

05-CE  
IG LANG

LB  
PER 2

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG CERTIFICATE OF EDUCATION EXAMINATION 2005

**ENGLISH LANGUAGE (SYLLABUS B) PAPER 2  
READING COMPREHENSION AND USAGE  
Question-Answer Book**

10.30 am – 12.00 noon (1½ hours)

**Subject  
Code: 021**

**INSTRUCTIONS**

1. Write your Candidate Number, Centre Number and Seat Number 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. **ANSWER ALL QUESTIONS:** this Question-Answer Book contains the questions for Parts 1 and 2.
4. Answers to Questions 1 – 48 should be marked on the Answer Sheet. Answers to Questions 49 – 92 should be written in this Question-Answer Book.
5. For multiple-choice questions, mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
6. Marks will not be deducted for wrong answers.
7. Questions in Part 1 (Comprehension) carry two marks each while those in Part 2 (Usage) carry one mark each.
8. You are advised to spend approximately 40 minutes on Part 1 (Comprehension) and approximately 50 minutes on Part 2 (Usage).
9. Supplementary answer sheets will be supplied on request. Write your Candidate Number on each sheet and fasten them with string inside this Question-Answer Book.

Candidate Number									
Centre Number									
Seat Number									

<b>Marker's Use Only</b>	
Marker No.	
Total	

<b>Checker's Use Only</b>	
Checker No.	
Total	

**PART 1      COMPREHENSION (2 marks each)**

**Passage A**      *Read the following passage and then answer questions 1–14. Choose the best answer for each question and mark your answer on the multiple-choice answer sheet. (28 marks)*

**Chapter 2**

1      I was now five, and still as helpless as a newly-born baby. Mother was slowly, patiently pulling down the wall, brick by brick, that seemed to separate me and the other children. It was hard, heart-breaking work, for often all she got from me in return was a vague smile and perhaps a faint gurgling sound. I could not speak or even mumble, nor could I sit up on my own without support, let alone take steps.

5      My relatives said I was an idiot and beyond help. They now spoke of a mental hospital. “Never!” said my mother almost fiercely, when this was suggested to her. “I know my boy is not an idiot. It is his body that is shattered, not his mind. I’m sure of that.”

10      I used to lie on my back all the time in the kitchen or, on bright warm days, out in the garden. I was just a little bundle of crooked muscles and twisted nerves, but I was surrounded by a family that loved me and hoped for me. I was lonely, imprisoned in a world of my own, unable to communicate with others. I longed to run about and play with the rest, but I could not break loose from my prison.

Then, suddenly, it happened! In a moment everything was changed. It happened so quickly, so simply after all the years of waiting and uncertainty that I can see and feel the whole scene as if it had happened last week.

15      The family were gathered round the big kitchen fire that lit up the little room with a warm glow. In a corner Mona and Paddy were sitting together. They were writing down sums on an old chipped slate, using a bright piece of yellow chalk. I was close to them, propped up by a few pillows against the wall. I watched. It was the chalk that attracted me so much – a long, slender stick of vivid yellow. I had never seen anything like it before. Suddenly I wanted desperately to do what my sister was doing. Then – without thinking or knowing exactly what I was doing, I reached out and took the stick of chalk out of my sister’s hand – *with my left foot*. I do not know why I used my left foot to do this. I had never tried to use either of my feet in any way before. They could have been as useless to me as were my hands. That day, however, my left foot reached out and very impolitely took the chalk out of my sister’s hand.

I held it tightly between my toes and made a wild scribble with it on the slate. Next moment I stopped, a bit dazed, surprised, looking down at the stick of yellow chalk stuck between my toes. Then I looked up. Everyone had stopped talking and were staring at me silently. Nobody stirred. I felt the sweat break out on my forehead.





25      My mother came in with a steaming pot in her hand. She stopped between the table and the fire, feeling the tension in the room. She followed their stare and saw me, in the corner. Her eyes looked from my face down to my foot, with the chalk gripped between my toes. She put down the pot. Then she came over to me and knelt down beside me, as she had done so many times before. “I’ll show you what to do with it, Chris,” she said. Taking another piece of chalk from Mona, she hesitated, then drew *the single letter ‘A’* on the floor in front of me. “Copy that,” she said, looking steadily at me. “Copy it, Christy.” I couldn’t.

I looked about me, looked around at the faces that were turned towards me. I saw tense, excited faces that were waiting for a miracle to happen. I tried again. I put out my foot and made a wild movement with the chalk which produced a very shaky line and nothing more. Mother held the slate steady for me. “Try again, Chris,” she whispered in my ear. “Again.”

35      I did. I stiffened my body and put my left foot out again. I drew one side of the letter. I drew half the other side. Then the stick of chalk broke and I was left with a stump. I wanted to throw it away and give up. Then I felt my mother’s hand on my shoulder. I tried once more. Out went my foot. I shook, I sweated and strained every muscle. I held my hands so tightly that my fingernails cut into the flesh. I set my teeth so hard that I nearly bit my lower lip. But – I drew it – the letter ‘A’. There it was on the floor before me. Shaky, with wobbly sides and an incomplete centre line. But it *was* the letter ‘A’. I looked up. I saw my mother’s face, tears on her cheeks.

40      I had done it! It had started – the thing that was to give my mind its chance of expressing itself. True, I couldn’t speak with my lips, but now I would speak through something more lasting than spoken words – written words. That one letter, scrawled on the floor with a broken bit of yellow chalk gripped between my toes, was my road to a new world, my key to mental freedom.

Source: Adapted from Christy Brown, *My Left Foot*, London: Vintage, 1998.

1. This passage comes from a book. Which section of the bookshop would you find it in?
- Medicine and Health
  - Autobiographies
  - Family and Child Care
  - Education
2. The mother's work was 'heart-breaking' because the writer .....
- did not respond very much.
  - gave her help.
  - could not understand what she was doing.
  - needed her help all the time.
3. In line 3, 'faint' means .....
- very quiet.
  - unusual.
  - delighted.
  - almost invisible.
4. In line 10, 'longed' could be replaced by .....
- 'had waited for many years'.
  - 'really wanted'.
  - 'dared'.
  - 'was unable'.
5. In line 17, 'it' refers to .....
- writing on slate.
  - the colour.
  - doing sums.
  - the chalk.
6. Paragraph 5 makes you feel that the kitchen is .....
- spacious.
  - too hot.
  - cosy.
  - too cold.
7. According to paragraph 5, the writer took the chalk because he .....
- liked playing with chalk.
  - had always wanted to use chalk.
  - didn't understand what the chalk was for.
  - wanted to try to use it.
8. In paragraph 6, the writer was surprised because he .....
- could not remove the chalk from between his toes.
  - did not know everyone was watching him.
  - had written a message with the chalk.
  - hadn't realised before that he could use his left foot.
9. According to paragraph 7, his mother stopped because .....
- she saw the writer with the chalk.
  - she wanted to feel the warmth of the fire.
  - someone showed her what was happening.
  - she felt a change in the atmosphere.
10. From the passage, we know that the writer's mother .....
- had demonstrated how to use chalk before.
  - often sat down with him to help him.
  - knew that he would be able to write with chalk.
  - was the only person who cared about him.
11. According to paragraph 9, he nearly bit his lip because he was .....
- feeling afraid.
  - feeling worried.
  - trying very hard.
  - feeling excited.
12. What did the writer's last attempt to draw the letter 'A' look like?
- 
  - 
  - 
  - 
13. According to the final paragraph, the writer .....
- felt his life was about to change.
  - could write letters to people.
  - learnt to speak as well.
  - was freed from his silence.
- 1, 2
  - 1, 4
  - 2, 3
  - 3, 4
14. According to the final paragraph, written words are more \_\_\_\_\_ than spoken words.
- expressive
  - interesting
  - permanent
  - difficult to produce

## Overworked and underplayed

By Constance Haisma-Kwok

Ten-year-old Linda is a typical Hong Kong primary school student. She attends classes from 8.30am to 2.30pm then heads off to her extra-curricular activities. On Mondays it is a piano lesson; on Tuesdays it is Putonghua; Wednesdays, netball games; Thursday, netball practice; Friday basketball; Saturday Kumon (a system for learning maths, English and Japanese) and basketball. And it is church on Sundays. It's a full, fairly common schedule.

10 But is it the healthiest? Recently educators and paediatricians in Hong Kong and abroad have started to question the effects of heavy schedules on children. In the United States, new phrases have been coined to describe the phenomenon, including "over-scheduled kids", "push parenting", "hyper-parenting" and "competitive parenting".

15 Dr Alvin Rosenfeld, a father of three and author of *Hyper-Parenting – The Overscheduled Child*, says parents succumb to the activity trap "because we sincerely want what's best for our kids and are willing to do whatever it takes to give them a shot at success in life".

20 Unfortunately, teaching junior to speak a second language at three, recite his multiplication tables by five and play piano by seven does not guarantee a spot in a top school, let alone future happiness. In fact, William Fitzsimmons, dean of admissions at Harvard, co-wrote an article on the growing numbers of burnt-out kids applying to university.

25 As he and many child-care experts see it, today's ambitious parents have gone too far. In their quest for a high-achieving child, they began substituting family meals eaten together for violin lessons and football practice. Linda, for example, says that the latest she gets home is 7.30pm, which makes for a pretty long day – one equivalent to a hard-working adult's. In their 1999 tome, *The Seven Worst Things A Parent Can Do*, psychologists John and Linda Friel list "pushing your child into too many activities" as the third worst mistake a parent can make. "Parents work themselves to death ... and decided to work their children to death too," they lament.

30 Some doctors, such as Rosenfeld and Elisabeth Guthrie (author of *No More Push Parenting*), even attribute the rise in teen suicide, eating disorders, depression and drug use to children under pressure to do too much, too soon. Says Guthrie: "In their effort to produce a 'well-rounded' child, [parents] force their children into activities that they might not enjoy or even be suited for." As Rosenfeld points out: "We want well-rounded kids, but there are no well-rounded adults."

35 Rosenfeld, who is based in the US, notes that the hyper-parenting trend is strongest in middle- to upper-middle-class families. "Raising children is not like writing an academic assignment or putting together a marketing

plan," he says. "It requires a different, relatively low-tech, not always logical yet emotionally rich, skill set."

40 Founded just eight years ago with a few classrooms, Hong Kong-based Kids' Gallery now boasts three campuses and 2,600 students. But founder Joanna Hotung is surprised by the business' success. It's the competitive spirit of parents who want to enrol their toddlers in classes that really takes her aback. "It's amazing. We start classes at 16 months old, but many parents want to put their children in before," says Hotung. "They are sure their child is a genius and will even lie to us about the child's age."

45 The potential for children to fail at an activity and therefore disappoint their parents is bad enough, but children with little time to create, imagine, and socialise with their peers are missing key opportunities for social and emotional development. And their full schedules are leading to a serious lack of sleep.

50 Sarah Andres, who teaches seven-year-olds at Hong Kong International School says: "I tutor three kids after school and I would say that of the three, only one really needs a tutor. These kids are getting by, but the parents want them to do even better." Rob Davidson, special-needs teacher and guidance counsellor at German Swiss International School (GSIS), echoes Andres' sentiment. "Parents need to know that children don't have to have their schedules completely filled," he says. "Try to leave a day open – it can be filled with free play, a play date, or just sitting on the sofa reading a book. And parents really need to ensure that older children are getting enough physical activity and sleep. Six to eight hours may be enough for some adults, but it is not for children. I recommend nine to 10 hours – and possibly more for younger children."

55 Despite such concerns, it is inevitable that for most Hong Kong parents and children, certain activities are non-negotiable. For many native Chinese speakers, English tuition is a must, as is Putonghua for others. In nearly all households there is at least one activity that must be pursued. Hotung, for example, insists her daughters learn ballet and Putonghua. They also spend a good deal of time at Kids' Gallery, including four lessons on Saturdays.

60 Hotung says parents should take note of the appropriateness of each class, however. Davidson agrees. "What I tell parents is that things are different for each child. For some, one activity a day is too many, for others two is not," he says. He also recommends that parents should ask whether their child often complains about going to a particular activity, or seems overly tired.

65 Rosenfeld says the efforts are justified by the rewards: happier, less-stressed kids, and more meaningful family time. "Parents worry about kids' boredom, so they schedule their lives to keep them busy," he says. "But empty hours teach children how to create their own happiness."

Source: Adapted from an article by Constance Haisma-Kwok, "Overworked and underplayed", *South China Morning Post*, 29 March, 2003.

15. The idea that doing a lot of extra-curricular activities might not be good for children is first mentioned in .....

- A. paragraph 1.
- B. paragraph 2.
- C. paragraph 3.
- D. paragraph 4.

16. In line 20, 'shot' means .....

- A. chance.
- B. aim.
- C. ability.
- D. advantage.

17. In line 26, 'burnt-out' could be replaced by .....

- A. 'disabled'.
- B. 'uneducated'.
- C. 'exhausted'.
- D. 'bored'.

18. According to paragraph 5,

1. many families no longer eat together.
2. children now achieve more.
3. parents die younger.
4. some children's 'working' day is as long as an adult's.
5. overscheduling is the third most common mistake parents make.

- A. 1, 3, 4
- B. 2, 3, 5
- C. 2, 5
- D. 1, 4

19. Paragraph 6 is mainly about .....

- A. how children are more well-rounded than adults.
- B. the problems that can be caused by making children do too much.
- C. the increase in the number of cases of suicide, eating disorders, depression and drug use.
- D. the book written by Rosenfeld and Guthrie.

20. In line 47, 'We' refers to .....

- A. parents
- B. Rosenfeld and Guthrie
- C. well-rounded adults
- D. Rosenfeld and the writer, Constance Haisma-Kwok

21. In line 53, 'It' refers to .....

- A. the hyper-parenting trend.
- B. having an emotionally rich skill set.
- C. raising children.
- D. writing an academic assignment.

22. Joanna Hotung is most surprised about .....

- A. the number of other successful businesses involved in providing extra-curricular activities.
- B. the competition between children in classes.
- C. the number of parents who want their children to attend classes from a very early age.
- D. the number of children who come to her three classrooms every day.

23. According to paragraphs 10 and 12, which of the following pieces of advice would Rob Davidson give to parents?

1. Make sure your children get enough exercise.
2. Make sure your children have one activity to do every day.
3. Make sure your children read good books.
4. Make sure your children enjoy the activities that they do.

- A. 1, 4
- B. 2, 3
- C. 3, 4
- D. 1, 2

24. Paragraph 11 is mainly about how most parents in Hong Kong .....

- A. are not worried about over-scheduling their children.
- B. feel certain activities or lessons are essential for their children.
- C. believe it is important that their children learn other languages.
- D. send their children to Kids' Gallery for extra classes.

25. According to the last paragraph, the benefits of not making children do too many extra-curricular activities are .....

1. children are more relaxed.
2. children can have more quality time with their parents.
3. children can learn how to entertain themselves.
4. children will never be bored.

- A. 1, 2, 3
- B. 1, 4
- C. 2, 3, 4
- D. 1, 2, 3, 4

26. Which of the following sentences would be the most suitable ending for the article?

- A. And that is a skill we would all benefit from developing.
- B. And today's children are increasingly unhappy.
- C. However, creating your own happiness is difficult and requires a lot of practice.
- D. Nevertheless, happiness is not as important as producing a well-rounded child.

**PART 2 USAGE (1 mark each)**

Decide which of the choices given on page 6 would best complete the article if inserted in the blanks. Mark your answers on the multiple-choice answer sheet. (22 marks)

**The heat is on**

Imagine it's a hot summer day, and there is no air-conditioning. It might be hard to bear, (27) if you knew how much damage air-conditioning (28) to the environment, you would not complain.

On June 1, 110 schools in Hong Kong will switch off their air-conditioners (29) the No Air-Con Day Campaign, which is being organised by non-profit environmental group Footprint.

The campaign aims to (30) students' awareness of the relationship between fossil fuels – including coal, which generates electricity – and the greenhouse effect, which leads to serious (31) damage.

According to a study conducted by Footprint, about 96,000 kilowatts of electricity (32) to generate air-conditioning for 100 schools for one day. In the process, 60 tonnes of carbon dioxide is released into the atmosphere.

It will take 17 months for a forest (33) a soccer pitch to absorb (34) amount of carbon dioxide. Over the past decade, the average global temperature (35) from 22.9 to 23.3 degrees Celsius. Six of the seven (36) years in Hong Kong were recorded after 1990. And global warming is (37) the polar ice caps to melt and sea levels to rise.

In 2001, Tuvalu – a tiny island chain in the Pacific Ocean – warned that it could become the first (38) of climate change and disappear under the (39).

Tuvalu – 26 square kilometres of land scattered over nine small coral islands – (40) 11,500 people. None of the islands (41) more than 4.5 metres above sea level. (42), half of Tuvalu's population has moved to New Zealand. The rest are keen to pack up and go before the (43) comes true.

It is time to take action to save the Earth before it is too late.

Of all the electrical appliances used in schools, why did Footprint pick air-conditioners?

“Air-conditioners consume the largest amount of electricity – about 60 per cent of total consumption,” said Ho Ka-po of Footprint during a seminar at True Light Middle School.

“Air-conditioners are switched on (44) when it's not very hot. They are (45) we call 'selfish' electrical appliances. While you are enjoying the cool air indoors, hot air (46) to the street.”

Students taking part in the No Air-Con Day Campaign said they had not been (47) of the effects of air-conditioning on the environment. “We should definitely cut down on the use of air-conditioners,” said Lo King-ye, a Form Four student. “Just one day of no air-conditioning is not enough. I will persuade my friends and family (48) the campaign.”

For more information on the No Air-Con Day Campaign, visit [www.footprint.org.hk](http://www.footprint.org.hk).

Source: Adapted from an article by Jessie Hui, “The heat is on”, *Young Post*.

27. A. whereas  
B. but  
C. and  
D. even
28. A. makes  
B. gives  
C. is  
D. does
29. A. in favour of  
B. in honour of  
C. in support of  
D. in appreciation of
30. A. raise  
B. make  
C. cause  
D. create
31. A. environment's  
B. environmentally  
C. environmental  
D. environments'
32. A. is needed  
B. would be needed  
C. has been needed  
D. needed
33. A. the size of  
B. similar size to  
C. same size as  
D. sized like
34. A. such  
B. all  
C. the  
D. that
35. A. had risen  
B. has risen  
C. is rising  
D. rises
36. A. hot  
B. hotter  
C. the hottest  
D. hottest
37. A. making  
B. getting  
C. causing  
D. affecting
38. A. victim  
B. product  
C. outcome  
D. result
39. A. waves  
B. ground  
C. island  
D. ice
40. A. is home to  
B. has the home to  
C. has homes for  
D. has the homes of
41. A. has  
B. increases  
C. is  
D. raises
42. A. Earlier  
B. Before  
C. Already  
D. Previously
43. A. fact  
B. future  
C. hope  
D. prediction
44. A. also  
B. included  
C. although  
D. even
45. A. which  
B. what  
C. why  
D. where
46. A. is being emitted  
B. will emit  
C. emits  
D. emitting
47. A. concerned  
B. sensitive  
C. knowledgeable  
D. aware
48. A. will support  
B. to support  
C. should support  
D. support



*Tuvalu from the air*

Source: *Tuvalu Online*, URL: <http://www.tuvaluislands.com>, accessed 1 December, 2004.

Choose one of the sentences from the list on page 8 (A – M) to complete each blank in the following interview. Write the letters in the spaces provided. You can use each letter ONCE only. The first one has been done for you as an example. (12 marks)

### Face to Face with Michelle Yeoh



She is the martial arts actress who stood up to Jackie Chan, the Bond girl who stayed out of 007's bed and the mysterious warrior in *Crouching Tiger, Hidden Dragon*. Seven years ago she began her own production company, Mythical Films. Its first film, *The Touch*, was released in Asia in 2002. Floyd Whaley caught up with Yeoh in her Hong Kong office.

Whaley: *Crouching Tiger* was a big hit all over the world. Do you think this is the beginning of a new era for Asian films?

Yeoh: I hope so. (Example)

Example D

Whaley: People like John Woo and other film makers are doing a lot of work in America and introducing Asian films to the world.

Yeoh: Yes, it's about time this happened. I think the best thing about *Crouching Tiger* was that it was a very cultural Chinese film. (49) And I believe strongly in film makers in the region.

49. \_\_\_\_\_

Whaley: It's clear you're very different from the character you played in *Crouching Tiger*. You said it was difficult because you had to be gracious and constrained in the part.

Yeoh: Yes, I'm gracious but definitely not constrained. (50) If there's something I believe passionately in, I'll tell you.

50. \_\_\_\_\_

Whaley: As someone who has travelled a lot in the US, what surprised you most about American culture or society?

Yeoh: When I first went to the States in 1994, I was surprised at how little Americans knew about things outside of America. (51) This has changed a lot now I think.

51. \_\_\_\_\_

Whaley: Can you talk about your relationship with the actor Jackie Chan?

Yeoh: (52) We're good friends but we've only worked on one movie together. We've had our disagreements, though. He says women should stay in the kitchen and that they shouldn't be fighting. (53)

52. \_\_\_\_\_

53. \_\_\_\_\_

Whaley: When you were married to Hong Kong businessman Dickson Poon – before your divorce – you stopped working. Why?

Yeoh: It's about choices, priorities. Dickson travelled a lot. (54) My husband at the time came first. Being an actress, you're never in one place for too long. (55) Then you might as well not be married.

54. \_\_\_\_\_

55. \_\_\_\_\_

Whaley: Do you plan to marry again?

Yeoh: No.



- Whaley: You don't want to have children?
- Yeoh: I have children! I see the kids of my close friends and brother as my kids. (56) Having kids is a big job. And at the moment I know I can't give them the time and the effort that's needed. 56. \_\_\_\_\_
- Whaley: Tell us about Mythical Films.
- Yeoh: Mythical Films is a foundation to encourage film makers and scriptwriters in Asia. It's also the company who made *The Touch*. (57) 57. \_\_\_\_\_
- Whaley: As a woman, was it harder than you expected to get financial backing as a producer?
- Yeoh: I don't face any financial problems as a woman producer. Business is business. The difficulty is being a female actor. (58) That is much more of a problem than being accepted as a woman producer. 58. \_\_\_\_\_
- Whaley: You grew up as a member of an ethnic minority in Malaysia. Did you or your family face difficulties?
- Yeoh: No. (59) We didn't really come up against any problems. 59. \_\_\_\_\_
- Whaley: When you were in mainland China filming *The Touch*, did you visit your ancestors' village?
- Yeoh: No. We still have an ancestral home there but our family has let the government turn it into a school. (60) I haven't been able to visit it yet. 60. \_\_\_\_\_
- Whaley: Is there anything you can tell me about yourself, anything you want to reveal?
- Yeoh: No, but nice try!

Marks: 


--	--

- A. Some people thought Hong Kong was part of Japan.
- B. One day I'd be here, next day I'd be in Taiwan, then China.
- C. When I was a kid, we were well protected from all that.
- ~~D. I really hope *Crouching Tiger* wasn't a one-off.~~
- E. It was set up to make opportunities for the next generation, whether it is in front of the camera or behind it.
- F. I think that's nonsense.
- G. It's a much better way of having a family.
- H. I think it made Asian film makers think that they could be successful overseas.
- I. He was the first person I worked with in Hong Kong.
- J. I'm not sure if I still have any relatives there.
- K. I'm very outspoken, very direct.
- L. There are so few strong roles for women in films.
- M. You have to decide if your career or your marriage is more important.

Source of article: Adapted from an article by Floyd Whaley, "Face to Face with Michelle Yeoh: Silk & Steel", *Reader's Digest*, August 2002.

Source of photo: *Michelle Yeoh Webring*, URL: <http://yeohring.michellyeoh.info/>, accessed 1 December, 2004.

There are some words missing from the message below posted in an Internet chatroom. There is one word missing in each numbered line. The missing words are at the bottom of the page. Mark the position of the missing word with a '^' and write the word above it. The first two have been done for you as examples. You may only use each word once. (12 marks)

Introduce yourselves and your interest in comics.		Marker's Use Only
<b>Bakema NL</b> <b>NewFreak</b> 	Posted: 2001-11-11 22:07  Joined: Nov 11, 2001 Posts: 23 From: Netherlands	
61 when I was 6 so. I recently got married and have a baby boy. 62 Now I'm kind of with buying comics as my interest in 63 computers has taken and is my main hobby now. And of course 64 having a family takes priority. I spent some 500 dollars a month on comics and when I think about it, was too much. But I loved it. ●	since Ok, ^I'm one of the first here, I'll go first on this one. a I'm ^ 20 year old Dutch guy. I have collected comics from	61 62 63 64
65 When I 17 I started collecting American comics. I helped a comic book 66 store out they wanted to buy American comics, which they knew 67 almost nothing about. So I had access a lot of cool stuff because of that.	The collecting got of hand and now I have a room filled with comics. The amount is far more 20 000.	65 66 67
68 Some day I'll return to collecting, but to a much lesser extent than before. 70 There some titles I really miss, especially my favourite, Batman.	Ok, I'll stop now. I always like to hear from others collect or have collected comics in past. ●	68 69 70 71 72

**Missing words:**  
 than are or it over finished ~~since~~ was out to the who when ~~a~~

Source: Adapted from *Comic Freakz.Net*, URL: <http://forum.comicfreakz.net/>, accessed 22 June, 2004.

Marks: 

--	--

Fill in each blank in the article below with ONE word which best completes the meaning. The word must begin with the letters provided. Write your answers in the space given. The first two have been done for you as examples. (20 marks)

## Bratz are reunited as Sasha arrives

A special delivery of Bratz dolls was (a) to Hong Kong last week after the *Sunday Morning Post* (b) how the top-selling toys had gone on (73) with the black model missing from the range of five dolls. Anti-discrimination watchdogs (74) the distributors, Hasbro Hong Kong, for not (75) Sasha, the black doll, when the toys appeared in the shops.

One mother who rang Hasbro was told by a (76) services representative: "We're not (77) Sasha in Hong Kong. Market research has (78) that black dolls are not very (79). People won't buy Sasha here." Hasbro later denied that Sasha's absence was as a result of her skin (80). Instead they insisted she had simply been in (81) supply when the Hong Kong delivery was (82).

However, in the display cabinets in Toys'R'Us, Sasha was nowhere to be seen. She had been (83) cut out of the pictures.

The (84) of the Bratz range responded to the *Sunday Morning Post* by (85) for a special delivery of 120 Sasha dolls. Hasbro also (86) that there would be more deliveries after the Lunar New Year holiday. Vandana Raywari, spokeswoman for Hong Kong Against (87) Discrimination, said of the emergency delivery of Sasha dolls: "I think it's an (88) wise move on their part. It's never too (89) but this shouldn't have happened in the (90) place. It's important that toymakers consider the enormous (91) they have on the thoughts and ideas of (92)."

Source: Adapted from an article by Hazel Parry, "Bratz are reunited as Sasha arrives", *Sunday Morning Post*, 19 January 2003.

a. flo wn

b. rev ealed

73. sa \_\_\_\_\_

74. critic \_\_\_\_\_

75. incl \_\_\_\_\_

76. cust \_\_\_\_\_

77. sell \_\_\_\_\_

78. sho \_\_\_\_\_

79. pop \_\_\_\_\_

80. col \_\_\_\_\_

81. sh \_\_\_\_\_

82. ma \_\_\_\_\_

83. care \_\_\_\_\_

84. mak \_\_\_\_\_

85. arrang \_\_\_\_\_

86. prom \_\_\_\_\_

87. Rac \_\_\_\_\_

88. extr \_\_\_\_\_

89. la \_\_\_\_\_

90. fi \_\_\_\_\_

91. infl \_\_\_\_\_

92. chil \_\_\_\_\_

Marks: 

--	--

TOTAL: 

--	--

END OF PAPER

## Paper 2 Marking Scheme

### Part 1 Reading Comprehension

1. B (28)	7. D (74)	13. B (50)	19. B (75)	25. A (73)
2. A (29)	8. D (62)	14. C (41)	20. A (65)	26. A (56)
3. A (44)	9. D (47)	15. B (71)	21. C (71)	
4. B (72)	10. B (36)	16. A (36)	22. C (76)	
5. D (75)	11. C (84)	17. C (61)	23. A (81)	
6. C (32)	12. D (69)	18. D (58)	24. B (56)	

### Part 2 Usage

#### Multiple Choice Cloze

27. B (70)	32. A (61)	37. C (61)	42. C (25)	47. D (50)
28. D (27)	33. *	38. A (60)	43. D (63)	48. B (82)
29. C (84)	34. D (13)	39. A (49)	44. D (68)	
30. A (70)	35. B (50)	40. A (28)	45. B (50)	
31. C (68)	36. D (62)	41. C (49)	46. A (65)	

#### Matching

49. H	51. A	53. F	55. B	57. E	59. C
50. K	52. I	54. M	56. G	58. L	60. J

\* This item was deleted.

*Note: Figures in brackets indicate the percentages of candidates choosing the correct answers.*

#### General note on item deletion

It is normal for the HKEAA to delete a small number of items from its multiple-choice question papers if they prove unsatisfactory. In practice, there are a number of reasons why this is considered necessary. By far the most common reason for deleting an item is that the item fails to discriminate between weak and able candidates – in other words, the majority of the candidates involved had to rely on guesswork in answering that question. If such an item is retained, the measurement process is rendered less effective. Where items have been deleted in the live papers, they are still included in this series of publications. They are indicated as deleted items. Such items may be discussed in the corresponding examination reports.

## Editing

61. *or*  
6 ^ so
62. *finished*  
of ^ with
63. *over*  
taken ^ and
64. *it*  
it, ^ was
65. *was*  
I ^ 17
66. *when*  
out ^ they
67. *to*                      *to*  
access ^ a      //      had ^ access
68. *out*  
got ^ of
69. *than*  
more ^ 20 000
70. *are*  
There ^ some
71. *who*  
others ^ collect
72. *the*  
in ^ past

## Cloze

73. **sale**
74. **criticised / criticized**
75. **including**
76. **customer**
77. **selling**
78. **shown / showed**
79. **popular**
80. **colour / color**
81. **short**
82. **made**
83. **carefully**
84. **maker / makers**
85. **arranging**
86. **promised**
87. **Racial / Race / Racist**
88. **extremely / extra / extraordinarily**
89. **late**
90. **first**
91. **influence**
92. **children**