

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

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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]**.

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

Answers written on this page
will not be marked.

Veuillez 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.



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?

.....

2. When is nourishing food particularly vital for patients?

.....

3. Why are individual diet evaluations and recommendations needed?

.....

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

4. presented

.....

5. caused

.....

6. supported

.....

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)

.....



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)

☐

39. negotiated (line 22)

☐

40. motioned (line 36)

☐

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



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, ... | <input type="checkbox"/> | A. Palumpur could be seen in the distance. |
| 28. As the train travelled through the valley, ... | <input type="checkbox"/> | B. the vegetation reminded the narrator of England. |
| 29. As the train arrived at stations, ... | <input type="checkbox"/> | 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?

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

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

Choose the correct answer.

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

- | | |
|--------------------------|-----------------|
| <input type="checkbox"/> | A. impatient. |
| | B. comfortable. |
| | C. foolish. |
| | D. cheerful. |

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

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

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

Choose the correct answer.

11. Maggie Jencks...

- | | |
|--------------------------|---------------------------------------------|
| <input type="checkbox"/> | 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...

- | | |
|--------------------------|----------------------------------------------|
| <input type="checkbox"/> | 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...

- | | |
|--------------------------|------------------------------------------------|
| <input type="checkbox"/> | 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. |



08EP06



08EP03

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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...

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

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

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

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

19. Using English at home may have disadvantages.

☐ True Justification:
 ☐ False

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

☐ True Justification:
 ☐ False



08EP04

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

- | | | |
|----------------|--------------------------|---------------------------------------------------------------------|
| 21. [– 21 –] | <input type="checkbox"/> | A. Help parents discuss issues with their children. |
| 22. [– 22 –] | <input type="checkbox"/> | B. Encourage practice of English at every opportunity. |
| 23. [– 23 –] | <input type="checkbox"/> | C. Offer bilingual education opportunities where possible. |
| 24. [– 24 –] | <input type="checkbox"/> | 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.



08EP05

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