

## ENGLISH LANGUAGE PAPER 1

### PART A

#### Reading Passages

8:30 am – 10:00 am (1½ hours)

(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1.
- (2) After the announcement of the start of the examination, you should first write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and the Part B Question-Answer Book which you are going to attempt.
- (3) Write your answers in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked.
- (4) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil so that wrong marks can be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (5) Supplementary answer sheets will be supplied on request. Use separate supplementary answer sheets for Part A and Part B. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet, and fasten them with string **INSIDE** the relevant Question-Answer Book.
- (6) No extra time will be given to candidates for sticking on barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (7) The two Question-Answer Books you have attempted (one for Part A and one for Part B) will be collected together at the end of the examination. Fasten the two Question-Answer Books together with the green tag provided.
- (8) The unused Question-Answer Book for Part B will be collected separately at the end of the examination. This will not be marked. Do not write any answers in it.

#### INSTRUCTIONS FOR PART A

- (1) The Question-Answer Book for Part A is inserted in this Reading Passages booklet.
- (2) Attempt ALL questions in Part A. Each question carries ONE mark unless otherwise stated.

## PART A

Read Text 1 and answer questions 1-18 in the Question-Answer Book for Part A.

### Text 1

## Tim Harford: A New Look at Messiness

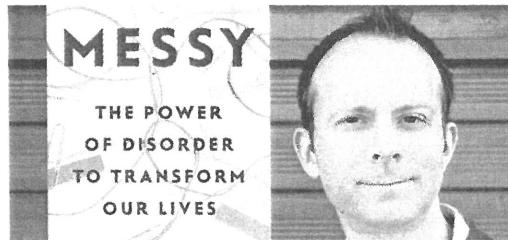
- 1 [1] Today the trend is to declutter and simplify our lives. We talk to Tim Harford, who suggests that we should be messy instead.

### Who is Tim Harford?

[2] Tim is an economist, journalist and broadcaster.

- 5 [3] He is the author of “Fifty Things That Made the Modern Economy” and the million-selling “The Undercover Economist”.

### Why are we talking to him?



- 10 [4] He is currently promoting his latest book, “Messy”, while writing another. One would assume he’s an impeccably organized person that is able to juggle this tangle of commitments with ease. He’s not — but, according to his latest book, that’s sort of the point.

- 15 [5] Tim argues that switching between tasks is a “messy” strategy that’s worked for many famous creatives. Focusing on one project might seem like the most efficient and simple way to organize one’s work. But when someone is stuck on an issue involved in one project, having another to focus on allows that person time for the brain to unstuck itself, contributing back to the original project.

### Extract from the interview:

#### Tim, what does it mean to be messy?

- 20 [6] In the book, I talk about all kinds of different things in the context of mess: improvisation, distraction, multi-tasking, physical mess, ambiguity and imperfection. There are lots of different things that I’m discussing in the book, but I suppose what they have in common is they are arguing for the virtues of the stuff that doesn’t fit into the standard categories; the stuff that we can’t quantify; the stuff that we can’t organize or put into a neat box; the stuff that we can’t script. These things tend to make us feel anxious. We feel that we should have a script; that we should have a number; we should have a target; we should have a tidy desk. Of course, those things have their place, but there’s virtue in all the ambiguous, all the unquantifiable and all the imperfect stuff as well.

- 25 [7] I see “Messy” as an argument against the excessive attempts to organize. If you think about your desk, what you find is if you spend a lot of effort trying to clear your desk or trying to tidy it, you will have vast archives of paperwork because you filed everything away. But you filed it so quickly that you don’t really understand your own filing system. So now you have these incredibly well-organized wastepaper baskets basically. Let’s contrast that with someone who keeps piles of paper on their desk. You would think, “Well that’s a problem. That’s not very efficient.” It turns out this is highly efficient.

- 30 [8] Number one: Your pile of paper is self-organizing. The stuff that you keep using keeps arriving on the top of the pile. The stuff that you don’t touch sinks to the bottom of the pile. We think of it as being a random pile, but it’s not a random pile. It’s actually naturally and organically organized by the process of using it. The second advantage is you’ve got this desk with paper on it, so you’re surrounded by physical reminders of what you have to do, so you don’t need a carefully managed to-do list because you can see in a very visible way the stuff that you have to do. The third advantage is you have a very clear sense of what needs throwing away. It’s the stuff at the bottom of the piles.

- 35 [9] So you have this weird situation where if you walked into someone’s office or you looked at someone’s desk, you would see that a person who appears to be disorganized because there’s paper everywhere actually has a much better organized system and they’re much more on top of their work. Whereas with the person who seems highly organized, actually everything looks neat but underneath the surface, the system is dysfunctional.

**Is this true for everyone?**

45 [10] Of course I'm talking about averages here; I'm generalizing. Everybody has their own system, and people can make all kinds of different systems work. If people have found a system that works for them, well that's fine.

50 [11] In the book, I write about Benjamin Franklin, one of the most productive and successful people in history, incredibly messy and somewhat guilty about the fact that he was incredibly messy. He carried a lot of baggage around, literally, in terms of paper, but also psychologically. He felt bad that his desk was messy. Benjamin Franklin! If Benjamin Franklin can feel guilty about not getting enough stuff done because he's messy, I think the rest of us can cut ourselves some slack.

55 [12] Nevertheless, in offices we often find somebody in management has decided that there needs to be some kind of clean desk policy, for reasons that are often not very clear. Maybe it's just aesthetic. They want the place to look like a magazine shoot. Or maybe they've read something about how operating theatres work or about how high-functioning precision engineering production lines work. And then in a very inappropriate way, they say, "Oh, and the same must be true for this regular office, which has just got paper and computers in it." People are ordered to tidy their desks. Now, we've already discussed that actually a messy desk can be very effective, very functional.

[13] But there's another problem on top of that, which is that people really hate being told what they can and can't do with their own desks. It destroys their sense of their own space, of their control of their environment.

60 **So, is there such a thing as a bad mess or a bad distraction, or do they always have merit?**

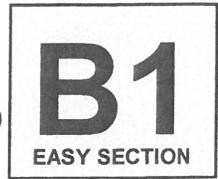
65 [14] No, I think clearly there are many situations where messes are just entirely dysfunctional, and distractions just make it impossible to get stuff done. My argument in the book is not that mess is always good, distraction is always good, or there's no situation that can't be improved by adding a little chaos. I don't believe that at all. What I do believe is that we found that our organizational systems can be so effective, and they make us feel so comfortable that we take them from situations where they work extremely well, and then we start trying to apply them in situations where they're completely inappropriate.

[15] The argument of the book is just to try nudging the pendulum a little bit more toward mess. If we experiment a little bit more with improvisation, with ambiguity, with a bit of disruption and a new challenge, we might well be surprised by how that improves things.

**END OF READING PASSAGE**

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.





## ENGLISH LANGUAGE PAPER 1

### PART B1

#### Reading Passages

8:30 am – 10:00 am (1½ hours)  
(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

#### INSTRUCTIONS FOR PART B1

- (1) The Question-Answer Book for Part B1 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B1 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

## PART B1

Read Texts 2-4 and answer questions 19-41 in the Question-Answer Book for Part B1.

### Text 2

<b>HONG KONG PUBLIC LIBRARIES</b>	<a href="#">Explore Collections</a>	<a href="#">Library Activities</a>	<a href="#">Locate Libraries</a>	<a href="#">About HKPL</a>
<a href="#">Home &gt; Library Activities</a>				
 <b>Library Activities</b>				
1	<b>[1] Fun at Central Library - Orienteering Activity with 'Reading Journey' Passports</b> Get your passport on the 1/F while stocks last. Follow the instructions to collect stamps at designated checkpoints around our wonderful Central Library. You can pick up a souvenir from the 4/F if you complete your reading journey.			
5	<b>[2] Little Avid Readers</b> Dear kids, if you love reading, please come into the wonderful library world. Local authors, librarians and teachers will read their favourite stories to you. Storytelling sessions at local libraries for children aged 6-10, every Friday. (Quota 25 children)			
10	<b>[3] My Pop-up Library</b> Hong Kong Public Library's first 'Pop-up Library' will be at Leung Kung Ho School for one day only on April 21 (Saturday) from 11 a.m. to 4 p.m. Bring your phone to experience a different kind of library service including taking a happy selfie, recommending favourite books on social media and doing online quizzes. Most regular library services are also available, so visitors can borrow books and apply for a public library card. All are welcome to enjoy the event.			

### Text 3

#### Keep Hong Kong libraries open until late night to halt worrying decline in 'culture of reading', advisor urges

- 1 [1] Connie Lau Yin-hing, from the Office of the Ombudsman, asked why the government had been spending extra money to buy a targeted 700,000 new items a year for public libraries, but had been
- 5 throwing away as waste paper hundreds of thousands of old materials rather than donating them to charity or holding book sales. Lau also said the resources stocked by public libraries had increased 17 per cent over the last eight years, but the number
- 10 of items the public borrowed dropped by more than 18 per cent.
- [2] Speaking on a radio show on Wednesday, Roy Kwong Chun-yu, advisory committee member on Hong Kong Public Libraries, said those findings
- 15 revealed a worrying decline in the city's 'culture of reading'. 'It saddened me to hear that hundreds of thousands of books were thrown away every year, and I think there are many reasons why fewer books
- 20 were borrowed in recent years,' Kwong said. 'One of those reasons is that we don't have a culture of night libraries, since opening hours are the same as many people's working hours.' The committee Kwong sits on is tasked with formulating strategies to develop library facilities and services.
- 25 [3] Hong Kong Central Library in Causeway Bay usually opens from 10am to 9pm, but most public libraries close at 7pm or 8pm, with some closing at 5pm on Saturday and Sunday. In comparison, most public libraries in Singapore close at 9pm, while
- 30 some 'intelligent libraries' – autonomous or unmanned facilities – in Taipei are open until midnight.
- [4] 'Our public libraries should also be open until 11pm or midnight... so that residents can borrow or
- 35 return a book or two after their day of work,' Kwong

said. He also advised the Leisure and Cultural Services Department (LCSD), which runs the public libraries system, to organise more activities to help children realise that reading at libraries can be fun.

- 40 [5] Lau said the government had failed to explain clearly the rationale behind its annual buying target of 700,000 items, and Kwong agreed. ‘It’s unreasonable for libraries to follow a target set in the 1990s. The quality of procurement is more
- 45 important than the quantity.’

#### Text 4

### LETTER TO THE EDITOR | For Hong Kong children, reading culture has to begin at home

- 1 [1] At first glance, the fact that Hong Kong has slipped to third place in an international reading literacy ranking may seem to be cause for concern ('Hong Kong slips to third place in reading literacy
- 5 ranking, behind Russia and Singapore', December 6). But a more careful look at the results reveals that Hong Kong pupils are still among the best readers across the globe.

10 [2] Undeniably, with the advancement of technology and easy internet access, reading has taken a back seat to online activities. Access to books at home, in school and in the community, coupled with capitalising on technology, can reignite the passion for reading among youngsters.

- 15 [3] Parents may place books around the home, even in the bathroom. Bedtime reading with kids may seem like a luxury for busy parents, but doing so not only develops literacy levels, but also strengthens the parent-child bond. With books placed at their
- 20 bedside, children can look forward to nightly adventures.

[4] At school, self-service 'street libraries' could be set up on different floors and around campus to make books more accessible to students. These

25 libraries could be given unique, creative names so that students can recall their locations with greater

[6] Some residents phoned in to the radio show on Wednesday to complain about the quality of public library services. A man surnamed Wong said he had often been disturbed in libraries by noisy school children and complained that libraries closed too early at the weekend.

[7] An LCSD spokeswoman said it welcomed 'any suggestions and views from the public and stakeholders' and would study them carefully.

ease. If pupils have easy access to books at school, they will be more likely to borrow them. Assigning roles of 'reading ambassadors' would also help to

30 foster a reading culture.

[5] In the community, youngsters should be encouraged to make good use of the new vending machine-style book station at Sai Wan Ho. They should also join the Reading Programme for

35 Children and Youth organised by Hong Kong Public Libraries, as avid readers can win prizes and awards under the scheme. Motivation of this kind can surely boost interest in reading.

[6] Finally, technology does not have to be an

40 enemy to reading; it can promote the culture if used appropriately. A number of newspaper apps are available for download on the internet. Once these are installed on children's phones, they will be more likely to peruse news and current affairs. Also, e-

45 books might completely replace paperbacks in the future and, for tech-savvy millennials, e-books might hold more appeal because of their accompanying features. Let them jump on the e-book bandwagon all they want, if it gets them

50 reading.

Chris Wong, Shatin

### END OF READING PASSAGES

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.



## ENGLISH LANGUAGE PAPER 1

### PART B2

#### Reading Passages

8:30 am – 10:00 am (1½ hours)  
(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

#### INSTRUCTIONS FOR PART B2

- (1) The Question-Answer Book for Part B2 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B2 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

## PART B2

Read Text 5 and answer questions 42-66 in the Question-Answer Book for Part B2.

### Text 5

The following is an excerpt from the autobiography of Clive James, a 79-year-old Australian author, critic and broadcaster.

1 [1] In primary school I ceased being the class half-wit and became class smart-alec instead. This presented a whole new set of difficulties. Coming out first in the term tests attracted accusations of being teacher's pet. It was true, alas: Mr Slavin, although a fair-minded man, couldn't help smiling upon anyone who knew how to answer the questions. Too many boys in the class had trouble remembering their own names. Most of the heat was focused on  
5 an unfortunate called Thommo, who was caned regularly. For ordinary offences Thommo was caned by Mr Slavin and for more serious transgressions he was caned by the Deputy Headmaster. Mr Slavin was authorized to impart up to four strokes of the cane. Thommo usually required six even to slow him down. We used to sit silent while the Deputy Head gave Thommo the treatment outside in the corridor. The six strokes took some time to deliver, because Thommo had to be recaptured after each stroke, and to be recaptured he had first to be found. His screams  
10 and sobs usually gave away his location, but not always. One day the police came to the classroom and made Thommo open his Globite school case. It was full of stolen treasures from Coles and Woolworths: balloons, bulldog paper clips, funny hats, a cut-glass vase. Thommo was led howling away and never seen again.

15 [2] Despite Thommo's fate, on the whole I would rather have been him than me. His manly activities merited respect. As teacher's pet, I was regarded with envy, suspicion and hatred. I had not yet learned to joke my way out of trouble and into favour. Instead I tried to prove that I, too, could be rebellious, untrammeled, dangerous and tough. To register, any demonstration of these qualities would have to be made in front of the whole class. This would not be easy, since my desk was at the back of the room. There were five columns of desks with seven desks  
20 in each column. The five most academically able boys sat in the back five desks and so on down the line, with the desks at the front containing the dullards, psychopaths, Thommo, etc. The problem was to become the centre of attention in some way more acceptable than my usual method of throwing my hands in the air, crying 'Sir! Sir! Sir!', and supplying the correct answer.

25 [3] The solution lay in the network of railway tracks carved into the top of each desk by successive generations of occupants. Along these tracks fragments of pencil, pen holders or bits of chalk could be pushed with chuffing noises. I also found out that the exposed wood was susceptible to friction. At home I was already an established fire-bug, running around with a magnifying glass frying sugar-ants. I had learned something of what pieces of wood could do to each other. This knowledge I now applied, rubbing the end of my box-wood ruler against the edge of one of the tracks. A wisp of smoke came up. Eyes turned towards me. The billow was followed by fire. Mr Slavin's eyes turned towards me.

30 [4] He gave me his full four strokes. The pain was considerable, but the glory was greater. This small triumph spurred me fatally towards bigger things. I was very keen not to be among those victimised. It followed that I should become one of those doing the victimising. Mears, the school's most impressive bully, had a favourite means of persuasion. Grasping your hand in one of his, he would twist your wrist with the other. After having this done to me by boys older and bigger, I sought revenge by doing it to boys younger and smaller. But I quickly found that I was naturally averse to being cruel. The human personality is a drama, not a monologue; sad tricks of the  
35 mind can be offset by sound feelings in the heart; and the facts say that I have always been revolted by the very idea of deliberately causing pain.

40 [5] Considering the amount of pain I have been able to cause without meaning to, I suppose this is not much of a defence, but to me it has always seemed an important point. I burned a lot of sugar-ants with my magnifying glass, but if the sugar-ants could have spoken to me, I would have desisted soon enough. Having a character that consists mainly of defects, I try to correct them one-by-one, but there are limits to the altitude that can be attained by hauling on one's own boot-straps. One is what one is, and if one isn't very nice or good, then it brings some solace to remember that other men have been worse. At various times in my life I have tried to pose as a thug, but the imposture has always collapsed of its own accord. I could be coerced into hurting other people. I have done it by chance often enough. But I could never enjoy it.

45 [6] At home, once or twice I announced my intention of running away, but my mother diffused the threat by packing me a bag containing peanut butter sandwiches and pyjamas. The first time I got no further than the top of

our street and was back home within the hour. The second time I got all the way to Rocky Point Road, more than two hundred yards from home. I was not allowed to cross Rocky Point Road. But I sat there till sunset. Otherwise I did my escaping symbolically, tunneling into the poultry farm and surfacing among the chooks with a crumbling cap of birdshit on my head.

[7] The teacher's pet image would have followed me home if my mother had had her way. She had a deadly habit of inviting the neighbours in for tea so that she could casually refer to my school reports a couple of hundred times. The most favourite recipient of these proud tirades was Nola Huthnance, who lived four doors down. Nola Huthnance was no mean talker herself, being joint holder, with her next-door neighbour Gail Thorpe, of the local record for yapping across the back fence – an unbeatable lunch-to-sunset epic during which there was no point at which one or the other was not talking and very few moments when both were not talking simultaneously. But not even Nola Huthnance could hold her own when my mother got going on the subject of her wonderful son and his outstanding intelligence. Long after I had been sent to bed, I would lurk in the hall listening to my mother extolling my virtues in the lounge room. Apparently Gogol's mother was under the impression that her son had invented the printing press and the steam engine. My own mother thought along roughly the same lines. I lapped it all up, but could see even at the time that such talk would do me no good with the locals, unless I cultivated a contrary reputation on my own account.

#### END OF READING PASSAGE

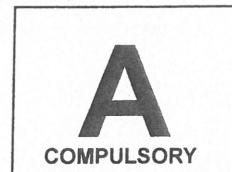
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Candidate Number

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**HKDSE 2019  
ENGLISH LANGUAGE  
PAPER 1 PART A  
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on this page.

Read Text 1 and answer questions 1-18. (42 marks)

**Text 1**

1. According to paragraphs 1-5, decide whether the following statements are True (T), False (F) or Not Given (NG). (5 marks)

**Statements**

T	F	NG
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (i) Harford encourages his readers to be very tidy.  
(ii) Harford has more than one job.  
(iii) Harford's first book is called 'Messy.'  
(iv) Harford is friends with many famous creative people.  
(v) Harford thinks it is good to be involved with more than one project at a time.
2. Which phrase in paragraph 4 refers to all the work that Harford is involved with?

3. What is the purpose of the list of 'different things' in lines 19-20?

- A. to prove that mess exists  
B. to show that people are messy  
C. to highlight how mess is related to various aspects of life  
D. to argue that mess is a positive influence in people's lives

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Below is a summary of paragraph 6. In five of the lines, there is ONE mistake. If you find a mistake, underline it and replace the word with one that expresses the correct idea. Write the word in the box on the right. Both grammar and spelling must be correct. In one of the lines there is no mistake; put a tick (✓) in the box. The first has been done for you. (6 marks)

	Summary	Correction
e.g.	Harford's book discusses many <u>similar</u> situations concerning mess.	different
(i)	A common theme is the idea that there are advantages in accepting	
(ii)	the things we can measure, organize or standardize. Such things	
(iii)	usually make people feel calm as they feel they have lost control.	
(iv)	Instead, people hate having a target to achieve, a script to follow,	
(v)	or a messy workstation. Naturally, such things have their benefits	
(vi)	but so too do all those situations that are easy to predict.	

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



\* A 0 2 0 E 0 1 A \*

5. Why does the word ‘Messy’ (line 26) have a capital letter?

‘Messy’ is \_\_\_\_\_

6. Find ONE word in paragraph 7 that means ‘collections of old documents’.

\_\_\_\_\_

7. What does ‘this’ (line 31) refer to?

\_\_\_\_\_

8. Complete the following notes based on paragraph 8 by writing ONE word taken from paragraph 8 in each blank below. Your answers must be grammatically correct. (5 marks)

Three reasons why your desk is more efficient than you think.

1. Your piles of paper will become (i) \_\_\_\_\_ as you add / remove documents.

– People consider a pile to be (ii) \_\_\_\_\_, but this is not the case.

For example, when you stop using the material, it will move to the (iii) \_\_\_\_\_.

2. You won’t need a (iv) \_\_\_\_\_ of things to do.

– You have visible reminders right in front of you.

3. You don’t need to think about what to put in the trash.

The answer is (v) \_\_\_\_\_ – keep everything at the top and bin the rest.

9. Find a word in paragraphs 9-11 which has a similar meaning to each word given below. (5 marks)

(i) ‘very’ \_\_\_\_\_

(ii) ‘unusable’ \_\_\_\_\_

(iii) ‘acceptable’ \_\_\_\_\_

(iv) ‘mentally’ \_\_\_\_\_

(v) ‘completed’ \_\_\_\_\_

10. What does ‘cut ourselves some slack’ (line 50) mean?

- A. consider being less messy
- B. judge ourselves less harshly
- C. think of guilt more positively
- D. compare ourselves to more successful people

A  B  C  D

11. Find the metaphor the writer uses to describe ‘guilty feelings’ in paragraph 11.

12. Why do managers want their offices to ‘look like a magazine shoot’ (line 53)?

They want their offices to \_\_\_\_\_

13. What does 'them' (line 66) refer to?
- 

14. When Harford says 'nudging the pendulum' (line 67) he means...

- A. stopping people from making a mistake.
- B. reminding people of the possible options.
- C. telling people to adopt a particular approach.
- D. encouraging people to rethink their attitudes.

A      B      C      D  
           

15. Why would the reader be 'surprised' (line 69) by an improvement?
- 
- 

16. Several actions from the text are described below, along with their consequences. Complete the information by writing ONE word taken from the relevant paragraph in each blank below. Your answers must be grammatically correct. (4 marks)

	<b>ACTION</b>		<b>CONSEQUENCE</b>
Paragraph 5	Focusing on something different when facing a difficulty on a project.		You will be able to (i) _____ your thinking process.
Paragraph 7	Constantly clearing away your paperwork.		You will have a filing system that is difficult to (ii) _____.
Paragraph 13	Employees being told how to organize their (iii) _____.		They lose their sense of (iv) _____.

17. Which of the following best summarises Harford's message in the text?

- A. Mess is often useful.
- B. Messiness aids creativity.
- C. Everyone should be messier.
- D. Distractions make people less effective at work.

A      B      C      D

Answers written in the margins will not be marked.

18. Two friends are discussing the extract from the interview with Tim Harford (paragraphs 6-15). Use the information from the text to match each statement in the speech bubbles with a paragraph that contains similar ideas. Write the number of the paragraph next to the speech bubble. Each paragraph number can be used once only. Some paragraph numbers are not used. The first two have been done for you as examples.

(5 marks)

Jenny



Paul



Paragraph  
e.g. 13

I truly dislike it when my dad tells me to tidy my bedroom – it doesn't feel like it's my room anymore, but his.

Paragraph  
e.g. 12

Yeah, my mum's the same. Just because she has to be hyper-organized at work at her dental surgery, it doesn't mean that's right for my things in my own room. Even when things get a bit messy, I still get things done.

Paragraph  
(i) \_\_\_\_\_

You know, I've just read an interview which says we could be astonished to see how messiness might make our lives better.

Paragraph  
(ii) \_\_\_\_\_

Really? How would that work? Last night I spent 30 minutes looking for my chemistry homework because I hadn't put it in the right folder on my desk.

Paragraph  
(iii) \_\_\_\_\_

Well the interview gave one or two famous historical examples where really messy people achieved great things.

Paragraph  
(iv) \_\_\_\_\_

But that can't really work for everyone, can it?

Paragraph  
(v) \_\_\_\_\_

You know, it could save you looking for your chemistry homework next time. The writer describes how a mountain of documents has a system to it so you can quickly find exactly what you need.

#### END OF PART A

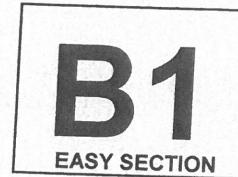
Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Candidate Number

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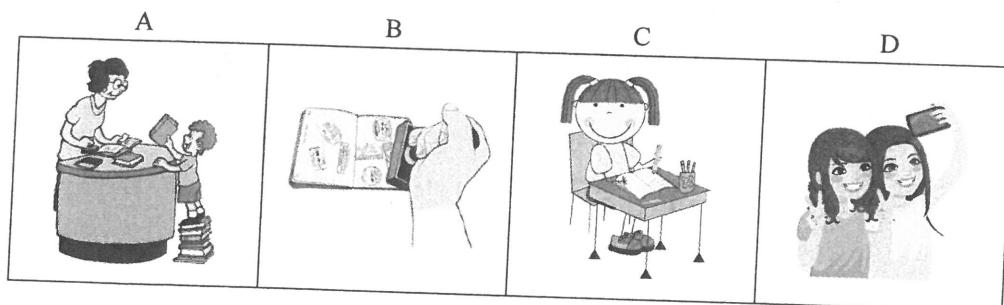
**HKDSE 2019  
ENGLISH LANGUAGE  
PAPER 1 PART B1  
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on pages 1 and 3.  
Read Texts 2-4 and answer questions 19-41. (42 marks)

**Text 2**

19. Which ONE of the following activities is NOT mentioned in paragraphs 1-3?



A      B      C      D

20. According to paragraphs 1-3, decide whether the following statements are True (T), False (F) or Not Given (NG). (3 marks)

**Statements**

- (i) **Fun at Central Library:** Small gifts will be given to every participant.  
(ii) **Little Avid Readers:** Writers from around the world will participate.  
(iii) **My Pop-up Library:** The pop-up library will appear in different locations throughout the year.

	T	F	NG
(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Put a tick (✓) next to each of the THREE statements that are correct. Tick THREE boxes only.

In the Pop-up public library at Leung Kung Ho School, participants can...

- a. share online the books     b. take photos.     c. use all library services.  
 d. spend the evening there.     e. join the public library.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



22. Based on the information in Text 2, match the child with the library activity that is most appropriate for them. There is one child for whom no activity is suitable. Select None for that child. (4 marks)

Comments	Fun at Central Library	Little Avid Readers	My Pop-up Library	None
(i) Mary: 'I enjoy making things with my hands.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Carmen: 'I like to be active, always on the move.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Chris: 'I love it when someone tells me stories.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Bella: 'I love anything to do with technology.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Text 3

23. Select the option that best completes the sentence to show the meaning of 'targeted' (line 3).

The government . . . . . this level.

- A. reached
- B. could not reach
- C. aimed to achieve
- D. struggled to achieve

A      B      C      D  
           

24. Complete the following notes based on paragraph 1 by writing ONE word taken from paragraph 1 in each blank below. Your answers must be grammatically correct. (3 marks)

**Reasons why Connie Lau Yin-hing is concerned about Hong Kong public libraries:**

1. To obtain the desired number of new books, extra funds were spent despite libraries disposing of a significant number of existing (i) \_\_\_\_\_.
2. In recent years, the number of books on loan has clearly (ii) \_\_\_\_\_, yet the volume of books and materials (iii) \_\_\_\_\_ in public libraries across Hong Kong has grown.

Answers written in the margins will not be marked.

25. According to paragraph 1, what does Connie Lau Yin-hing suggest the library do with its unwanted items?

\_\_\_\_\_

26. Complete the following summary of paragraph 2 by writing a word or phrase taken from paragraph 2 in each blank below. Your answers must be grammatically correct. (5 marks)

- Roy Kwong Chun-yu is a member of a (i) \_\_\_\_\_ which develops strategies to improve libraries in Hong Kong. He was not happy to hear about the number of books being (ii) \_\_\_\_\_ annually.
- In Hong Kong there is no (iii) \_\_\_\_\_ because libraries are closed when people finish work.
- This results in fewer books being (iv) \_\_\_\_\_ from libraries.
- This is one of the many reasons for a (v) \_\_\_\_\_ in reading across Hong Kong.

Answers written in the margins will not be marked.

27. With reference to paragraph 3, indicate in which place each of the following statements is true. Choose ONE option only. One statement does not apply for any city. Select None for that statement. (4 marks)

	Singapore	Hong Kong	Taipei	None
(i) The majority of public libraries are still open after 8pm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Some public libraries do not have any staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) The majority of public libraries are open 24 hours a day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Some public libraries close earlier at the weekend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. What does Roy Kwong Chun-yu mean when he suggests 'The quality of procurement is more important than the quantity' (lines 44-45)?

He means that libraries should

\_\_\_\_\_

Answers written in the margins will not be marked.

29. According to paragraph 5, who had not clarified why the buying target was so high?

- A. residents
- B. the government
- C. Connie Lau Yin-hing
- D. Roy Kwong Chun-yu

A      B      C      D  
           

30. According to paragraph 6, which TWO of the following complaints were made by residents?

Complaints about...

- A. students
- B. air quality
- C. noisy phones
- D. opening hours
- E. activities at the weekend

Complaints     and

31. Who or what does ‘them’ (line 54) refer to?

\_\_\_\_\_

32. Who is the ‘advisor’ referred to in the title of the newspaper article?

- A. Connie Lau Yin-hing
- B. Roy Kwong Chun-yu
- C. a man surnamed Wong
- D. a staff member at the Hong Kong Central Library

A      B      C      D  
           

#### Text 4

33. According to paragraph 1, decide whether the following statement is True (T), False (F) or Not Given (NG).

Statement

The writer believes reading levels in Hong Kong are a cause for concern.

T      F      NG  
       

34. What does ‘taken a back seat’ imply (line 11)?

- A. Students have more access to books.
- B. Youngsters have less passion in their life.
- C. Online activities are now more popular than reading.
- D. More money is needed for online activities than for reading.

A      B      C      D

35. Which word in paragraph 2 highlights the writer's confidence in his claim?

\_\_\_\_\_

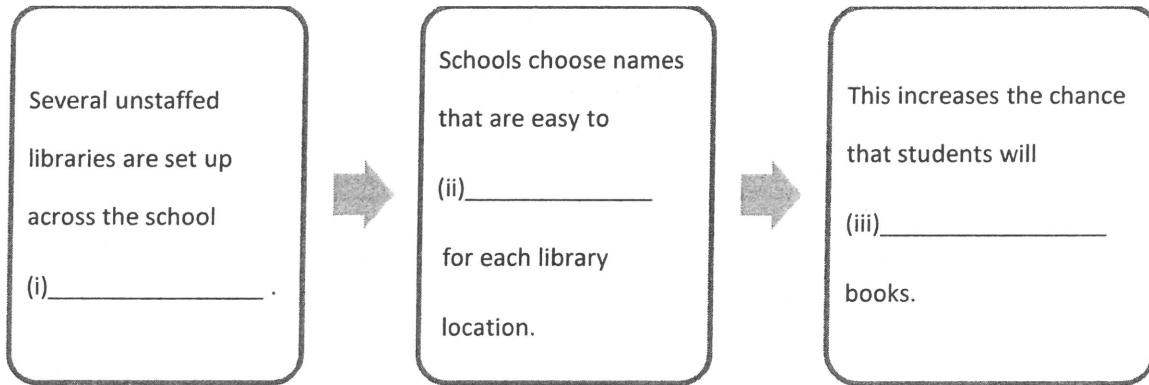
36. Why might some parents find bedtime reading with kids a 'luxury' (line 17)? Fill in the blank with ONE word only.

Because parents don't have much \_\_\_\_\_

37. What are the 'nightly adventures' (lines 20-21)?

\_\_\_\_\_

38. Complete the flow chart describing the setting up of 'street libraries' in schools by writing ONE word taken from paragraph 4 in each blank below. Your answers must be grammatically correct. (3 marks)



39. With reference to the text, explain how technology can be both a friend and an enemy to reading. (2 marks)

(i) Friend: \_\_\_\_\_

\_\_\_\_\_

(ii) Enemy: \_\_\_\_\_

\_\_\_\_\_

Answers written in the margins will not be marked.

40. Who or what does ‘they’ (line 43) refer to?

---

41. Each of the three texts in this part (Texts 2-4) is summarised in one sentence below. Match the summary to the text by writing the summary letter in the correct box. Each letter can be used ONCE only.

(3 marks)

Texts	Answers	Summaries
2	<input type="checkbox"/>	A. Publisher’s increased focus on city’s needs. B. Personal and societal responsibilities to promote reading.
3	<input type="checkbox"/>	C. Government sets policies that impact reading in the city. D. Donations from local business help reading culture.
4	<input type="checkbox"/>	E. Government works closely with schools. F. Libraries taking action to improve readers’ engagement.

**END OF PART B1**

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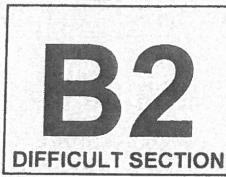
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Candidate Number

**HKDSE 2019  
ENGLISH LANGUAGE  
PAPER 1 PART B2  
QUESTION-ANSWER BOOK**



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Write your Candidate Number and stick a barcode label in the space provided on this page.

Read Text 5 and answer questions 42-66. *(42 marks)*

**Text 5**

42. What does it mean to be a ‘smart-alec’ (line 1)?

To be...

- A. clever in an annoying way
- B. a person with many friends
- C. slow at learning new things
- D. someone who acts older than they are

A      B      C      D  
           

43. What does ‘the treatment’ (line 8) refer to?

---

44. According to paragraph 1, did Mr Slavin like Clive? Give a reason for your answer from the text.

---

---

45. Find a word in lines 1-5 which can be replaced by ‘unfortunately’.

---

46. According to paragraph 1, decide whether the following statements are True (T), False (F) or Not Given (NG). *(5 marks)*

**Statements**

- |   | T                     | F                     | NG                    |
|---|-----------------------|-----------------------|-----------------------|
| (i) Mr Slavin’s attention was often drawn towards Thommo.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (ii) Mr Slavin enjoyed punishing Thommo.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (iii) Thommo’s classmates were forced to watch when the Deputy Head caned him.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (iv) Thommo would only escape from the Deputy Head after six strokes of the cane. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (v) Thommo was a thief.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



47. The writer talks about joking his way ‘out of trouble and into favour’ (lines 14-15); but out of trouble and into favour with whom?

---

---

48. According to paragraph 2, why was sitting at the back of the classroom a challenge for the writer?

---

---

49. Why did the writer consider it undesirable to shout out ‘Sir! Sir! Sir!’ (lines 20-21) and provide the correct answer?

---

---

50. What did ‘fragments of pencil, pen holders or bits of chalk’ (line 23) represent in the writer’s imagination?

---

---

51. State TWO ways in which the writer has played with fire according to paragraph 3. (2 marks)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

52. Whose eyes are referred to in line 27 when the writer mentions that ‘Eyes turned towards me’?

---

---

53. The writer says ‘The pain was considerable, but the glory was greater’ (line 29). What ‘pain’ and what ‘glory’ is the writer referring to? (2 marks)

(i) Pain: \_\_\_\_\_

---

---

(ii) Glory: \_\_\_\_\_

---

---

54. Which of the following is NOT a reason for the writer picking on ‘boys younger and smaller’ (line 33)?

- A. He enjoyed bullying them.
- B. He had been bullied himself.
- C. He thought they were easy targets.
- D. He was encouraged by his early success at rebellion.

A      B      C      D

55. Which word in paragraph 5 means ‘emotional comfort’?

---

---

56. Based on the information in paragraph 5, complete the summary by writing ONE word taken from paragraph 5 in each blank below. Your answers must be grammatically correct. (4 marks)

Clive recognises that there are many (i) \_\_\_\_\_ in his own character. However, he does not feel comfortable hurting those around him. For example, he believes that he would have (ii) \_\_\_\_\_ from his attempts at torture if he had only received some feedback from the (iii) \_\_\_\_\_. He sees clear (iv) \_\_\_\_\_ to how much we can improve ourselves by our own effort.

57. Was the writer's second attempt at running away from home a success or a failure? Give a reason for your answer based on paragraph 6.
- 
- 
- 

58. Which of the following does the writer NOT imply in paragraph 6?

- A. He instinctively obeyed rules.
- B. His mother understood the situation.
- C. His mother wanted him to run away.
- D. Running away from home was not easy.

A      B      C      D  
           

59. Who or what is 'both' (line 56) referring to?
- 

60. According to paragraph 7, when Clive's mother was talking about her son, Nola Huthnance was...

- A. equal to Clive's mother.
- B. unable to match Clive's mother.
- C. excited listening to Clive's mother.
- D. able to talk for longer than Clive's mother.

A      B      C      D  
           

61. Explain the conflict the writer experienced regarding 'such talk' (line 61) from his mother.
- 
- 

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

62. In the context of paragraph 7, find TWO phrases which mean ‘boasting’. (2 marks)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

63. According to the text, which one of the following statements about Clive is NOT true? He...

A. caused pain unintentionally.  
 B. was forced into causing pain.  
 C. took pleasure from causing pain.  
 D. intentionally caused pain himself.

A      B      C      D  
           

64. Below are summary headings for each paragraph of Text 5. Match the most appropriate summary heading with each paragraph by writing the letters (A-G) in the table below. Two have been done for you as examples. Each letter can be used ONCE only. (5 marks)

Summary Headings	
A. Parental Pride B. Living with Contradictions C. Token Gestures D. Extreme Opposites	E. Caught in a Dilemma F. Putting Know-how to Good Use G. A Slippery Slope

Paragraph	Summary Heading
1	(i)
2	(ii)
3	(iii)
4	<b>G</b>

Paragraph	Summary Heading
5	<b>B</b>
6	(iv)
7	(v)

65. Match the person on the left with the statement which best represents their thoughts listed on the right. Write the letter (A-F) on the line next to the person’s name. TWO of the statements are not used. Each letter can be used ONCE only. (4 marks)

Persons	Answers	Statements
(i) Clive James	<hr/>	A ‘Clive clearly enjoys his learning.’ B ‘I don’t like any of my classmates.’
(ii) Clive’s mother	<hr/>	C ‘Clive works too hard.’ D ‘I routinely suffered at the hands of the staff.’
(iii) Thommo	<hr/>	E ‘Clive can do no wrong.’ F ‘Initially I was distrusted by my peers.’
(iv) Mr Slavin	<hr/>	

66. What does the last sentence in this text (lines 60-62) suggest the next paragraph would be about?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Answers written in the margins will not be marked.

**END OF PART B2**