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**English ab initio – Standard level – Paper 2 – Reading comprehension**  
**Anglais ab initio – Niveau moyen – Épreuve 2 – Compréhension écrite**  
**Inglés ab initio – Nivel Medio – Prueba 2 – Comprensión de lectura**

Monday 10 May 2021 (afternoon)  
Lundi 10 mai 2021 (après-midi)  
Lunes 10 de mayo de 2021 (tarde)

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

1 h

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**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 — Young Actors’ Theatre Presents *Matilda the Musical***

1. Choose the **four** true statements (lines 1–14). [4]

**A.** You can go to see *Matilda the Musical* in the autumn.

**B.** Tickets for large groups cost less.

**C.** Roald Dahl wrote a musical called *Matilda*.

**D.** The show will make you think.

**E.** You will remember the show for a long time.

**F.** The musical has been performed in 47 countries.

**G.** Children especially will enjoy this musical.

**H.** There will probably be no empty seats in the theatre.

Answer the following questions (lines 15–17).

2. Name **one** of Matilda’s special qualities.

.....

3. How do Matilda’s parents react to her love of reading?

.....

4. To whom or to what does “her” in **line 17** refer?

.....

Find the word or phrase in **lines 18–23** which means the following:

5. unkind

.....

6. awful

.....



7. courageous

.....

8. wonderful

.....

Choose the correct answer.

9. This text is...

- A. an invitation to a musical show.
- B. an advertisement for a musical show.
- C. a blog entry about a musical show.
- D. an application letter to star in a musical show.



**Text B — An amazing teacher wins \$1 million prize**

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] (lines 1–12).

**10.** The competition was open to teachers from around the world.

<input type="checkbox"/> True	Justification: .....
<input type="checkbox"/> False	.....

**11.** In Keriko Secondary School every class has many students.

<input type="checkbox"/> True	Justification: .....
<input type="checkbox"/> False	.....

**12.** Keriko Secondary School has reliable access to online resources.

<input type="checkbox"/> True	Justification: .....
<input type="checkbox"/> False	.....

**13.** More students attend Keriko Secondary School than before.

<input type="checkbox"/> True	Justification: .....
<input type="checkbox"/> False	.....

**14.** Mr Tabichi's students used plants to produce food.

<input type="checkbox"/> True	Justification: .....
<input type="checkbox"/> False	.....



Choose an appropriate ending from the list that completes each sentence (lines 13-23).

- |  |   |
|--|---|
| <p>15. Mr Tabichi supports students' learning by... <input type="checkbox"/></p> <p>16. Mr Tabichi helps local people to farm better by... <input type="checkbox"/></p> <p>17. Because of his religion, Mr Tabichi believes in... <input type="checkbox"/></p> | <p>A. helping students to become teachers.</p> <p>B. leading a simple life.</p> <p>C. giving extra food to the poor.</p> <p>D. showing them plants that live a few years.</p> <p>E. giving them additional classes.</p> <p>F. teaching them which plants to grow.</p> |
|--|---|

Choose the correct answer (lines 13-23).

18. The area occasionally suffers from...
- A. severe storms.
  - B. heat waves.
  - C. lack of rain.
  - D. floods.
19. The expression "to get along" (line 18) means...
- A. to find the way to the Peace Club.
  - B. to walk to school together.
  - C. to stop fighting with each other.
  - D. to do well at school.
20. Mr Tabichi wants "to improve" the school (lines 21-22) by...
- A. accepting more students into the school.
  - B. making the school more international.
  - C. building a prayer room.
  - D. developing the science programme.



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

Mr Tabichi works in a school where there are many challenges. [ - 21 - ] he works in difficult conditions, his students are successful. They have won prizes in national science competitions [ - 22 - ] Mr Tabichi gives them a lot of support. [ - 23 - ] he receives his prize money, he is going to spend it on more teaching equipment to help his students in their studies.

- |                |                          |             |
|----------------|--------------------------|-------------|
| 21. [ - 21 - ] | <input type="checkbox"/> | A. so       |
| 22. [ - 22 - ] | <input type="checkbox"/> | B. although |
| 23. [ - 23 - ] | <input type="checkbox"/> | C. because  |
|                |                          | D. but      |
|                |                          | E. if       |
|                |                          | F. when     |



**Text C — An activist shares her ideas for fighting the climate crisis**

Find the words that complete the following sentences. Answer using the words as they appear in lines 1-7.

24. The purpose of the United Nations Youth Climate Summit in New York was...

.....

25. The Marshall Islands are on average only...

.....

26. The weather on the Marshall Islands has changed as a result of...

.....

27. The Marshall Islands are disappearing...

.....

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

28. [ - 28 - ]

29. [ - 29 - ]

30. [ - 30 - ]

31. [ - 31 - ]

- A. Why did you become a climate activist?
- B. What should countries do to fight the climate crisis?
- C. Who is responsible for climate change?
- D. What have you done at school to fight climate change?
- E. What did you learn in Japan?
- F. When did the climate crisis begin?
- G. How is your generation's climate activism different from the past?
- H. Why is the climate changing?





Answer the following questions (lines 17-28).

32. What is the consequence of the change in the temperature of the sea mentioned by Bertine?

.....

33. To whom or to what does "the people who can actually do something" (lines 23-24) refer?

.....

34. What is the message that young people want to give?

.....

35. Which words in the text mean "leading the way"?

.....

36. To whom or to what does "us" in **line 27** refer?

.....

Choose the correct answer (lines 26-28).

37. Why does Bertine want young people in government?

- |
- A. To give their opinion
  - B. To agree to new laws
  - C. To learn from experts
  - D. To participate in protests

