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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

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

- | | |
|---|--|
| 1. Although starting university is something to look forward to, you... ☐ | A. should not miss early classes. |
| 2. While participating in activities organized by the university, you... ☐ | B. should expect some difficult times. |
| 3. Regardless of your desire to have a good time, you... ☐ | C. may gain valuable life experience. |
| | D. may be feeling somewhat frightened. |
| | E. should avoid staying up too late. |
| | F. will get to know new people. |

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

- | | |
|---------------------------------------|---------------------------------|
| 4. [– 4 –] ☐ | A. Don't forget to budget |
| 5. [– 5 –] ☐ | B. Don't skip lectures |
| 6. [– 6 –] ☐ | C. Don't worry about being new |
| 7. [– 7 –] ☐ | D. Do explore the library |
| | E. Do enjoy your social life |
| | F. Don't spend too much |
| | G. Don't forget about the books |
| | H. Do get the answers you need |



Find the words that complete the following sentences. Answer using the words as they appear in paragraphs **4–5**.

8. Contrary to popular belief, the library is not...

.....

9. You should become familiar with the library from the start because it may...

.....

10. Other students will have questions similar to yours because...

.....

11. There are many people whose job it is to give support while...

.....

Choose the correct answer.

12. The text suggests that budgeting...

☐

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

13. The main aim of the text is to...

☐

- A. inspire students to succeed at university.
- B. give advice to students starting university.
- C. present a balanced look at university life.
- D. help new students recognize their fears.



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

Answer the following questions.

14. What type of landscape surrounds Sandhurst?

.....

15. What aspect of the parade suggested that good things would happen?

.....

16. What features of the parade led some to feel that “their sons had become part of a greater body” (lines 13–14)?

.....

17. What happened to cadets who had their passing-out parades earlier in 1946?

.....



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. People appeared to be embarrassed by their strong feelings towards the parade.

☐ True	Justification:
☐ False	

19. Everyone attending the Sovereign's Parade was deeply moved.

☐ True	Justification:
☐ False	

20. Hal was more motivated than usual at the parade.

☐ True	Justification:
☐ False	

21. During the parade, Hal concentrated on the accuracy of the actions he was performing.

☐ True	Justification:
☐ False	



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Choose the correct answer.

22. Hal needed to focus on the far trees because...

☐

- A. cadets were taught to do this in training.
- B. he otherwise might have cried.
- C. cadets were not allowed to look at the princess.
- D. he felt he could not see properly.

23. The extract suggests that in England...

☐

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

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

24. ...the application of the other. (line 8)

25. ...between them and the long, white, columned building. (line 10)

26. It was not the sunny, ... (line 17)

27. ...suddenly, he felt it... (line 28)



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

28. Choose the **four** true statements.

[4]

☐

A. *The Lucky Country* was written to make Australians feel positive about their country.

☐

B. *The Lucky Country* included the idea that Australia depended too much on America.

☐

C. Immigration to Australia has increased diversity, especially in large urban areas.

☐

D. Immigration from Asia is more common today than when *The Lucky Country* was published.

E. Horne explored the impact of language diversity on Australian culture.

F. When *The Lucky Country* was published, immigrants were expected to blend in.

G. Due to immigration, English is no longer considered the primary language in Australia.

H. An additional language stops migrants from feeling attachment to Australia.

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

29. at the same time

.....

30. culture

.....

31. does not have

.....

32. easy to identify

.....



Answer the following questions.

33. According to **paragraph 7**, who likely comes to mind when we talk about ethnolects?

.....

34. What are speakers of ethnolects able to do?

.....

35. What type of speech is a typical Australian more likely to use in a casual setting?

.....

36. What can ethnolects offer descendants of migrants?

.....

Choose the correct answer.

37. The style of writing used in this text can best be described as...

☐

- A. academic.
- B. instructional.
- C. argumentative.
- D. descriptive.



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