



--

--	--	--	--	--

--	--	--	--

1123/22

May/June 2018

1 hour 45 minutes

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in **both** Section 1 and Section 2.
The Insert contains the two reading passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.
Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **8** printed pages and **1** Insert.

Section 1: Reading for Ideas



Read **Passage 1**, *People and Animals*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the information in the passage which describes people's uses of animals in former times, and the uses made of animals today.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points**People's uses of animals in former times**

- *(means of) human transport*

.....

.....

.....

.....

.....

.....

.....

.....

.....

Uses made of animals today

- *(used for) educational purposes*

.....

.....

.....

.....

.....

.....

.....

.....

.....

[12]

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

Since earliest times, people have made use of animals as

.....[10]

- 2 Re-read paragraphs 4, 6 and 7, and identify and write down **one** opinion from each of these paragraphs.

- Paragraph 4
.....
- Paragraph 6
.....
- Paragraph 7
.....

[3]

Total marks for Section 1: [25]



Section 2: Reading for Meaning



Read **Passage 2**, *Nizam*, in the Insert and answer **all** the questions below.

From paragraph 1

3 (a) Give **two** reasons why Nizam was happy 'on the day that he qualified' as a teacher.

(i)

(ii)

[2]

(b) Nizam had 'to write reports on his junior classes'. What is the other reason why Nizam's weekend was less relaxing than it normally was?

.....
 [1]

From paragraph 2

4 (a) 'The young students Nizam taught were not lazy, inconsiderate or impolite'. What is the other reason why Nizam found the newspaper article 'infuriating'?

..... [1]

(b) 'Instead of reciprocating the smile, the waiter, an elderly man, gave Nizam a stony look.' Explain **in your own words** the waiter's reaction to Nizam's smile.

.....

 [2]

From paragraph 3

- 5 (a) A contrast is created between the stallholders' 'apparent hostility' and what is really going on.

Without copying from the passage:

- (i) describe what seems to be happening.

.....
[1]

- (ii) describe what is really going on.

.....
[1]

- (b) Pick out and write down the **one** word which shows that the stallholders' sales talk never varied.

.....[1]

From paragraph 4

- 6 (a) The stallholder showed the woman a scarf. 'Then another. Then another.' What does 'Then another. Then another' show about:

- (i) the stallholder's character?

.....[1]

- (ii) the woman's character?

.....[1]

- (b) Nizam was 'shocked' and eventually ran after the woman. What **two** other aspects of his behaviour show that he was 'shocked'?

- (i)

- (ii)

[2]





From paragraph 5

- 7 (a) Who do you think laid a 'heavy hand' on Nizam's shoulder?

.....[1]

- (b) Nizam thought 'The irony of it all!' Explain the 'irony' in Nizam's situation.

.....

[2]

- 8 From paragraphs 3–5 inclusive

For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.

- (a) riot (line 25)

A crowd B variety C demonstration D mess [1]

- (b) coaxed (line 25)

A tricked B teased C motivated D persuaded [1]

- (c) imperceptibly (line 35)

A gradually B slightly C invisibly D accidentally [1]

- (d) collided with (line 43)

A disagreed with B bumped into C broken up D fought against [1]

- (e) likelihood (line 48)

A probability B similarity C pleasure D approval [1]

9 Re-read paragraph 4, which contains phrases about **(a)** the woman and **(b)** Nizam.

Explain:

- the **meaning** of the phrases as they are used in the passage
- the **effect** of the phrases as they are used in the passage.

(a) 'her conveniently voluminous handbag' (line 36)

Meaning

.....

Effect

.....

[2]

(b) 'he shot out of the café' (line 41)

Meaning

.....

Effect

.....

[2]

Total marks for Section 2: [25]



Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2018

INSERT

1 hour 45 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.

Passage 1

People and Animals

- 1 Since earliest times, large animals have been used as a means of human transport, with camels ferrying riders over vast areas of dry desert, and lavishly decorated elephants carrying people of rank. Because of their sheer physical strength, some animals, either harness or pack animals, were used to move objects around. Harness animals included oxen pulling ploughs or elephants hauling logs out of forests, while pack animals, such as llamas, horses and reindeer, carried heavy loads on their backs. 5
- 2 Early humans hunted the hairy mammoths, bears, deer and other animals that shared their environment, and at some point learned how to use the thick, furry hides from these animals to keep themselves warm and dry. With this discovery, clothing developed and was later improved by the invention of needles made from slivers of animal bones. From very early times, people hunted animals for food; a breakthrough came when people domesticated a wide range of animals, such as goats and sheep, to raise them, rather than hunt them, for food. Animals have a long history of being useful in the hunting of other animals; for example the domestic cat is one of the oldest working animals, having protected food supplies from pests since the foundation of human agriculture, and tamed cheetahs have been used by humans to chase down prey for food. 10 15
- 3 In ancient times, animals had a role to play in warfare, and records exist showing that horses pulled wagons in battle some 5000 years ago, and later carried armed soldiers on the battlefield. Elephants were used to charge the enemy and the psychological effect of these huge beasts, used by civilisations such as those of the Persians and the Carthaginians, cannot be underestimated. Sacrificing animals to a god or gods was an integral part of most religions; animals were offered as tributes to please or placate these deities, or to give thanks for their kindness in, for example, the safe birth of a child. Animals were used in sports in early civilisations. The ancient Greeks and Romans used horses for chariot races, and animals featured in many kinds of sporting activities, such as horse jumping, polo and even camel racing. 20 25
- 4 While such sporting activities still occur, in our own time animals are also used for educational purposes, such as allowing people to view, through trips to zoos or safari parks, animals which they would otherwise be unlikely ever to see in their natural habitat. Entertainment is provided by going to see animals, like lions and elephants, performing in circuses, although using animals solely for entertainment is definitely cruel and unnatural. 30
- 5 Some animals have extraordinarily heightened senses. Horses can be trained to search for people lost or trapped in dangerous terrain, using their keen hearing, smell and vision; the horse's behaviour will indicate it has noted something unusual, thus alerting the rider to a useful clue to the missing person's whereabouts. For centuries there have been accounts of animals behaving bizarrely before earthquakes. Now, for the first time, scientists have filmed the behaviour of wild animals prior to a quake, finding that animals in Peru, such as pumas, ran for cover days before the earthquake took place. This important study could help improve short-term forecasting of earthquakes. 35
- 6 In the fight against crime, some animals can be trained to sniff out drugs and explosives, perhaps the most surprising of these being rats, which can be cheaply trained within two weeks, a system which has been pioneered by Dutch police. Animals such as rats, rabbits and monkeys are used in the scientific testing of, for example, medicines and cosmetics. Although the medical benefits for humans certainly outweigh animal suffering, opponents take the view that alternative testing methods should be implemented. In rural communities in some parts of the world, selling animal products such as milk, eggs, wool and meat allows people to pay for education for their children. 40 45
- 7 Many people derive emotional benefits from keeping animals as pets; for an elderly person, or someone living alone, a cat can provide companionship and the sense of purpose which comes from taking care of it. The most exciting innovation in modern medicine is animal-assisted therapy, such as swimming with dolphins, which can improve a patient's social, emotional and cognitive functioning. 50



Passage 2

Nizam

- 1 Saturdays were always very pleasant days for Nizam, and this should have been no exception, as he sat in the rooftop café in town, reading the newspaper, watching the world go by on the street below. As a young teacher, who had made his parents so proud of him on the day that he qualified, he spent every evening during the week correcting essays and planning lessons, and this week he had been given the additional burden of having to write reports on his junior classes, a chore he had been forced to defer until the weekend. More than that, he was distracted from his expected relaxation by the knowledge that his Principal had asked him to produce a topic for the school's annual story-writing competition. He had achieved a lifelong ambition in becoming a teacher, so writing such a topic should be no problem. He picked up his pencil and wrote on a piece of paper: 'Write a story about a person who ...' and stopped, his mind a blank. Sighing, he went back to his newspaper. 5
- 2 He realised he was irritated at having to produce the competition topic; the task nagged away at him like mild toothache. Moreover, there was an infuriating article in the newspaper denouncing all young people as being lazy, inconsiderate, impolite – on and on went the list in what Nizam felt was an unjustified tirade against the younger generation. The young students Nizam taught were not lazy, inconsiderate or impolite and, in any case, at the age of twenty-three, was he not able to count himself as being in that age group? 'Here's the tea you ordered.' Smiling, Nizam looked up at the waiter. Instead of reciprocating the smile, the waiter, an elderly man, gave Nizam a stony look. Clearly his heart was not in his job as he clattered the cup on the table, causing some of the tea to spill into the saucer. Picking up the pencil again, Nizam wrote: 'Write a story about an elderly person who ...' It was no good – the ideas simply would not present themselves. 15
- 3 From the rooftop terrace, Nizam had a bird's-eye view of the town below. The normal Saturday morning market was in full swing. Stalls had been set up selling vegetables in a wild riot of colours, florists coaxed husbands to buy flowers for their wives, and the aroma of various spices competed with one another. Nizam smiled at the cacophonous sales talk from the stallholders, an apparent hostility to one another which was merely a routine and good-natured part of the morning's entertainment. 25
- 4 One of the young stallholders was being very attentive to a woman who reminded Nizam of his grandmother in stature, dress and age. The woman was examining a silk scarf, turning it this way and that in her hands. She seemed to indicate that it was not what she was looking for, and the smiling stallholder offered another scarf for her to examine. Then another. Then another. Still she appeared to show little interest in buying any of them. The scarves kept coming – plain, multicoloured, geometric patterns, bright colours, subdued colours, square, rectangular. Then, shocked, Nizam gasped in outrage as, almost imperceptibly, the woman's right hand dropped one of the scarves into her conveniently voluminous handbag, her left hand casually adjusting the necklace at her throat. She loitered a few moments more at the stall, affecting nonchalance at the offered scarves, before moving away towards one of the vegetable stalls. For a second, Nizam was rooted to the spot. 'Write a story about an elderly person who steals something at a market,' he thought. Then his sense of justice prevailed and he shot out of the café, taking the stairs two at a time. 'Watch where you're going!' snarled a customer, staggering to keep his balance and clearly incensed that Nizam had collided with him. 30
- 5 Arriving breathlessly at the vegetable stall, Nizam, summoning all his courage, raised a hand to tap the scarf thief lightly on the shoulder. It was at that very second that he felt a heavy hand on his own shoulder. 'Think you can run off without paying, do you? You young people are all the same.' Nizam's imagination latched on to the possible consequences of his actions and the likelihood of his behaviour being misinterpreted. 'The irony of it all!' he thought. 45