A

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

1 Starting university is an exciting time. But, we know it can also be slightly daunting, so read our crucial top tips below.

2 **Do get involved**

There's more to university life than just studying, and there's no better way to make friends than taking part in all the extras. Of course, in your first semester you've got freshers* week to enjoy, a week of great nights out and freshers fairs to learn about everything you need to know and meet fellow students. Also, get involved with some societies; if you're a fanatic sports player, find your sport and sign up to the team, or look for alternatives such as music groups, debating societies, country-inspired ones, eco groups, course-specific groups and so much more.

[– 7 –]

We've heard it all: "it's only first year", "first year doesn't count". But that's not strictly true. For many courses, the first year does count towards the final grade and what you're learning in this first year will help you down the line. So go out and enjoy yourself, but set the alarm for those 9.00am lectures also.

[– 8 –]

Maybe it's somewhere you've never been or somewhe[illegible]s fu[illegible]nd mean librarians, but you couldn't be more wrong. At times the library will become a second home to you throughout your university life. Get to know it early, find the books you need, which areas you like, where the computers are and, of cours[illegible]s fo[illegible] really need to get your head down.

[– 9 –]

If you have a question, ask it! Everyone's in the same shoes as you being completely new to university life so the chances are somebody else is thinking it too. Whether it's about the lecture, your student accommodation or the university in general, don't hesitate to ask. Your lecturers, university staff and those working at your accommodation will all be super friendly and helpful and are there to help you adjust to university life.

[– 10 –]

If this is the first time you've lived away from home, the idea of managing your money can be somewhat overwhelming. We recommend sitting down with a parent before you start planning your finances. This way you know how much you have to spend on bills, how much to budget on the food shop and what's left to go out and enjoy yourself with.

s: students who have just started at a university

IB 26 May
EB HL P2

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...

Can also be slightly daunting

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

to learn about everything you need to know

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

count towards the final grade

Answer the following questions.

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

brain boxes

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

quiet zone

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

being completely new to university life

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rednote ID: IBDPEnglishB

Text A

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There's more to university life than just studying, and there's no better way to make friends than taking part in all the extras. Of course, in your first semester you've got freshers* week to enjoy, a week of great nights out and freshers fairs to learn about everything you need to know and meet fellow students. Also, get involved with some societies; if you're a fanatic sports player, find your sport and sign up to the team, or look for alternatives such as music groups, debating societies, country-inspired ones, eco groups, course-specific groups and so much more.

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4 **[– 8 –]**

Maybe it's somewhere you've never been or somewhere you're sure is full of brain boxes and mean librarians, but you couldn't be more wrong. At times the library will become a second home to you throughout your university life. Get to know it early, find the books you need, which areas you like, where the computers are and, of course, the quiet zones for when you really need to get your head down.

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* freshers: students who have just started at a university

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

7. [– 7 –] E
8. [– 8 –] A
9. [– 9 –] H
10. [– 10 –] D

A. Do explore the library
B. Do enjoy your social life
C. Don't worry about being new
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...

D

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...

B

A. complimentary.
B. encouraging.
C. entertaining.
D. passionate.

IB 26 May
EB HL P2
小红书
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Text B

An extract from *Small Wars*, by Sadie Jones

At Sandhurst, the top British military academy, people are gathered to watch the officer cadets take part in a graduation parade, known as the "passing-out parade" or "Sovereign's Parade".

Sandhurst, July 1946

An English rain was falling onto the instruments of the band, onto their olive green uniforms and the uniforms of the cadets as they marched. The quiet rain lay in drops on the umbrellas of the families watching, on the men's felt hats and the women's gloved hands; it dampened the grey and green countryside around them and put beads of water onto everything.

The band played "Auld Lang Syne". The sound of the commands of the cadets and of the marching feet seemed to promise a bright future that was grounded in England and in discipline; the love of one made strong by the application of the other.

The families stood in a crowd ten deep, bordering the parade square. The small band and the marching cadets were between them and the long, white, columned building. The cadets held rifles and wore dark green battledress. The wool of their uniforms was dense and damp in the weather. The marching feet and rifles and tilted heads made patterns, so that their mothers could hardly tell one from another and felt embarrassed about it, but proud too, because their sons had become part of a greater body and did not stand out.

Some mothers and fathers had seen the passing-out parades of other sons, and many of the fathers remembered their own. This parade, in 1946, like England herself, lacked opulence but had its own austere ceremony. It was not the sunny, decorative ceremony of established peacetime, but resolute and businesslike, as if these men, like those of only a few months before, would be dispatched immediately into battle.

There was almost no self-consciousness at the emotion of the occasion: it was designed to be emotional and there was nobody there who did not feel it. The only time Hal Treherne could remember his father choked with feeling was in describing the day of his own Sovereign's Parade.

Hal was not choked with feeling: he had only the desire to do well that he always had, immense pride, like a physical thing, and a powerful eagerness to meet his future and to conquer it. He wasn't thinking about these things though; he was thinking about the precise execution of this small part of his training, drilled, redrilled, and accomplished. It was afterwards, as they stood in silence for inspection by the Princess Elizabeth – then, suddenly, he felt it, a sort of overflowing, and he had to blink and focus carefully on the far trees.

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 ☑ False Justification: The sound of the commands of the cadets and of the marching feet seemed to promise a bright future

14. The parade was attended by numerous spectators.

☑ True ☐ False Justification: The families stood in a crowd ten deep, bordering the parade square

15. Family members had difficulty identifying individual cadets.

☑ True ☐ False Justification: their mothers could hardly tell one from another

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

☑ True ☐ False Justification: This parade, in 1946, like England herself, lacked opulence

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

17. Previous recent graduates... E
18. Hal's father... C
19. Hal... H
20. Princess Elizabeth... D

A. avoided passing-out ceremonies.
B. worried about the future.
C. recalled a past ceremony with emotion.
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.

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小红书
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566

A001

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

21. meant

designed

22. impatience

eagerness

23. accurate

precise

24. review

inspection

Choose the correct answer.

25. The extract suggests that in England...

A

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.

865

A001

IB 26 May
EB HL P2
小红书
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Text C

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

2024 marked 60 years since the publication of Donald Horne's influential book *The Lucky Country*. Most people read the title as a compliment, but he originally intended the book as a wake-up call to Australians about our complacency and our embrace of a provincial reliance, first on Britain and later, on America.

When the book was written, Australians were overwhelmingly white and English-speaking. In 1964, 95% of the country claimed British ancestry. Fast forward 60 years, and the composition of Australia's population has changed considerably, especially in its largest cities. Thanks to changing waves of migration, first from southern Europe and more recently from Asia and Africa, Australians look and sound very different from their peers in the year Horne's book was published.

Horne explored many facets of Australian culture in *The Lucky Country*, but he didn't delve into the impact of the language diversity resulting from this migra… but becau… assimilation was in vogue and English was (and is) the dominan…

Nowadays, alongside Australia's many Indigenous languages, E… …ts w… increasingly diverse range of home and community languages—Arabic, Chinese, Greek, Punjabi, Vietnamese, just to name a few.

More than words—language is identity

For many Australians, speaking more than one language is part of wh… maintaining a community language builds their sense of belonging in Australia while simultaneously connecting them with their heritage.

When Australian English started being studied systematically in the middle of the last century, researchers noted that, while it lacks the regional differences ("dialects") heard in the UK, languages other than English changed the form and sound of Australia's distinctive English. For example, there are differences in the English spoken by second-generation Australians from different backgrounds (German, Greek, Italian). Where "dialect" describes regional differences in ways of speaking, we call these differences according to background "ethnolects".

Ethnolects and what it means to "sound" Australian

Because of their association with migrants and their descendants, our first reaction might be to look on ethnolects as a "broken" form of English, remnants of the imperfect language learning efforts of the first generation. But current research indicates a more positive role for ethnolects. Any child who grows up in Australia will learn Australian English, but a child who also learns an ethnolect can shift between ways of speaking English, just as any Aussie* can switch between

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*?

C

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

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.

865

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

C

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

…owing words mean in the text? Choose the appropriate word from the list.

A001

29. wake-up call (line 3) — C
30. embrace (line 3) — H
31. composition (line 10) — E
32. range (line 22) — B

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

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Horne explored many facets of Australian culture in *The Lucky Country*, but he didn't delve into the impact of the language diversity resulting from this migration—no doubt because assimilation was in vogue and English was (and is) the dominant language.

Nowadays, alongside Australia's many Indigenous languages, English co-exists with an increasingly diverse range of home and community languages—Arabic, Chinese, Greek, Punjabi, Vietnamese, just to name a few.

More than words—language is identity

For many Australians, speaking more than one language is part of who they are, and maintaining a community language builds their sense of belonging in Australia while simultaneously connecting them with their heritage.

When Australian English started being studied systematically in the middle of the last century, researchers noted that, while it lacks the regional differences ("dialects") heard in the UK, languages other than English changed the form and sound of Australia's distinctive English. For example, there are differences in the English spoken by second-generation Australians from different backgrounds (German, Greek, Italian). Where "dialect" describes regional differences in ways of speaking, we call these differences according to background "ethnolects".

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Answer the following questions.

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

changed the form and sound

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

migrants and their descendents

35. What are speakers of ethnolects able to do?

shift between ways of speaking English

36. What can ethnolects offer descendants of migrants?

connection to community and heritage

IB 26 May
EB HL P2

小红书

rednote ID: IBDPEnglishB

40 more cultivated or more broad speech. For those children and grandchildren of migrants who haven't maintained their community language, the ethnolect is especially important for providing connection to community and heritage. So, instead of looking on ethnolects as a deficiency, we should think of them as a bonus—like being able to speak another language—something to be celebrated as part of the expanding definition of what it means to be Australian.

* Aussie: an informal word for a person from Australia

566

A001

IB 26 May EB HL P2

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)

Australia

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

Australian English

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

children and grandchildren of migrants

865

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

ethnolects

A001

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