



Cambridge International Examinations
Cambridge Ordinary Level

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH LANGUAGE

1123/21

Paper 2 Reading

October/November 2014

Candidates answer on the Question Paper.

1 hour 45 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

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 beginning or end of each question or part question.

This document consists of **7** printed pages, **1** blank page and **1** Insert.

Section 1: Reading for Ideas

Read **Passage 1** in the insert and answer **all** the questions below.

1 (a) Notes [15 marks]

Identify and write down the points in the passage which describe the origins and spread of coffee before the twentieth century, and the reasons for its economic success and popularity from the twentieth century to the present day.

USE ONLY THE MATERIAL FROM PARAGRAPH 1 TO PARAGRAPH 6 INCLUSIVE.

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS
The origins and spread of coffee before the twentieth century
<ul style="list-style-type: none"> • <i>Kaldi realised berries (of a certain bush) were energising</i>
Reasons for its economic success and popularity from the twentieth century to the present day
<ul style="list-style-type: none"> • <i>Railways allowed coffee to be transported more easily</i>

1 (b) Summary [5 marks]

Now use your notes to write a summary, in which you describe the origins and spread of coffee before the twentieth century, and the reasons for its economic success and popularity from the twentieth century until the present day, as outlined in the passage.

This time, you will be awarded up to 5 marks **for using your own words** wherever possible and for **accurate use of language**.

Your summary, which must be in continuous writing (not note form), must be no longer than **160** words, including the 10 words given below. Begin your summary as follows:

One story describes Kaldi being energised by coffee berries and

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

No. of words

2 From your reading of paragraph 1, decide which **one** of the following statements is true and tick the box you have chosen.

The writer is sure that the information about the origins of coffee is correct.

The writer is sure that the information about the origins of coffee is incorrect.

The writer thinks that the information about the origins of coffee cannot be proved.

[1]

3 Cafe Florian is a 'magnet for tourists' (paragraph 3).

From your own knowledge or experience give **two** examples of places which are a 'magnet for tourists'. Do **not** refer to specific examples from the passage in your answer.

One example is

Another example is

[2]

4 From your reading of paragraph 6, select and write down **two** opinions.

One opinion is

Another opinion is

[2]

Total for Section 1 [25]

Section 2: Reading for Meaning

Read **Passage 2** in the insert and answer **all** the questions below.

From paragraph 1

- 5 (a) Richard was always 'gloomy, a pessimist'. Give **one** example of Richard's pessimistic behaviour.

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

- (b) Richard says that he doesn't 'shirk the truth'. What, according to Richard, is the truth?

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

From paragraph 2

- 6 (a) At first, what did people think the small cloud meant?

..... [1]

- (b) Why did they laugh when Richard said: 'Looks like locusts to me'?

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

- (c) Why did they stop laughing when 'the wispy bits began to whirr'?

..... [1]

From paragraph 3

- 7 (a) Explain exactly why the sky was dark.
..... [1]
- (b) Why do you think the birds were 'excited'?
..... [1]
- (c) Previously the farm had 'managed somehow' to survive. What does this tell us about how the family had been affected by locust swarms in the past?
.....
..... [1]
- (d) The children were 'sent out to make a racket'. Explain fully **in your own words** the purpose of this racket.
.....
..... [2]

From paragraph 4

- 8 (a) What does the word 'muffled' tell us about the effect of the locusts on the countryside?
..... [1]
- (b) The birds 'had gorged themselves so much that they were unable to take off'. Without copying from the passage, explain exactly the problem the birds have here.
.....
..... [2]
- (c) What **two** effects did the locusts have on the car?
(i)
(ii) [2]
- (d) Explain fully what caused the cracking noise.
.....
..... [2]

From paragraph 5

9 The family ‘waited for the swarm to wing its way to further destruction’. Pick out and write down a **single word** used later in the paragraph which continues the idea of ‘destruction’.

..... [1]

From paragraph 6

10 In what **two** ways is the large number of hoppers an additional threat to farmers?

(i)

(ii) [2]

From the whole passage

11 Choose **five** of the following words or phrases. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

- | | |
|---------------------------|------------------------|
| 1. plopped (line 14) | 5. succulent (line 34) |
| 2. stone (line 18) | 6. swathe (line 35) |
| 3. bewildered (line 21) | 7. opted for (line 37) |
| 4. occasionally (line 26) | 8. miniature (line 45) |

Five words chosen from list above	Answer	
()	[1]
()	[1]
()	[1]
()	[1]
()	[1]

Total for Section 2 [25]

BLANK PAGE

Copyright Acknowledgements:

Passage 2 © Tenniel Evans; adapted from *Don't Walk in the Long Grass*; Black Swan, London; 2000.

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.

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.