

91-CE
ENG LANG

SYL B
PAPER II

MC

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**ENGLISH LANGUAGE (SYLLABUS B) PAPER II
(MULTIPLE-CHOICE)**

10.30 am-11.30 am (1 hour)

Subject Code 021

PLEASE SIGN YOUR NAME BELOW IN THIS BOX

Candidate No.

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INSTRUCTIONS

1. Write your Candidate No., Centre No. and Seat No. on this cover and sign your name in the boxes provided on this cover and on the Answer Sheet.
2. Read carefully the instructions on the Answer Sheet and insert the information required (including the Subject Code) in the spaces provided.
3. When told to open this book, unseal each page with a ruler and check that all the questions are there. Look for the words "END OF PAPER" after the last question.
4. ANSWER ALL QUESTIONS.
5. All the answers should be marked on the Answer Sheet.
6. You may only mark ONE answer to each question. Two or more answers will score NO MARKS.
7. All questions carry equal marks. No marks will be deducted for wrong answers.
8. When you are told to stop, close the Question Book and put it side by side with your Answer Sheet.

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PASSAGE A

Read this magazine article, and then answer questions 1-11.

Home Sweet Home

Picture a worker of the future, sitting happily at home, children playing quietly at his or her feet while he or she taps ideas into a computer linked to the office. It's a beautiful dream, but is that what it would really be like? Anyone who has ever worked at home can draw a different picture. Children cry and spill orange juice on the keyboard, the doorbell keeps ringing, or the telephone, a thousand and one interruptions conspire against you. And, on top of it all, no one takes you seriously. The people in the office think you're on holiday, your boss suspects you of not really working, and you feel guilty towards your family because you aren't seen to be slaving all day to support them. If home-working is to become more than a fantasy, workers and bosses have quite a few adjustments to make.

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In the cases where home-working has been tried, it has met with varying success. While some employees enjoy the extra freedom, others find working at home isolated, and stressful. Managers, for their part, fear that home-working will reduce workers' commitment to the firm and make it easier for other companies to steal them. They also fear that workers may fail to keep up with technical advances in their field. Another problem for the workers, particularly when, as is usually the case, they work at home only part of the time, is that managers are reluctant to help with such extra organizational problems as forwarding telephone calls or keeping track of when an employee is or is not in the office.

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Until now, having little but instinct to help them predict the results, managers have been suspicious of home-working. But recently a study by Professor Lotte Bailyn of MIT's Sloan School of Management has thrown some light on the subject. Professor Bailyn compared two groups of workers, one home-based, the other office-based, both doing roughly the same programming work for the same British company, ICL. It turned out in fact that home-based workers were more loyal to their employer than their office-based counterparts. Also they typically had a wider range of skills. These findings should do something to remove employers' prejudice against home-working. But Professor Bailyn's study also indicates that nine-to-fivers look for different kinds of job satisfaction. While working at home may be convenient, it does not give employees the chance to manage the work of others. Thus job satisfaction for home workers depends on the challenge of the task itself, but job satisfaction for office workers comes more from managing others and having a position of importance in the office hierarchy.

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Such findings present some obvious, but often ignored, lessons for managers. To keep a home worker happy, the obvious requirements are varied and interesting work, well-defined long-term goals, and freedom to get on with the work at his or her own pace. For office workers, what is important is more frequent feedback and the opportunity to supervise others. But there are also some less obvious differences that ought to be taken into account. Many home workers reported that their most productive hours lay outside normal office hours. And they also did for themselves many jobs that in the office would normally be done by others, like estimating the amount of time needed to complete a task and testing the quality of their own work. Might there be a lesson here that can be applied to the office as well?

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Rank-Xerox, after conducting its own experiment with home-working, adopted a more hands-off management style, even for its office staff. For both groups managers now try to set longer-term goals and give more freedom in deciding how to achieve them. One difficulty that has emerged is that managers, forced to make long-term goals more explicit, often find that they themselves are not as sure as they should be about what the goals are. Another problem is that what succeeds for some may not be good for all. Professor Bailyn warns that her results reflect sex and culture, not just the working environment. Most of the home workers studied were British women, who worked at home while raising a family. American women seem to become insecure and frustrated in the sort of home-working circumstances in which British women thrive. This may be because American women are more concerned than British women about 'careers' and the outward signs of success.

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Why bother with home-working at all? The simple answer is that it can make people happier. Professor Bailyn's office workers revealed a disturbing trend: the happier they were with their careers, the unhappier they tended to be with their lives at home, and vice versa. Home workers, by contrast, were happy with both work and home life. While more research is needed, the next question for managers is surely this: mightn't happier workers also be more productive ones?

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1. According to paragraph 1, the writer believes that working at home is
 - A. convenient for those with small children.
 - B. rather like being on holiday.
 - C. much more comfortable than working in an office.
 - D. difficult because of all the disturbances.

2. In line 4, 'on top of it all' means
 - A. as a result of the interruptions.
 - B. based on successful performance.
 - C. as long as this continues.
 - D. besides the other problems.

3. In paragraph 1 the writer suggests that home-working will only be widely adopted if
 - A. employers and staff can change their attitudes.
 - B. computers can be linked with the office.
 - C. home workers start to take their work seriously.
 - D. people don't have to work so hard to support a family.

4. According to paragraph 2, one reason why some managers don't like the idea of home-working is that they
 - A. are afraid employees will find it stressful.
 - B. think employees may lose their loyalty to the company.
 - C. are afraid employees will work only part of the time.
 - D. are worried about not knowing where an employee is.

5. In paragraph 2 line 13, 'keeping track of' means
 - A. authorising.
 - B. concealing.
 - C. knowing.
 - D. communicating.

6. The writer thinks that the 'employers' prejudice against home-working' (paragraph 3, line 19) can be partly overcome by
 - A. ensuring that home workers and office workers use the same programs.
 - B. ensuring that work done at home is less challenging.
 - C. the evidence that home workers are not disloyal or unskilled.
 - D. the evidence that home workers have no influence on the work of others.

7. We are told in paragraph 3 that one difference between office and home-based work is that office work may be more satisfying for those who want
 - A. job satisfaction.
 - B. more status.
 - C. an escape from housework.
 - D. more discipline from their managers.

8. The lesson referred to in the last sentence of paragraph 4 is it may be good to
 - A. give workers more frequent feedback.
 - B. conduct experiments in home-working.
 - C. test the quality of work done.
 - D. let people work more independently.

9. Adopting 'a more hands-off management style' (paragraph 5, lines 31-32) implies that they now
 - A. give employees more freedom.
 - B. are less friendly towards employees.
 - C. expect more staff to work at home.
 - D. accept less productive work methods.

10. In paragraph 5 line 38, 'thrive' means
 - A. despair.
 - B. go out to work.
 - C. find satisfaction.
 - D. gain status.

11. According to the final paragraph, an important research finding is that
 - A. home workers are more productive than office workers.
 - B. office workers are dissatisfied with one aspect of their lives.
 - C. office workers suffer just as many disturbances.
 - D. managers have fewer problems with home-working.

PASSAGE B

Read this magazine article and then answer questions 12–24.

Rediscovering Primates

Primates are the group of animals which includes both *homo sapiens* (man) and monkeys, apes and lemurs. Though we like to think of ourselves as unique, the other primates are in fact our first cousins in the animal kingdom. However, in spite of this, or perhaps because of it, we seem to have great difficulty understanding them. Should you doubt this, consider some of the basic facts. Ask on what continent primates probably originated and most people will tell you Africa, or perhaps Asia. Africa is indeed where the earliest human remains have been found, besides being the present-day home of the gorilla and the chimpanzee. Asia is linked in people's minds with Peking Man, who figures largely in school textbook accounts of pre-history. Yet *primatology* (the science of primates) tells us that the earliest fossil evidence discovered to date is from North America, the New World. Likewise, it is popularly assumed that the gorilla, which weighs in at just over 500 lbs, is the biggest primate ever to have lived, whereas fossil remains of a creature known as 'Gigantopithecus' reveal it to have been nearly twice the size. Another idea that many people would take for granted is that South American monkeys and African monkeys are more closely related than African monkeys and humans. But as Paul Garber, a zoologist who has been studying tamarin monkeys in the tropical rain forest of South America says: 'We Old World monkeys share a more recent common ancestor.'

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Today much of what primatology claimed to know yesterday is being overturned. This is hardly surprising, when the first scientific field study of primate behaviour was only published in the 1930's. 'We're not just a young science,' says Irven De Vore, curator of primatology at Harvard's Peabody Museum, 'we're barely born.' It is not unusual for a new science to come up with a good deal of work which is not up to rigorous scientific standards. But in primatology the picture is complicated by the fact that a large number of scientists have adopted what someone has called 'the Walt Disney view of animal life', trying to explain animal behaviour in terms of human motives. One reason for this may be the fact that an important and legitimate aim of primatology is to broaden our understanding of ourselves. 'Primates stand at the hinge of evolution,' says Alison Jolly of Rockefeller University; 'they are to the biologist what viruses are to the biochemist.' It is easy to describe the behaviour of a virus objectively, Dr Jolly says, since it is just a living chemical. But primates are animals, like ourselves, who love and hate and think, which makes it harder to be objective. In studies of baboons that were made after World War II, primatologists looking for models of human evolution were convinced that the male was all-important. They found examples of male dominance everywhere. However, as Dr Jolly explains, it is now thought that this is only a small part of primate behaviour. The results of those earlier studies were produced by scientists whose interpretations of primate behaviour were influenced by the social views and beliefs that were common in American Society at that time.

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Nowhere were primatology's early difficulties more obvious than in the realm of reproduction. 'The strongest stereotype is that any species' mating system is determined by the behaviour of the male,' says Jane Lancaster of the University of Oklahoma. 'It's a projection of our own cultural values: parental care depends on the females, social organization on males.'

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12. In line 3, 'in spite of this' implies that we should
- recognize that we are unique.
 - be closely related to other primates.
 - know more than we do about primates.
 - have great difficulty understanding other primates.
13. In line 3, 'or perhaps because of it' implies that our misunderstandings about primates arise because
- we are actually closely related to them.
 - they are so different from us.
 - there are so many species of primates.
 - humans evolved on another continent.
14. The writer asks us to consider some of the basic facts (line 4) because
- many of these facts have only recently been discovered.
 - these facts are the earliest discoveries of primatology.
 - the relationship between man and monkeys has not been proved.
 - most people hold mistaken views about these facts.
15. According to the writer (paragraph 1), one popular view which is *mistaken* is that
- primates have been shown to have originated in Africa.
 - we are closer relatives of African monkeys than South American monkeys are.
 - the earliest human remains have been found in Africa.
 - Gigantopithecus weighed a lot more than a gorilla.
16. In line 9, 'to date' means
- at that time.
 - after a while.
 - so far.
 - on a particular day.
17. In line 9, 'Likewise' implies that
- the gorilla is also an example of a primate.
 - the gorilla is closer to man than to Gigantopithecus.
 - people also have wrong ideas about the gorilla.
 - there is also evidence of an early form of the gorilla.
18. In line 16, 'overturned' means
- extended.
 - contradicted.
 - confirmed.
 - overlooked.
19. In paragraph 2 Irven De Vore says that primatology
- is a very young science.
 - is not a legitimate study.
 - has nothing surprising to tell us.
 - is not studied only by young people.
20. In line 19, 'come up with' means
- overcome.
 - produce.
 - approach.
 - overload.
21. According to paragraph 2, many scientists adopt 'the Walt Disney View of animal life'. One explanation for this is that
- primatology presents a very complicated picture.
 - primatology aims to throw light on human behaviour.
 - it makes primatology more objective.
 - primatologists want to interest people in their subject.
22. According to Dr Jolly, (lines 23–31)
- the study of viruses is a more accurate guide to human behaviour.
 - the behaviour of baboons is not representative of primate behaviour.
 - primates have feelings in much the same way as human beings.
 - it is a mistake to look for models of human evolution in primate behaviour.
23. The studies that claimed to find male dominance among baboons are mentioned in the article (lines 27–31) in order to illustrate
- male dominance among primates.
 - untypical primate behaviour.
 - models of human evolution.
 - unsound scientific conclusions.
24. in line 33, 'is determined by' means
- strongly affects.
 - depends on.
 - dominates.
 - imposes upon.

PART II USAGE

Decide which of the choices given below would best complete the passage if inserted in the blanks.

Fighting Fat with Facts

When John Chan studies the (25) of a well-trained athlete, he looks for more than muscle. He hunts for fat. The lab technician with the Sports Science Department of Jubilee Sports Centre in Hong Kong (26) the body fat composition of most athletes. During the past two years, he estimates he's put the pinch, literally, on (27) 300 of them. Mr Chan uses specific (28) of the body to test for fat. He measures the skin fold around the chest, triceps, thighs and abdomen.

While everyone needs a (29) amount of fat to sustain life, too much leads to weight problems and other health (30). How much fat (31) should have depends on many factors, (32) age, gender, race, and life-style. One of Jubilee's research projects took Mr Chan from the sports field to the stage, so to speak. He (33) the body fat composition of 40 dancers from Hong Kong's Academy of Performing Arts.

'The men didn't have a problem because they (34) in other physical activities besides dancing,' he said. '(35) most of the women were fat.'

Body fat composition is of special importance to athletes because too much fat adversely (36) agility and strength as well as performance. Fat does not increase strength. Mr Chan found that athletes involved in (37) strenuous sports, such as billiards or snooker, had a higher percentage of body fat than a gymnast or a marathon runner.

'Just because someone (38) thin doesn't mean he or she isn't fat,' (39) Mr Chan. 'The bathroom scales cannot be (40) on to be the judge, either. They tell total weight, (41) composition. The average, non-athletic Chinese female (5'2" and 110 pounds) may (42) thin. But, (43) we measure her, she may be 20 to 25 percent fat, which is too much; (44), she should be 15 percent fat. For a Western woman, on the other hand, 20 to 25 percent may be (45) .'

(46) to decrease body fat one needs to increase muscle tone through exercise. Mr Chan says many women shudder at the thought of seeing a higher number on the bathroom scales (muscle (47) more than fat). And they (48) exercise will make them look like muscle-bound men, (49) is genetically impossible.

More muscle allows people to (50) physical tasks more easily. And exercise increases metabolism, so calories burn more efficiently. Another advantage is (51): well-toned muscles (52) the body a better shape.

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|--|--|--|---|
| 25. A. work
B. body
C. routine
D. weight | 32. A. among
B. even with
C. instead of
D. such as | 39. A. queries
B. criticises
C. explains
D. discusses | 46. A. With hope
B. Not only
C. Instead of
D. In order |
| 26. A. measures
B. shows
C. reduces
D. discusses | 33. A. analysed
B. concerned
C. questioned
D. admired | 40. A. based
B. pressured
C. insisted
D. relied | 47. A. counts
B. numbers
C. looks
D. weighs |
| 27. A. nearly
B. these
C. any
D. all | 34. A. enjoyed
B. participated
C. played
D. practised | 41. A. then
B. not
C. plus
D. and | 48. A. fear
B. wonder
C. do
D. convince |
| 28. A. ways
B. types
C. areas
D. descriptions | 35. A. But
B. For
C. Even
D. Despite | 42. A. consider
B. resemble
C. appear
D. admire | 49. A. hence
B. which
C. always
D. and |
| 29. A. same
B. balanced
C. maximum
D. certain | 36. A. removes
B. prevents
C. affects
D. interferes | 43. A. should
B. ought
C. could
D. must | 50. A. enable
B. activate
C. complete
D. succeed |
| 30. A. excesses
B. warnings
C. centres
D. hazards | 37. A. less
B. those
C. several
D. popular | 44. A. therefore
B. ideally
C. certainly
D. nevertheless | 51. A. weight
B. strength
C. ability
D. appearance |
| 31. A. human
B. one
C. that
D. body | 38. A. looks
B. weighs
C. grows
D. shows | 45. A. excessive
B. additional
C. different
D. acceptable | 52. A. assist
B. improve
C. give
D. build |

Decide which of the choices given below would best complete the passage if inserted in the blanks.

Boy Stole Examination Questions

A form 2 schoolboy was arrested last night after breaking into his school in (53) to copy examination papers.

The school caretaker (54) his rounds at about 10.30 pm, when he noticed (55) flickering inside the main office and went to (56). As he approached the office, he heard (57) and then saw two boys jump out of the window and run away.

He immediately called the police, (58) searched the (59) and found a third boy hiding in one of the cupboards. The boy (60) in his possession papers (61) questions set by his teacher for the coming mid-term examinations.

The boy told police that his school results had been very poor in the past, and he felt that this was the only (62) he could get high marks. He has so far (63) to name the other two boys who were (64).

The headmaster of the school said that this was the first time (65) an incident (66) and that they would take steps to make (67) that it would not happen again. (68) tests would be stored in a locked (69) inside the office, so that (70) if a student (71) to get into the building, he (72) be able to see a copy of the test.

(73) the two boys who fled may have taken (74) on the content of the paper, the (75) concerned will rewrite the test (76) it is given to the students next week.

- | | | | |
|--|--|--|--|
| 53. A. effort
B. an attempt
C. intent
D. endeavour | 59. A. area
B. surround
C. cupboard
D. places | 65. A. such
B. only
C. here
D. thus | 71. A. could
B. able
C. succeed
D. managed |
| 54. A. makes
B. made
C. is making
D. was making | 60. A. was
B. got
C. had
D. kept | 66. A. occurred
B. had occurred
C. was occurred
D. occurs | 72. A. can't
B. can
C. would
D. would not |
| 55. A. lights
B. a noise
C. footsteps
D. people | 61. A. of
B. had
C. showed
D. containing | 67. A. aware
B. sure
C. measures
D. effort | 73. A. Since
B. Despite
C. Besides
D. In fact |
| 56. A. watch
B. look over
C. investigate
D. examine | 62. A. plan
B. way
C. one
D. method | 68. A. Although
B. Next
C. In future
D. However | 74. A. answer
B. away
C. pictures
D. notes |
| 57. A. noisy
B. crash
C. voices
D. sound | 63. A. forced
B. unwilling
C. refused
D. resisted | 69. A. filing cabinet
B. door
C. drawers
D. areas | 75. A. problem
B. teacher
C. police
D. incident |
| 58. A. for
B. both
C. after
D. then | 64. A. escaped
B. involved
C. away
D. here | 70. A. just
B. as
C. even
D. when | 76. A. before
B. until
C. while
D. even |

END OF PAPER

1991 English Language (Syllabus B) Paper II

Question No.	Key	Question No.	Key
1.	D	41.	B
2.	D	42.	C
3.	A	43.	A
4.	B	44.	B
5.	C	45.	D
6.	C	46.	D
7.	B	47.	D
8.	D	48.	A
9.	A	49.	B
10.	C	50.	C
11.	B	51.	D
12.	C	52.	C
13.	A	53.	B
14.	D	54.	D
15.	A	55.	A
16.	C	56.	C
17.	C	57.	C
18.	B	58.	D
19.	A	59.	A
20.	B	60.	C
21.	B	61.	D
22.	C	62.	B
23.	D	63.	C
24.	B	64.	B
25.	B	65.	A
26.	A	66.	B
27.	A	67.	B
28.	C	68.	C
29.	D	69.	A
30.	D	70.	C
31.	B	71.	D
32.	D	72.	D
33.	A	73.	A
34.	B	74.	D
35.	A	75.	B
36.	C	76.	A
37.	A		
38.	A		
39.	C		
40.	D		