

Paper 2: Listening and Integrated Skills

Tapescript for Paper 2 Mock Exam Suicidal Problems

Announcer: Suicidal Problems. Copyright by Kenneth Lau, Beacon College.

Hong Kong Certificate of Education Examination, 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 pause)

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 is divided into six tasks. You should use a pencil to answer all questions in Tasks 1, 2 and 3. For Tasks 4, 5 and 6, you should use a pen. 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. You should use a pencil for Tasks 1, 2 and 3 of the paper.

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

(1 second)

Announcer: Situation.

You are Alice Wong, a teacher of Beacon College. Unfortunately, a student of your school called Francis Yu has just committed suicide. In the face of this tragedy, your school has formed a crisis management team to handle its aftermath. You are the team leader. Mr Raymond Ho, an educational psychologist, is one of the members.

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

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

(2 minutes of *Greensleeves*)

(Tone)

Task 1 is about to begin. Turn to page 3 of your Question-Answer Book.

Announcer: Task 1.

You are in a meeting about the stages of crisis response with Raymond Ho. You are making a crisis response flow chart.

Listen to the conversation and complete the flow chart below by writing the letters in the correct boxes in the chart.

You have 15 seconds to look at the flow chart.

(15 seconds of *Greensleeves*)

(Tone)

Raymond: Hi, Alice.

Alice: Hi, Raymond.

Raymond: I'm really sorry about the tragedy! Anyway, life goes on. Let's face up to reality together. Before we take any practical action to cope with the crisis, I think we need to work out a plan first.

Alice: That's right. It seems that there're two things we should do immediately. First, we should give counseling to students. You know, many of them are emotionally disturbed now. Second, we should write a letter to parents telling them what has happened so that they can act accordingly.

Raymond: These are urgent measures. But before we take them, we ought to have a meeting with other team members to decide on the details carefully. After all, we don't want anything to go wrong, do we?

Alice: Fine. So, do you mean that the first step is to have a meeting?

Raymond: Not really. First of all, we should verify the information about the tragedy (1), say, the family background of Francis. It's necessary for us to have a picture of the tragedy in our mind. After that, we can have a meeting.

Alice: OK. The first step is Verification of Information. (1) The second step is Crisis Management Meeting. Ah, I suppose before the meeting, we'd better inform the school supervisor of the information that we've verified. (2)

Raymond: That makes sense. (2)

Alice: After the meeting, we'll give counseling to students (4a) and write a letter to parents at the same time (4b). Do you think we should finally evaluate and follow up our situation? (5)

Raymond: Sure. (5)

Alice: Let me put it this way. Step 4a, Counseling to Students. (4a) Step 4b, Letter to Parents. (4b) Evaluation and Follow up is the final step (5). That's it.

Raymond: Wait a minute. Actually, there're three more things we need to do after the meeting. We should give a briefing to the whole teaching staff as every teacher has a responsibility to handle the crisis. (4c) And the media are concerned about this tragedy, so we have to respond to them. (4d) Also, I suggest we seek help from community agencies (4e), which can provide us with a lot support. Are you following me?

Alice: Yup. Briefing to Teachers (4c), Response to Media (4b), and Referrals to Community Agencies (4e).

Raymond: Right. So, we've worked out a thorough plan now.

Alice: Thanks for your professional advice, Raymond.

Raymond: You're welcome.

(10 seconds)

Announcer: That's the end of Task 1.

Announcer: Task 2.

You and other teachers are about to conduct a special class period to deal with the emotional problems of students. You have drawn up some guidelines for the teachers to follow. You are meeting Raymond Ho again. He is telling you about some changes he would like to make to the guidelines.

Listen to the conversation. Make any necessary changes and add any necessary information.

You have 15 seconds to look at the guidelines.

(15 seconds of *Greensleeves*)

(Tone)

Raymond: Alice, now that you've drawn up some guidelines on the special class period, let's see if we need to make any changes or add anything to them.

Alice: OK. Let's begin.

Raymond: So, the aims of the special class period are to let students express their thoughts and feelings and to render counseling and follow-up work as appropriate. That's fine. But I'd like to add one more aim here, that is, to bring out positive messages. As students' counselors, teachers should make them think positively.

Alice: True. I'll write down our third aim then.
To bring out positive messages (slowly). (10)

Raymond: All right. Now, let me have a look at the procedures. Ah, you're aware that you should provide facts about the incident. That's great.

Alice: Yes. I don't want our students to have any wrong ideas, like a certain person should be responsible for the tragedy.

Raymond: To get better results, please repeat the facts at times. If you do that, students are more likely to take what you say seriously.

Alice: Un-huh. After 'provide facts about the incident,' I'll write 'repeat the facts at times' (slowly). (11) Is that all for the first procedure?

- Raymond: Um.....I think it's also essential for us to dispel rumors. As far as I know, some rumors are already spreading. If we don't dispel them and clarify what happened, the results can be disastrous. I mean more tragedies may happen. So can you also write down 'dispel rumors'? (12)
- Alice: Sure. (*pause*) How about the questions we're going to ask the students? Are they OK?
- Raymond: The first two questions are perfect. But for the third question, it seems that the word 'studies' isn't so appropriate. There're some lazy students who never concentrate on their studies. Asking them this question doesn't make any sense at all.
- Alice: I see. What's your suggestion then?
- Raymond: Well, give me a second. Um.....'daily routine' would be better. Why don't you change 'studies' to 'daily routine'?
- Alice: All right. Change—'studies' to—'daily routine' (*slowly*). (13)
- Raymond: And you'd better ask students how they feel now. (14) If you don't know how they feel now, you can't give them good counseling.
- Alice: Fine. I'll add this question. (*pause*) Done that.
- Raymond: OK, the third procedure. Honestly, I don't think parents are necessarily helpful to their children. I've met some irresponsible parents who care little about their children. That's why for some students, discussing the incident with their parents simply doesn't work. We need to make it clear that they should talk with people they trust.
- Alice: You said it. I'll delete 'their parents' and write down 'people—they—trust' (*slowly*). (15)
- Raymond: Now, please look at procedure four. You point out that students who feel depressed about the incident need further counseling. But, in fact, every one of us feels depressed now. I believe you mean 'students who have overly strong reactions'?
- Alice: Yeah. So, 'feel depressed' should be replaced by 'react—too—strongly' (*slowly*). (16)

Raymond: Good. As I said in the beginning, teachers need to say some positive things to students. Maybe we can include one more procedure, that is, tell students to accept this harsh reality and ask them to think of what they have experienced positively.

Alice: Such as to value life more?

Raymond: Exactly.

Alice: OK. Procedure five would be 'tell—students—to—accept—this—harsh—reality (17) —and—ask—them—to.....' (slowly)
Sorry, can you repeat?

Raymond: Ask—them—to—think—of—what—they—have—experienced—positively. (slowly) (18)

Alice: Thanks.

Raymond: All right. That's it. I hope the special class period will help students get over the tragedy.

Alice: I hope so too.
(10 seconds)

Announcer: That's the end of Task 2.

Announcer: Task 3

After the special class period, you have identified some students who need further counseling. You are meeting them one by one.

Listen to the four conversations and fill in the table. Write the information in the spaces provided and put ticks (✓) in the appropriate boxes.

You have 15 seconds to look at the table.

(15 seconds of *Greensleeves*)

(Tone)

Announcer: Conversation 1.

Alice: Hello, Fiona.

Fiona: Hello, Ms Wong.

Alice: You say you had a nightmare last night. (21) That's why I'd like to spend some time chatting with you. Can you tell me how you feel at this moment?

Fiona: Of course, I'm extremely depressed right now. Francis's death is a severe blow to me. We were good friends! (20) I cried and cried all day.

Alice: Uh-huh.

Fiona: For me, the worst thing is that I'm in a way responsible for the tragedy. (19)

Alice: Why do you say that?

Fiona: A few hours before he committed suicide, Francis called me and told me that he was terribly frustrated. He asked me if I could chat with him for some time. But having to study for an important test, I turned him down. Wasn't I too unsympathetic? If I had chatted with him, he.....

Alice: No! No! No! There's no need to blame yourself, Fiona. I'm sure Francis chose to end his life because of some other reasons, but not because of you. In fact, the idea that you could have helped prevent the tragedy is only an assumption.

Fiona: But at least I could have tried to stop him.

Alice: You shouldn't think this way any more. I'd advise you to stop blaming yourself. (22) Just remember you didn't mean to hurt his feelings and that's it.

Fiona: All right. Thank you, Ms Wong. I'll stop blaming myself.

(5 seconds)

Announcer: Conversation 2.

Alice: Hi, there! Are you OK, Agnes? You looked very confused during the special class period. (25) So I'd like to see you.

Agnes: Indeed. So I'm glad that I can talk with you now.

Alice: Let's see what I can do to make you feel better.

Agnes: Thanks. Actually, the special class period has already made me feel a bit better. So don't worry. But there's one thing that keeps bothering me. I find it difficult to accept the reality of the death. (23) Francis always seemed to be happy in front of people.

Alice: Was he your close friend? (24)

Agnes: Not really. (24)

Alice: That's the point. Some people still pretend to be happy even when they feel sad. They don't want to appear to be weak. If you don't know them well, you won't know their true feelings. That's why you have such a reaction. It's understandable. As time goes by, you'll be able to accept the reality and lead a normal life again. What you should do is wait for some time. (26)

Agnes: If I still have emotional problems after waiting for some time, can I see you again?

Alice: Sure! I'm most willing to help you.

(5 seconds)

Announcer: Conversation 3.

Alice: Hi, Terence.

Terence: Leave me alone! Don't bother me!

Alice: I know this tragedy makes you feel bad. In fact, everybody feels bad. So why don't we comfort and support one another? I'm really worried about you as you say you want to commit suicide! (29)

Terence: Ugh! Will you stop me from committing suicide? I don't think you really care about us. If you do, why did you let the tragedy happen? Francis and I had a lot of good times together and I treasured our friendship very much. (28) But now it's all over! Because of our unhelpful teachers! I hate all of you! (27)

Alice: Terence, please stay calm. We'd already.....

Terence: Don't talk to me any more! I don't need your so-called 'counseling.' The only reason why I've come here is that I want you to reflect on your fault.

Alice: All right. Maybe you need to see our social worker. (30) I'll arrange a meeting between you.

Terence: That's fine. I want him to reflect too!

(5 seconds)

Announcer: Conversation 4.

Alice: Joseph, I want to see you because you told me you suffer from loss of appetite. (33) In fact, you've obviously become slimmer.

Joseph: Well, Ms Wong, the death of Francis makes me think that suicide is sometimes unavoidable.

Alice: I should make it clear that suicide is always avoidable. There's a solution to every problem. Students can always get the help they need. So suicide is absolutely not the way out. Anyway, what makes you think so negatively?

Joseph: It's true that our school and parents are willing to help us if we have problems. I'm grateful to them indeed. But that's exactly what's troubling me. I know that Francis had been consulting our social worker. But he still committed suicide! He must have faced a problem that couldn't be solved at all.

Alice: I understand your worry. (31) But are you sure this was the case?

Joseph: Um.....I didn't know Francis very well (32), so I can't say for sure. But I bet his situation was hopeless.

Alice: This is just an assumption. The fact is that none of us knows what actually happened to Francis.

Joseph: So, are you advising me to find out the truth?

Alice: I'm afraid nobody can tell you the truth at this moment, not even the police as they're still investigating the incident. But that doesn't matter. Just remember that you shouldn't make any assumptions. (34)

Joseph: Thanks a lot, Ms Wong. I'll remember this.

(1 minute of *Greensleeves*)

Announcer: That's the end of Task 3.



Announcer: Now you have four minutes to read Tasks 4, 5 and 6 and study the Data File before you do the tasks.

(4 minutes of *Greensleeves*)

(Tone)

Now turn to pages 2 and 3 of the Data File and look at the form and your plan for the letter to all school staff.

You will listen to a conversation between you and Andrew Tse, the social worker of your school. As you listen, write down the information on page 2 of the Data File. After listening to the conversation, copy the information to the Question-Answer Book.

Andrew Tse will also tell you how to write the letter to all school staff. Take notes on 'Alice's plan for the letter to all school staff' on page 3 of the Data File so that later you can use the information to help you complete Task 6.

Now turn to pages 2 and 3 of the Data File. You will have 30 seconds to look at the note sheets before the conversation begins.

(30 seconds of *Greensleeves*)

(Tone)

Alice: Hello, Andrew. It's Alice Wong here. I'm filling out a form about Francis's death. The information would be very useful to the crisis management team. But there're many things I'm not sure. Can you help me?

Andrew: No problem. I often chatted with Francis and I know a lot about him. I'll tell everything I know.

Alice: That's great. As far as I remember, Francis committed suicide on 16 June. Am I right?

Andrew: 16 June. Well, I'm not sure about the exact date. But I remember very clearly that it was Father's Day. And the time was a quarter to eight at night, according to the police.

Alice: I'll check the calendar then. Anyway, Francis committed suicide on Father's Day? I didn't know that. This fact may be important. Let me put it down as additional information. He—committed—suicide—on—Father's—Day.
(*slowly*)

- Andrew: Indeed, it's obvious that his father had influenced him greatly. Francis was from a single parent family. His parents divorced three years ago. Since then, he had been living with his mother only.
- Alice: Single—parent—family. (*slowly*) Fine. So, I suppose Francis must miss his father very much. We can see if from the fact that he committed suicide on Father's Day.
- Andrew: Quite the opposite. He hated his father. Before the divorce, his father constantly abused him and his mother.
- Alice: I see.
- Andrew: He even told me that he would never want to see his father again. I believe his hatred for his father became extremely intense on Father's Day. The day reminded him of his own misery.
- Alice: Did he get along with his mother?
- Andrew: Definitely. His mother is a cleaner. As you know, a cleaner doesn't earn much money. But she still gave Francis the best she could. Francis was really grateful to her. He said he wanted to abandon his studies and find a job so that he could share the burden of his mother. Of course, I advised him not to do so because academic qualifications are crucial nowadays.
- Alice: OK. Another question about Francis's family background. Did he have any siblings?
- Andrew: No, he didn't have any brothers or sisters.
- Alice: Then I'll write 'no sibling'. Oh, sorry! I suddenly forget how to spell 'sibling.'
- Andrew: S-I-B-L-I-N-G.
- Alice: Thanks. Now, can you briefly describe how the incident happened?
- Andrew: He jumped to his death from the window of his flat.
- Alice: He—jumped—to—his—death—from—the—window—of—his—flat.
(*slowly*)
- Andrew: Actually, he had a quarrel with a friend before that. Would you like to write it down?

Alice: Yes. How should I put it? Um.....All right. I'll write 'He had a quarrel with a friend and jumped to his death from the window of his flat' (*slowly*)

Andrew: (*sigh*) What a pity! He was one of the best students I've ever met. He worked so hard. But he always thought pessimistically. He didn't know that there were many people who could help him.

Alice: Even though I'd never taught him, I feel bad about his death too! So, your opinion of him is that he was hardworking but pessimistic, right?

Andrew: Yup.

Alice: Just give me a second to jot it down. He was hardworking but pessimistic. (*slowly*) OK, got it. Another thing I'd like to know is whether there're any students who have emotional problems thanks to this incident.

Andrew: There're three such students in total. The first one is called Julia Chan.

Alice: His student number is.....?

Andrew: Um.....Let me see.....71032.

Alice: What's her problem?

Andrew: She was so depressed that she practically couldn't do anything. Luckily having received my counseling, she feels much better now.

Alice: Well, I don't think I need to report her case. We just want to keep an eye on students who still need help.

Andrew: Uh-huh. Another student is called Francis Kwan.

Alice: He's called Francis too?

Andrew: Yes. This somehow makes him feel anxious.

Alice: I see. I'll write 'He shares the same name with the victim.' (*slowly*) His name is Francis Kwan?

Andrew: Right.

Alice: What's his student number?

Andrew: 26635.

- Alice: How about the final student?
- Andrew: Her name is Sally Huen.
- Alice: Huen? This surname is quite special. How do you spell it?
- Andrew: It spells H-U-E-N. Sally Huen. OK?
- Alice: Yeah.
- Andrew: Her student number is 26635.
- Alice: Are you sure it's correct? It's the same as that of Francis Kwan.
- Andrew: Oops! It actually belongs to Sally Huen. The student number of Francis Kwan is 51803. It can't be wrong this time.
- Alice: Fine. That's all I need to ask you.
- Andrew: Hey, Alice, do you have the telephone number of Francis's mother, Miss Yeung?
- Alice: You mean Francis Yu's mother?
- Andrew: Yes.
- Alice: I'm afraid not.
- Andrew: Let me tell you. 9818.....Oh, I can't quite remember it. I'll check it and email it to you later. Please wait for my email.
- Alice: Thanks. I'll include this additional information in the form.
- Andrew: Ah, you're going to write a letter to all school staff telling them how to handle the incident, aren't you? How're you getting on with that?
- Alice: You've reminded me, Andrew. It'd be great if you could give me some help.
- Andrew: I'd love to.
- Alice: Well, I haven't actually started yet but I've got a plan of everything I want to say. Please wait a second. Let me get my 'Plan for the letter to all school staff' first. (*Rustling of paper*) Oh, here it is. In the introduction, I'll tell them that all school staff should help students.
- Andrew: Good.

Alice: I'll also say that we expect different reactions from students.

Andrew: And parents and all school staff as well.

Alice: Oh, yes. I'll write
'we—expect—different—reactions—from—students—parents—and—all—
school—staff.' (*slowly*) Since we'll help students with emotional problems,
I need to know to whom I should refer the cases.

Andrew: If there's no imminent danger, you can refer the case to the educational
psychologist or me. However, if the danger is imminent, you should refer
the case to the community liaison member.

Alice: OK. Um.....I think I can write the rest of the letter on my own. Thanks a
lot for your help, Andrew.

Andrew: Don't mention it. If you have any more problems, feel free to call me again.

Alice: All right. Goodbye.

Andrew: Bye, Alice.

(3 seconds)

Announcer: That's the end of the listening component of this test. Put down your pencil.
You will have one hour and fifteen minutes to complete the written tasks.
An announcement will be made when the time is up. Take off you
earphones now and turn off your radio.