



Cambridge O Level

CANDIDATE NAME



CENTRE NUMBER

--	--	--	--	--

CANDIDATE NUMBER

--	--	--	--



ENGLISH LANGUAGE

1123/12

Paper 1 Reading

May/June 2024

2 hours

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are not allowed.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading passages.

This document has **8** pages. Any blank pages are indicated.





Read **Text A**, *Where it all began*, in the insert and answer **Question 1** and **Question 2**.

Question 1

(a) In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?

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

(b) **Using your own words**, explain what the text means by 'I neglected my other duties.' (line 4)

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

(c) In paragraph 3, how did the writer feel at first about being in the ice house?

Give **two** details from the text to support your answer.

writer's feeling

details

.....

.....

..... [3]

(d) Explain what the writer was thinking when he leant against the door and it 'surprisingly swung open'. (lines 13–14)

.....

..... [1]

(e) From paragraph 5, identify **two** techniques used by the palace kitchen cooks that the writer thought could be useful to improve the flavour of the ices he is making with Ahmad.

-
-

[2]

(f) Give **two** reasons why the secrets of ice had remained 'known to few'. (line 22)

.....

..... [2]

DO NOT WRITE IN THIS MARGIN





(g) In paragraph 7, the writer asked Ahmad what the ices they made tasted like.

(i) What reason did the writer give Ahmad for wanting to know?

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

(ii) Suggest the real reason the writer was asking about the taste of the ices.

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

(h) Explain **using your own words** the writer's different feelings and opinions about Ahmad while he was working for him.

Give **three** details from anywhere in the text to support your answer.

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

[Total: 16]

DO NOT WRITE IN THIS MARGIN





Question 2

(a) Read this sentence from the text:

‘Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation.’ (lines 38–39)

What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word ‘sparkling’ to describe it?

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

(b) Read this extract from the text:

‘But, once I’d got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made.’ (lines 43–46)

What does the writer want to suggest to the reader at this point in the story?

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

(c) Explain why the writer uses the word ‘creature’ rather than ‘boy’ in the expression ‘a creature incapable of reason.’ (line 48)

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

(d) What **two** impressions does the writer want to convey to the reader in the sentence:

‘And so I learnt the subtle art of more complex water ices: ‘sorbetti’, in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and ‘sherbets’, the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow.’ (lines 50–53)?

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

DO NOT WRITE IN THIS MARGIN





(e) Identify **one example** of how the writer uses language effectively to convey his feelings once he begins his double life, in this extract from the text:

‘So began a period in which I lived a double life. By day, I followed Ahmad’s instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something – some method, some key – something that could unlock the deepest, frozen secrets of ice cream.’ (lines 61–66)

Explain the impression the writer creates in the example you have identified.

example

explanation

.....

.....

.....

[3]

[Total: 9]

DO NOT WRITE IN THIS MARGIN





DO NOT WRITE IN THIS MARGIN

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [20]

(b) **Imagine you are someone who lives in a city and has recently been on holiday at a 'black-hole resort'. You really enjoyed your stay.**

You are asked to give feedback about your holiday in a survey.

Give your answer to the survey question, using information from the text.

The survey question: Some people think that a holiday at a 'black-hole resort' would be boring.

What is your opinion and why?

Your answer:

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [5]

[Total: 25]





BLANK PAGE



DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

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 Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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

