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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

7 May 2026 / 7 mai 2026 / 7 de mayo de 2026

Zone A afternoon	Zone B afternoon	Zone C afternoon
Zone A après-midi	Zone B après-midi	Zone C après-midi
Zona A tarde	Zona B tarde	Zona C tarde

Session number
Numéro de session
Número de convocatoria

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1 h

Question and answer booklet – Instructions to students

- 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 élèves

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas cette épreuve d'examen avant d'avoir reçu l'autorisation de le faire.
- 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 el alumnado

- 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 — The dos and don'ts of your first semester at university

Find the words that complete the following sentences. Answer using the words as they appear in **paragraphs 1–3**.

1. Although university is something to look forward to, the experience...

.....

2. Freshers week is filled with activities to help you meet others, have fun and...

.....

3. First-year marks are important because they may...

.....

Answer the following questions.

4. What types of students are mistakenly associated with libraries?

.....

5. What areas of the library does the text recommend students use for serious study?

.....

6. According to **paragraph 5**, what situation do all freshers have in common?

.....



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

- | | | |
|----------------|--------------------------|---------------------------------|
| 7. [– 7 –] | ☐ | A. Do explore the library |
| 8. [– 8 –] | ☐ | B. Do enjoy your social life |
| 9. [– 9 –] | ☐ | C. Don't worry about being new |
| 10. [– 10 –] | ☐ | D. Don't forget to budget |
| | | E. Don't skip lectures |
| | | F. Don't spend too much |
| | | G. Don't forget about the books |
| | | H. Do get the answers you need |

Choose the correct answer.

11. The text suggests that budgeting...

- | | |
|--------------------------|--|
| ☐ | A. could be done by your parents. |
| | B. can be an enjoyable experience. |
| | C. may be challenging to do on time. |
| | D. should prioritize essential expenses. |

12. The overall tone of the text is...

- | | |
|--------------------------|-------------------|
| ☐ | A. complimentary. |
| | B. encouraging. |
| | C. entertaining. |
| | D. passionate. |



Text B — An extract from *Small Wars*, by Sadie Jones

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]**.

- 13.** The noises of the parade suggested there would be challenging times ahead.

☐ True	Justification:
☐ False	

- 14.** The parade was attended by numerous spectators.

☐ True	Justification:
☐ False	

- 15.** Family members had difficulty identifying individual cadets.

☐ True	Justification:
☐ False	

- 16.** The simplicity of the parade reflected the economic situation of the country.

☐ True	Justification:
☐ False	

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

- | | | |
|---|--------------------------|--|
| 17. Previous recent graduates... | ☐ | A. avoided passing-out ceremonies. |
| 18. Hal's father... | ☐ | B. worried about the future. |
| 19. Hal... | ☐ | C. recalled a past ceremony with emotion. |
| 20. Princess Elizabeth... | ☐ | D. examined the cadets as emotions flooded Hal. |
| | | E. had been sent directly to war. |
| | | F. had not had a Sovereign's Parade. |
| | | G. chatted with the cadets after their drills. |
| | | H. focused on doing a good job. |



Find the word or phrase in **paragraphs 5–6** which means the following:

21. meant

.....

22. impatience

.....

23. accurate

.....

24. review

.....

Choose the correct answer.

25. The extract suggests that in England...

☐

- A.** tradition is valued across generations.
- B.** people easily express their emotions.
- C.** the weather often spoils people's plans.
- D.** royalty and commoners do not mix.



Text C — Who speaks Australian English? Ethnolects and language(s) in the lucky country

Choose the correct answer.

26. Which of the following is true of the book *The Lucky Country*?

☐

- A.** People were originally displeased with the title.
- B.** Its publication had little impact beyond a few readers.
- C.** It suggested that Australia was not sufficiently independent.
- D.** It was written to make Australians feel positive about their country.

27. What has happened since the publication of Horne's book?

☐

- A.** Australia's urban areas are now more diverse.
- B.** Most migrants now come from Southern Europe.
- C.** Migrants have largely stopped coming to Australia.
- D.** Australians have stopped claiming British ancestry.

28. The phrase "assimilation was in vogue" (line 20) suggests that...

☐

- A.** English could not co-exist with other languages.
- B.** it was fashionable to speak other languages.
- C.** immigrants were expected to fit in to the existing culture.
- D.** Australia was a popular destination for immigrants.

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

29. wake-up call (line 3)

☐

30. embrace (line 3)

☐

31. composition (line 10)

☐

32. range (line 22)

☐

- A.** piece
- B.** variety
- C.** celebration
- D.** warning
- E.** make-up
- F.** suggestion
- G.** scale
- H.** acceptance



Answer the following questions.

33. According to **lines 24–33**, what impact have other languages had on Australian English?

.....

34. According to **lines 34–44**, who likely comes to mind when we talk about ethnolects?

.....

35. What are speakers of ethnolects able to do?

.....

36. What can ethnolects offer descendants of migrants?

.....



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

37. ...simultaneously connecting them... (line 27)

.....

38. ...while it lacks the regional differences... (line 29)

.....

39. ...maintained their community language, ... (line 41)

.....

40. ...we should think of them... (lines 42–43)

.....

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