

CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Ordinary Level

1123/22
ENGLISH LANGUAGE
Paper 2 Reading
INSERT

May/June 2018
TIME: 1 hour 45 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

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**
- 20**
- 25**
- 30**

- 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.** **35**
- 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.** **40**
- 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** **45**
- 60**
- 65**

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. 70

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. 75
80
85

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. 90
95

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 10 15 20
- 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 25 30

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. 35

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. 45

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 60 65

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. 70

- 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. 75
- 80
- 85
- 90

BLANK PAGE

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.

