

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

Candidate number/Numéro du candidat
Número del alumno

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Friday 9 May 2003 (morning)
Vendredi 9 mai 2003 (matin)
Viernes 9 de mayo de 2003 (mañana)

1 h 30 m

QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES

- Write your candidate number in the box 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 numéro de candidat dans la case 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 número de alumno en la casilla 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.

TEXT A — GENERATION Y

Read the text and match the headings with the paragraphs. Write the appropriate letter in the answer box provided. The first one has been done as an example. **NOTE:** there are more options than you need.

Example: [- X -] **A**

1.

2.

3.

4.

5.

- A. The Old and the New**
- B. Clothes Fit for a King**
- C. Pushing the Boundaries**
- D. Reinventing Denim**
- E. What's New in Sport**
- F. Redefining Communication**
- G. Stick-on Styles**
- H. Making Your Mark**
- I. Facial Accessories**
- J. Painful but Fashionable**
- K. The Joys of Friendship**

From the statements A to J, choose the **five** that are true. Write the letter in the answer box provided.

6.

7.

8.

9.

10.

- A.** Generation Y has been affected by racial tensions.
- B.** Generation Y suffers from the conflict between the individual and consumer society.
- C.** Those who wear vintage clothing want to show that they are different from the crowd.
- D.** Young people sometimes need to keep piercings and tattoos hidden.
- E.** Generation Y believes that it is possible to fall in love at first sight.
- F.** Society relies on young people to find solutions to social and environmental problems.
- G.** The main attraction of body piercing is its decorative value.
- H.** Youngsters are only interested in the latest fashions in clothing.
- I.** Those who wear vintage clothing are obsessed with the latest designer fashions.
- J.** Young people today are careful of whom they choose as a partner.

TEXT B — YOGA FOR STRESSED-OUT KIDS

Read Text B and match each of the following opinions on yoga with the individual who would most likely express such an opinion. *NOTE: there are more names than you need.*

- | | |
|---|---|
| <p>11. Yoga could be harmful to young children. <input type="checkbox"/></p> <p>12. Yoga, like other physical activities, cannot be damaging to a young person’s health. <input type="checkbox"/></p> <p>13. Yoga helps a student develop skills in other sports. <input type="checkbox"/></p> <p>14. Yoga can make you calm and can help you concentrate on other activities. <input type="checkbox"/></p> | <p>A. Marita Gardner-Anopol</p> <p>B. Camille Fox</p> <p>C. Chandler Garland</p> <p>D. Solomon Taslitz</p> <p>E. Alice Christensen</p> <p>F. Jodi Komitor</p> |
|---|---|

Answer the following questions.

15. Which of the following is **not** suggested as a benefit of yoga?
- A. Yoga helps maintain normal body weight.
 - B. Yoga contributes to the development of good balance.
 - C. Yoga has a calming effect.
 - D. Yoga helps concentration.

16. How might parents whose children practise yoga benefit?

17. Name **two** reasons why children are likely to be good at yoga. *[2 marks]*
- (a)
- (b)

18. Which word below is closest in meaning to “contention” (line 24)?
- A. Feeling
 - B. Fact
 - C. Discovery
 - D. View

19. Which word in the third paragraph is closest in meaning to “evaluate”?

.....

20. Name **two** reasons why some believe young children should not do yoga.

[2 marks]

(a)

(b)

21. When Marita Gardner-Anapol says “Come on” (*line 29*), she is expressing

- A. urgency.
- B. encouragement.
- C. disbelief.
- D. surprise.

22. Which word in the last paragraph is closest in meaning to “concentrate”?

.....

TEXT C — THE SNAKE LESSON

*In Text C the characters' actions reveal particular feelings or intentions. For each of the characters mentioned below, identify the feelings **or** intentions that are associated with particular actions. The first one has been done as an example.*

	FEELING OR INTENTION	ACTION
Example: Visitor (line 3) <i>is worried about intruding</i>	asks for permission to watch
23. Attendant (line 13)	lowers his voice
24. Teacher (line 29)	stands rigid, holding her breath
25. Teacher (line 34)	repeats sharply, "Of course not."
26. Children (line 47-48)	shriek with laughter
27. Teacher (lines 58-59)	tears the snake from her throat

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

- Example:** "they" (line 6) *the children*
28. "I" (line 8)
29. "them" (line 10)
30. "their" (line 19)
31. "it" (line 19)
32. "they" (line 53)

Answer the following questions.

33. What is the purpose of the snake lesson?

.....

34. According to the visitor, what does Miss Aitcheson think should happen to snakes?

.....

35. Which word between lines 20 and 30 is closest in meaning to “wrapped”?

.....

36. Which word between lines 30 and 40 indicates that Miss Aitcheson did not like touching the snake?

.....

37. To what “torture” is the narrator referring in line 51?

.....

38. Why did the attendant say it is not necessary to be brave in this situation?

.....

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

39. Why did Miss Aitcheson feel the need to hide her fear?

- A. To set a good example
- B. To impress the attendant
- C. To overcome her feelings about snakes
- D. To end the lesson as quickly as possible

40. Which of the following features is **not** included in the description of Miss Aitcheson’s snake?

- A. Heavy
- B. Flat head
- C. Green
- D. Three feet long

41. The attendant's question "Teacher's not afraid, are you?" (*line 30*) suggests that he is

- A. simply questioning her.
- B. flirting with her.
- C. encouraging her.
- D. making fun of her.

42. What are the attendant's feelings towards the end of the demonstration?

- A. He is sympathetic towards Miss Aitcheson.
- B. He is satisfied with the outcome of the lesson.
- C. He is irritated by the behaviour of the teacher.
- D. He is angry at the attitude of the visitor.

TEXT D — DEAR MUMMY

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: <i>The trip to India was happy and relaxed.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Justification: <i>“a few arguments and several days of tension”</i>		

43. Rita’s mother went to America as a young child.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

44. Rita has travelled extensively in India.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

45. The mother has become fully integrated into American culture.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

46. Rita shares fully the values of her friends.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

47. It is likely that Rita still lives at home.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

48. Rita wants to improve her relationship with her mother.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Justification:</i>		

Identify **two** statements that relate to Rita and **two** that relate to her mother. Write the letter under the appropriate name. The first one has been done as an example. **NOTE:** there are more options than you need.

RITA'S MOTHER	<p>A. Misses the Indian culture.</p> <p>B. Argued with her father.</p> <p>C. Is questioning who she is.</p> <p>D. Made an effort to be an American.</p> <p>E. Married an Indian.</p> <p>F. Could not be friends with her mother.</p> <p>G. Wants to live in India.</p> <p>H. Is separated from her mother emotionally but not physically.</p>
Example: <input type="checkbox"/> A	
49. <input type="checkbox"/>	
50. <input type="checkbox"/>	
RITA	
51. <input type="checkbox"/>	
52. <input type="checkbox"/>	

From the list below choose which of the words best fits each gap in Text D. Each word must be used only once. The first one has been done as an example. **NOTE:** there are more words than you need.

- | | | | |
|-----------|------|----|------|
| BESIDE | FROM | OF | TO |
| BY | INTO | ON | WITH |

Example: [- X -] **by**

53.

54.

55.

Based on information in the text, match the first part of the sentence with the appropriate ending on the right. The first one has been done as an example. **NOTE:** there are more endings listed than you need.

Example: *Rita and her mother ...*

B

56. Writing letters ...

57. During the trip, Rita and her mother ...

58. As a normal teenager, Rita ...

A. had wanted to be accepted by her friends.

B. *recently went to India together.*

C. are going to India together.

D. is not easy for Rita.

E. sometimes argued.

F. wants to be accepted by her friends.

G. are not easy for Rita.

H. have sometimes argued.