



**Cambridge Assessment International Education**  
Cambridge Ordinary Level

CANDIDATE  
NAME

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CENTRE  
NUMBER

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NUMBER

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**ENGLISH LANGUAGE**

**1123/22**

Paper 2 Reading

**October/November 2019**

**1 hour 45 minutes**

Candidates answer on the Question Paper.

Additional Materials:      Insert

**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**, *Honey*, in the Insert and answer **all** the questions below.

#### 1 (a) Notes

**Identify and write down** the information in the passage which describes the importance of honey in former times, and the possible benefits of honey in modern times.

#### 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

##### The importance of honey in former times

- *sweetening ingredient in (many) dishes (in Greek / Egyptian / Roman cuisine)*

.....

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##### The possible benefits of honey in modern times

- *(it may) improve our bodies' immunity to many illnesses*

.....

.....

.....

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.....

.....

.....

.....

.....

.....

[12]



2 Re-read paragraphs 1, 6 and 7 and give **one** opinion from each of these paragraphs.

Paragraph 1 .....  
..... [1]

Paragraph 6 .....  
..... [1]

Paragraph 7 .....  
..... [1]

[Total: 25]

**Section 2: Reading for Meaning**

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

From paragraph 1

- 3 (a) As a child, what did the writer want to do when he became an adult?

..... [1]

- (b) Why did the writer think he was ‘an exceptionally lucky person’ (line 2)?

.....  
..... [1]

From paragraph 2

- 4 (a) The writer brought into the house ‘every conceivable type of creature’ (line 6). Give the phrase used later in the paragraph which conveys the same meaning.

..... [1]

- (b) The family comforted each other with the thought that the writer’s hobby ‘was just a phase I was passing through and that I would soon grow out of it’ (lines 7–8). Explain **in your own words** what the family felt about his hobby.

.....  
.....  
..... [2]

From paragraph 3

- 5 (a) Why could the writer’s school friend no longer look after Hortense?

..... [1]

- (b) What **two** signs were there of the school friend’s ‘desperation’ (line 17) to be rid of Hortense?

(i) .....  
.....

(ii) .....  
..... [2]

From paragraph 4

6 (a) In what **two** ways was the writer's decision to take Hortense not wise?

(i) .....

.....

(ii) .....

..... [2]

(b) In what way can we tell that the writer wasn't sure his mother would allow him to take Hortense?

.....

..... [1]

From paragraph 5

7 (a) Hortense had 'a pair of horns with a forest of lethal-looking spikes, and he was about four feet high' (lines 27–28). Give **one** word from the paragraph which shows a surprising contrast between his appearance and his behaviour.

..... [1]

(b) Why do you think the writer was in a hurry to thank the boy and his father?

..... [1]

(c) What do you think the writer's brother feels about animals?

..... [1]

From paragraph 7

8 Explain **in your own words** what the writer means when he describes Hortense as 'astonished by the havoc he had created' (line 44).

.....

.....

..... [2]

## 9 From paragraphs 2–7

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

(a) **formative** (line 5)

**A** young                      **B** original                      **C** early                      **D** growing                      [1]

(b) **quandary** (line 18)

**A** dilemma                      **B** confusion                      **C** disagreement                      **D** state                      [1]

(c) **clinched** (line 21)

**A** held                      **B** hugged                      **C** arranged                      **D** settled                      [1]

(d) **profusely** (line 29)

**A** excessively                      **B** deeply                      **C** gratefully                      **D** appropriately                      [1]

(e) **demurely** (line 45)

**A** kindly                      **B** shyly                      **C** humbly                      **D** simply                      [1]

10 Re-read paragraphs 2 and 7, which contain sentences telling us about

(a) the personality of the writer and (b) the personality of the writer’s brother.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) ‘I knew without a shadow of a doubt that I wanted to be a collector of animals’ (lines 10–11)

Meaning.....  
.....

Effect.....  
..... [2]

(b) “This is the last straw,” roared Larry, “so get that animal out of here!” (line 43)

Meaning.....  
.....

Effect.....  
..... [2]

[Total: 25]

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