

© International Baccalaureate Organization 2022

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2022

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2022

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

**English B – Higher level – Paper 2 – Reading comprehension**  
**Anglais B – Niveau supérieur – Épreuve 2 – Compréhension écrite**  
**Inglés B – Nivel Superior – Prueba 2 – Comprensión de lectura**

Thursday 12 May 2022 (afternoon)  
Jeudi 12 mai 2022 (après-midi)  
Jueves 12 de mayo de 2022 (tarde)

Candidate session number  
Numéro de session du candidat  
Número de convocatoria del alumno

1 h

--	--	--	--	--	--	--	--	--	--

**Question and answer booklet – Instructions to candidates**

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- Answer all questions. Each question is allocated **[1 mark]** unless otherwise stated.
- Answers must be written within the answer boxes provided.
- All answers must be based on the appropriate texts in the accompanying text booklet.
- The maximum mark for this examination paper is **[40 marks]**.

**Livret de questions et réponses – Instructions destinées aux candidats**

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Répondez à toutes les questions. Chaque question vaut **[1 point]**, sauf indication contraire.
- Rédigez vos réponses dans les cases prévues à cet effet.
- Toutes les réponses doivent s'appuyer sur les textes correspondants dans le livret de textes.
- Le nombre maximum de points pour cette épreuve d'examen est de **[40 points]**.

**Cuadernillo de preguntas y respuestas – Instrucciones para los alumnos**

- Escriba su número de convocatoria en las casillas de arriba.
- No abra esta prueba hasta que se lo autoricen.
- Conteste todas las preguntas. Cada pregunta vale **[1 punto]** salvo que se indique lo contrario.
- Escriba sus respuestas en las casillas provistas a tal efecto.
- Todas las respuestas deben basarse en los textos adecuados del cuadernillo de textos correspondiente.
- La puntuación máxima para esta prueba de examen es **[40 puntos]**.



**Text A — Useful diet tips on the road to recovery**

Answer the following questions.

1. What is the main focus of the healthy-eating workshop?

..... dietitian explains the benefits of a vegetarian lifestyle. ....

2. When is nourishing food particularly vital for patients?

..... during and after treatment ....

3. Why are individual diet evaluations and recommendations needed?

..... since body conditions among patients vary, ....

Find the word or phrase in **lines 5–18** which means the following:

4. presented

..... staged ....

5. caused

..... prompted ....

6. supported

..... substantiated ....

To whom or to what do the underlined words refer? Answer using words as they appear in the text.

7. all aimed at helping... (line 9)

..... an array of activities ....



8. encourage them to quit... (line 18)

..... patients .....

9. advice from the diet expert... (line 19)

..... Sally Poon .....

10. She used this to create... (line 24)

..... first-hand experience of living with cancer .....

Choose the correct answer.

11. Maggie Jencks...

- A. formed the idea for the caring centres.
- B. created the need for the caring centres.
- C. built the first of the caring centres.
- D. ran the best of the caring centres.

12. Maggie Jencks hoped that her centre would be...

- A. located inside a hospital.
- B. supported by her family and friends.
- C. welcoming to philanthropists.
- D. helpful to patients and their loved ones.

13. The main purpose of the text is...

- A. to discuss the benefits of healthy eating.
- B. to report on the work of the caring centre.
- C. to promote the next workshop activity.
- D. to inform the reader about Maggie Jencks.



**Text B — How to Help Students Avoid Heritage Language Loss**

Find the words that complete the following sentences. Answer using the words as they appear in paragraphs ①-②.

14. For students from immigrant backgrounds, acquiring English can facilitate...

..... proper communication and education in the classroom .....

15. The use of English in school helps students from immigrant backgrounds to...

..... assimilate (more into the English-dominated world) .....

16. If students lose their heritage language, there may be...

..... communication issues and barriers .....

17. If students are going to succeed in their studies, it is essential to have...

..... strong student-parent communication .....

The following statements are either true or false. Tick [✓] the correct option, then justify it using words as they appear in the text. Both parts are required for [1 mark].

18. When students are older, learning a new language could be helpful.

True      Justification: .....  
 False      It would be beneficial for them to focus on preserving the language skills they already have rather than learning a new language from scratch.

19. Using English at home may have disadvantages.

True      Justification: ..... this can increase the loss of their heritage language .....  
 False

20. Providing additional language support shows that the school values heritage languages.

True      Justification: true - (such) extra measures also showcase its importance to the school .....  
 False



Choose an appropriate heading from the list that completes each gap in the text.

21. [- 21 -]

22. [- 22 -]

23. [- 23 -]

24. [- 24 -]

- A. Help parents discuss issues with their children.
- B. Encourage practice of English at every opportunity.
- C. Offer bilingual education opportunities where possible.
- D. Produce materials for parents in two languages.
- E. Organize English classes for parents and families.
- F. Provide information in the parents' primary language.
- G. Work with parents to prevent heritage language loss.
- H. Offer a professional interpreter for parent-teacher conferences.

Choose the correct answer.

25. The text is giving advice to...

- A. parents.
- B. children.
- C. communities.
- D. schools.

26. The tone of the text is...

- A. lighthearted.
- B. encouraging.
- C. negative.
- D. critical.



**Text C — An extract from *Journey On A Perfect Little Train***

Choose an appropriate ending from the list that completes each sentence.

27. As the train climbed, ...

C

28. As the train travelled through the valley, ...

B

29. As the train arrived at stations, ...

E

- A. Palumpur could be seen in the distance.
- B. the vegetation reminded the narrator of England.
- C. it crossed several old bridges.
- D. the station staff helped passengers off the carriage.
- E. it gently rattled as it came to a stop.
- F. it was decorated by orange and blue flowers.

Answer the following questions.

30. Which phrase between **lines 1 and 16** compares the snowy mountains to the sea?

foam-crested tidal wave

.....

31. How did Mr Gosain stop the train when it arrived at a station?

yanking on the steam brake

.....

32. Which word between **lines 1 and 16** indicates that the unloading of the train was not very quick?

languidly

.....

Choose the correct answer.

33. According to the narrator’s description in **lines 17 to 23**, the passengers on the train were...

- 
- A. impatient.
  - B. comfortable.
  - C. foolish.
  - D. cheerful.



34. When the narrator entered the engine cabin...

- A. Mr Gosain gradually turned the speed lever to "High".
- B. Mr Gosain pushed the train to potentially unsafe speeds.
- C. the train increased its speed to just 30 kilometres per hour.
- D. the train moved smoothly and quietly at high speed.

35. When Mr Gosain says, "I am the speed champion!" (lines 31-32), it suggests that he...

- A. takes pride in his driving.
- B. takes care when driving.
- C. takes part in competitions.
- D. takes little joy in speeding.

36. The narrator says, "But, of course, all was well" (line 35). By this, he means that Mr Gosain...

- A. saved the train from crashing.
- B. broke the train's speed record.
- C. kept the train under control.
- D. almost drove the train off the track.

37. The tone of the description in lines 26 to 37 is...

- A. mocking.
- B. affectionate.
- C. neutral.
- D. critical.

What do the following words mean in the text? Choose the appropriate words from the list.

38. deposited (line 18)

B

39. negotiated (line 22)

E

40. motioned (line 36)

D

- A. called
- B. dropped
- C. settled
- D. gestured
- E. traversed
- F. banked





Please **do not** write on this page.

Answers written on this page  
will not be marked.

Veillez ne **pas** écrire sur cette page.

Les réponses rédigées sur cette page  
ne seront pas corrigées.

**No** escriba en esta página.

Las respuestas que se escriban en  
esta página no serán corregidas.



08EP08