

Hong Kong Certificate of Education Examination 2010
English Language Paper 2
Listening and Integrated Skills

Time: 53 minutes 39 seconds

Tapescript

Track 1
Announcer:

Hong Kong Certificate of Education Examination 2010, English Language Paper 2, Listening and Integrated Skills.

Instructions to Candidates. You should have on your desk a Question-Answer Book and a Data File. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Book or the Data File until you are told to do so.

Now write your Candidate Number in the space provided on Page 1 of the Question- Answer Book.

(10 seconds pause)

Now look at your Question-Answer Book. Check that your Question-Answer Book has no missing pages. Look for the words 'End of Paper' on the last page.

(10 seconds pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3 and 5. Close the Question-Answer Book when you have finished.

(30 seconds of *Greensleeves*)

Now look at your Data File. Check that your Data File has no missing pages. Look for the words 'This is the last page of the Data File' on the last page.

(10 seconds pause)

You are reminded that all examination materials will be played ONCE only. The test consists of 6 tasks. You are advised to use a pencil to answer all questions in Tasks 1, 2 and 3 and a pen for Tasks 4, 5 and 6. Put your hand up now if you have any difficulties. It is not possible to handle complaints after you have taken the test.

(10 seconds pause)

The test is about to begin. Keep your earphones on until you are told to take them off.

Open your Question-Answer Book. Task 1 is about to begin. Look at page 2 of your Question-Answer Book.

(1 second pause)

Track 2
Announcer:

Situation

You are Isabella Chan, a secondary student in Form 5C at St. John's Secondary School. You are the president of a newly-formed club called The Green School Club, and have been asked to lead a number of projects aimed at raising awareness of green issues in school and to make recommendations about how the school can become more green-conscious.

You have six tasks to complete. In order to do this, you need to follow the instructions in the Question-Answer Book and on the recording. You will find all of the information you need in the Question-Answer Book, the Data File and the recording.

You will now have two minutes to study the Question-Answer Book in order to familiarise yourself with the situations in Tasks 1, 2 and 3 before the recording begins.

(2 minutes of *Greensleeves*)

(Tone)

Track 3
Announcer:

Task 1

Your school wants to reduce its electricity bills next year, and you have been asked by the Students' Union (SU) and your teacher to find information about how the school can save money by buying energy efficient light bulbs. You are working with Freddie, who has printed a webpage which contains some of the information you need. Listen to the conversation between Freddie and yourself and complete the table below.

You now have 30 seconds to study the webpage and the table below.

(30 seconds of *Greensleeves*)

(Tone)

Isabella:

We have to prepare a table of information about the lighting in the multi-purpose room.

Freddie:

Which room again?

Isabella:

The multi-purpose room.

Freddie:

So, we're looking for lighting for the multi-purpose room.

Isabella:

Uh-huh. I see that you've downloaded some information about the different light bulbs that are available. Let me see what the budget is. (Pause) Right, here we are. The budget for the multi-purpose room is 800 dollars.

Freddie:

Quite generous. That's good, because some of these lights can be a bit expensive. How many bulbs do we need to buy?

Isabella:

I think we need about 4-5.

Freddie:

Did the SU say anything about what type of lighting it wants?

Isabella:

Two things: Because students will be going there to study, the room should be bright and the lights should be white rather than cream.

Freddie: Bright and white! Maybe we should rename it the 'Bright White Room'!

Isabella: Freddie, be serious.

Freddie: Sorry.

Isabella: Just write 'bright and white' in the 'notes' section in case we forget.

Freddie: OK. *(Pause)* Well, if what the SU wants is bright and white, how about recommending these High Intensity Discharge lights?

Isabella: Let me see. HID. Hmm. I've read about these lights; they have a very long life.

Freddie: That sounds like just the thing.

Isabella: Yes, but the only thing is that HID's are generally used for larger places like shop windows. I'm not sure if HID's are what we are looking for. What else have you got there?

Freddie: How about the Fluorescent type? The website mentions somewhere that they give off a bright light and because of this, they are very popular in offices and libraries.

Isabella: Libraries! That's exactly what we want!

Freddie: They're also cheap to run so this will work really well given that we are in the middle of our Energy-Saving Week.

Isabella: Yes, but wait! Do we have enough money in the budget for Fluorescent lighting?

Freddie: You said we had 800 dollars for that, right?

Isabella: Yes.

Freddie: Well, we can buy four of them, which will come to 600 dollars. The SU did say four to five.

Isabella: OK. Let's get four of those, then. The SU will love that.

Freddie: Let me write that down. 'Fluorescent', and we need four. *(Slowly)* Got it. Oh, what were the reasons for choosing fluorescent ones?

Isabella: They're cheap to run.

Freddie: OK. Cheap-to-run.
(10 seconds pause)

Announcer: That is the end of Task 1.

Track 4
Announcer:

Task 2

You are doing some research with a classmate, Freddie, on your class project. You have now entered a website called The Earth Energy Project, which provides news about using the earth's renewable energy. The website also allows you to send e-cards to people to remind them to be more green-conscious. As it is Energy-Saving Week at school, you have decided to send an e-card. Listen to the conversation and complete the e-card.

You now have 20 seconds to study the e-card below.

(20 seconds of Greensleeves)

(Tone)

Isabella: Hey, Freddie, look at this website. It looks like it might be useful for our project.

Freddie: Welcome to the Earth Energy Project. Looks very attractive. What can you do on it?

Isabella: Lots of things, but the first thing I want to do is to send an e-card.

Freddie: Who do you want to send it to?

Isabella: My dad. I'll type in my email address first ... Isabella *(sound of typing)* at ... S - J - S - S *(sound of typing)* dot ... E - D - U ... dot ... H - K *(sound of typing)*.

'To ... k - dot - chan *(sound of typing)* at - ecofurniture - dot - com' *(sound of typing)*.

Freddie: Eco - furniture dot com? That's an interesting company name. Let me see how you spell it.

Isabella: It's just E-C-O for eco and then furniture. One word. My dad designs furniture using recycled materials imported from around the world.

Freddie: What types of furniture?

Isabella: All types: tables, chairs, shelves. All made from recycled materials.

Freddie: Where do the materials come from?

Isabella: Europe, I think.

Freddie: That's a long way for the materials to travel. Is that environmentally friendly?

Isabella: You're right. Perhaps my energy-friendly message should say something about this. But first, I want to write, 'Good - job - with - the - design - dad. *(sound of typing)*

Freddie: I think you should change 'good' to 'great'. This will make your dad feel really good about what he does.

Isabella: OK. Let me just delete 'good' and put 'great' instead. *(sound of typing)* OK. What should I say next?

Freddie: How about, 'Can you import your materials from closer to home?'

Isabella: That's a good idea. Can ... you (*sound of typing*) how do you spell import? Is it 'I-N'?

Freddie: No, it's I-M.

Isabella: Of course, can – you – I-M-P-O-R-T (*sound of typing*) your – materials (*sound of typing*) from – closer – to – home? (*sound of typing*)

Freddie: Read that message out loud again.

Isabella: Great job with the design dad. Can you import your materials from closer to home?

Freddie: Yes, that sounds OK. But I think you need to add an 's' to design.

Isabella: An 's' to design? (*sound of typing*)

Freddie: Yes. So that it reads *designs*. And don't forget the question mark at the end of the message.

Isabella: OK. Great job with the *designs* dad. Full stop. Can you import your materials from closer to home. Question mark. That OK?

Freddie: Perfect.

(10 seconds pause)

Announcer: That is the end of Task 2.

Track 5 Task 3
Announcer:

Your school is holding a photo competition to raise awareness about environmental damage in Hong Kong. The entries have all been submitted and you have invited Dr. Cameron Poon, an expert in this field, to be the judge. As the school representative, you are now assisting Dr. Poon as he does the judging. Listen to the conversation. Write the missing captions in the blank boxes. Complete the layout plan and the winners' list. Write the letters of the photographs in the correct boxes. Some have been done for you as examples.

You have 30 seconds to study the questions and the photos below.

(30 seconds of *Greensleeves*)

(Tone)

Dr. Poon: Well, Isabella, this is certainly a fine collection of photos, and I'm very impressed with the overall quality of the entries.

Isabella: That's very good to hear, Dr. Poon. Have you decided on the winners, then?

Dr. Poon: Nearly, but I must say, it hasn't been very easy because they're all so good. I think this one, 'Plastic Mountain' is particularly good. It's a really creative photo that shows how many plastic bottles Hong Kong people use.

Isabella: Yes, it does look like a mountain, doesn't it? Do you think 'Plastic Mountain' will win a prize?

Dr. Poon: I'm still making my final decisions, so perhaps we can talk about the winners at the end.

Isabella: OK.

Dr. Poon: I think that this one here is very dramatic. These look like two giant cigarettes, don't they, reaching for the sky? And the title, 'Smoking Kills' is an extremely clever play on words.

Isabella: 'Smoking Kills'? Which one is that?

Dr. Poon: This one here.

Isabella: Ah-yes.

Dr. Poon: Now, I keep looking at this photograph, but I don't know why.

Isabella: You mean, 'Cover Up'?

Dr. Poon: Yes, 'Cover Up'. I like it a lot because it does an excellent job of representing the environmental damage in Hong Kong at the human level.

Isabella: The girl on the left is me, Dr. Poon.

Dr. Poon: Oh, is it? Oh then that's probably why I keep looking at it then! Let me take a look at you ... Oh yes, so it is! Great photo.

Isabella: Thank you. My classmate took it.

Dr. Poon: Well, you can tell her she did a great job. *(Pause)*

Now, this one, I think, is the one that *BEST* represents the extent of the environmental damage in Hong Kong. When I went to the Peak, I was shocked by the fact that I could see nothing! This photograph taken from the Peak shows the thick, grey, bad air that is so common in Hong Kong.

Isabella: That's a good choice. So, this photograph, 'Bad Air Day' is the best representation of environmental damage in Hong Kong?

Dr. Poon: Yes, 'Bad Air Day'. That should be given a special award.

Isabella: A special award for photo F – 'Bad Air Day'. *(Pause)*. We're doing very well, Dr. Poon. Freddie and I now have to organise the photos for a mini-exhibition, so can I suggest that you make a final decision on the winners while we do that?

Dr. Poon: Yes, that's a good idea.

Isabella: OK, Freddie, I'm going to suggest that we put photo B at the beginning. It gives an immediate idea to the audience of how environmental damage is affecting us on a daily level. Freddie, how about you pin the photos on that spare exhibition board for now so we can see if they look alright?

Freddie: OK. *(Sound of rustling paper)*

Isabella: What do you think we should have next to it, Freddie? This one or this one?

Freddie: How about photo A? It's nicely linked to photo B.

Isabella: OK. We'll put that one next to it, then. *(Pause)*

I'll put 'Sink or Swim?' under photo B, so it's at the beginning of the bottom row. What do you think?

Freddie: Let me get it. Here you go: Sink or Swim at the beginning of the bottom row. Yes, that looks OK to me. *(Sound of rustling paper)* How about having 'Floaties' at the other end of the second row? It provides a nice balance.

Isabella: Yes, it does, doesn't it? OK, 'Floaties' at the other end, then.

I like your idea of balance, so why don't we put photo F at the end of the top row'?

Freddie: OK. Photo F at the end of the top row, then. *(Sound of rustling paper)*

That leaves us with one photo. What about 'Plastic Mountain' in the middle on the bottom row?

Isabella: Hmm ... OK. Photo E in the middle on the bottom row. *(Sound of rustling paper)* That's wonderful: we've just finished positioning the photos for the exhibition.

Dr. Poon: Isabella, I'm ready now. It's been a difficult job but I think that the third prize will be awarded to photo D. I love the way the photographer has captured all the different kinds of rubbish floating around in the water.

Isabella: OK, let me write that down. Photo D is the third prize winner.

Dr. Poon: The second prize will go to photo A. It's a dramatic shot and does an excellent job of

warning us about air pollution caused by heavy industries.

Isabella: Yes, we like that one, too. Right, so photo A ... second prize.

And the first prize?

Dr. Poon: Yes, it took me a while but I think that the first prize must be for Photo B.

Isabella: Really?

Dr. Poon: Yes, really.

Isabella: Great, so 'Cover up' is the first Prize winner. Thank you so much for your help, Dr. Poon.

Dr. Poon: You're most welcome.

Isabella: Oh, there is one more thing you could do for us.

Dr. Poon: What's that?

Isabella: Well, we need to give the photo exhibition a title. Could you help us?

Dr. Poon: Hmm ... let me see ... a title. How about something like, 'What are we doing to ourselves?'

Isabella: 'What are we doing to ourselves?' That sounds like a good suggestion. What do you think, Freddie?

Freddie: Er ... the focus is on environmental damage so I'd prefer, 'What are we doing to our EARTH?'

Dr. Poon: Yes, Freddie. That's a much better title. 'What are we doing to our earth?' it is.

Isabella: Thank you very much, Dr. Poon. You've been a great help!

Dr. Poon: You're welcome, and good luck with the rest of the exhibition.

(10 seconds pause)

Announcer: That is the end of Task 3.

You now have 4 minutes to read the instructions for Tasks 4, 5 and 6.

Track 6

Announcer:

(4 minutes of *Greensleeves*)

(Tone)

Track 7

Task 4.

Announcer:

You are doing some research on things that the school can do to help save energy and you have decided to create a PowerPoint presentation. This is on pages 2 and 3 of your Data File. You have asked your teacher, Ms. Tong, to give you feedback on how it can be improved. Listen to the conversation and make changes to your presentation. You now have 1 minute to go through the notes on the PowerPoint Presentation on pages 2 and 3 of your Data File. At the end of the recording, you will have eight minutes to write the PowerPoint Presentation on pages 6 and 7 of your Question-Answer Book.

(1 minute of *Greensleeves*)

(Tone)

Isabella: I've got your feedback about my PowerPoint presentation, Ms. Tong. Thanks. I just have a few questions. You say I need a title slide. Do you think 'How the school can save energy' is a good title?

Ms. Tong: Yes, that sounds good to me. 'How the school can save energy'. And you should include your full name, and form on this slide as well.

Isabella: Let me write that down – How – the – school – can – save – energy. Then, my full name and form. Okay, that will be slide number one.

Ms. Tong: Then, for slide two how about asking your audience a question?

Isabella: A question?

Ms. Tong: Yes, ask them if they know how much the school's monthly expenditure on energy is. This could be presented as a single question on the second slide.

Isabella: Ask them the school's monthly expenditure on energy. (*Slowly*)

Ms. Tong: Yes, the reason you're asking is because it will get them thinking what it costs and how much they could save if they used energy more wisely.

Isabella: OK. But I don't have the answer to that.

Ms. Tong: I do. It's 157,000 dollars per month.

Isabella: So, the second slide is a question asking the audience the school's monthly expenditure on energy and the third slide is the answer. (*Slowly*) 157,000 dollars per month. (*Slowly*) 157,000 dollars per month on just energy! That's incredible.

Ms. Tong: Yes, I know. So, you can have that figure on the third slide and then go on to the slides you gave me. Look at my comments on your draft.

Isabella: Oh yes. Can you explain why I need to change the order of the two slides?

Ms. Tong: Well, I think it's important to talk about why before how.

Isabella: I see. So with 'how', there'll be two bullet points – air-conditioning and lighting, right?

Ms. Tong: Yes, and actually, I've thought of another one. You should turn off PCs that are not in use.

Isabella: OK. So that's the three points, air-conditioners – lights – and – PCs. (*Slowly*) Ms. Tong, what do you mean when you say 'Let's work together to your suggestion'?

Ms. Tong: I meant something like 'to make our world a better place'.

Isabella: Okay. So you mean Let's – work – together – to – make – our – world – a better – place.

Ms. Tong: Yes, that's right. Great. I think that's about it. Show it to me again if you need to.

Isabella: Thanks, Ms. Tong. I will.

(10 seconds pause)

Announcer: That's the end of Task 4. You now have 8 minutes to write the PowerPoint presentation on pages six and seven of your Question-Answer Book.

(8 minutes of *Greensleeves*)

(Tone)

Track 8
Announcer: Now turn to pages 4 and 5 of the Data File. Look at Ms. Tong's note and your notesheet for the letter and the proposal. *(Pause)* You are going to hear a conversation between you and Ms Tong. Take notes on pages 4 and 5 of the Data File so that later you can use the information to complete Task 5 on pages 8 and 9 and Task 6 on pages 10 and 11 of the Question-Answer Book. You now have 1 minute to study your notesheets on pages 4 and 5 of the Data File.

(1 minute of *Greensleeves*)

(Tone)

Isabella: Ms. Tong, can we talk about the letter and the proposal?

Ms. Tong: Of course, Isabella.

Isabella: I've read your note about the letter to One Thousand and One Trees. What should we include in the letter?

Ms. Tong: You might want to start off by telling them who you are *(pause)* and who you're writing on behalf of *(pause)*.

Isabella: What do mean, who I'm writing on behalf of?

Ms. Tong: Well, you should state the school's name because this is a school activity. You should mention the Green School Club and what its missions are.

Isabella: OK. School's - name, the - Green School Club - and - its - missions. And then I should say why I'm writing, right?

Ms. Tong: Yes. Then, you can provide all of the details like who will be going, *(pause)* and how many people will be taking part. *(Pause)*

Isabella: Let me quickly jot that down. Who - will - be - going - and - how - many - people.

Ms. Tong: What did the class decide to do there in the end?

Isabella: We said we wanted to go on a group tree planting outing.

Ms. Tong: And what date did the class agree on?

Isabella: We said that it would be better to go after the exams.

Ms. Tong: Oh yes, I remember now. We discussed the possibility of going on the Hong Kong SAR Establishment Day holiday but people were generally busy.

Isabella: That's right. The company had a special event on that date but too many people couldn't make it. So we decided on the last Friday of June.

Ms. Tong: Good. So, you should make that date clear in your letter, then. You should also let them know the timeframe - when you will arrive and depart.

Isabella: We were thinking of arriving there at 10am.

Ms. Tong: That sounds reasonable. And what about leaving?

Isabella: Leaving? Oh, perhaps after lunch at around 2pm. What do you think?

Ms. Tong: Sounds fine to me, but you'll have to ask if these times are OK because you don't know if the company can fit you in. You might want to ask if they can suggest an alternative time if the times we have requested are not OK.

Isabella: OK. Can I tell them to contact you instead because I'll be busy preparing for the Speaking exam in June?

Ms. Tong: Sure. They can call me on the school line at 3441 2391.

Isabella: I think that's about it.

Ms. Tong: Hmm. Now, we've just learnt about letter writing in class, haven't we? So you'll remember to include the recipient's address, a proper greeting and complimentary close such as 'yours sincerely', won't you? Date the letter 8 May.

Isabella: Yes. Ms Tong, I would also like to talk about the competition 'The Green School of the Future'.

Ms. Tong: Sure. I think it's great that you and Freddie are entering this competition, Isabella. Have you got the competition form there?

Isabella: Yes. *(Sound of rustling paper)* I don't really understand this bit. In your note for the proposal what do you mean by 'structure of the building' and 'internal design elements'?

Ms. Tong: Well, structure of the building would include where it is located, the size of the windows, etc. For example, our school has a roof garden. The grass on the roof helps keep the building cool in summer and warm in winter.

Isabella: Oh right. I could include that as a suggestion in our proposal.

Ms. Tong: Good idea, Isabella. By elements of internal design, I mean things like what materials are used for furniture and decorations. Oh, and things like motion sensor switches so that lights aren't left on.

Isabella: Oh yes. I think there's an article in last week's newspaper which has suggestions like that.

Ms. Tong: Right. Are you clear about what you need to do now?

Isabella: I think so. I'm not sure exactly how to start though.

Ms. Tong: You may want to start the proposal with your definition of what a green school actually is. This could be in the first paragraph - just one or two sentences will do. There is some useful information on the club flyer.

Isabella: Let me quickly jot that down. Paragraph one - definition - of - green - school. Should I explain why we need to build green schools?

Ms. Tong: Yes, why not? That will make the introduction to your proposal very strong.

Isabella: OK. Why we need to build green schools. *(Slowly)* I was thinking something like everyone - in - society - must - play - a - part - in - making - Hong - Kong - green.

Ms. Tong: Everyone in society must play a part in making Hong Kong green. That sounds a good

reason to me. OK. Make sure you organise the body of your proposal into sensible paragraphs.

Isabella: Do you think we could use 'structure of the building' and 'internal design elements' as the two sections.

Ms Tong: Yes, something like that. I am sure you know good organisation does make a difference and it's easier for the judges to follow your ideas. *(Pause)*

For the conclusion, try to say something forward-thinking. Why don't you mention something about the benefits to learning?

Isabella: I've also read somewhere that green schools are beneficial to health, too.

Ms. Tong: Yes, so green schools are beneficial to health, too. Put that in the conclusion.

Isabella: OK. Benefits – to – learning – and – to – health. Got it. Thanks, Ms. Tong.

Ms. Tong: You're welcome.

(3 seconds pause)

Announcer: This is the end of the listening component of this test. Take off your earphones and turn off your radio.