

CANDIDATE  
NAME

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CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ENGLISH LANGUAGE**

**1123/22**

Paper 2 Reading

**October/November 2018**

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

**1 (a) Notes**

**Identify and write down** the information in the passage which describes the origins and spread of sugar, and the reasons for the decline in popularity of sugar.

**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 origins and spread of sugar**

- *Cultivation (probably) originated in New Guinea (an island in the South Pacific)*

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**Reasons for the decline in popularity of sugar**

- *Link between sugar and obesity (is well established)*

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.....

[12]



2 Re-read paragraph 1.

Identify and write down **three** opinions from this paragraph.

- .....  
.....
  - .....  
.....
  - .....  
.....
- ..... [3]

[Total marks for Section 1: 25]

**Section 2: Reading for Meaning**

Read **Passage 2**, *A Disappointing Day*, in the Insert and answer **all** the questions below.

From paragraph 1

- 3 (a) Lila and the writer ‘decided to skip school’. Whose idea was it?  
.....[1]
- (b) What was the ‘exceptional’ event the girls used to deceive their parents?  
.....[1]
- (c) According to the paragraph, who is the person least likely to be taken in by the girls’ deception?  
.....[1]

From paragraph 2

- 4 (a) The girls were ‘intrigued by the invisible’. Explain **in your own words** what this tells us about the girls.  
.....  
.....  
.....[2]
- (b) What exactly do you think was the ‘violent explosion of sound’?  
.....[1]

From paragraph 3

- 5 (a) As an adult, the writer thinks of ‘the pleasures of childhood’. What **two** particular ‘pleasures of childhood’ did she experience that day?
- (i) .....  
.....
- (ii) .....  
.....[2]
- (b) The day had a ‘harmonious’ start. Give the **one** word used in the paragraph which conveys the opposite idea.  
.....[1]

From paragraph 4

6 'People we passed seemed indifferent to our escapade.' Explain **in your own words** what the writer thought about the people they passed.

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

From paragraph 5

7 Why was the writer surprised that Lila wanted to turn back?

.....[1]

From paragraph 7

8 Things 'had not happened as we expected.'

(i) What **unexpected** thing happened?

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

(ii) What **expected** thing happened?

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

From paragraph 8

9 Explain what Lila did to betray the writer. Why did she do this?

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

## 10 From paragraphs 1–6

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) **tentatively** (line 1)

**A** foolishly      **B** recently      **C** cautiously      **D** unwillingly      [1]

(b) **enchanted** (line 14)

**A** frightened      **B** puzzled      **C** surprised      **D** charmed      [1]

(c) **mean** (line 22)

**A** unusual      **B** miserly      **C** nasty      **D** important      [1]

(d) **compelled** (line 29)

**A** forced      **B** attracted      **C** influenced      **D** tempted      [1]

(e) **purchase** (line 35)

**A** movement      **B** grip      **C** sale      **D** place      [1]

11 Re-read paragraphs 3 and 5 which contain phrases about the relationship between Lila and the writer.

Explain:

- the **meaning** of the phrases as they are used in the passage
  - the **effect** on the writer suggested by the phrases as they are used in the passage.
- (a) 'As usual, it was as if Lila were ten steps ahead and knew precisely what to do and where to go' (lines 18–19)

Meaning: .....

.....

Effect: .....

..... [2]

(b) 'There was something she had on the tip of her tongue, but couldn't make up her mind to tell me' (lines 28–29)

Meaning: .....

.....

Effect: .....

..... [2]

[Total marks for Section 2: 25]

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