

# Use of English Listening Test

## Welcome to Kenneth's Team

### Tapescript

Announcer: Hong Kong Advanced Level Examination, Use of English Section A Listening Test. Instructions to Candidates. You should have on your desk a Question-Answer Book. Do not open it until you are told to do so. I repeat, do not open the Question-Answer Book until you are told to do so.

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

*(10 seconds pause)*

Now check through your Question-Answer Book and make sure it has no missing pages. Look for the words 'End of Test' on the last page.

*(10 seconds pause)*

Now stick your barcode labels in the spaces provided on pages 1, 3 and 5.

*(15 seconds pause)*

You are reminded that all examination materials will be played ONCE only. The test is divided into three parts. You should use a pencil to write your answers for all three parts. At the end of the examination, when you are told to stop, put down your pencil and close your Question-Answer Book. You may not leave the examination room until you are instructed to do so at the end of the examination session. Put your hand up now if you have any difficulties.

The test is about to begin. Keep your earphones on until you are told to take them off. Now look at page 2 of your Question-Answer Book.

*(5 seconds pause)*

Introduction. Situation.

You are Dorothy Leung, a new teaching assistant of a tutorial school in Hong Kong called Beacon College. You work in the team of Kenneth Lau, an English teacher at the school.

During your probationary period, you need the guidance of the team leaders, Ka Ho and Man.

Announcer: Part 1

In this part, you'll hear the team leaders introducing your job to you.

You'll now have two and a half minutes to familiarize yourself with the note-headings for Part 1.

At the end of Part 1, you'll have two and a half minutes to tidy up your answers.

(21/2 minutes of Greensleeves)

TONE

Ka Ho: Hello, Dorothy. I'm Ka Ho, your team leader. Welcome to join Kenneth's team, which is definitely a team of superb teaching assistants!

Dorothy: Hi, Ka Ho. It's indeed my pleasure to have a chance to work for Kenneth!

Ka Ho: Good. And with me is another team leader, Man.

Man: Hi there!

Dorothy: Hi! Nice to meet you, Man!

Ka Ho: Man does administration work for us (1). You know, doing promotion, making the tutor list, organizing different activities and so on.

Dorothy: I see. How about you, Ka Ho?

Ka Ho: I'm an academic coordinator, responsible for coordinating the academic work of the team. (2)

Dorothy: Uh-huh.

Man: Alright, Dorothy. Ka Ho and I are here today to introduce your job to you. But before we say anything about your duties, I want to give you some advice on how you as a teaching assistant should behave. The first thing you need to pay attention to is the way you dress. You should always dress properly. (3a) To be more specific, wear neat and tidy clothes. (3b)

Ka Ho: But I'm not worried about your clothing, Dorothy. Girls are always aware of their own appearance.

Dorothy: Yes, I am.

Man: Ha ha! My second piece of advice is that you have to cultivate a good image. (3c) What I mean is you have to behave like a teacher (3d) because that's who you are. Just don't do anything a teacher isn't supposed to do. On the other hand, don't forget the responsibilities of a teacher.

Ka Ho: Say, answering students' questions patiently and helping them if they have any difficulties.

Dorothy: Uh-huh.

Man: Finally, you're required to be punctual for every lesson. (3e) By being punctual, I mean you must arrive at least 15 minutes before the starting time. (3f) You know, you need some time to get ready for the lesson.

Dorothy: No problem.

Ka Ho: Just remember, be professional! Now, let me explain your role for you. It goes without saying that you should sit in on classes as the tutor. (4a) And that brings us to your second duty, which is to maintain class discipline. (4b) We want to make sure there's a good learning atmosphere in the classroom.

Dorothy: Oh! Are the students very naughty? Do I have to shout at them?

Man: Don't worry! Class discipline is seldom a problem. Based on my observations, most students are very attentive during the lesson.

Ka Ho: You can say that again! Kenneth's lessons are so interesting! Who won't pay attention? Alright. Perhaps the most important task of all is to produce teaching materials. (4c) For example, you should help us with our magazine, which is called *Engage Magazine*. You'll also be asked to design exercises, set mock exam papers or whatever.

Dorothy: Wow! Sounds like challenging work!

Ka Ho: Challenging but rewarding, I would say!

Man: Ka Ho, how about correcting students' essays? (4d)

Ka Ho: Oh! That reminds me. Dorothy, that's a routine part of your daily work. And the last thing we'd like you to do is answer students' questions in our forum. (4e)

Dorothy: You mean Kenneth has his own forum where students can ask questions?

Ka Ho: Yep. It's a great service, isn't it? I recommend you to visit the forum frequently as there're new questions every day. (5a) Avoid leaving too many questions unanswered. More importantly, some students may need immediate help, especially during exam periods. (5b)

Dorothy: OK, I'll open an account as soon as possible.

Man: Good. According to the tutor list, for the time being, you'll sit in on video classes only. Now, we'll give you a brief rundown of a lesson. First of all, go to the counter to get the DVD. (6i) Of course, to get the DVD, you should tell your colleagues you're Kenneth's teaching assistant. Once you have the DVD, check whether it's the right one. (6ii) There's some lesson information written on the DVD. Then, you should ask your colleagues which classroom you should go to. (6iii) Different classrooms may be used even for the same class. In other words, you may use one classroom on one day but another one on another day.

Ka Ho: Before you enter the classroom, don't forget to get some spare handouts. (6iv)

- Dorothy: Spare handouts? Why do I need them?
- Ka Ho: Well, some students are absent-minded. They may forget to bring their handouts. In this case, you can lend the spare handouts to them.
- Dorothy: I see. What should I do next?
- Ka Ho: Enter the classroom. And the next step is to start the lesson on time. (6vi) If you don't do it on time, other classes may be affected because we always have a tight timetable.
- Dorothy: No problem. After the lesson, I should return the DVD to the counter. (6vii) Am I right?
- Man: Exactly. That's indeed the final step.
- Ka Ho: Hey, Dorothy, actually I have two items for you. One moment, please. *(pause)* Right! Here you are — a name tag (7a) and a walkie-talkie. (7c) Let me write your name on the name tag. *(pause)* OK. Remember to wear it when sitting in on classes for the sake of easy identification. (7b) Without it, students may not know you're a teaching assistant.
- Dorothy: So, why do I need to carry a walkie-talkie?
- Ka Ho: Because effective communication is crucial. (7d) Believe me, many unexpected things can happen during the lesson and you must be able to communicate with your colleagues any time.
- Man: Oh, Ka Ho, you're scaring her!
- Ka Ho: Relax! Take it easy! If you've got any problems, we're here to help you.
- Man: That's right. Dorothy, do you have any questions?
- Dorothy: Yes. During lessons, I can work in the classroom. But where can I work if I'm not attending any lesson? (8)
- Man: Erm, an interesting question. The answer is: anywhere. It's not necessary for you to stay in school when you're not having any lesson. Of course, you can work in the staff room if you wish. On average, you have only three or four lessons a day. And you've got two days off a week. So, you enjoy a lot of freedom, which I think is one of the benefits of this job. (9)
- Ka Ho: But because of this, this job requires a tremendous amount of self-discipline. (10) No one except you yourself is going to supervise you.
- Dorothy: I have another question then. Will I be working with other team members? (11)
- Man: Definitely! You may meet one or two of them when sitting in on classes. (12a) Some classes need two or even three classrooms and there must be one teaching assistant in each classroom. Another way to meet other team members is to attend our gatherings, which are held occasionally. (12b)

- Dorothy: That means I'll be working alone most of the time.
- Ka Ho: I'm afraid so. I don't know about you, but I do enjoy working alone, which is quite appealing to me. For a start, working alone gives you little stress. (13a) You don't get the feeling that you're being watched. Also, you can work to your own timescale. (13b)
- Dorothy: Sorry, your own what?
- Ka Ho: Timescale. T-I-M-E-S-C-A-L-E. It's up to you to decide how much time to allocate to a piece of work. Last but not least, there're no disagreements. (13c) That's easy to understand. You won't disagree with yourself!
- Man: Aha! We've got a picture of our team members here. Dorothy, take a look at this.
- Dorothy: Ah, there're so many members in our team! (14)
- Man: Yeah! This is Simon. He's our vice team leader. This is Donald, another vice team leader. And this is Dennis, Athy, Pinky, Roy, Michael, Leo, Tommy... (14)
- Dorothy: Oh, are you testing my memory? I can't remember so many names at a time!
- Man: Ha ha! Anyway, you'll get to know them later.
- Dorothy: It seems they're all holding something. (14)
- Man: This is our Christmas party. These are our Christmas presents!
- Ka Ho: Alright, Dorothy, I suppose you're now ready for your first lesson at Yuen Long Centre tomorrow. Don't worry. I'll be with you. See you!
- Dorothy: See you!
- Announcer: That's the end of Part 1. You'll now have two and a half minutes to tidy up what you've written.

*(21/2 minutes of Greensleeves)*

TONE

Announcer: Part 2. In this part, you'll hear different people speaking on your first day of work.  
You'll now have two minutes to familiarize yourself with the note-headings for Part 2.  
At the end of Part 2, you'll have two minutes to tidy up your answers.

*(2 minutes of Greensleeves)*

## TONE

Dorothy: D'oh! Which direction should I go? Where's Yuen Long Centre of Beacon College?  
Maybe I should call Ka Ho.

*(Sound of dialing, ringing, someone picking up phone)*

Ka Ho: Hello, Dorothy!

Dorothy: Hello, Ka Ho! I think I'm lost! Please help me!

Ka Ho: Alright. Keep your head! Tell me where you are.

Dorothy: I'm at the bus stop.

Ka Ho: Which bus stop?

Dorothy: Erm, I see a public library on my right.

Ka Ho: Alright. So, go straight ahead until you reach the end of the street. Then, you should turn right...I beg your pardon, turn left. After walking for about 10 seconds, you'll be at a crossroads. Turn left and go straight ahead. There'll be a few turnings in front of you. Take the third one. Beacon College will be on your right. (15)

Dorothy: Thanks! I'll be with you in a minute, Ka Ho. Bye.

Ka Ho: I'm waiting for you at the school entrance. Bye.

*(5 seconds pause)*

Dorothy: Hello, Ka Ho!

Ka Ho: Hello! Wow! You do look like a teacher! Why didn't you tell me you'd dress up? Maybe I should be wearing an outfit, not a T-shirt and a jeans. You see, this is a funny T-shirt with a matchstick man printed on it! (16)

Dorothy: Ha ha!

Ka Ho: This is Kenneth's clothing style. We'd better match him! If you wear a T-shirt next time, don't just wear an ordinary one.

Dorothy: Ha ha! Very funny!

Ka Ho: Anyway, you do look smart in that suit. (16)

Dorothy: Thank you.

Ka Ho: OK, let's go in. *(Sound of door opening)* Do you know what to do now? Remember what Man and I told you yesterday?

Dorothy: Of course. *(Speaking to a colleague)* Er, excuse me. My name's Dorothy and I'm Kenneth's teaching assistant. I'd like to get the DVDs for today's Form 7 class.

Colleague: No problem. *(Pause)* Here you are. Are they the right ones?

Dorothy: Yes.

Colleague: We need to keep a record. Please write down the time here. It's now a quarter to seven. (17)

Dorothy: OK.

Colleague: And sign here.

Dorothy: OK. Thanks!

Colleague: You're welcome!

Dorothy: By the way, which classroom should I go to?

Colleague: Let me see. You need to use two classrooms for this lesson, that is, Room 2A and Room 2D, both on the second floor.

Dorothy: Are there any spare handouts?

Colleague: I'm afraid we don't have any handouts here. What this ground floor counter does is deal with general enquiries that students or parents make (18a) and enroll students for our courses. (18b)

Dorothy: Does that mean there's another counter here?

Colleague: Yes, on the first floor. That counter helps students register to attend lessons. (19a) That's why all students should go there before attending lessons. Another thing the first floor counter does is distribute lesson materials that need to be used in the lesson. (19b) In other words, you'll find the spare handouts at that counter.

Dorothy: I see. Thanks again!

Colleague: You're welcome!

Dorothy: Ka Ho, that colleague said we'll be using Room 2A and Room 2D. And she told me the spare handouts are on the first floor.

Ka Ho: That's right. Let's go upstairs then.

*(Sound of footsteps on the stairs)*

Patrick: Hi, Ka Ho!

Ka Ho: Hi, Patrick! This is Dorothy, a new member of our team.

Patrick: Hi, Dorothy! My name's Patrick.

Dorothy: Hi!

Ka Ho: Patrick will be helping us throughout these two lessons. We need to communicate with him over the walkie-talkie. Oh! What's the channel number today, Patrick?

Patrick: 1017. (20)

Ka Ho: Alright, Dorothy, why don't you take out your walkie-talkie and set the channel now?

*(Sound of pressing the button of a walkie-talkie)*

Dorothy: Done that. *(Speaking over the walkie-talkie)* Testing! Testing!

Patrick: *(Speaking over the walkie-talkie)* Message received.

Ka Ho: Here're the spare handouts, Dorothy. As I said, you can lend them to students who've forgotten to bring their own ones. If you do so, you should remind them to return the handouts to you after the lesson. (21a) This is important as we don't allow the students to take the handouts away. Of course, that means the students may not write anything on the handouts. So, you should give them some paper to take notes. (21b)

Patrick: Hey, should I give the tickets to the students?

Ka Ho: Erm, yes, please do so.

Dorothy: Tickets? What are they for?

Ka Ho: Well, Dorothy, tickets are a token of registration. (22a) Basically, without the tickets, you wouldn't be able to tell if students have already registered. However, sometimes, it's not necessary to give tickets to students.

Dorothy: When lesson materials are distributed?

Ka Ho: Clever girl! In that case, students who haven't registered are bound to be discovered by us. In addition to being a token of registration, tickets also make it easy to count the number of students in a classroom. (22b) If more than one classroom is used — like what's happening right now — our colleagues need to know how many students there are in each classroom. When a classroom is full, they ask the students to go to another one.

Dorothy: That's why you want to use the tickets today.

Ka Ho: Exactly! Remember to collect them when the students come. OK, time to go upstairs to the second floor. Patrick, we'll use Room 2A first.

Patrick: No problem.

*(Sound of footsteps on the stairs)*

Ka Ho: So, this is Room 2A. Look! The students are coming. (*Speaking to students*)  
Hello! Please give me your ticket. Thanks! Thanks!

Patrick: (*Speaking over the walkie-talkie*) Ka Ho, a student has a problem with the registration.  
She wants to talk with you.

Ka Ho: (*Speaking over the walkie-talkie*) OK, please tell her to come.

(5 seconds pause)

Student: (*Sound nervous*) Hi, Ka Ho! I can't register! I can't register! Help me! Help me! (25)

Ka Ho: What's the matter?

Student: Actually, I'm from another class.

Ka Ho: Yeah, I remember you. You're from Wednesday's class.

Student: That's right. But I've applied to move to today's class for this lesson. When I arrived  
at the first floor counter, I told this to the staff member. Guess what? He said they  
didn't have my record. (26)

Ka Ho: How come? (26)

Student: That's exactly my response! He asked me whether I'd received any confirmation call  
from your school. (26) I did receive one. I said a clerk from your school called me to  
tell me my application had succeeded. (26)

Ka Ho: Uh-huh. What did my colleague say then?

Student: He said there must be some misunderstanding. (26) Then, I told him I wanted to see  
the teaching assistant. (26) So, where can I go from here?

Ka Ho: Alright. Not to worry — I'll let you take this lesson.

Student: (*Sound grateful*) Thanks a lot, Ka Ho! You're really kind! (27)

Ka Ho: Don't mention it. But can I have your student number? I need to follow up your case.

Student: Y28571A. (28)

Ka Ho: Fine. You can now go into the classroom.

Student: Thanks!

Dorothy: Ka Ho, these are the tickets I've just collected.

Ka Ho: You've been very helpful.

- Dorothy: I notice there're a few classrooms here on the same floor. And the counters are below us. (29A) Do all the centres have a layout like this?
- Ka Ho: Nope. The layout varies from centre to centre. For example, although Tuen Mun Centre is quite big, it occupies only one floor. (29B) So, it's easier to get to the counters. The layout of Tai Po Centre is a bit similar. It's a very small centre though. (29C) You don't even need a walkie-talkie there. Just shout and your colleagues can hear you.
- Dorothy: Ha ha!
- Ka Ho: Ha ha! Just kidding! Like Yuen Long Centre, Mong Kok Centre occupies a few floors. But unlike here, there's a counter on each floor, right outside the classrooms. (29D)
- Dorothy: Uh-huh. That's convenient.
- Ka Ho: Tsuen Wan Centre is quite special. It occupies only one floor, but it's divided into two sections, which are rather far from each other. (29E)
- Dorothy: Ah, that's interesting.
- Patrick: *(Speaking over the walkie-talkie)* Room 2A is full. Students are going to Room 2D.
- Ka Ho: *(Speaking over the walkie-talkie)* Message received. *(Speaking to Dorothy)* Dorothy, please go to Room 2D now. You'll have to work alone!
- Dorothy: *(Sound excited)* Yes! I'm ready! I'll come into my own! (30)
- Announcer: That's the end of Part 2. You'll now have two minutes to tidy up what you've written.

*(2 minutes of Greensleeves)*

TONE

Announcer: Part 3. In this part, which takes place several days later, you will hear some of your team members sharing their experience with you.

You'll now have two minutes to familiarize yourself with the note-headings for Part 3.

At the end of Part 3, you'll have 10 minutes to tidy up your answers for the whole paper.

(2 minutes of Greensleeves)

## TONE

Man: So, Dorothy, you've started work for several days already. How's everything with you?

Dorothy: Excellent on the whole. But I do encounter some difficulties.

Man: That's why Ka Ho and I are meeting you now — to give you some tips on your work.  
(31)

Dorothy: I thought you wanted to check my work progress.

Man: Ha ha! Not yet. Maybe a few weeks later.

Ka Ho: She's been working efficiently, Man, in case you're concerned about her work progress.

(General laughter)

Dorothy: Thanks!

Man: By the way, there're two team members I want you to meet. This is Simon.

Simon: Hello!

Man: And this is Athy!

Athy: Hello!

Man: It's great they happen to be here today. OK, let's get straight to the point. Dorothy, what problems do you have?

Dorothy: I've been asked to do quite a lot of jobs. But I don't know how to prioritize them.

Ka Ho: Can you make a list of the jobs for me?

Dorothy: Let me write them down here. Correcting essays, answering questions in the forum, writing an article for *Engage Magazine*, designing a reading exercise, and finally, writing a sample essay.

Ka Ho: The article for *Engage Magazine* should be at the top of the list (32.1). The next issue will be published very soon. Hopefully, you'll finish it in two days.

Dorothy: Uh-huh. How about the reading exercise? Kenneth said it's urgent.

Ka Ho: So, it should come second (32.2). I know Kenneth needs the exercise in less than a week. And I suppose writing the sample essay is the least urgent job (32.5). Kenneth won't be teaching writing until next month. As for the last two jobs, if you ask me, I think correcting essays takes precedence (32.3) over answering questions in the forum (32.4). Preferably, we can return the essays to students in two weeks. Is that clear?

Dorothy: Yep. Speaking of correcting essays, I don't quite know how to do it. I find it impossible for me to correct all the mistakes in an essay cos time is really limited. The question is: what kinds of mistakes deserve my attention?

Ka Ho: Good question! You're lucky as Simon and Athy are here. They often give me a hand with the essays. Simon and Athy, any advice?

Simon: Sure! Dorothy, do you have an essay with you right now? Any one will do.

Dorothy: Yes, I've got this pile.

Man: Wow! So many!

Simon: And so heavy!

*(General laughter)*

Simon: Anyway, I'll take one of these as an example. Alright. Take this one. Give me a second to take a look at it. OK. This is an article. Look at the title of this article.

Dorothy: Hiking! The most simple title ever!

Simon: Also the most ambiguous title ever! (33a) It doesn't give us any idea of what aspects of hiking the article is about. That's a very poor title, a very unclear one. And then, the word 'nowadays', I mean the first word of the article, well, I don't like it. It's too common. (33b) Too many students use it to begin their essays. Now, the second sentence of the first paragraph. As you can see, it's not a complete sentence.

Dorothy: Yeah, the main clause is missing.

Simon: So, incomplete sentences would be another common problem. (33c) Er, the question marks in the next paragraph really catch my attention. The student asked five rhetorical questions consecutively. Don't you think that's too much? That's overuse of a writing skill. (33d)

Dorothy: Got you.

Simon: Let's continue. Aha! Aha! Look at the next part of the article. I say 'part', not 'paragraph', because it can't be called a paragraph. This student didn't seem to know what he was doing. As I said, this is an article. He shouldn't have written in point form.

Dorothy: So, he used a wrong format. (33e)

Simon: Exactly! Also, pay attention to the phrase ‘very very important’ in the next paragraph. The student used the word ‘very’ twice here, which is a sign of lack of vocabulary. (33f) He could’ve used other words such as ‘significantly’, ‘exceptionally’, ‘extraordinarily’, ‘tremendously’ and ‘absolutely’ for the purpose of emphasis.

Ka Ho: If you ask Kenneth, he can give you at least ten more synonyms for ‘very’. He’ll display no lack of vocabulary.

*(General laughter)*

Simon: My final concern is the student’s poor choice of words. (33g) The word ‘funny’ in the final paragraph is an example of a poor choice of words. What the student wanted to say was that he hoped his readers would have an enjoyable hike. But he used the word ‘funny’, which means ‘amusing’ instead of ‘enjoyable’.

Man: An amusing hike. That’s not too bad. I want to go on one.

*(General laughter)*

Simon: These are some of the major areas you need to focus on when correcting an essay.

Ka Ho: Good job, Simon! Hey, Dorothy, after you’ve marked an essay, you’d better make some helpful comments on it. This enables the student to realize his or her own weaknesses.

Dorothy: Helpful comments? I have no idea at all.

Ka Ho: Athy, I know you make a lot of helpful comments on the essays you correct. Can you give us some examples?

Athy: With pleasure, Ka Ho.

Ka Ho: You know something? Athy is tagged ‘Essay Marking Machine Gun’. (34)

Dorothy: ‘Essay Marking Machine Gun’! What does that mean?

Ka Ho: It means she marks essays very quickly, like a burst of machine-gun fire!

*(General laughter)*

Athy: I’m honoured! There’re a few comments I make frequently. The first one is ‘Ideas need more elaboration’. (35a) That means not enough details are given. (35b) That’s why I encourage them to go into details. I also find that some essays lack coherence. (35d) So, I’ll write ‘Poor organization’. (35c) Lastly, as far as language accuracy is concerned, some students use the wrong tense throughout the essay. (35e) My comment would be ‘Be careful with the tenses’. (35f)

Man: Thanks, Athy! Dorothy, any other questions?

Dorothy: Can you tell me what exactly I must take when sitting in on a class? I want to make sure I’ll have all the necessary items.

- Man: First of all, you're required to take a walkie-talkie. (36 G)
- Dorothy: Yes, I know that.
- Man: And don't forget to take some stationery, say, a few pens and highlighters. (36 C, D)  
You must take notes on your handouts during the lessons. (36 H)
- Dorothy: Does that include a pencil?
- Man: Well, I've worked for Kenneth for over two years, and I've never seen him use a pencil, not even once. (36 F) However, if you insist on using a pencil, you can call that a necessity.
- Dorothy: I know it's a must for me to take the marked essays so that I can return them to the students. (36 B)
- Man: True.
- Dorothy: But some of the essays aren't from my classes. What should I do with them?
- Man: In that case, you ought to send the essays to Kenneth or other team members. Of course, you must confirm who the receiver is before sending them.
- Dorothy: How can I do this?
- Man: Refer to the tutor list. (36 I)
- Dorothy: Does the tutor list tell me the starting time of the lessons?
- Man: Not really. For this reason, I suggest you take a course timetable with you. (36 A)
- Dorothy: How about the materials list?
- Man: If you want to know what materials will be needed for a lesson, you can always ask your colleagues. (36 E)
- Ka Ho: Dorothy, you're so careful and responsible! Seems that Kenneth's chosen the right person!
- Announcer: That's the end of Part 3. You'll now have 10 minutes to tidy up your answers. During this time you'll hear a piece of classical music. Keep your earphones on until you hear the announcement at the end of the 10 minutes.

(10 minutes of *The Blue Danube*)

TONE

That's the end of the test. Stop writing now and put down your pencil. Close your Question-Answer book and leave it on the desk in front of you for the invigilator to collect. The music you have just listened to is *The Blue Danube* by Johann Strauss, played by the Orchestra of the Vienna Volksoper, conducted by Franz Bauer-Theussl. Take off your earphones now and turn off your radio.