

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 1-22 in the Question-Answer Book for Part A.

Text 1

Flash Fiction: Writing a Story in 1,000 Words or Less

- 1 [1] People have been enjoying stories for as long as humanity has been around. Some people love to read 400-page novels, while others struggle to read the first four paragraphs. More and more, technology has unfortunately resulted in many people having shorter attention spans. Therefore, writers have to find new ways to tell stories in a way that appeals to people who are used to reading snippets of information on the small screen of their smart phones. Flash fiction is a medium that works perfectly in a low-attention-span world.

What is Flash Fiction?

[2] Flash fiction is a category of short story that limits the author to a word count of 1,000 words or less. Some magazines limit flash fiction stories to as little as 300 words.

How to Write Flash Fiction

- 10 [3] Following the tips below will guide you in writing a solid flash fiction story.

Focus on One Character

- 15 [4] With a limit of 1,000 words, there isn't a lot of room for character development, so you'll want to pick one character to focus on. There will likely be two characters in the story because you'll often use a human antagonist as opposition to your main character. You might be able to use three characters, but any more than that will probably be overkill in the realm of flash fiction.

Focus on One Scene

- 20 [5] Longer story forms have a beginning, middle, and end, but with flash fiction, you're really telling only the end of a story. Of course, you won't be able to flesh out a complex story world. Instead, your flash fiction story should focus on one scene, one moment in the life of your character. It needs to be a significant, life-altering moment for your character. Focusing on one scene also means focusing on one location. So for flash fiction your limited word count focuses on the essentials to the story.

Focus on One Conflict

- 25 [6] All stories are about conflict. A story can be easily defined as a character who wants or needs something and has to overcome some obstacle in order to attain it. The obstacle is the conflict. You have to answer two very important questions to write a really good flash fiction story:

1. What does your main character want?
2. Who or what is trying to stop your main character from getting it?

Focus on One Theme

- 30 [7] Your theme is the moral argument of your story. It's about how you want your readers to be impacted by the story. What do you want them to be encouraged to do, be, or believe as a result of reading your story?

Focus on Word Choice

- [8] You only have up to 1,000 words to tell your story, so you have to choose those words wisely. When you know what actions and ideas you want to communicate, choose the least amount of words to communicate them.

How Flash Fiction Makes You a Better Writer

35 [9] Flash fiction forces you to be economical with your words. It helps you to focus your ideas and strip away anything that isn't essential to your story. Often, when you're writing flash fiction, you'll write more than you need. When you go back through, you'll see what needs to be there, what can be taken out, and what needs to be reworked, which helps you to develop your editing and revising skills.

Flash Fiction Example

40 **The Big Bang**

[10] BOOOOOOOOMMMM!!!! Timothy's eyes nearly popped out of his head. His face was blackened with soot and his hair stood on end. He looked down at what remained of the school laboratory bench and saw smouldering wood and shattered glass. Shocked faces gazed up at him.

45 [11] A month ago, it had all started fairly well. It was nearly the end of Chemistry and Timothy was drifting in a pleasant doze with his head rested upon *Super Science Experiments for Eager Youngsters*, whilst Professor Snookhorn droned on. "So, if anyone is interested, raise your hand now ... how about you Timothy?" "Eh? Ermmm – sure," mumbled Timothy with not the faintest idea of what he had been asked. "Marvellous!" replied an enthused Professor Snookhorn, fixing him with a steely gaze through his thick glasses. "Meet me in Lab 922 after school today and we'll get started." The bell clanged and the students crashed out of the classroom like a herd of elephants.
50 Billy Brenton, class thug, barged past Timothy muttering "Swotty boy - volunteering for Young Scientist of the Year - urghh!" "Arggghhh!" thought Timothy, but it was too late.

[12] Four weeks and 25 excruciating extra Chemistry lessons later, Timothy was blinking out nervously at a gaggle of eager science teachers and pushy parents, crammed into the National School of Science Laboratory for what Professor Snookhorn enthusiastically described as "The pinnacle of my teaching career" (no pressure).

55 [13] Professor Snookhorn was a superlative scientist but little did he know that Timothy was a bigger hazard than sulphuric acid when it came to Chemistry. He had mistaken Timothy's glazed expression for wide-eyed enthusiasm in class. Timothy looked down at the glistening bench, taking in the jewel-coloured containers of liquids and crystals, without a clue of what they were or how to use them.

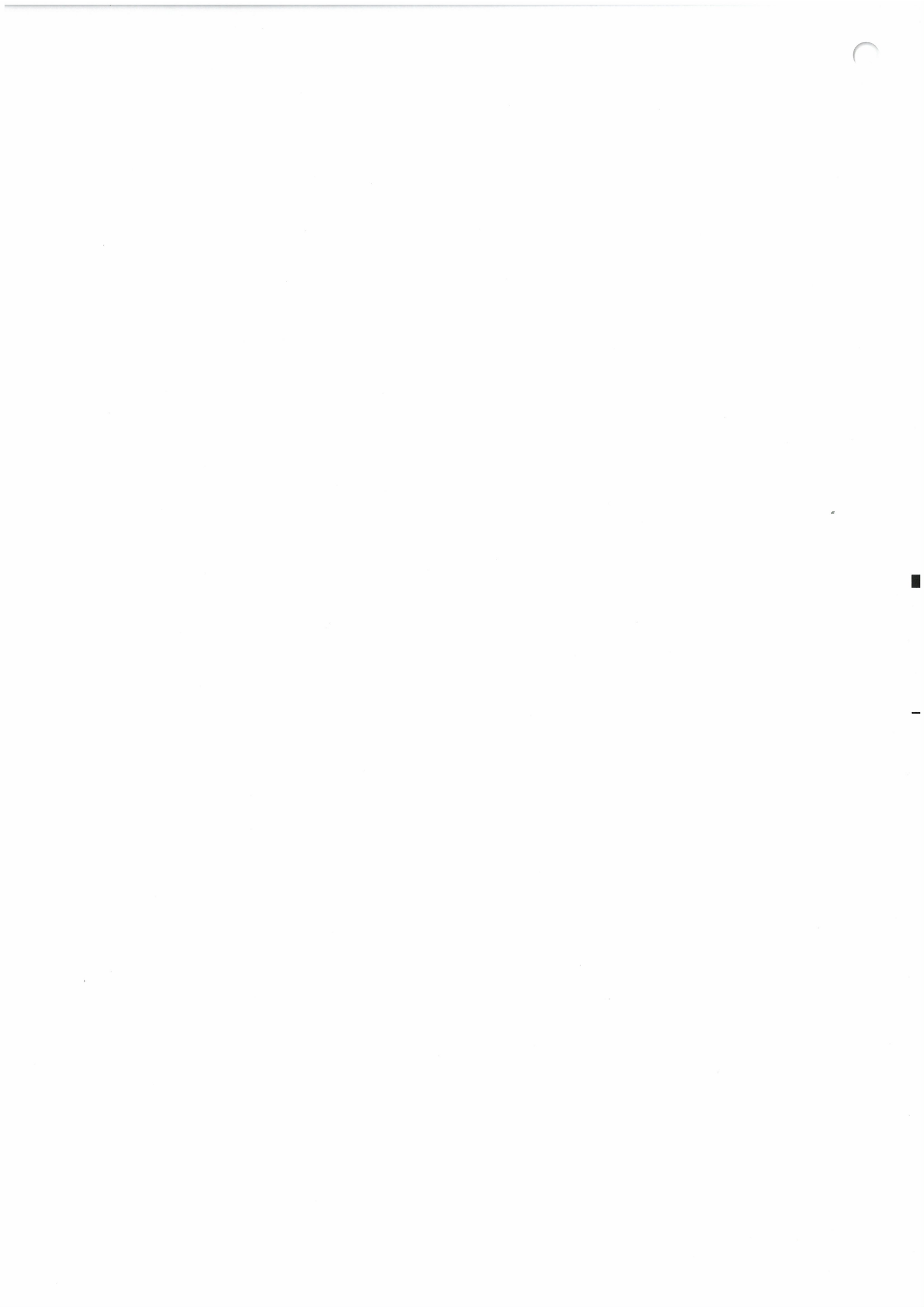
60 [14] A klaxon blared. Timothy's competitors scurried around like a pack of lab rats. Timothy had not bothered reading the competition rules, but jerked into action, picking random coloured bottles up and mixing the contents in a large glass container which appeared to have been placed on the bench in front of him for that purpose.

[15] A smell like Billy Brenton's worst ever fart began to fill the air and Timothy looked down in alarm at his bench. Thick grey smoke filled Timothy's nostrils. The glass container into which he had poured his random mix shuddered and shook. The pushy parents started to point. The science teachers went pale. Timothy gulped.
65 BOOOOOOOOMMMM!!!!

[16] As the smoke cleared, the science teachers began to clap and a tear of pride trickled down Professor Snookhorn's cheek. A voice boomed: "Ladies and gentlemen I give you the winner of this year's Young Scientist of the Year - The Biggest Bang: TIMOTHY TRENTON!"

END OF READING PASSAGE

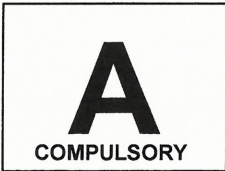
Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.



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**HKDSE 2023
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 1-22. (42 marks)

Text 1

1. Complete the summary of paragraph 1 by selecting the best option from the choices below. (3 marks)

Stories are (i) _____ the human race and have been enjoyed throughout history. Yet some find it (ii) _____ to even get through the first few paragraphs of a story so flash fiction is (iii) _____ for many of today's readers.

- (i) A. as big as A
- B. as old as B
- C. as long as C
- D. as difficult as D

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- (ii) A. boring
- B. difficult
- C. essential
- D. meaningless

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- (iii) A. a big challenge
- B. a confusing idea
- C. an ideal solution
- D. an excellent puzzle

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2. What word in paragraph 1 is used to indicate that the writer feels disappointed or unhappy with people's reading habits?

3. According to paragraph 1, what has changed so that writers have to look for different ways to tell stories?

4. Find a word in paragraph 1 which means things that are brief and concise.

5. Find a word in paragraphs 2, 3 or 4 which has a similar meaning to each word or phrase given below. (3 marks)

- (i) restrict _____
- (ii) strong _____
- (iii) too much of something _____

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.



Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

6. Below is a summary of paragraph 4. In four 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 corresponding box. The first has been done for you as an example. (5 marks)

Summary	Correction
e.g. You should have the main focus on only one <u>sentence</u> in the story.	<i>character</i>
(i) However, flash fiction usually has another character who supports	
(ii) the main character. So the story will probably have two characters.	
(iii) There is no chance that you will be able to incorporate three	
(iv) characters into your story. However, unless you feel the need to have any	
(v) more than this, your theme will be too long, i.e. more than 1000 words.	

7. Complete the notes below about paragraph 5 by writing ONE word taken from the paragraph in each blank below. (4 marks)

The (i) _____ length of flash fiction helps create a focus on the key features of the story.	
<p>Longer Story Forms</p> <p>- These stories have three main parts.</p> <p>The author can develop a more (ii) _____ environment for the story.</p>	<p>Flash Fiction</p> <p>- The (iii) _____ part of the typical story structure provides the focus of flash fiction.</p> <p>- It has a simpler structure which looks at a single (iv) _____ , and this must be an important event for the character in the story.</p>

8. What does 'it' (line 27) refer to?

9. Having a 'moral argument' (line 29) helps...

- A. end the story quickly.
- B. encourage the reader to read longer stories.
- C. prevent the characters from doing anything.
- D. influence the reader's response to the story.

A B C D

10. What does 'you go back through' (line 37) mean?

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.

11. Which of the following is NOT mentioned as a benefit of writing flash fiction in paragraph 9?
- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. ability to write more | A | B | C | D |
| B. more efficient use of words | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. clearer focus on the key elements of the story | | | | |
| D. better ability to remove unimportant material | | | | |
12. Find a phrase in paragraph 10 that indicates that Timothy was very surprised.
- _____
13. Whose faces are referred to in line 43 when the author says ‘Shocked faces gazed’?
- _____
14. Complete the summary of paragraph 11 below by using ONE word taken from the paragraph for each gap. (4 marks)
- It all began during (i) _____ when Timothy wasn’t paying attention. Professor Snookhorn asked for volunteers and Timothy (ii) _____ a reply. Although Professor Snookhorn was (iii) _____, he glared at Timothy as he gave him his instructions. After the sound of the bell ended the lesson, the (iv) _____, Billy Brenton, teased Timothy.
15. In line 51, what did Timothy think it was ‘too late’ to do?
- _____
16. According to paragraphs 12 and 13, are the following statements True (T), False (F) or Not Given (NG)? (4 marks)
- | Statements | T | F | NG |
|---|-----------------------|-----------------------|-----------------------|
| (i) Timothy enjoyed preparing for the competition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (ii) Professor Snookhorn informed Timothy about the hazards in a chemistry laboratory. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (iii) There was hardly any space left for any more parents and teachers to watch the competition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (iv) Timothy did not know what to do with the materials he had been given. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
17. ‘Timothy looked down in alarm’ (line 62). What surprised Timothy?
- _____
18. What caused the ‘BOOOOOOOOMMMM!!!!’ (line 65)?
- The explosion was caused when Timothy _____
- _____
19. Professor Snookhorn had ‘a tear of pride’ (line 66). What was he proud of?
- _____

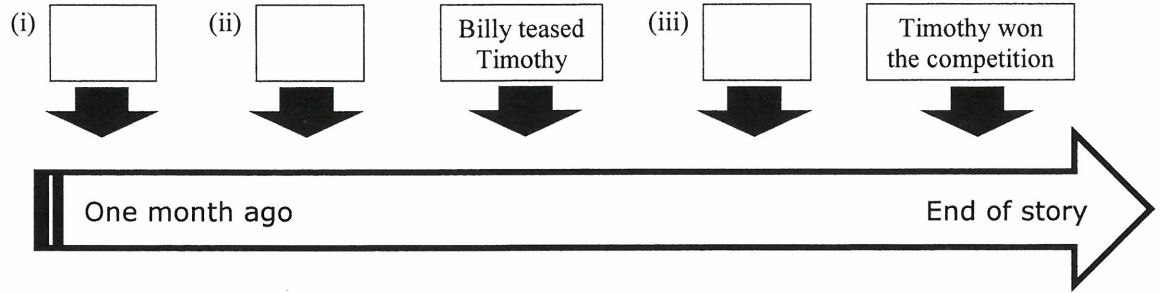
Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

20. Below is a timeline of some of the events experienced by Timothy. Look at paragraphs 10-16 and write the letter of the correct option in the boxes given below. Use each letter ONCE only. Two options are NOT used.

- A. Timothy caused an explosion
- B. Timothy slept
- C. Timothy cried
- D. Timothy 'volunteered'
- E. Timothy made Professor Snookhorn angry



21. Is the story *The Big Bang* a good example of flash fiction? Put a tick (✓) in the appropriate box. (2 marks)

A good example of flash fiction	<input type="checkbox"/>	Not a good example of flash fiction	<input type="checkbox"/>
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With reference to the 'How to' section, give any TWO pieces of evidence from the story to support your answer.

(i) Evidence 1: _____

(ii) Evidence 2: _____

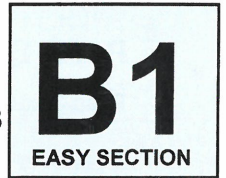
22. Below are comments made by some of the people in the story *The Big Bang*. Match each person or group of people with ONE comment. Each letter can be used ONCE only. One letter is NOT used. One has been done for you as an example. (3 marks)

- A. Parents
- B. Timothy
- C. Teachers
- D. Billy Brenton
- E. Professor Snookhorn

Comments	Letter
He is such a teacher's pet.	(i) _____
He did it... I'm thrilled for us both.	(ii) _____
He is amazing – what an explosion!	<u>C (example)</u>
He has no idea that I'm clueless about this.	(iii) _____

END OF PART A

Answers written in the margins will not be marked.



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 2-3 and answer questions 23-45 in the Question-Answer Book for Part B1.

Text 2

International Guide Dog Day Celebrates the Partnership between Owner and Dog



1 [1] Most people have heard about guide dogs. These service animals are carefully trained to lead their owners (either blind or with limited vision) around, avoiding other people and obstacles, so their owners can travel safely and independently.

5 [2] In honour of the guide dogs that have changed the lives of those with disabilities, April 29th is International Guide Dog Day. Without them, many could not do simple daily activities that most people take for granted. Here are three inspirational stories of how guide dogs have changed people's lives for the better:

Story 1

10 [3] At five years old Nathan became ill with arthritis, which soon affected his eyesight. Fourteen years later, he lost his sight completely. At this point, he felt hopeless, but that was when his family decided to get a guide dog, and it changed his life. When Nathan met Hudson, it was the most amazing day, and he even cried because of how emotional the experience was. Hudson has turned Nathan's life around. Now Nathan has the confidence to go out even with the loss of his sight. Hudson is more than just a guide dog; he is Nathan's best friend.

Story 2

15 [4] Sami is just like any typical everyday sixteen-year-old, except she is blind. However, that hasn't stopped Sami from long distance running. Before going blind, she loved to run, and she didn't want to stop because of her disability. Because of her guide dog, Chloe, she is able to continue doing what she loves. Chloe runs with Sami for miles and trains with Sami on a daily basis. Because of Chloe, Sami is able to continue doing long distance running with her school, and now the team has an extra four-legged member.

Story 3

20 [5] Mark and Claire are both blind and met while they were getting their guide dogs. The dogs they were training with kept pulling towards each other, so they started talking. Because of their guide dogs, the two started going on dates, and it was a perfect match. They loved hanging out, and so did their pups. It was great because they felt like they could understand each other since they both had the same disability. Eventually Mark asked Claire to marry him, and it's all thanks to their guide dogs.

Text 3

Hong Kong needs 1,700 guide dogs for the visually impaired, but where can the animals be trained?

1 [1] Trainers say outdated laws and insufficient public awareness prevent them from giving guide dogs under training full exposure to the city.

[2] When Meicy Choi took her four-month-old labrador retriever named Don Don out on a sunny Saturday in December, she did not expect to get into a row over going to the park with her canine buddy.

5 [3] Don Don is not an ordinary dog. He is training to become one of fewer than 50 guide dogs in Hong Kong, and Choi herself is not blind but is registered as a host to train and care for him. But a staff member at Lai Chi Kok Park stopped her from entering the park and asked to check her documents. “Even if you are blind, you can’t take the dog in!” the worker said. A handful of onlookers, mostly middle-aged women, gathered and confronted Choi.

10 [4] The commotion frightened Don Don, causing the dog to become uneasy. “You can’t be serious,” Choi recalled thinking to herself. She eventually backed down, not wanting to escalate the matter.

[5] Such incidents reflect the daily challenges faced by guide dog trainers in the city. The issues are grey areas under current laws, which allow visually impaired people to use public facilities with their guide dogs, but not those who train the animals.

15 [6] Hong Kong only started breeding guide dogs in 2011 because of a previous lack of professional trainers. The city’s guide dog community lags in scale compared with neighbouring Japan and South Korea, not to mention the United States or Germany, which were the first countries to train such dogs in the 1920s.

20 [7] Raymond Cheung Wai-man, chairman of Hong Kong Seeing Eye Dog Services and the first person to start a guide dog training institution locally seven years ago, estimated the city would need 1,700 guide dogs, given its 170,000 visually impaired people. “On top of taking visually impaired people around and preventing them from walking into obstacles, guide dogs also help them lead freer, more confident and dignified lives,” Cheung said.

25 [8] But outdated laws and insufficient public awareness remain the biggest obstacles to a bigger role for guide dogs in Hong Kong, according to Cheung. “The government needs to change the current laws, which do not protect dogs under training,” Cheung said. “If a trainer takes a bus with a trainee dog, there is a chance the driver may deny them entry. But if the dogs never get on buses during training, how can they learn to do this and help the visually impaired?” To familiarise guide dogs with the urban environment and prepare them to assist the blind, trainers need to take them around the city and “go everywhere”, Cheung said.

30 [9] “Public awareness has improved a lot from six years ago, when I had to fight just to allow guide dogs under training onto the MTR. But misunderstandings still exist,” Cheung said, as evident in another row at a cha chaan teng in Yau Ma Tei in December, which stirred up a heated online debate. The restaurant had refused to let in a trainer with a trainee guide dog. It eventually apologised on its Facebook page after coming under fire from netizens, and said it welcomed visually impaired customers with guide dogs.

35 [10] “I think many people are supportive of guide dogs,” Choi said. Referring to Choi’s encounter, a spokeswoman for the Leisure and Cultural Services Department (LCSD) said guide dogs and dogs under training were allowed to enter all venues managed by it, including public parks. “But it’s possible some staff like security guards were unclear about the guidelines,” she said.

[11] “The government will continue to work with rehabilitation organisations and stakeholders to facilitate the development of the guide dog service in Hong Kong,” the LCSD spokeswoman said.

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.



Candidate Number

1234567890

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**HKDSE 2023
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 Texts 2-3 and answer questions 23-45. (42 marks)

Text 2

23. With reference to the title, complete the following sentence with a phrase.

International Guide Dog Day is set up in honour of the close relationship between _____

_____.

24. With reference to paragraph 1, decide whether the following statements are True (T), False (F) or Not Given (NG). (3 marks)

Statements

(i) Guide dogs are a type of service animal.

T F NG

(ii) Only completely blind people have guide dogs.

(iii) Many dogs fail the training to become guide dogs.

25. According to paragraph 1, what benefits do guide dogs provide for their owners? Put a tick (✓) next to each of the THREE statements that are correct. Tick THREE boxes only.

a. Owners do not walk into people.

b. Owners become more independent.

c. Owners bump into obstacles.

d. Owners lead their guide dogs confidently.

e. Owners avoid accidents.

26. What is 'the experience' (line 11) that the writer refers to?

27. Complete the following sequence of events from paragraph 3 with ONE word taken from the paragraph. (3 marks)

Nathan's (i) _____ began to have problems after he became ill.



Some years later he became (ii) _____ blind.



He felt hopeless.



The situation (iii) _____ dramatically with Hudson's arrival.



Nathan gained confidence from his friendship with Hudson.

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 1 *

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

28. Despite being blind, Sami still loves...

- A. going to school.
- B. joining new teams.
- C. training her guide dog.
- D. running for her school.

A B C D

29. How often do Sami and her dog exercise together?





30. Complete the following summary of paragraph 5 with a word or phrase taken from the paragraph. (2 marks)

Cause	→	Result
(i) _____ misbehaved.	→	Mark and Claire started talking to each other.
Mark and Claire (ii) _____ _____.	→	Mark and Claire knew how the other felt.

31. What other phrases are used to refer to the guide dogs in Story 1 and Story 2? (2 marks)

- (i) Story 1: _____
- (ii) Story 2: _____

32. Which ONE of the following activities (A-D) is NOT mentioned in paragraphs 1-5?

A.  B.  C.  D. 

A B C D

33. Choose a letter (A-E) which represents the most appropriate title for each of the three stories (paragraphs 3-5). Each letter can be used ONCE only. Two titles are NOT used. (3 marks)

Story		Letter	Titles
Story 1	(i)	_____	A Creating New Hope
Story 2	(ii)	_____	B Avoiding Problems
Story 3	(iii)	_____	C Finding Romance
			D Challenging Others
			E Chasing a Dream

Text 3

34. Who or what does 'her canine buddy' (line 4) 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.

35. The worker at Lai Chi Kok Park said 'Even if you are blind, you can't take the dog in!' (lines 7-8). What did the worker mean by this?

- A. Blind people cannot enter the park.
 - B. All dogs must be with a blind person in the park.
 - C. Blind people can enter the park only with their guide dogs.
 - D. Despite being blind, people cannot enter the park with their guide dogs.
- A B C D

36. Complete the following summary of paragraphs 5 and 6 with a word or phrase taken from paragraphs 5 and 6. (4 marks)

Currently guide dogs in Hong Kong are trained on a smaller (i) _____ than in some western countries, as well as in (ii) _____ countries in Asia. This is because previously there was a (iii) _____ of people with the skills and experience to train such dogs. Trainers of guide dogs today face daily difficulties when out with their dogs. This does not happen when guide dogs are with (iv) _____.

37. Find a word or phrase in paragraph 7 that can be replaced with 'in addition to'.

38. Who or what does 'this' (line 24) refer to?

39. Explain why trainers and their dogs need to 'go everywhere' (line 26).

So that the dogs _____

40. What does 'But misunderstandings still exist' (line 28) imply?

- A. Some problems remain.
 - B. Things have not improved.
 - C. The problems are complex.
 - D. The problems are getting worse.
- A B C D

41. According to paragraphs 8 and 9, decide whether the following statements are True (T), False (F) or Not Given (NG). (3 marks)

Statements	T	F	NG
(i) Trainee dogs are sometimes stopped when getting on buses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) The MTR has always allowed trainee dogs to ride on the MTR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) The restaurant in Yau Ma Tei still refuses to allow in guide dogs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Find ONE piece of evidence in paragraph 9 which suggests that 'many people are supportive of guide dogs' (line 32).

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.

43. Where did 'Choi's encounter' (line 32) take place?

44. Look at the information in paragraphs 7-11 and match each paragraph to the statements below. Use each paragraph number ONCE only. One statement does NOT refer to any of the paragraphs and you should put a cross (X). The first has been done as an example. (5 marks)

The paragraph...	Paragraph Number
indicates some government employees may misunderstand guide dog rules.	<u>10</u> (example)
(i) explains the role of a guide dog.	_____
(ii) provides an example of how the public can make a difference.	_____
(iii) describes when the law was changed.	_____
(iv) shows the limitations of the training of guide dogs in Hong Kong.	_____
(v) shows how the government supports wider access in the city for guide dogs in Hong Kong.	_____

45. Below are comments made by some of the people in Text 3. Match each person with ONE comment that best represents the people in Text 3. Each letter can be used ONCE only. One comment is NOT used. One has been done for you as an example. (3 marks)

<u>People in Text 3</u>	<u>Letter</u>
Meicy Choi	(i) _____
Raymond Cheung	(ii) _____
LCSD Spokeswoman	<u>C</u> (example)
The worker at Lai Chi Kok Park	(iii) _____

A. "I believe I did the right thing stopping her."

B. "I have been doing this longer than anyone in Hong Kong."

C. "I confirm we will keep improving the situation for guide dogs here."

D. "I'm just surprised this sort of thing happens."

E. "I think Hong Kong is a fantastic place for guide dogs."

END OF PART B1

Answers written in the margins will not be marked.

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 4 and answer questions 46-69 in the Question-Answer Book for Part B2.

Text 4

Michelle Obama

- 1 [1] *In a special personal essay, excerpted here, in honor of Mother's Day, Michelle Obama shares memories of her mom, Marian Robinson, and women who shaped the extraordinary life of an ordinary girl from Chicago who would grow up to be the wife of the President of the United States.*
- 5 [2] My mother is a woman who chooses her words carefully. She'll sometimes speak in clipped sentences, her wisdom packed into short bursts and punctuated with an infectious smile or a wry laugh. It's a style that makes her a favorite of everyone she meets – a sweet, witty companion who doesn't need the limelight.
- [3] As I've grown older, I've seen how her manner in conversation also reflects her approach to parenting. Because when it came to raising her kids, my mom knew that her voice was less important than allowing me to use my own.
- 10 [4] That meant she listened a lot more than she lectured. Growing up, she was willing to endure endless questioning from me – Why did we have to eat eggs for breakfast? Why do people need jobs? Why are the houses bigger in other neighborhoods? She didn't chide me if I scrapped with some of the neighbor kids or challenged my ornery grandfather when I thought he was being a little too ornery. She listened intently to the lunchtime conversations I had with my schoolmates over bologna sandwiches, and nodded patiently along to tales of my contentious piano lessons with my great-aunt Robbie.
- 15 [5] In today's world, it's easy to hear all that and think that Marian Robinson was bordering on negligent, that she was letting the kids rule the roost. But the reality was far from that. She and my father, Fraser, were wholly invested in their children, pouring a deep and durable foundation of goodness and honesty, of right and wrong, into my brother and me. After that, they simply let us be ourselves.
- 20 [6] I see now how important that kind of freedom is for all children, particularly for girls with flames of their own – flames the world might try to dim. It's up to us, as mothers and mother-figures, to give the girls in our lives the kind of support that keeps their flame lit and lifts up their voices – not necessarily with our own words, but by letting them find the words themselves.
- [7] *Below is an excerpt from Michelle Obama's bestselling memoir, Becoming, in which she recalls how her great-aunt Robbie's tough love and piano lessons helped shape the woman she is today:*
- 25 [8] At home, I continued to work on my own progress as a musician. Sitting at Robbie's upright piano, I was quick to pick up the scales and I threw myself into filling out the sight-reading worksheets she gave me. Because we didn't have a piano of our own, I had to do my practicing downstairs on hers. I learned one song in the piano book and then another. I was probably no better than her other students, no less fumbling, but I was driven. To me, there was magic in the learning. I got a buzzy sort of satisfaction from it. For one thing, I'd picked up on the simple, encouraging correlation between how long I practiced and how much I achieved. And I sensed something in Robbie as well – too deeply buried to be an outright pleasure, but still, a pulse of something lighter and happier coming from her when I made it through a song without messing up. I'd notice it out of the corner of my eye: Robbie's lips would unpurse themselves just slightly.
- 30 [9] This, it turns out, was our honeymoon phase. It's possible that we might have continued this way, Robbie and I, had I been less curious and more reverent when it came to her piano method. But the lesson book was thick enough and my progress on the opening few songs slow enough that I got impatient and started peeking ahead – and not just a few pages ahead but deep into the book, checking out the titles of the more advanced songs and beginning, during my practice sessions, to fiddle around with playing them. When I proudly debuted one of my late-in-the-book songs for Robbie, she exploded, slapping down my achievement with a vicious "Good night!" I got chewed out the way I'd heard her chewing out plenty of students before me. All I'd done was try to learn more and faster, but for Robbie it was a crime approaching treason. She wasn't impressed, not even a little bit.
- 35
40

45 [10] Nor was I chastened. I was the kind of kid who liked concrete answers to my questions, who liked to reason things out to some logical if exhausting end. I was lawyerly and also veered toward dictatorial, as my brother Craig, who often got ordered out of our shared play area, would attest. When I thought I had a good idea about something, I didn't like being told no. Which is how my great-aunt and I ended up in each other's faces, both of us hot and unyielding.

[11] "How could you be mad at me for wanting to learn a new song?"
"You're not ready for it. That's not how you learn piano."
"But I am ready. I just played it."
50 "That's not how it's done."
"But why?"

[12] Piano lessons became epic and trying, largely due to my refusal to follow the prescribed method and Robbie's refusal to see anything good in my freewheeling approach to her songbook. We went back and forth, week after week. I was stubborn and so was she. I had a point of view and she did, too. In between disputes, I continued to play the piano and she continued to listen, offering a stream of corrections. I gave her little credit for my improvement as a player. She gave me little credit for improving. But still, the lessons went on.

[13] Upstairs, my parents and Craig found it all so very funny. They cracked up at the dinner table as I recounted my battles with Robbie, still seething as I ate my spaghetti and meatballs. My parents expressed no sympathy for my woes and none for Robbie's, either. In general, they weren't ones to intervene in matters outside schooling, expecting early on that my brother and I should handle our own business. They seemed to view their job as mostly to listen and bolster us as needed inside the four walls of our home. And where another parent might have scolded a kid for being sassy with an elder as I had been, they also let that be. My mother had lived with Robbie on-and-off since she was about sixteen, following every arcane rule the woman laid down, and it's possible she was secretly happy to see Robbie's authority challenged. Looking back on it now, I think my parents appreciated my feistiness and I'm glad for it. It was a flame inside me they wanted to keep lit.

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.

Candidate Number

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**HKDSE 2023
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 4 and answer questions 46-69. (42 marks)

Text 4

46. With reference to paragraph 1, what is the connection between Michelle Obama's personal essay and Mother's Day?

The essay _____

47. Use ONE word to complete the following statement based on the information in paragraph 1.

Shaped by the women in her life, Michelle rose from _____ beginnings.

48. According to paragraph 2, which ONE of the following does NOT indicate the way Michelle's mother speaks?

- A. in short sentences
- B. chatty and talkative
- C. with good judgement
- D. deliberate in word choice

A B C D

49. Based on the information in paragraphs 2-4, suggest how Michelle's mother would react in the following situations. (2 marks)

<u>Situation</u>	<u>Her mother's reaction</u>
Meeting someone new at a party.	(i) _____ _____
Hearing her children complaining about friends cheating at a game.	(ii) _____ _____

50. What is the purpose of the list of questions Michelle includes in lines 10-11?

- A. to highlight her questioning skills
- B. to suggest her questions were trivial
- C. to emphasise her constant questions
- D. to explain why she asked the questions

A B C D

51. What does 'all that' (line 15) refer to?

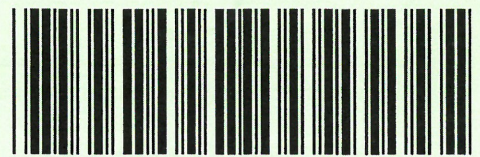
- A. Marian's parenting style
- B. piano lessons with Robbie
- C. conversations with schoolmates
- D. Michelle's way of expressing herself

A B C D

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 *

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

52. According to paragraph 5, decide whether the following statements are True (T), False (F) or Not Given (NG). (3 marks)

Statements	T	F	NG
(i) Michelle's parents spent a lot of money raising their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Michelle's parents tried to directly control their children's actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Michelle's parents were committed to developing the moral values of their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. With reference to paragraphs 4-6 complete the table by finding an example from the text for each of the following. (4 marks)

	Example from the text
A. A fight or argument	(i) _____ _____
B. A parenting lesson	(ii) _____ _____
C. A misunderstanding	(iii) _____ _____
D. An appeal to others	(iv) _____ _____

54. Explain what made the correlation 'encouraging' (line 30) for Michelle.

55. With reference to paragraph 8, answer the following questions. (2 marks)

(i) What was 'deeply buried' (line 31)?

(ii) How was this expressed by Robbie?

56. How did Michelle contribute to the 'honeymoon phase' (line 34)?

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.

57. Which of the following is NOT a reason Michelle provides to explain the end of the 'honeymoon phase' (line 34)?

- A. Michelle was inquisitive.
- B. Michelle seemed to make limited progress.
- C. Robbie believed Michelle had a great talent.
- D. Robbie's teaching style didn't suit Michelle.

A B C D

58. Was Michelle's debut of one of the 'late-in-the-book songs' (lines 38-39) a success or a failure? Give a reason for your answer based on paragraph 9.

59. Find a metaphor for 'disobedience' Michelle uses in paragraph 9.

60. Explain Michelle's frustration when she says 'Nor was I chastened' (line 42).

61. With reference to the text, what does the phrase 'hot and unyielding' (lines 45-46) suggest about Michelle's and her great-aunt's personality?

62. Which of the following is NOT exhibited by Michelle in paragraph 10?

- A. rejecting someone's ideas
- B. understanding her own failures
- C. forcing someone to change their mind
- D. behaving aggressively in confrontation

A B C D

63. With reference to paragraph 11, identify a characteristic of Michelle's personality and explain how the paragraph illustrates it? (2 marks)

(i) Characteristic: _____

(ii) Illustration: _____

64. With reference to paragraph 13, how did Michelle feel 'at the dinner table' (line 57) and why?

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.

65. Based on the information in paragraph 12, complete the summary by writing ONE word in each blank below. Your answers must be grammatically correct. (5 marks)

Michelle had little faith in her great-aunt’s approach, and Robbie (i) _____ to acknowledge Michelle’s carefree attitude. Yet, the lessons continued with a constant toing and froing, with Robbie firing off endless (ii) _____ at her. At the same time, Michelle was (iii) _____ to do things her own way, refusing to (iv) _____ her great-aunt’s wishes. The situation became a somewhat irritating saga to be endured, with neither of them (v) _____ the other’s endeavours.

66. According to the text, Michelle’s parents ‘expressed no sympathy’ (line 58) for neither Michelle nor Robbie. Give TWO reasons why Michelle’s parents took the same approach for both Michelle and Robbie. (2 marks)

67. From the text, identify two examples of Michelle ‘being sassy with an elder’ (line 62). (2 marks)

(i) Example 1: _____

(ii) Example 2: _____

68. Below are summary headings for each paragraph of the excerpt from Michelle’s memoir. Match the most appropriate summary heading with each paragraph by writing the letters (A-G) in the table below. Each letter can be used ONCE only. One summary heading is NOT used. One has been done for you as an example. (5 marks)

Summary Headings		
A. Parental pride	D. My character and conflict	F. Enduring the other
B. Life, parenting and Robbie	E. The mood shifts	G. Wanting to understand
C. Joy of learning		

Paragraph	Summary Heading
8	(i)
9	(ii)
10	(iii)

Paragraph	Summary Heading
11	(iv)
12	(v)
13	<i>B (example)</i>

69. With reference to the text, how can parents keep girls’ flames lit?

END OF PART B2

Answers written in the margins will not be marked.