

Candidate Number

Please stick the barcode label here.

**HKDSE 2015  
ENGLISH LANGUAGE  
PAPER 1 PART A  
QUESTION-ANSWER BOOK**

**A**  
COMPULSORY

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

Read Text 1 and answer questions 1-24. (31 marks)

1. Who is Charmaine Chan?

\_\_\_\_\_

2. How many more books is Daniel planning to write? \_\_\_\_\_

3. Order the following events in Daniel's life. Number the events (1-4). The first event has been done for you.

His career:

Started working for *The Economist*

Wrote his first book about Korea

Became an English teacher

Studied at Oxford University

1

4. Who does "they" refer to in line 9?

\_\_\_\_\_

5. What does Daniel mean by "off the radar" (line 10)?

- A. famous
- B. disliked
- C. exciting
- D. unknown

A ○ B ○ C ○ D ○

6. Which country does the writer suggest is currently the "big story" (line 10)?

\_\_\_\_\_

7. Why is *jeong* referred to as "the invisible hug" (line 13)?

\_\_\_\_\_

\_\_\_\_\_

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.



8. What does Daniel think is “nonsense” (line 15)?

---



---

9. Why did Koreans drink a lot and sing raucously at traditional funerals?

---



---

10. According to paragraph 5, name one difference and one similarity between Koreans and Westerners, as seen by Daniel. (2 marks)

i) difference \_\_\_\_\_

---

ii) similarity \_\_\_\_\_

---

11. Why doesn't Daniel like K-pop?

---

12. Who or what does the word “them” (line 31) refer to? \_\_\_\_\_

13. What opinion do both Daniel and Psy share?

---

14. Based on the information given in paragraph 7, decide if the following statements are **True**, **False** or the information is **Not Given**. Blacken ONE circle only for each statement. (3 marks)

Statements	T	F	NG
i) Daniel is a friend of Psy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii) 3rd Line Butterfly is a K-pop group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii) Daniel thinks some good Korean music isn't well known internationally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What are “soaps” (line 34)?

---

Answers written in the margins will not be marked.

16. Why does Daniel think “Korea’s probably not the best country in which to be a woman” (lines 36-37)?

---

---

17. Complete the summary of paragraph 8 by writing ONE word to fill in each blank. Each word can only be used once. You should make sure your answers are grammatically correct, paying attention to tenses, plurals, etc.  
(5 marks)

Daniel doesn’t like Korean (i) \_\_\_\_\_ because he thinks the stories are too emotional. The stories are often the same, with a (ii) \_\_\_\_\_ man meeting a (iii) \_\_\_\_\_ lady who comes from a (iv) \_\_\_\_\_ background and in the end they (v) \_\_\_\_\_.

18. Why does Daniel think that Gangnam mothers are “scary” in line 40?

---

---

19. What does Daniel mean by “materially” in line 41?

---

20. Why are wealthy Koreans obsessed with education?

---

21. According to paragraph 10, how has Daniel changed since he arrived in Korea?

---

22. Overall, what does Daniel feel is most attractive about Korea?

---

23. What does “In from the cold” in the title suggest about Britain?

---

---

24. Who or what does “Geek” in the title of Daniel’s book refer to?

---

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Read Text 2 and answer questions 25-31. (9 marks)

25. What is the irony in paragraph 1?

---



---

26. Other than Daniel, which writer mentioned in Text 2 has definitely lived in Korea?

---

27. What is the meaning of a “canon” (line 11)?

---

28. What does Evan Ramstad’s comment about North Korea in lines 13-14 imply?

---



---

29. How does the content of Daniel Tudor’s book differ from Michael Breen’s?

---



---



---

30. What is the contradiction between how Koreans see success and their love of trendy gadgets and fashion? (2 marks)

---



---



---

31. What does the question Daniel poses at the end of his book suggest about his view of Koreans and their achievements? (2 marks)

---

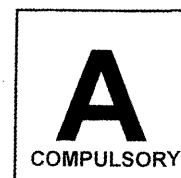


---



---

**END OF PART A**



## 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. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet and fasten them with string **INSIDE** the 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.

Not to be taken away before the  
end of the examination session

## PART A

Read Text 1 and answer questions 1-24 on pages 1-3 of the Question-Answer Book for Part A.

### Text 1

#### In from the cold among warm-hearted Koreans

- 1 [1] Ten years ago, Oxford University graduate Daniel Tudor moved to Seoul, preferring the warmth of Korean society to “cold” Britain. The 31-year-old has since authored two books on his adopted home and has several other volumes in the pipeline. He speaks to **Charmaine Chan** about his latest title, *A Geek in Korea*, due out in June 2014.

- 5 **You started, like so many other Westerners in Korea, teaching English. When did you begin writing about Korea and why?**

[2] When I joined *The Economist* [2010-2013] I thought, “Eventually I’d like to write a book about Korea because nobody else is really doing it.”

#### **Why weren’t they?**

- 10 [3] Korea is a bit off the radar for most people in Western countries. In the 1980s Japan was the big story and people pay attention to China now because of its huge population and market. Korea has fallen in between these two countries.

#### **In your book, you write about *jeong* the invisible hug. Is that something exclusive to Korea?**

- 15 [4] A lot of Koreans say *jeong* – the warmth between people and mutual sacrifice – is uniquely Korean, as is *han*. It’s nonsense, but Korea has words to describe these things, which shows they are important. *Han* is a burden, oppression or an injustice you can’t correct. Its cause never goes away but you can temporarily forget about it by pursuing all-out, manic fun. This is where *heung* comes in. *Heung* is pure joy. The word isn’t as famous as *han*, but I think that it should be. Even traditional Korean funerals used to feature extreme alcohol consumption, raucous singing, and the like.

- 20 [5] Often when Westerners think of East Asians, the stereotypes of stoicism and self-control – the so-called “inscrutable oriental” – come to mind. But Koreans in fact tend to be very expressive and open with their feelings. Somehow, sadness and happiness both seem to be magnified in Korea.

#### **How is *A Geek* different from your first book?**

- 25 [6] It’s still about South Korea, but it’s aimed at a younger audience. Consider it a gateway for those who like K-pop or TV shows from Korea, but don’t know anything about the country.

#### **A few chapters are about K-pop. Are you into K-pop?**

- 30 [7] Generally K-pop is for teenagers. I’m not saying it’s wrong. It’s a good business. But I like music played by people who mean what they’re writing. Some people think all Korean music is K-pop, but there’s really good music in Korea that’s not superficial or played on the radio or on TV and doesn’t go outside of Korea. One of my favourite bands is 3rd Line Butterfly: these guys are not rich and famous; they’re ordinary guys you can be friends with. I am friends with them. There’s an interview with [*Gangnam Style* singer] Psy [*in Geek*]. He’s funny and cheeky, in a Robbie Williams kind of way, and making fun of Gangnam [an affluent district of Seoul], which is superficial and flashy.

#### **How about Korean soaps?**

- 35 [8] I don’t like the drama stuff. They’re trying to play with your emotions with Cinderella stories: beautiful girl from poor family marries rich guy. Korea’s probably not the best country in which to be a woman. If you’re a young woman in Korea, what’s the best way to become wealthy or to achieve status? Sadly, it’s to marry somebody.

You also write about how Koreans are obsessed with success and education.

- 40 [9] You find these mothers in Gangnam and they're scary. When I taught English I'd meet kids who, materially, led awesome lives and they'd show up in these big Mercedes with bags as big as they were. But if they didn't get an A grade in something, their parents would get mad and the next time you saw them they'd be crying. Wealthy families are obsessed with education. It's a status thing: preserve your status and show the rest of the world that you're preserving your status and your kids are doing well.

45 **Why do you continue to live in Korea?**

[10] This *jeong* stuff – that's the thing that keeps me in Korea. Korea made me a better friend to my friends. England's a cold society and, growing up, I suppose I always wanted this feeling of being connected to people. I thought English people were a bit too cynical and cold. Korea is a place where you say, "I like you. I love you. This is great." I really like that.

.....  
*Read Text 2 and answer questions 25-31 on page 4 of the Question-Answer Book for Part A.*

Text 2

**Tudor's Book Covers Implausible, Impossible Korea**

October 15, 2012

By Evan Ramstad

- 1 [1] Daniel Tudor is one of the most influential foreign correspondents in South Korea – and one of the least known. As the reporter for the Economist, which doesn't use bylines, most of his work is published anonymously. But Mr. Tudor's profile is about to take a sharp rise with the publication of his new book, "Korea: The Impossible Country".
- 5 [2] It's the first English-language book to cover the whole waterfront of South Korean society – historical, cultural, economic, social, political – since one by another influential British expat, Michael Breen, with "The Koreans," which was originally published in 1998 and revised in 2004. [Mr. Breen provided a recommendation on Mr. Tudor's book jacket.] "Korea: The Impossible Country" is also likely to get added to the list of must-read books for anyone from outside of South Korea who wants to do business or live in
- 10 the country.
- [3] That's a small canon, unfortunately. In addition to Mr. Breen's book, the other indispensables are "Diamond Dilemma" by Tariq Hussain, "Korean Dynasty" by Donald Kirk, Tom Coyner's guide to doing business in Korea and Robert Koehler's Seoul Selection guidebooks for places and sightseeing. Indeed, the list of must-read books about North Korea is far longer.
- 15 [4] Mr. Tudor pushes into new social and economic territory with his book, including the rising role of immigrants, multicultural families and even gay people in South Korea. He lays out some of the contradictory behavior one finds in South Korea, such as the unending desire for new and trendy gadgets and fashion and yet the tunnel-like view of what constitutes a successful life. At the end, he asks the question that nearly every visitor has after spending some time in South Korea: why aren't people happier
- 20 with what they've done?

**END OF READING PASSAGES**

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

Candidate Number

Please stick the barcode label here.

**HKDSE 2015  
ENGLISH LANGUAGE  
PAPER 1 PART B1  
QUESTION-ANSWER BOOK**

**B1**  
EASY SECTION

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

Read Text 3 and answer questions 32-41. (15 marks)

32. Who is the witness?

\_\_\_\_\_

33. Why are the following addresses important?

(2 marks)

i) Arthur Street, Yau Ma Tei \_\_\_\_\_

ii) Wood Road, Wan Chai \_\_\_\_\_

34. Find a word in lines 1-9 with the same meaning as "accident".

\_\_\_\_\_

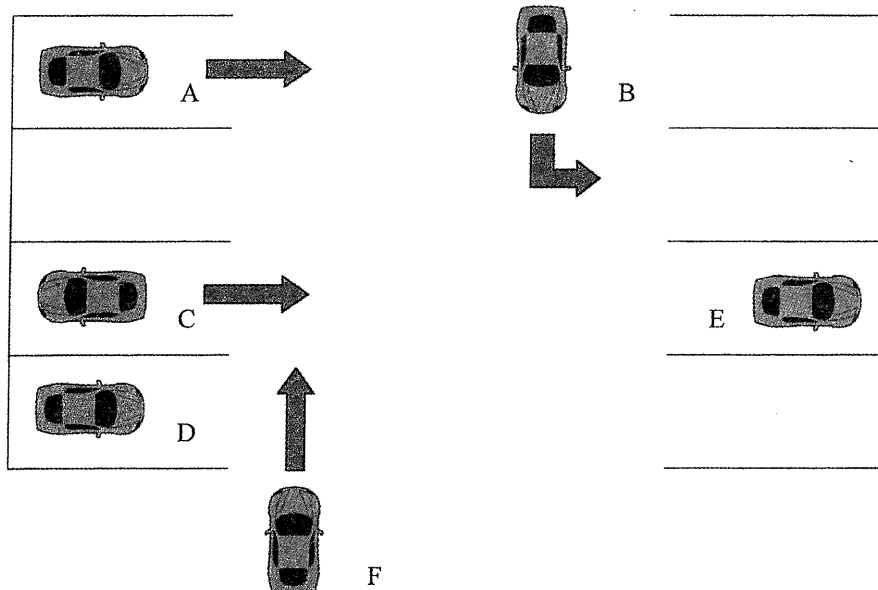
35. Look at the following diagram. Write the letter (A-F) that indicates the position of:

(3 marks)

i) the silver car \_\_\_\_\_

ii) the green car \_\_\_\_\_

iii) Anna's car \_\_\_\_\_



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.

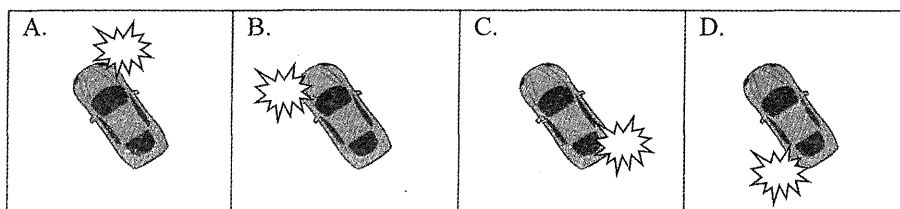




36. Who was injured in the accident? \_\_\_\_\_

37. Why did the driver ask Anna for her contact details?  
\_\_\_\_\_

38. Where was the green car damaged?  
A ☐ B ☐ C ☐ D ☐



39. Which car do you think was responsible for the accident? Why? Give a reason from the text. (2 marks)  
\_\_\_\_\_  
\_\_\_\_\_

40. The sentence in line 17 can be found in \_\_\_\_\_.  
A. business letters  
B. legal documents  
C. letters to the editor  
D. job application cover letters  
A ☐ B ☐ C ☐ D ☐

41. What is the significance of the following dates? (2 marks)  
i) 1st December \_\_\_\_\_  
ii) 7th December \_\_\_\_\_

Read Text 4 and answer questions 42-55. (25 marks)

42. According to paragraph 1, what will no longer happen when cars drive themselves? (2 marks)  
i) \_\_\_\_\_  
ii) \_\_\_\_\_

43. What does "the trip" in line 3 refer to?  
\_\_\_\_\_

44. According to paragraph 1, what will drive cars in the future?  
\_\_\_\_\_

45. Who is making driverless cars?

\_\_\_\_\_

46. Which organization did Daniel Fagnant write the report for?

\_\_\_\_\_

47. According to paragraph 4, which one of the following statements is true?

- A. Changing the transport system will be difficult.
- B. Self-driving cars won't be easy to transport.
- C. Autonomous vehicles won't bring changes to transportation.
- D. Daniel Fagnant doesn't support a change in the transport system.

A      B      C      D  
☐   ☐   ☐   ☐

48. Based on the information given in paragraphs 5 and 6, decide if the following statements are **True**, **False** or the information is **Not Given**. Blacken ONE circle only for each statement. (4 marks)

- |   | T                     | F                     | NG                    |
|---|-----------------------|-----------------------|-----------------------|
| i) There are more than 30,000 car crashes in the United States each year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii) Fewer people would die in self-driving cars.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| iii) Self-driving cars would reduce congestion.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| iv) Self-driving cars will be smaller.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

49. Match the main points (A-D) with one of the corresponding paragraphs on the left. Write the correct letter (A-D) on the line next to the paragraph number. ONE main point is NOT used. (3 marks)

Paragraph No.	Main Point
i) Paragraph 7 _____	A. The authors' calculations may not be accurate.
ii) Paragraph 8 _____	B. The authors think self-driving cars will save money.
iii) Paragraph 9 _____	C. The authors don't know the effect on society.
	D. The authors don't mention how expensive self-driving cars will be.

50. According to paragraph 10, what two problems may self-driving cars cause? (2 marks)

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

51. What does “have a lot of hoops to leap through” mean in line 33? The dream of self-driving vehicles...
- A. will not likely happen because there are too many problems.
  - B. will take a lot of work before something happens.
  - C. will be very expensive, and therefore not likely to happen.
  - D. will happen over time, but very slowly.
- A      B      C      D  
☐   ☐   ☐   ☐

52. “Even that might be an underestimate” in line 35 suggests that the price of an autonomous vehicle will be...
- A. less than \$100,000.
  - B. \$100,000.
  - C. more than \$100,000.
  - D. five times the cost of average vehicles.
- A      B      C      D  
☐   ☐   ☐   ☐

53. Identify four main concerns which are holding back the introduction of self-driving cars. (4 marks)

- i) \_\_\_\_\_  
 \_\_\_\_\_
- ii) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- iii) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- iv) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

54. When is it better for a vehicle to be controlled by a person rather than a computer? Give a reason from the text. (2 marks)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

55. What does “catch on” in the title mean?

- A. be finished
  - B. become safe
  - C. become better
  - D. become common
- A      B      C      D  
☐   ☐   ☐   ☐

**END OF PART B1**

## 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.

Not to be taken away before the  
end of the examination session

## PART B1

*Read Text 3 and answer questions 32-41 on pages 1-2 of the Question-Answer Book for Part B1.*

### Text 3

#### **Witness Statement**

- 1 I, Anna Rossi, of 3 Arthur Street, Yau Ma Tei, housewife, state:
- On 1 December 2014 at about 3:30pm, I was about to get into my car in the car park next to the shops on Wood Road, Wan Chai.
- I noticed that a silver car was driving down the aisle behind me.
- 5 I saw a green sports car reverse out of a car space and collide with the silver car. The silver car was moving at the time of the collision.
- My car was parked opposite where the accident happened.
- Both the drivers got out of their cars. Neither of them seemed to be hurt and I went over to them to see how they were.
- 10 The driver of the green car said "Did you see the accident?" I said words to the effect "I saw it". He then said "Can you give me your contact details, just in case I need a statement from you?" I replied "Yes". I then gave him my contact details.
- It was a sunny day.
- The speed limit in the car park was 20km per hour. The silver car was travelling at about 40km
- 15 per hour.
- I noticed damage to the back left side of the green sports car.
- I believe that the contents of this statement are true and correct.
- Signed: **A. Rossi**  
Dated: 7 December 2014

.....  
*Read Text 4 and answer questions 42-55 on pages 2-4 of the Question-Answer Book for Part B1.*

### Text 4

#### **Will cars with no drivers catch on?**

- 1 [1] Some day in the near future, cars will drive themselves. Traffic jams and deadly accidents will become a thing of the past. Driving to work will be less stressful, as riders can sit back with their coffee and let computers handle the trip.
- [2] That's the dream of many, at least. And it's not totally unrealistic. Google is developing
- 5 "autonomous vehicles" that are improving rapidly each year. A future of completely self-driving vehicles doesn't seem too far off.
- [3] And yet, according to a new report by the Eno Center for Transportation, there are still many obstacles to overcome before self-driving cars take over our highways.
- [4] "Self-driving cars have the potential to transform transport as we know it," explained report
- 10 co-author Daniel Fagnant — and bring billions of dollars' worth of benefits. But getting to that point won't be easy.

### The benefits of self-driving cars

- 15 [5] It's easy to list the benefits of a world with self-driving vehicles. Safety is the biggest. Right now, more than 30,000 people die each year in the United States from automobile crashes. And roughly 40 percent of fatal accidents are caused by alcohol, distraction, drugs or fatigue. Letting robots take the wheel would save lives.
- [6] Or take congestion. Cars driven by robots could travel closer together at steadier speeds. They wouldn't bunch up in traffic jams caused by a ripple of brake lights. More cars could squeeze onto the road and move more quickly, and a lot of time and fuel would be saved.
- 20 [7] If just 10 percent of the vehicles on the road were self-driving cars, the authors estimate, the country could save more than \$37 billion a year — fewer deaths, less fuel, more free time. If we reached a point where 90 percent of the cars on the road were self-driving vehicles, the benefits would rise to around \$450 billion a year.
- 25 [8] Now, as Fagnant pointed out in a presentation, these are “ballpark, rough estimates...guesses, really.” So don't get too fixated on the numbers. They're meant to be illustrative, not definitive.
- [9] The authors also didn't try to quantify any of the *costs* of self-driving vehicles. What's the price tag on these gadgets? How does that compare to the benefits?
- 30 [10] And what about unforeseen consequences? Researchers can't predict how, exactly, self-driving cars might reshape society. Maybe the vehicles will induce even *more* travel and congestion will get worse. Or maybe they will lead to an increase in air pollution. It's impossible to know at this point. Still, the advantages are tantalizing.

### The problems of self-driving cars

- 35 [11] Even if the benefits are many, self-driving vehicles have a lot of hoops to leap through. First, the technology is still very pricey. By one estimate, the first wave of autonomous vehicles could cost over \$100,000 — five times the cost of the average new vehicle. Even that might be an underestimate: the 3-D sensors alone on Google's autonomous car cost about \$70,000.
- [12] Those costs would presumably come down over time, but no one knows how rapidly. And that's a big hurdle. One survey found that only 20 percent of Americans would “definitely” or “probably” buy a car with self-driving capabilities even if the price dropped to \$30,000.
- 40 [13] What's more, while the technology is rapidly improving, it's far from perfect. Google's self-driving cars have now traveled more than 435,000 miles in California, but the cars have yet to be fully tested in urban environments.
- [14] Most likely, self-driving technology will emerge gradually, piece by piece. But even intermediate features pose unique challenges.
- 45 [15] Early autonomous cars will likely require their human drivers to take the wheel during especially complicated situations. But as one car maker is discovering, it's difficult to get people to drift in and out of attention while driving — and the process of switching back and forth between robot and human could well make these cars less safe, at first.
- 50 [16] The Eno report also notes that there's still a ton of research yet to be done about the prospect of self-driving cars. “As long as crucial questions go unanswered,” the report concludes, “the nation will be hampered in its ability to successfully plan for and introduce [autonomous vehicles] into the transportation system.”

## END OF READING PASSAGES

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

Candidate Number

Please stick the barcode label here.

**HKDSE 2015  
ENGLISH LANGUAGE  
PAPER 1 PART B2  
QUESTION-ANSWER BOOK**

**B2**  
DIFFICULT SECTION

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

Read Text 5 and answer questions 56-77. (40 marks)

56. Why does Michael Roth try “not to sound too weary” (lines 3-4) when he replies to his students?

- A. The students are not self-reliant.  
B. The students have no imagination.  
C. He thinks the writers are not interesting.  
D. He has replied to these comments many times before.

A B C D  
☐ ☐ ☐ ☐

57. i) In lines 1-2, the student points out that Jean-Jacques Rousseau “is undermining himself”.  
Why does the student think this?

---

---

ii) Why might the student feel triumphant?

---

---

58. Which word or phrase in paragraph 2 best summarizes the student’s criticism of the writers in paragraph 1?

---

59. Match the person on the left with the idea presented in the questions on the right taken from paragraph 2.  
Write the letter (A-C) on the line next to the person’s name. ONE question is not used. (2 marks)

Person	Question
i) Michael Roth _____	A. “How do we think about inequality and learning?” (line 7)
ii) Ralph Waldo Emerson _____	B. “How can we stand on our own feet while being open to inspiration from the world around us?” (lines 7-8)
	C. “Isn’t it more interesting to put ourselves in a frame of mind to find inspiration in them?” (line 9)

60. What does “It” (line 11) refer to?

---

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 1 B 2 ★

61. Complete this summary of paragraphs 3 and 4 by choosing a word from the eight options given below. Write the correct word in the space provided. Each word can be used ONCE only. (3 marks)

difficult	important	intelligent	gruelling
responsible	satisfying	cynical	unproductive

According to Roth, the kind of thinking honed at college is (i) \_\_\_\_\_ once students leave the campus. However, students believe it makes them more (ii) \_\_\_\_\_ although others may feel they are just being (iii) \_\_\_\_\_.

62. Based on paragraphs 5 and 6, decide whether the following statements are **True**, **False** or the information is **Not Given**. Blacken ONE circle only for each statement. (3 marks)

- |  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
|  | <b>T</b>              | <b>F</b>              | <b>NG</b>             |
| i) The writer thinks that being critical has no use.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii) Students could learn more if they were less critical.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| iii) Students don't enjoy books, music and experiments in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

63. What is the main idea in paragraph 7?

- A. Living outside university requires tolerance.  
 B. Critical skills contribute to your popularity after university.  
 C. Displaying critical prowess has little benefit after university.  
 D. There is little critical thinking outside the university.

A      B      C      D  
☐   ☐   ☐   ☐

64. Below is a summary of paragraph 8. In three of the lines, there is ONE mistake. If you find a mistake, underline the mistake and replace the word with one that expresses the correct idea. Write the word in the space on the right. If there is no mistake, put a tick (✓) in the space. The first has been done for you. (4 marks)

	Summary	Correction
e.g.	There are <u>three</u> traditions in liberal education in America:	<u>two</u>
i)	one pursues truth, the other pursues exuberance. Since	
ii)	the 1960s, there has been less emphasis on the former,	
iii)	which now is synonymous with fault-finding and challenging beliefs.	
iv)	Rather than being a participant, there is a preference to be a competitor.	

65. Which phrase can replace the meaning of "fetishizing" in line 37?

- A. the obsession with  
 B. the problem of  
 C. the hatred of  
 D. the experiment with

A      B      C      D  
☐   ☐   ☐   ☐



66. According to paragraph 9, in what two ways have people changed, contributing to the changes in our cultural life? (2 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

67. In paragraph 10, what does Michael Roth believe students initially would prefer to watch in his class?

\_\_\_\_\_

68. i) Why do the students think Michael Roth asks them to put away their phones and tablets?

\_\_\_\_\_

ii) When Michael Roth says that the class even “forget” their phones and tablets, what does this imply?

\_\_\_\_\_

69. Which one of the following is NOT mentioned as an outcome of liberal learning in paragraph 11?

- A. being open to different lifestyles
- B. developing problem-solving skills
- C. activating existing knowledge
- D. initiating new opportunities

A      B      C      D  
○      ○      ○      ○

70. What does Michael Roth mean by “blindness” (line 52)?

\_\_\_\_\_

71. i) What danger might “absorption” (line 56) pose?

\_\_\_\_\_

ii) What can be used as a protection against that risk?

\_\_\_\_\_

72. Which word in paragraph 12 means “really want”? \_\_\_\_\_

Answers written in the margins will not be marked.

73. Which of the following does Michael Roth imply in paragraph 13?  
Put a tick (✓) next to the TWO that apply. (2 marks)

- i) Learning should have some application to society. \_\_\_\_\_
- ii) University education is limited to critical thinking. \_\_\_\_\_
- iii) Liberal education helps whole person development. \_\_\_\_\_
- iv) There should be more problem solving rather than critical thinking. \_\_\_\_\_

74. In the title “Young Minds in Critical Condition”, what TWO implications does “critical” have in this context? (2 marks)

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

75. Which of the following best describes Michael Roth’s intention in writing this article?

- A. to express a strongly held opinion
- B. to show the pros and cons of an issue
- C. to expose a dangerous secret to the public
- D. to amuse the reader using his personal experience

A B C D  
○ ○ ○ ○

Read the Comments (lines 63-74) and answer questions 76-77.

76. What is Tom’s stance towards Liberal Education? Summarize his opinion in your own words. (4 marks)

---

---

---

---

---

77. Does Laura agree with Michael Roth? Give a reason for your answer. (2 marks)

---

---

**END OF PART B2**

## **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.

Not to be taken away before the end of the examination session
---

## PART B2

Read Text 5 and answer questions 56-77 of the Question-Answer Book for Part B2.

### Text 5

## Young Minds in Critical Condition

By Michael S. Roth

- 1 [1] It happens every semester. A student triumphantly points out that Jean-Jacques Rousseau<sup>1</sup> is undermining himself when he claims “the man who reflects is a depraved animal,” or that Ralph Waldo Emerson’s<sup>2</sup> call for self-reliance is in effect a call for reliance on Emerson himself. Trying not to sound too weary, I ask the student to imagine that the authors had already considered these issues.
- 5 [2] Instead of trying to find mistakes in the texts, I suggest we take the point of view that our authors created these apparent “contradictions” in order to get readers like us to ponder more interesting questions. How do we think about inequality and learning, for example, or how can we stand on our own feet while being open to inspiration from the world around us? Yes, there’s a certain satisfaction in being critical of our authors, but isn’t it more interesting to put ourselves in a frame of mind to find inspiration in them?
- 10 [3] Our best college students are very good at being critical. In fact being smart, for many, means being critical. Having strong critical skills shows that you will not be easily fooled. It is a sign of sophistication, especially when coupled with an acknowledgment of one’s own “privilege”.
- [4] The combination of resistance to influence and deflection of responsibility by confessing to one’s advantages is a sure sign of one’s ability to negotiate the politics of learning on campus. But this ability will not take you very far beyond the university. Taking things apart, or taking people down, can provide the satisfactions of cynicism. But this is thin gruel.
- 15 [5] The skill at unmasking error, or simple intellectual one-upmanship, is not totally without value, but we should be wary of creating a class of self-satisfied debunkers — or, to use a currently fashionable word on campus, people who like to “trouble” ideas. In overdeveloping the capacity to show how texts, institutions or people fail to accomplish what they set out to do, we may be depriving students of the chance to learn as much as possible from what they study.
- 20 [6] In campus cultures where being smart means being a critical unmasker, students may become too good at showing how things can’t possibly make sense. They may close themselves off from their potential to find or create meaning and direction from the books, music and experiments they encounter in the classroom.
- 25 [7] Once outside the university, these students may try to score points by displaying the critical prowess for which they were rewarded in school, but those points often come at their own expense. As debunkers, they contribute to a cultural climate that has little tolerance for finding or making meaning — a culture whose intellectuals and cultural commentators get “liked” by showing that somebody else just can’t be believed. But this cynicism is no achievement.
- 30 [8] Liberal education in America has long been characterized by the intertwining of two traditions: of critical inquiry in pursuit of truth and exuberant performance in pursuit of excellence. In the last half-century, though, emphasis on inquiry has become dominant, and it has often been reduced to the ability to expose error and undermine belief. The inquirer has taken the guise of the sophisticated (often ironic) spectator, rather than the messy participant in continuing experiments or even the reverent beholder of great cultural achievements.
- 35

<sup>1</sup> Jean-Jacques Rousseau was a philosopher and writer of the 18th century. His political philosophy influenced the French Revolution.

<sup>2</sup> Ralph Waldo Emerson was an American writer, lecturer, and poet of the mid-19th century. He was seen as a champion of individualism.

- [9] Of course critical reflection is fundamental to teaching and scholarship, but fetishizing disbelief as a sign of intelligence has contributed to depleting our cultural resources. Creative work, in whatever field, depends upon commitment, the energy of participation and the ability to become absorbed in works of literature, art and science. That type of absorption is becoming an endangered species of cultural life, as our nonstop, increasingly fractured technological existence wears down our receptive capacities.
- [10] In my film and philosophy class, for example, I have to insist that students put their devices away while watching movies that don't immediately engage their senses with explosions, sex or gag lines. At first they see this as some old guy's failure to grasp their skill at multitasking, but eventually most relearn how to give themselves to an emotional and intellectual experience, one that is deeply engaging partly because it does not pander to their most superficial habits of attention. I usually watch the movies with them (though I've seen them more than a dozen times), and together we share an experience that becomes the subject of reflection, interpretation and analysis. We even forget our phones and tablets when we encounter these unexpected sources of inspiration.
- [11] Liberal learning depends on absorption in compelling work. It is a way to open ourselves to the various forms of life in which we might actively participate. When we learn to read or look or listen intensively, we are, at least temporarily, overcoming our own blindness by trying to understand an experience from another's point of view. We are not just developing techniques of problem solving; we are learning to activate potential, and often to instigate new possibilities.
- [12] Yes, hard-nosed critical thinking is a useful tool, but it also may become a defense against the risky insight that absorption can offer. As students and as teachers we sometimes crave that protection; without it we risk changing who we are. We risk seeing a different way of living not as something alien, but as a possibility we might be able to explore, and even embrace.
- [13] Liberal education must not limit itself to critical thinking and problem solving; it must also foster openness, participation and opportunity. It should be designed to take us beyond the campus to a life of ongoing, pragmatic learning that finds inspiration in unexpected sources, and increases our capacity to understand and contribute to the world — and reshape it, and ourselves, in the process.

## Comments

### **Tom**

6/5/2014 2:47 AM GMT+0800

Are you serious? \$60,000 taken out in student loans for tuition, room and board and no prospect for a job. Better to stick to any STEM program in college (science, technology, engineering, math). You can get the type of education discussed in the article, and even more, from your local library, with maybe \$1.50 in late fines when you are finished, if you really want to explore what it means to be human. PUH-LEEZE.

Clearly this article was written for the American higher education "rip-off machine".

### **Laura**

6/5/2014 8:00 PM GMT+0800

It takes months or years to design and build a structure, and most are incapable of doing this; however, it takes hours and less skill to wreck it.

## **END OF READING PASSAGES**

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