brother is **able to use both hands equally well**. a \_\_\_\_\_
- The meeting was **put off** until later in the week. a \_\_\_\_\_
- This month's sales figures have **gone beyond** our expectations. e \_\_\_\_\_
- The margin of error is **so small that it can be ignored**. n \_\_\_\_\_
- A great deal of** damage was caused by the earthquake. e \_\_\_\_\_

**3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You can use a maximum of FIVE words for each space.**

16. Mortgages are getting overly expensive these days. COSTS
- The \_\_\_\_\_ higher and higher these days.

17. Unemployment has risen drastically since the start of the crisis and the government is under pressure to find a solution. INCREASED

The government is under pressure due to \_\_\_\_\_ since the start of the crisis.

18. The secretary of the interior's resignation from the government was caused by the discovery of his domestic violence scandal. LED

The discovery of the secretary of the interior's role in the domestic violence scandal \_\_\_\_\_ the government.

19. Oh, you're here! I had no idea you were even considering attending! UNAWARE

I \_\_\_\_\_ fact that you were considering attending.

20. Just keep your nose out of it Bob, it has nothing to do with you. STAY

This has nothing to do with you so \_\_\_\_\_.

**4. Use the word given in capitals to form a word that fits in the gap in the same line.**

The more chemical controls are used, the more resistant insects and microbes become. According to Dr Robert Metcalf, professor of entomology at the University of Illinois, "Some strains of insects and microbes that have appeared are (21)\_\_\_\_\_ to nearly everything in our arsenal. The short-sighted and (22)\_\_\_\_\_ use of antibiotics has produced monster bugs. And it's getting worse. Pets are no quicker to develop resistance to new (23)\_\_\_\_\_ weapons. The earliest (24)\_\_\_\_\_ like DDT were highly (25)\_\_\_\_\_ for many years. The (26)\_\_\_\_\_ of the latest (27)\_\_\_\_\_ is often measured in months.

- RESIST
- RESPONSE
- CHEMISTRY
- INSECT
- EFFECT
- USE
- VARY

**5. Complete the missing parts of the words to complete the sentences.**

28. The on \_\_\_\_\_ of the disease is marked by a high temperature and a feeling of nausea.

29. The start of the tennis match had to be delayed for half hour because of a sudden down \_\_\_\_\_ .

30. The latest traffic news is that there is an eight-mile tail \_\_\_\_\_ on the M4.

## FINALS HIPPO S19 KEY

1. Irate
2. Belligerent
3. Cumbersome
4. Wily
5. Fervent
6. Clamorous
7. Discrepant
8. Destitute
9. Coy
10. Paltry
11. Ambidextrous
12. Adjourned
13. Exceeded
14. Negligible
15. Extensive
16. Mortgage costs are getting
17. increased unemployment
18. led to his resignation from
19. was unaware of the
20. stay out of it, Bob
21. resistant
22. irresponsible
23. chemical
24. insecticides
25. effective
26. usefulness
27. varieties
28. onset
29. downpour
30. tailback



## IESOL Assessment Reading

RQF Level: Level 3

(CEFR Level: C2)

## Candidate Booklet – Reading

HIPPO SAMPLE

**The following details must be completed:**

Candidate Name: \_\_\_\_\_

Candidate Date of Birth: \_\_\_\_\_

DD / MM / YYYY

Examination Date & Time: \_\_\_\_\_

DD / MM / YYYY

HH:MM

### 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.

**Time allowed:** 55 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.

### Fear of wrong social priorities

I am a scientist. I design and construct robots. Being a **0)** \_\_\_\_\_, though, doesn't absolve me of my humanity. I **1)** \_\_\_\_\_, at some level, reconnect with my hopes and fears. As a moral and political being, I have to consider the potential **2)** \_\_\_\_\_ of my work and its potential effects on society.

As researchers, and as a society, we have not yet come up with a clear idea of what we want robots to do or become. In part, of course, this is because we don't yet know what they are **3)** \_\_\_\_\_ of. But we do need to decide what the desired **4)** \_\_\_\_\_ of advanced robotics is.

One big area people are paying attention to is **5)** \_\_\_\_\_. Robots are already doing physical work like welding car parts together. One day soon they may also do cognitive tasks we **6)** \_\_\_\_\_ thought were uniquely human. Self-driving cars could replace taxi drivers; self-flying planes could replace pilots. **7)** \_\_\_\_\_ getting medical aid in an emergency room staffed by potentially overtired doctors, patients could get an examination and diagnosis from an expert system with instant access to all the **8)** \_\_\_\_\_ knowledge ever collected – and get surgery performed by a tireless robot with a perfectly steady "hand." Legal advice could come from an all-knowing legal **9)** \_\_\_\_\_; investment advice could come from a market-prediction system.

Perhaps one day, all human jobs will be done by machines. Even my own job could be done faster, by a large number of machines tirelessly **10)** \_\_\_\_\_ how to make even smarter machines.

In our current society, automation pushes people out of jobs, making the people who own the **11)** \_\_\_\_\_ richer and everyone else poorer. That is not a scientific issue; it is a political and socio-economic problem that we as a society must solve. My research will not change that, though my political self – together with the rest of humanity – may be able to create circumstances in which robots become broadly beneficial instead of increasing the **12)** \_\_\_\_\_ between the one percent and the rest of us.

- Example:** a) scientist      b) person      c) robot      d) constructor
1.      a) must      b) may      c) shouldn't      d) cannot
2.      a) reasons      b) implications      c) examples      d) influences
3.      a) aware      b) short      c) fond      d) capable
4.      a) profit      b) cost      c) cause      d) outcome
5.      a) employment      b) finance      c) health      d) family
6.      a) never      b) then      c) once      d) correctly
7.      a) Despite      b) Instead of      c) As a result of      d) In addition to
8.      a) sudden      b) abrupt      c) instant      d) prompt
9.      a) person      b) job      c) form      d) database
10.      a) supervising      b) researching      c) improving      d) teaching
11.      a) properties      b) machines      c) land      d) data
12.      a) discrepancy      b) number      c) status      d) benefits

(12 marks)

## Reading Task 2

Read the text and answer the questions below. Circle the correct option, a, b, c, or d.

### The Cities of the 21<sup>st</sup> Century

PAR. 1

We must first remember that all cities were car-free little more than a century ago. Not all cities responded to the advent of automobiles with the same enthusiasm as the cities of the United States. In fact, some cities never did adopt the car. Venice was unwilling to destroy itself in order to build streets wide enough for cars, and \_\_\_\_\_ has never had them except in a sliver near the mainland. The same situation exists in the Medina of Fez, Morocco, and several other North African cities. These districts are usually the most vibrant parts of their cities.

PAR. 2

Cars were never necessary in cities, and in many respects they worked against the fundamental purpose of cities: to bring many people together in a space where social, cultural and economic synergies could develop. Because cars require so much space for movement and parking, they work \_\_\_\_\_ this objective — they cause cities to expand in order to provide the land cars need. Removing cars from cities would help to improve the quality of urban life.

PAR. 3

Transport modes have always exerted a strong influence on the basic arrangement of cities. The current form began to emerge in the 15th century, when the advent of horse-drawn carriages led to a demand for wide, straight streets. This requirement was adopted by Renaissance planners in most of Europe, and most urban plans of the past 500 years have straight streets that are relatively wide and corners that accommodate turning carriages. In many ways, this change was a harbinger of the automobile.

PAR. 5

Transport, however, is not the only important use of streets. Streets are also our most important public social spaces. Most cities in Europe now acknowledge the terrible damage cars have done to this aspect, which is why cities all across Europe are discouraging car use in favour of walking, cycling and public transport. This is most clearly illustrated in Oslo, the first European capital to announce that its city centre will soon be made car-free in order to reduce carbon emissions and improve air quality, as well as to improve conditions for pedestrians and cyclists.

Battery-powered and driverless cars do not affect this situation to any great degree. They still demand too much street space for their movement and use too much energy. The movement of significant numbers of cars through the streets will always damage streets' social use, \_\_\_\_\_ how quiet and safe the cars may be. Only when people can stop in the middle of the street to talk without fearing what may be bearing down on them will we have fully restored the social function of streets.

## PAR. 7

Good public transport coupled with safe, pleasant walking and cycling can easily meet the need for movement within our cities. It is true that buses and trams do intrude on the main streets to an appreciable degree, but many streets will be entirely free of this annoyance. In the ideal case, public transport systems are constructed underground. Ideally, transport systems should never be elevated, because of the ugliness, intrusion and noise caused. This will not be practical in many existing cities because of the cost, and some burden of street traffic will have to be endured.

A more serious objection to the car-free city is the movement of freight. When building a city, it is a simple matter to arrange delivery of shipping containers to the places they are needed without impinging on streets. In existing cities, freight delivery systems will have to be arranged on \_\_\_\_\_ basis. For example, Amsterdam could, with little difficulty, deliver freight using its canal network, and cities that adopt trams for passenger services can use the same infrastructure to deliver freight at night.

Removing vehicles from our streets would make urban life cheaper, safer, quieter and more pleasant. Repurposed parking spaces and, in some cases, travel lanes would provide ample land for walking and cycling, plus any essential street-running public services, such as light rail, trash collection and emergency services. The surplus land can be devoted to public purposes — imagine Manhattan with sidewalks 15 feet wider and room for sidewalk cafes.

Governments should welcome the change. The cost of supporting car traffic far exceeds the revenues generated by user fees. In Europe, it is the densest places that are first made car-free, and the pedestrian traffic generated by these places is the heaviest in the city. Stores and restaurants thrive in these areas.

I believe that the social benefits alone entirely justify the change. Imagine a busy city that is calm, quiet and beautiful. Venice, which comes closest to meeting this test, is visited by 20 million people a year, the most of any Italian city. Other car-free areas are immensely popular with residents and tourists alike. Shopkeepers have often opposed these changes, only to discover that their business improved once cars were gone.

It is true that a certain degree of convenience must be sacrificed for this change. However, the benefits are large, and we can expect significant improvements in public health as people return to more active modes of transport. The noise reduction alone is a significant public health benefit.

The car century was a seductive mistake. It's time to move on.

**Example: According to the article, cities in the United States:**

- a) have always welcomed cars.
- b) welcomed cars more than some other cities.
- c) only welcomed particular brands of cars.
- d) were reluctant to allow cars.

**1. In Paragraph 1, the best word to complete the gap is:**

- a) furthermore
- b) therefore
- c) nevertheless
- d) otherwise

**2. The presence of cars in cities:**

- a) helps to bring people together.
- b) supports the fundamental idea of city living.
- c) is a nuisance due to limited parking.
- d) causes cities to grow.

**3. In Paragraph 2, the best word to complete the gap is:**

- a) off
- b) around
- c) towards
- d) against

**4. In Paragraph 3, the underlined word 'accommodate' means:**

- a) to provide lodging for
- b) to provide sufficient space for
- c) to fit in with the wishes of
- d) to adapt to

**5. In Paragraph 3, the underlined word 'harbinger' means:**

- a) something that precedes the appearance of another
- b) something that serves as criticism
- c) something that happens unexpectedly
- d) something that is necessary

**6. According to the text, many European cities:**

- a) are considering taking measures to reduce the number of cars.
- b) have already taken action to limit the number of cars.
- c) are reluctant to discourage the use of cars.
- d) have expressed a commitment to following in Oslo's footsteps.

**7. Introducing battery-powered cars would:**

- a) be a welcome and suitable solution.
- b) be prohibitively expensive.
- c) not improve the safety of the pedestrians.
- d) meet energy efficiency standards.

**8. In Paragraph 5, the best phrase to complete the gap is:**

- a) compared to
- b) as exemplified by
- c) regardless of
- d) in spite of

**9. Relying exclusively on public transport, walking and cycling:**

- a) is only possible if public transport can be arranged underground.
- b) is not at all practicable in many cities.
- c) should meet the transportation demands of modern cities.
- d) has historically been objected to by many car owners.

**10. According to the text, the problem of movement of freight in a car free city:**

- a) has already been addressed in Amsterdam.
- b) presents a problem no one knows how to address.
- c) can only be addressed in newly built cities.
- d) is an important consideration in this discussion.

**11. According to the author, the proposed change:**

- a) is likely to be opposed by car users.
- b) might encounter some opposition from tourists.
- c) is unlikely to work to the government's advantage.
- d) will present multiple benefits to the general public.

**12. In Paragraph 7, the best phrase to complete the gap is:**

- a) a case-by-case
- b) irregular
- c) first name
- d) first come, first served

**13. In terms of finances, banning cars:**

- a) will generate additional costs for the government.
- b) can only be supported if additional fees are introduced.
- c) will generate additional revenues for the government.
- d) should benefit both government and local businesses.

**14. The author's main reason for writing the article is to:**

- a) promote a vision of how cities could operate without cars.
- b) present the history of how cars influenced urban development.
- c) encourage car owners to reduce the use of their vehicles.
- d) criticise the government for not implementing car-free policies.

(14 marks)

### Reading Task 3

A) Read the four texts and answer the questions below by indicating which text each question relates to: A, B, C, D, or None.

Please note that there are two questions which do not refer to any of the texts.

#### Text A

Back in 1945, the USSR discovered oil just off the coast of Azerbaijan. The problem was that, at the time, no one had ever built an offshore oil rig before, so if they wanted to tap that ocean-bottom booty, they had to figure out how to do it from scratch. Not to be deterred by minor considerations such as reason, the USSR went ahead and built a massive multiplatform oil rig right out there in the middle of the ocean. When even more oil was discovered right next door, they \_\_\_\_\_ a new platform; instead, they just retired a boat, bolted it to the existing platform and started working on it. The Russians continued in this fashion until they wound up with Oily Rocks, a giant city of oil workers, with over 120 miles worth of road built into the middle of the Caspian Sea.

#### Text B

Miyake-jima is a small island off the coast of Japan untouched by tourists, \_\_\_\_\_ it's only a few miles away from one of the densest populations in the world. But that's probably only because the whole thing is nature's chemical weapons factory.

Miyake-jima is located at the base of an active volcano, but their chief concern isn't explosions, or lava, but the sulfuric gas that frequently reaches lethal levels. And yes, people still live there full time, even during those times when you can't breathe the air. It's imperative that all citizens carry a gas mask with them at all times, since at any time, sirens may set off all across the island indicating fatal gas concentrations.

So why do people still live there? For science! Or, more accurately, for the money that science pays them! The Japanese government gives each resident a yearly paycheck just for existing where they shouldn't exist, in order to test the effects of constant sulfuric gas exposure on a stable population.

**Text C**

Who needs to visit rural England? Now the Chinese can get a feel of the British countryside in their backyard. Thames Town is an abandoned city in China, located about twenty miles outside of Shanghai. The city is an almost identical replication of the real thing in England. The town is even complete with English culture, such as a pub where you can order classic meals. However, Thames Town is almost completely deserted, yet regular visitors, such as newlyweds, often get wedding photos taken there. It could be the strange vibe of cookie-cutter houses and perfect cobblestone streets. The town was built at a total cost of five billion yuan and was completed in 2006. It was meant to help decrease the population in nearby Shanghai, but Thames Town boasts a population of about zero. Despite \_\_\_\_\_ success, a similar town is being constructed near Beijing.

**Text D**

You may have heard of dumpster diving – rifling through other people’s rubbish in order to find some treasure. Yet, in Egypt, there is a Garbage City. Nestled in a pocket of Cairo, Manishiyat Naser is a city that flourishes on the profits made from rubbish. Residents here go through the garbage cans of Cairo’s citizens and use it to build an economy. In Garbage City there is tons of rubbish, but no amenities. Plumbing, electricity, and a sewage system are nowhere to be \_\_\_\_\_. Despite the poverty and lack of modern appliances, the people of Garbage City have a system of collecting rubbish. Some focus on plastic, others on paper, metal, etc. A glimmer of hope: seven beautiful churches that resemble caves serve as a monastery and a school.

**Which text...**

**Text**

**Example:** describes a type of experiment on human guinea pigs?

B

- |    |   |       |
|----|---|-------|
| 1. | describes an initiative that did not succeed in line with the original plans?       | _____ |
| 2. | describes people deprived of facilities the modern western world takes for granted? | _____ |
| 3. | states that the undertaking described had never been attempted before?              | _____ |
| 4. | describes citizens who are both impoverished and resourceful?                       | _____ |
| 5. | describes a location sometimes visited by tourists?                                 | _____ |
| 6. | describes a city deserted as a result of ecological disaster?                       | _____ |
| 7. | shows that people value their health more than money?                               | _____ |
| 8. | illustrates that people don't always learn from previous mistakes?                  | _____ |

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

**9. In Text A, the underlined expression 'from scratch' means:**

- a) from the beginning
- b) with a lot of difficulty
- c) effortlessly
- d) in a short period of time

**10. In Text A, the best expression to complete the gap is:**

- a) went to the bother of
- b) were hot and bothered with
- c) bothered everyone with
- d) didn't even bother with

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

- a) since
- b) despite the fact that

- c) whereas
- d) on the contrary

**12. In Text C, the underlined phrase 'in their backyard' means:**

- a) in their back gardens
- b) in the area they live in
- c) in the area they are interested in
- d) in a situation they are responsible for

**13. In Text C, the best phrase to complete the gap is:**

- a) its scale of
- b) its lack of
- c) its sense of
- d) its hopes of

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

- a) located
- b) identified
- c) searched
- d) found

(14 marks)

**END OF READING ASSESSMENT**

## IESOL L3/C2 READING ANSWER SHEET – HIPPO Sample

### Reading Task 1

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

Total: / 12

### Reading Task 2

| Question | Answer |
|----------|--------|
| 1.       | D      |
| 2.       | B      |
| 3.       | C      |
| 4.       | C      |
| 5.       | D      |
| 6.       | D      |
| 7.       | C      |
| 8.       | A      |
| 9.       | B      |
| 10.      | D      |
| 11.      | B      |
| 12.      | A      |
| 13.      | C      |
| 14.      | A      |

Total: / 14

### Reading Task 3

| Question | Answer |
|----------|--------|
| 1.       | C      |
| 2.       | D      |
| 3.       | A      |
| 4.       | D      |
| 5.       | C      |
| 6.       | None   |
| 7.       | None   |
| 8.       | C      |
| 9.       | D      |
| 10.      | A      |
| 11.      | B      |
| 12.      | B      |
| 13.      | B      |
| 14.      | D      |

Total: / 14



HIPPO 2019



## IESOL Assessment Writing

RQF Level: Level 3

(CEFR Level: C2)

### Candidate Booklet - Writing

HIPPO SAMPLE

**The following details must be completed:**

|                          |                |       |
|--------------------------|----------------|-------|
| Candidate Name:          | _____          |       |
| Candidate Date of Birth: | DD / MM / YYYY |       |
| Examination Date & Time: | DD / MM / YYYY | HH:MM |

#### INSTRUCTIONS FOR CANDIDATES:

- Do NOT turn over the page until instructed.
- This examination is made up of 2 TASKS.
- Answer both questions.
- Both tasks are weighted equally.
- Use only black or blue PEN

Time allowed: 90 minutes

Total marks available: 55

## Writing Task 1

Choose **ONE** of the following two topics: A or B

**A.** 'Advertising products to children should be banned.' Write an essay discussing this statement.

In your essay, remember to:

- write an introduction
- structure your writing in a logical way
- present arguments in support, including reasons and examples
- present arguments against, including reasons and examples
- write a clear conclusion

**B.** Write an article for a student magazine entitled 'The risks and benefits of combining part-time work with studies'.

In your article, remember to:

- choose a style appropriate to your audience
- structure your writing in a logical way
- use relevant information/explanation/persuasion
- include opinion and/or examples where appropriate
- write a clear conclusion

Which topic have you chosen: A or B? \_\_\_\_\_

You should spend approximately 45 minutes on this task.

Write a minimum of 240 words.

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Lined writing area consisting of 25 horizontal lines.

SAMPLE



## Writing Task 2

Choose ONE of the following two topics: A or B

**A.** Write a story describing a situation that really made you laugh.

Remember to:

- choose a style appropriate to the genre
- structure your writing in a logical way
- use information/explanation/persuasion to engage the reader
- include opinion and/or examples where appropriate
- write a clear conclusion

**B.** Write a blog entry about a change you made in your life that changed your life for the better.

Remember to:

- choose a style appropriate to the genre
- structure your writing in a logical way
- use information/explanation/persuasion to engage the reader
- include opinion and/or examples where appropriate
- write a clear conclusion

Which topic have you chosen: A or B? \_\_\_\_\_

You should spend approximately 45 minutes on this task.

Write a minimum of 240 words.

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HIPPO 2019



## IESOL Assessment Listening

RQF Level: Level 3

(CEFR Level: C2)

### Candidate Booklet – Listening

HIPPO SAMPLE

**The following details must be completed:**

|                          |                |       |
|--------------------------|----------------|-------|
| Candidate Name:          | _____          |       |
| Candidate Date of Birth: | DD / MM / YYYY |       |
| Examination Date & Time: | DD / MM / YYYY | HH:MM |

#### 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

**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.

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

**1. Which best describes why Steve started the conversation?**

- a) To state a position.
- b) To seek clarification.
- c) To ask for an opinion.
- d) To express frustration.

**2. According to Professor Johnson, teaching grammar:**

- a) may slow down students' progress.
- b) helps students with communication.
- c) should be mandatory.
- d) should be done by native speakers.

**3. Kathy:**

- a) is still influenced by her English language teacher.
- b) used to dislike her English language teacher.
- c) thinks that her English teacher did not know grammar.
- d) was never taught 'proper' grammar by her English teacher.

**4. Kathy says that making mistakes:**

- a) happens to professional people too.
- b) does not affect one's job prospects.
- c) interferes with communication.
- d) is common and should be accepted.

**5. In Steve's opinion, language students should:**

- a) focus on communication.
- b) only follow certain rules.
- c) play games to help communication.
- d) not speak unless they are 'right'.

6. The best summary of Steve's argument is that teachers:

- a) don't know how to teach grammar.
- b) should not bother teaching grammar.
- c) rely on grammar books too often.
- d) should use the prescriptive approach carefully.

(6 marks)

SAMPLE

## Listening Task 2

Listen to the recording and circle the correct option – a, b, c, or d.

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

**1. The speaker is:**

- a) a marine biology student.
- b) a marine biology researcher.
- c) a dolphin trainer.
- d) a reporter.

**2. The main aim of the study was to find out more about:**

- a) marine animals' ability to complete some tasks independently.
- b) how animals use communication to complete a given task.
- c) the ability of the animals to complete very complex tasks.
- d) whether previous training had been successful.

**3. The container was opened by:**

- a) six of the dolphins under study.
- b) two pairs of dolphins.
- c) just one pair of dolphins.
- d) none of the dolphins.

**4. A single dolphin could not complete the task because:**

- a) there wasn't enough time to work independently.
- b) the task was designed to be completed by two.
- c) it wasn't strong enough to lift the lid.
- d) it was distracted by the 'chatter' from other dolphins.

**5. Dolphins made more noise when:**

- a) working together.
- b) working on their own.
- c) they failed to open the canister.
- d) they solved the task.

**6. What are 'burst pulses'?**

- a) A type of audio recording devices.
- b) A type of noise made by birds.
- c) A type of noise made by dolphins.
- d) A term used to describe frequency of sound.

**7. The conclusion to the lecture is that:**

- a) new theories are needed.
- b) the research has confirmed existing theories.
- c) the research contradicted existing theories.
- d) the research was inconclusive.

**8. Further research will:**

- a) be started immediately.
- b) be funded by the government.
- c) focus on communication by other animals.
- d) continue to focus on the same area of science.

(8 marks)

### Listening Task 3

Listen to the recording and answer the questions below. There are 4 speakers.

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

You will hear the recording twice.

Which speaker...

- |                 |   |         |     |
|-----------------|---|---------|-----|
| <b>Example:</b> | is concerned about bullying?                            | Speaker | 1   |
| 1.              | thinks children do not mind wearing uniforms?           | Speaker | ___ |
| 2.              | describes own experience as a child?                    | Speaker | ___ |
| 3.              | believes uniform makes children behave better?          | Speaker | ___ |
| 4.              | teaches children to be humble?                          | Speaker | ___ |
| 5.              | presents an argument against a uniform?                 | Speaker | ___ |
| 6.              | diminishes the importance of the debate?                | Speaker | ___ |
| 7.              | uses sarcasm?   | Speaker | ___ |
| 8.              | considers uniform to form part of children's education? | Speaker | ___ |

(8 marks)

END OF LISTENING ASSESSMENT

## GA LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL LISTENING RECORDING TRANSCRIPTS

### Listening Task 1:

| SPEAKER | MALE / FEMALE | ACCENT           |
|---------|---------------|------------------|
| Steve   | Male          | Standard English |
| Kathy   | Female        | Standard English |

**Steve:** Wow that was an interesting lecture on grammar... So, what do you reckon about what the professor said?

**Kathy:** Well, I can't quite make my mind up here.... I can see what he means about the dangers of teaching grammatical rules, sort of, but don't people need to know them to learn how to speak a new language?

**S:** Well, yes, sure, I guess... But surely, if you consider language to be a living thing, which it is, why should you constrict its growth with rules and stipulations?

**K:** Well, I sort of agree with your point, but...I mean, the professor said that formally teaching the grammatical rules to language students actually impedes learning. But how else can you teach them how to form meaningful sentences correctly?

**S:** I know what you mean. We are native speakers, and we were taught prescriptive rules at school, remember?

**K:** Of course I do! All that 'I before E', avoiding double negatives, and split infinitives... I still think twice before I say 'between you and I', because my English teacher shouted at me each time I said 'you and me'... (laughter)

**S:** See, in this sense perhaps he's got a point – you are a native speaker, and you found the experience of learning grammar of your own language stressful. Imagine someone constantly correcting and criticising you when you are trying to learn another language. It could be quite demotivating. Or, like professor Johnson said 'it impedes language acquisition'...

**K:** Ok, maybe it was a little stressful, but we learnt, yeah? And now we can use the language properly.

**S:** So what do you mean by properly?

**K:** Well, correctly. Like an educated person (pause...) don't look at me like that, we both know that it's important. No one is going to give you a good job if your CV is full of spelling mistakes! Accuracy is important, it makes clear communication possible! Grammar mistakes undermine the professional image we want to project to prospective employers.... business partners...

**S:** Well, I am not exactly advocating mistakes, am I? ...Listen to this. What if I said to you: 'Do you like to get a coffee with me?'

**K:** I'd say I am dying for a cup of coffee! ... (laughter)

**S:** So am I, actually. But my point is, my question wasn't quite grammatically correct, but you still understood me, right?

**K:** I guess I did.

**S:** So we communicated successfully. In that sense, I agree with Professor Johnson that being too strict about grammatical correctness is not a good thing. If you fill lessons with rules, if your students are always worrying about being "right" or "wrong" instead of relaxing and just focussing on communication, then those rules really get in the way of the learning process. Isn't the aim of the game to make them speak, to make them communicate?

**K:** So what are you saying? We should just ignore all the rules?

**S:** Not really. I think what the professor meant is that we should use the rules to teach, but we shouldn't be too strict about correcting students, because it damages their confidence. I mean, you might be the most amazing grammar teacher out there, but you don't want your students to just sit there in silence for fear of making a mistake...I think we should be more subtle in the way we correct them...and also more selective...I mean, not every single mistake warrants a correction, right?

**K:** OK, Mr Teacher, so I say to you: 'Do you like to have a coffee with me?' and what do you say?

**S:** I'd say: 'Of course, Kathy, I would like to do that.' I'd stress the correct part of my response and hope that you'll notice. If I pointed out your mistake straight away, you'd feel embarrassed, I bet...

**K:** I think I'm starting to see where you're coming from.... There's a time and a place for teaching students grammar...And a lot of it is to do with how we approach the grammatical errors our students make...

**S:** Exactly! How about that coffee now then?

## Listening Task 2:

| SPEAKER   | MALE / FEMALE | ACCENT           |
|-----------|---------------|------------------|
| Scientist | Female        | Standard English |

Today I'm going to talk to you about communication in the marine world...you know, how different species living in our seas and oceans talk to each other. I've been researching this field for a number of years, and I'm excited to tell you that we have recently learnt quite a few new facts. One of the experiments, for example, involved bottlenose dolphins. They were given a tricky task, and as they worked together to solve it, they used various sounds to cooperate.

Now, we have known for a long time that many species can work together, they can cooperate when they want to achieve something ... But what we never really looked into very closely is the communication in that takes place when species work together. So what we wanted to do this time...we wanted to analyse the communication because that would allow us to answer the following question: are the partners actually truly cooperating, exchanging ideas and suggestions, or are they working as individuals, and they just happen to be lucky?

Let us look at dolphins and whales. When they forage for food, play or mate, they often produce sounds, but we are not sure what the role of those sounds is during these cooperative events. In one of my experiments, I looked into acoustic communication between male bottlenose dolphins when they were trying to open a sealed container together. So, we had six male bottlenose dolphins in total. By the way, they were all captive animals. We gave them a locked container with food. There was only one way to open it - two dolphins working together would need to pull on a rope at either end simultaneously... The team did 24 separate trials in total, and all six dolphins were present during each trial. Only two of the six dolphins managed to crack the puzzle and get to the food...

The interesting thing is, the two clever dolphins had a very high success rate as well - they opened the container during 20 out of the 24 trials... that's a good result, right? And you'll never guess how long it took them ... it only took them 30 seconds to get to the food! The remaining four dolphins either tried to open the container on their own, or they would only pull at one end of the rope.

But the most interesting findings came from our analysis of the recordings of the vocalisations the dolphins made during the experiment. The team found that when the successful pair of dolphins worked together, they made more vocalisations than at any other time. So for example, when the dolphins were working on their own, or when there was no problem for them to solve, they made significantly fewer sounds compared to when they worked to complete a task together.

At that stage we weren't entirely sure whether this increase in communication was directly related to attempts at cooperation during task solving. In other words, did the dolphins make more noise because they wanted to communicate with their partner about the task they were working on? Or was it simply because they were being more sociable in the presence of another dolphin? So we set up another experiment. This time, we got one dolphin to try and solve the problem when the other one was simply watching. On these occasions, there was no increase in chatter.

We were able to prove that the dolphins were actually communicating with their partners about the task they were working on! Our conclusion was that dolphin vocalisations were used to solve a cooperative task.

The noises that dolphins make when they are working together are known as 'burst pulses', and they are audible to humans without the help of any special equipment – they can be best described as a squawking sound, very much like those made by parrots or seagulls. We already knew that dolphins used burst pulses during social interaction and echolocation, but our experiment showed that that they have another purpose: they are a form of vocal communication used to jointly solve problems.

So to conclude this short presentation, it would appear that the results point towards the possibility of a dolphin language that enables team problem-solving. Though we have long suspected that this might be possible, it is amazing to finally get some hard evidence to support our theory.

Our next focus will be on raising the necessary funds to expand our field of research, as unfortunately there's no government funding available to us at the moment... We want to be able to involve other institutions around the world and also increase the level of complexity of the tasks our marine subjects are exposed to. We'll be broadcasting the first documentary on TV later this year to further raise awareness of our cause; in the meantime, donations are much appreciated and can be made through our website...

### Listening Task 3:

| SPEAKER   | MALE / FEMALE | ACCENT           |
|-----------|---------------|------------------|
| Speaker 1 | Male          | Standard English |
| Speaker 2 | Female        | Standard English |
| Speaker 3 | Male          | Standard English |
| Speaker 4 | Female        | Standard English |

#### Speaker 1:

Without uniforms kids can wear whatever they want, which is all well and good, but there's a lot of judgement out there. A lot of kids will pick on others BECAUSE of what they're wearing. But with uniforms there won't be any place for judgement or prejudice based on appearance, or at least not as much.

Second, I know you'll say: that it's teaching them conformity, but really? It's not. It's teaching them respect and, to a certain degree, discipline. Kids who wear whatever they want tend to think they can get away with a lot more, because the school staff aren't as strict. But by having them wear uniforms, and enforcing it, you are showing them that that's not the case.

#### Speaker 2:

I used to wear a uniform at school...and you know what? All those arguments people put forward, about how it restricts one's individuality. It never crossed my mind once in the 10 years or so that I wore one. I marched to school every day in my navy blue outfit, identical to those of my thirty class mates. And I never once heard anyone complain about the fact that they were not given any 'choice' with regards to their outfit... or that it stifled their 'individuality'...The only time the uniform became a problem for one of us was when we got it dirty, and our mothers would tell us off... In my humble opinion, the poor uniform didn't do me any particular harm, and I turned out to be a pretty accomplished, happy human being...but that's just my opinion...

#### Speaker 3:

Well, I can't say I feel particularly strongly about it either way...There's the obvious argument about the uniform acting as a shield from differences in pupils', or more pertinently, their parents' financial status. And it is a strong one, without a doubt. But on the other hand, kids end up having two sets of clothes, one for school, and one for their time off, which also puts a financial strain on the parents who are not that well-off... And I wonder if anyone has ever considered what it must be like for the teachers to learn to differentiate between thirty pupils, all looking exactly the same but for their hair... 'cos that's fun! (*laughter*) But seriously, no, I don't really think it is that important a matter after all...

**Speaker 4:**

I think that a school uniform plays a vital role in teaching the kids some fundamental rules about the world. The first one being, you don't always get to do what you want. It's as simple as that. In life, you sometimes have to conform and to do as you're told... The second rule, and that's usually a tough one for the kids to get their heads around, is that you're not the centre of the universe, at least not outside of your house. People out there do not live their lives to contemplate and admire your carefully chosen outfit, or whatever it might be... So yeah, there's nothing wrong with uniforms; in fact their capacity to educate is, in my opinion, vastly underestimated.

SAMPLE

## IESOL L3/C2 LISTENING ANSWER SHEET - HIPPO Sample

### Listening Task 1

| Question | Answer |
|----------|--------|
| 1.       | C      |
| 2.       | A      |
| 3.       | A      |
| 4.       | C      |
| 5.       | A      |
| 6.       | D      |

Total: / 6

### Listening Task 2

| Question | Answer |
|----------|--------|
| 1.       | B      |
| 2.       | B      |
| 3.       | C      |
| 4.       | B      |
| 5.       | A      |
| 6.       | C      |
| 7.       | B      |
| 8.       | D      |

Total: / 8

### Listening Task 3

| Question | Answer |
|----------|--------|
| 1.       | 2      |
| 2.       | 2      |
| 3.       | 1      |
| 4.       | 4      |
| 5.       | 3      |
| 6.       | 3      |
| 7.       | 3      |
| 8.       | 4      |

Total: / 8





**Certificate in ESOL International**  
RQF Level: Level 3  
(CEFR Level: C2)

**Interlocutor Booklet**  
**HIPPO SAMPLE**

**INSTRUCTIONS FOR CENTRES:**

This examination takes approximately 30 minutes, including time for providing instructions and checking ID.

**PLEASE NOTE:**

The examination is conducted with TWO Candidates.

#### Guidelines to the Interlocutor:

- ✓ Each Candidate's photographic ID must be checked and their identity confirmed prior to the start of the examination.
- ✓ The Interlocutor should ensure that the Candidates adhere to the guideline times by using a silent clock or stopwatch. If Candidates significantly exceed the stated time, the Interlocutor should prompt them gently and politely to move onto the next question/task.
- ✓ Where the Interlocutor Booklet dictates the exact words to be read aloud to the Candidates, the Interlocutor should follow the script.
- ✓ Where the Interlocutor Booklet allows deviation from the specified script, the Interlocutor should ensure that the language used is at a level appropriate to the examination.
- ✓ The script delivery should be appropriate to the Candidates' level – at Level 3 (C2), the Interlocutor should speak in a completely natural way, making no concessions to the fact that the Candidate is not a native speaker.
- ✓ The Interlocutor should not echo or rephrase Candidates' answers.
- ✓ The Interlocutor should not correct Candidates' mistakes.
- ✓ The Interlocutor should not suggest answers, provide vocabulary or expand on Candidates' responses to them.
- ✓ The Interlocutor should keep their own input to a minimum and give Candidates the maximum opportunity to speak and finish their sentences.
- ✓ The Interlocutor should not give any indication of the Candidates' performance, for example 'fine', 'good' or 'that's great'. 'Thank you' is the preferred response.
- ✓ The Interlocutor should maintain a friendly and relaxed approach at all times, to enable the Candidates to perform to the maximum of their ability.

Before you start reading the Interlocutor script, activate the digital audio recording equipment.

The recording equipment is NOT to be switched off at any point during the examination.

Follow the script below shown in **bold**. Instructions to the Interlocutor are shown in *[italics and brackets]*.

- Test level: C2
- Test version: HIPPO
- Test date and time:
- Examiner's name:

**Candidate A: Candidate's name and date of birth.**

**Candidate B: Candidate's name and date of birth.**

**The spoken assessment consists of three tasks.**

**In the first task, I will ask each of you a number of questions.**

**In the second task, you will each give a presentation on the topic I will give you, and we will talk about your presentations.**

**In the third task, you will have a discussion together.**

**Do you have any questions before we start the first task?**

*[Wait for 5 seconds]*

## Task 1: Communicating Personal Information

Guide time: approximately 8 minutes

Hello. My name is \_\_\_\_\_. *[Look at Candidate A] What is your name? [wait for the answer, then look at Candidate B] And your name? [wait for the answer]*

Thank you.

First of all, I will ask you both a number of questions. Please answer each question in a few sentences, giving as much detail as you can. You can ask me to repeat any of the questions.

*[Ask the Candidates the questions below in turn. After each answer, pause briefly for a few seconds before moving on in case the Candidate wants to add to their initial response. Please ensure you always ask the follow up question in brackets where there is one, unless the Candidate has already given a full answer]*

| Questions for Candidate A   | Questions for Candidate B  |
|---|--|
| Tell me something interesting about yourself.   | Tell me something interesting about yourself.  |
| What is your favourite part of learning English?  | What is your least favourite part of learning English?   |
| Why do you think people enjoy sporting competitions?                                    | Why do you think so many young people use social media?  |
| Do you think it is possible to learn a new language using social media? (Why?/Why not?) | Do you think it is possible to make good friends through social media? (Why?/Why not?)         |
| Do you think it is important for people to have hobbies? (Why?/Why not?)                | Do you think it is important for people to be able to spend time on their own? (Why?/Why not?) |

Thank you. This is the end of Task 1.

## Task 2: Presentation

Guide time: approximately 10 minutes

In this task, you are each going to give a presentation on a topic I will give you. You will have a couple of minutes to think about what you want to say in your presentations. You will then listen to each other's presentations. When the other Candidate has finished, you should ask two questions about their presentation. I will also ask some questions about your presentations.

*Example topics are as follows (N.B. this is not a complete list of topics):*

- |         |  |
|---------|--|
| Topic 1 | People should spend more money on helping others than on buying luxury items for themselves. |
| Topic 2 | The best way to meet a future husband or wife is to join an online dating website.           |
| Topic 3 | Singing well can't be learned – you have to have a natural talent.                           |
| Topic 4 | What are the best ways to increase security in modern cities?                                |

*[Insert name of Candidate A], are you ready? [Candidate A responds] OK, please start your presentation.*

*[Candidate A speaks for approx. 3 minutes. If Candidate's presentation is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Please tell me a bit more'].*

**Thank you.** *[Insert name of Candidate B], can you please ask your questions. [Candidate B asks their questions and Candidate A responds. If Candidate B fails to ask the questions, the Interlocutor should ask additional questions instead].*

**Now I am going to ask you some more questions.** *[Interlocutor asks Candidate A two more questions relating to the content of their presentation. Guidance: use open questions, e.g. 'Tell me more about...'].*

**Thank you.**

*[Insert name of Candidate B], please start your presentation.*

*[Candidate B speaks for approx. 3 minutes. If Candidate's presentation is significantly shorter, Interlocutor should prompt them to speak more, e.g. 'Please tell me a bit more'].*

**Thank you.** *[Insert name of Candidate A], can you please ask your questions. [Candidate A asks their questions and Candidate B responds. If Candidate A fails to ask the questions, the Interlocutor should ask additional questions instead].*

**Now I am going to ask you some more questions.** *[Interlocutor asks Candidate B two more questions relating to the content of their presentation. Guidance: use open questions, e.g. 'Tell me more about...'].*

**Thank you. This is the end of Task 2.**

### Task 3: Discussion

Guide time: approximately 8 minutes

Your teacher has asked you to talk about different ways of spending a gap year, and discuss which one you think is of the most benefit to society.

You can use some of the following ideas to start the discussion. *[Hand over the attached visual prompts page overleaf].*

Think for a few seconds and then we'll begin.

*[Allow the Candidates approximately 15 seconds to refer to the visual prompts]*

*[Refer to both Candidates]* **OK. What do you think?** *[Indicate to the Candidates that they should talk to each other]*

*[The Interlocutor should only intervene in the discussion in cases where the conversation stalls, the Candidates veer off topic, to allow a Candidate opportunity to participate, or to elicit the following language:*

- *asking for further justifications from the Candidates, e.g. Why? What makes you think so? Can you think of an example? etc.;*
- *arguing against what the Candidates have presented/suggested, e.g. I don't think so, I'm not sure I agree;*
- *presenting opposite points of views; In my opinion ..., I disagree, because ... [and inviting the Candidates to give feedback].*

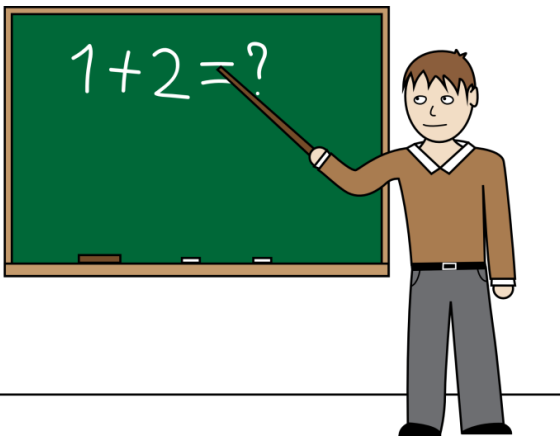
Thank you.

This is the end of the Speaking examination.

*[Switch off the digital recording equipment]*

## Visual Prompts for Speaking Task 3

a) Work as a volunteer teacher abroad



b) Take part in a wildlife conservation project



c) Help the elderly in your local community



d) Go travelling around the world

