



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

1115/02, 1120/02  
1123/02, 1125/02

Paper 2 Comprehension

October/November 2008

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
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, highlighters, glue or correction fluid.

Answer **all** questions.

Leave a space of **one** line between answers to **each part** of a question, e.g. between **3(a)** and **3(b)**.

Leave a space of at least **three** lines after your completed answer to each **whole** question.

The insert contains the passage for comprehension.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

Dictionaries are **not** permitted.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.



This document consists of **3** printed pages, **1** blank page and **1** insert.



Read the passage in the insert and then answer **all** the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

From paragraph 1:

- 1 Give **two** reasons why Benjamin was reluctant to get out of bed that morning. Number your answers (i) and (ii). [2]

From paragraph 2:

- 2 Benjamin had 'a passion for literature'. Give **two other** reasons for his decision to become a teacher of literature. Number your answers (i) and (ii). [2]

From paragraph 3:

- 3 (a) Benjamin realised 'his preconceptions of the job were different from its reality'. Explain **in your own words** what this means. [2]
- (b) Give **two** reasons why it might be surprising that Benjamin's poetry lesson had been a 'disaster'. Number your answers (i) and (ii). [2]

From paragraph 4:

- 4 (a) 'Ahmed was the entertainer and the classroom was his theatre'. Pick out and write down the **single word** used later in the paragraph which continues this idea. [1]
- (b) Explain **in your own words** why Benjamin was unwilling to involve the school Principal in disciplining Ahmed. [2]
- (c) What would be the result, in Benjamin's opinion, if he succeeded in improving Ahmed's behaviour? [1]

From paragraph 5:

- 5 One of Benjamin's difficulties in his job was caused by Ahmed and the senior class. But there was 'another problem'. Explain fully what it was. [2]

From paragraph 6:

- 6 (a) What effect do you think Miss Siti intended when she 'reminded Benjamin of his days as a student at the school'? [1]
- (b) What is meant by describing Benjamin as the 'backbone' of the school debating society? [1]
- (c) Benjamin's laughter at Miss Siti's stories was 'hollow'. What does this show us about his 'true feelings' at this point? [1]

From paragraph 8:

- 7 Benjamin was 'rooted to the spot'. Pick out and write down the **single word in the sentence** reinforces this idea.

From paragraph 9:

- 8 Ahmed was 'shaking in terror'. Give **one other** piece of evidence which shows that Ahmed was frightened. [1]

From paragraph 12:

- 9 'Tomorrow will be the first day of the rest of my life'. What does Benjamin mean by this? [1]

From the whole passage:

- 10 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. logical (line 5)    | 5. imperceptible (line 45) |     |
| 2. strategy (line 21)  | 6. gauge (line 47)         |     |
| 3. crucial (line 22)   | 7. in a flash (line 71)    |     |
| 4. reminisce (line 37) | 8. thwart (line 74)        | [5] |

- 11 **Using your own words as far as possible**, write a summary in which you explain how it became increasingly clear to Benjamin that there was a snake in the classroom, how the students reacted to the snake, and the actions that Benjamin took to solve the problem.

**USE ONLY THE MATERIAL FROM LINE 44 TO LINE 85**

Your summary, which must be in continuous writing (not note form) must not be longer than 160 words, including the 10 words given below.

Begin your summary as follows:

Walking over to the bin, Benjamin was surprised to see... [25]

