



ENGLISH B – HIGHER LEVEL – PAPER 1
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS B – NIVEL SUPERIOR – PRUEBA 1

Friday 15 November 2002 (morning)
Vendredi 15 novembre 2002 (matin)
Viernes 15 de noviembre de 2002 (mañana)

1 h 30 m

Name/Nom/Nombre

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Number/Numéro/Número

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QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES

- Write your name and candidate number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the Paper 1 questions (Text handling).
- Refer to the Text Booklet which accompanies this booklet.
- Answer the questions in the spaces provided.
- One mark is allocated per question unless otherwise indicated.

LIVRET DE QUESTIONS ET RÉPONSES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Écrire votre nom et numéro de candidat dans les cases ci-dessus.
- Ne pas ouvrir ce livret avant d’y être autorisé.
- Ce livret contient toutes les questions de l’épreuve 1 (Lecture interactive).
- Se référer au livret de textes qui accompagne ce livret.
- Répondre à toutes les questions dans le livret de questions et réponses.
- Un point par question sauf indication contraire.

CUADERNO DE PREGUNTAS Y RESPUESTAS – INSTRUCCIONES PARA LOS ALUMNOS

- Escriba su nombre y número de alumno en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la Prueba 1 (Manejo y comprensión de textos).
- Refiérase al cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas en el cuaderno de preguntas y respuestas.
- Cada pregunta tiene un valor de un punto, a menos que se indique algo distinto.

EXAMINER EXAMINATEUR EXAMINADOR	TEAM LEADER CHEF D’ÉQUIPE LÍDER DE EQUIPO	IBCA
TOTAL /60	TOTAL /60	TOTAL /60

TEXT A — HOW TO GET THAT “OOH” EFFECT

Read Text A and answer the following questions.

*Each of the words below refers to someone **or** something in the text. In the spaces provided indicate who or what each word refers to. The first one has been done as an example.*

Example: them (line 3) **fireworks**

1. it (line 4)

2. this (line 8)

3. them (line 17)

4. this point (line 44)

Indicate which word in the text is closest in meaning to each of the following words or phrases.

5. a special something

6. mix

7. very exciting

8. an impressive product

*From the statements A to I, choose the **four** which are true. Write the appropriate letters in the answer boxes provided.*

9.

10.

11.

12.

- A. First of all the pyrotechnist must consider safety.
- B. An appealing fireworks display at a party does not take place all at once.
- C. Mixing different colours makes a fireworks display evening very appealing.
- D. For safety reasons fireworks should not be let off near trees.
- E. The most important consideration for the pyrotechnist is the location of the display.
- F. The end of a fireworks display should be colourful but not too noisy.
- G. Using trees as a backdrop can add to the appeal of a fireworks display.
- H. Guests at a party will appreciate a fireworks display if it takes place at the end.
- I. An impressive fireworks display focuses on one or perhaps two colours.

TEXT B — GIRLS CAN SKATE!

Read Text B and answer the following questions.

A number of people are directly quoted in the text. In the spaces provided, identify who expresses the ideas summarised. One idea has been identified with a name as an example.

Example: Who suggests that the sport may be too demanding for girls?

Name: *Dustin*

13. Who suggests that girls don't practise their skating enough?

Name:

14. Which **two** people mention that boys find female skaters amusing?

[2 marks]

Name:

Name:

15. Who mentions people outside the world of skating who have an influence on female skaters?

Name:

16. Who discusses the way that age may be significant in skaters' attitudes?

Name:

17. Who believes that a girl has to make more of an effort than the boys?

Name:

18. Who mentions that her changing attitude to boys was a factor in giving up skating?

Name:

19. To which particular situation is Molly referring when she says “I just wanted to be treated like everyone else” (*lines 21–22*)?

.....

20. Which **three** things does Molly want people **not** to do? *[3 marks]*

(a)

(b)

(c)

Choose the most appropriate response from the options provided in each question. Write the letter in the answer box provided.

21. The phrase, “take punishment” (*lines 7–8*), means

- A. to be criticised.
- B. to break the law.
- C. to accept problems.
- D. to handle pain.

22. The phrase, “the exception to the rule” (*lines 11–12*), indicates that

- A. female skaters believe that they are not as able as male skaters.
- B. male skaters believe that both male and female skaters are equal in their ability.
- C. female skaters believe that both male and female skaters are equal in their ability.
- D. male skaters believe that few females are good at skateboarding.

23. The expression, “the other side of the coin” (*line 16*), refers to

- A. opposing views.
- B. new evidence.
- C. similar experiences.
- D. special arguments.

24. The phrase, “why do you bother?” (*line 20*), means

- A. why not give up?
- B. why are you angry?
- C. why is it so difficult?
- D. why can't you do it?

25. “They” (*line 28*) refers to

- A. boys.
- B. female skaters.
- C. women.
- D. male skaters.

TEXT C — THE NEXT SOCIETY

Read the Text C and answer the following questions.

- 26.** What **two** changes will have a major influence on the next society in developed countries? *[2 marks]*
- (a)
- (b)
- 27.** In the third paragraph which other word is used to describe “developed” countries?
-
- 28.** In which **two** areas of society will there be consequences arising from the shrinking of the younger population? *[2 marks]*
- (a)
- (b)
- 29.** Which age group will have the most influence on the mass market in the next society?
-
- 30.** Which phrase in the fourth paragraph indicates that in the next society people will be able to go beyond their social and economic class?
-
- 31.** In the fifth paragraph, which word in the text is closest in meaning to “spread near-instantly”?
-
- 32.** In the fifth paragraph, which word in the text is closest in meaning to “accessible to everyone”?
-
- 33.** Which **two** basic elements of information will the Internet supply to encourage global competition? *[2 marks]*
- (a)
- (b)

34. In the sixth paragraph, which phrase in the text explains the term “manual workers”?

.....

The statements below, are **either true or false**. Tick [✓] the correct response, then justify it by quoting a relevant phrase from the text.

TRUE FALSE

Example: *The author thinks that tomorrow there will be no major changes in society.*

Justification: *it will be different from today*

35. In the next society the older population will decrease.

Justification:

36. In the next society the pensions system will be exactly the same as today.

Justification:

37. The article does not suggest that everyone will have to keep working until their mid-70s.

Justification:

38. In the next society, the mass market for the younger generation will be less significant.

Justification:

39. It will not be easy to acquire the necessary skills to become a knowledge worker.

Justification:

40. In the next society global competition will not affect institutions such as schools.

Justification:

41. Knowledge workers will be in great demand.

Justification:

42. Manual work and theoretical knowledge are closely connected.

Justification:

Choose the most appropriate responses from the options provided in each question. Write the letter in the answer box provided.

43. The phrase, “replacement rate” (*paragraph 3*), means the number of births needed to

- A. keep the population at the same size.
- B. enlarge the younger generation.
- C. replace the older population.
- D. reduce the number of births.

44. The phrase, “youth determined” (*paragraph 3*), means that the mass market was

- A. acquired by young people.
- B. given to young people.
- C. run by young people.
- D. aimed at young people.

TEXT D — THE AD-MAN

Read Text D and answer the following questions.

- 45. Which word in the text indicates that Peter Bolger was important in advertising?
.....
- 46. Which word indicates that Peter Bolger was very good in advertising?
.....
- 47. Which word in the text means “ten years”?
.....
- 48. Which phrase in the text reveals that Peter Bolger was acting in a casual manner towards his partner?
.....
- 49. What other term for “the one-line sell” (*line 5*) is given in the text?
.....
- 50. When Peter says “I had to get out” (*line 12*), what does he mean?
.....
- 51. To which period of time is Peter Bolger referring in the phrase “the old days” (*line 16*)?
.....
- 52. Which word in the text is closest in meaning to “superficial”?
.....
- 53. When Peter says that he wanted “to start afresh” (*line 30*), what does he mean?
.....

Choose the most appropriate response from the options provided in each question. Write the letter in the answer box provided.

- 54. The main aim of this text is to show
 - A. how successful Peter Bolger was in advertising.
 - B. that Peter was tired of advertising and wanted to change jobs.
 - C. how his attitude towards advertising changed over time.
 - D. how Peter’s work interfered with his private life.