

**English ab initio**  
**Anglais ab initio**  
**Inglés ab initio**

**Standard level**  
**Niveau moyen**  
**Nivel Medio**

**Additional specimen / Spécimen d'épreuve  
supplémentaire / Exámenes de muestra adicionales**

**For first examinations in 2020 / Première évaluation en 2020  
/ Para primeros exámenes en 2020**

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## **CONTENTS / CONTENU / CONTENIDO**

- 1. Standard level paper 1 specimen question paper / Niveau moyen spécimen d'épreuve 1— questions / Nivel medio prueba 1 examen de muestra**
- 2. Standard level paper 2 specimen listening paper / Niveau moyen spécimen d'épreuve 2— compréhension orale livret de questions / Nivel medio prueba 2 comprensión auditiva examen de muestra**
- 3. Standard level paper 2 specimen listening markscheme / Niveau moyen spécimen d'épreuve 2 — compréhension orale barème de notation / Nivel medio prueba 2 comprensión auditiva esquema de calificación de muestra**
- 4. Standard level paper 2 specimen listening audio script / Niveau moyen spécimen d'épreuve 2 – compréhension orale script de texte audio / Nivel medio prueba 2 comprensión auditiva transcripción de texto oral de muestra**



**English ab initio – Standard level – Paper 1**  
**Anglais ab initio – Niveau moyen – Épreuve 1**  
**Inglés ab initio – Nivel Medio – Prueba 1**

Monday 9 November 2020 (afternoon)

Lundi 9 novembre 2020 (après-midi)

Lunes 9 de noviembre de 2020 (tarde)

1 h

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Section A: complete one task. Each task is worth **[15 marks]**.
- Section B: complete one task. Each task is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.

**Instructions destinées aux candidats**

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Section A : réalisez une tâche. Chaque tâche vaut **[15 points]**.
- Section B : réalisez une tâche. Chaque tâche vaut **[15 points]**.
- Le nombre maximum de points pour cette épreuve d'examen est de **[30 points]**.

**Instrucciones para los alumnos**

- No abra esta prueba hasta que se lo autoricen.
- Sección A: realice una de las tareas. Cada tarea vale **[15 puntos]**.
- Sección B: realice una de las tareas. Cada tarea vale **[15 puntos]**.
- La puntuación máxima para esta prueba de examen es **[30 puntos]**.

**Section A**

Complete **one** task. Use an appropriate text type from the options below the task you choose.  
Write 70 to 150 words.

1. You want to go to a nice restaurant next week to celebrate a special occasion. Write a text to your food-loving friend to ask him or her to recommend a restaurant. Explain when you want to go, what occasion you are celebrating, and what type of restaurant you want to go to.

Blog	Email	Note
------	-------	------

2. You recently moved to a new school in a new country where your routine is very different. You want to reflect on this experience. Write a text describing two or more differences about your new routine and how this is making you feel.

Blog	Diary	Speech
------	-------	--------

3. A new metro system has recently opened in your city. You think this is a good thing, and you want all your friends at school to know about it. Write a text describing the system, why you think it is good, and encouraging your friends to use it.

Blog	Note	Speech
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**Section B**

Complete **one** task. Use an appropriate text type from the options below the task you choose.  
Write 70 to 150 words.

4. Your class went on a language exchange visit to an English-speaking country last month. You thought the visit was particularly successful, and you want to let your school principal know. Write a text describing what you did, and two or more things that you learned from the visit.

Article	Letter	Presentation
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5. Your town has a recycling system, but not everyone uses it properly. You want the people of your town to be more aware of this issue. Write a text describing the problem, what they should do instead, and why it is important to do this.

Leaflet	Letter	Presentation
---------	--------	--------------

6. You recently took part in a relaxation course that you found very helpful for your health and wellbeing. You want to tell other students at your school about your experience. Write a text describing the course, what you liked about it, and how it helped to improve your health.

Article	Blog	Leaflet
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**English ab initio – Standard level – Paper 2 – Listening comprehension**  
**Anglais ab initio – Niveau moyen – Épreuve 2 – Compréhension orale**  
**Inglés ab initio – Nivel Medio – Prueba 2 – Comprensión auditiva**

Tuesday 10 November 2020 (morning)  
Mardi 10 novembre 2020 (matin)  
Martes 10 de noviembre de 2020 (mañana)

Candidate session number  
Numéro de session du candidat  
Número de convocatoria del alumno

45 m

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**Instructions to candidates**

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- Answer all questions. Each question is allocated **[1 mark]** unless otherwise stated.
- Answers must be written within the answer boxes provided.
- Notes may be written in the spaces provided. Notes will not be marked.
- Answers and notes may be written at any time during the examination.
- There will be three audio texts. All answers must be based on the appropriate audio texts.
- There will be three minutes of reading time at the start of each audio text.
- Each audio text will be played three times. There will be a two-minute pause before each audio text is repeated.
- The maximum mark for this examination paper is **[25 marks]**.

**Instructions destinées aux candidats**

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Répondez à toutes les questions. Chaque question vaut **[1 point]**, sauf indication contraire.
- Rédigez vos réponses dans les cases prévues à cet effet.
- Des notes peuvent être rédigées dans les espaces prévus à cet effet. Ces notes ne seront pas prises en compte dans la notation.
- Les réponses et les notes peuvent être rédigées à tout moment pendant l'examen.
- Les textes audio seront au nombre de trois. Toutes les réponses doivent s'appuyer sur les textes audio correspondants.
- Trois minutes de lecture seront accordées au début de chaque texte audio.
- Chaque texte audio sera lu trois fois. Une pause de deux minutes sera observée entre les lectures de chaque texte audio.
- Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.

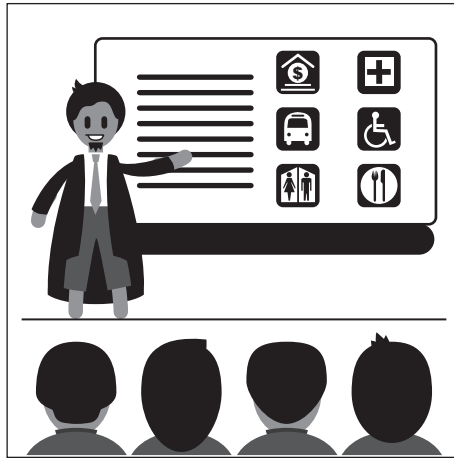
**Instrucciones para los alumnos**

- Escriba su número de convocatoria en las casillas de arriba.
- No abra esta prueba hasta que se lo autoricen.
- Conteste todas las preguntas. Cada pregunta vale **[1 punto]** salvo que se indique lo contrario.
- Escriba sus respuestas en las casillas provistas a tal efecto.
- Se pueden escribir notas en los espacios provistos a tal efecto. Las notas no se calificarán.
- Escriba sus respuestas y sus notas en cualquier momento del examen.
- Habrá tres textos de audio. Todas las respuestas deben basarse en los textos de audio adecuados.
- Se concederán tres minutos de lectura al comienzo de cada texto de audio.
- Cada texto de audio se reproducirá tres veces. Habrá una pausa de dos minutos antes de que se repita cada texto de audio.
- La puntuación máxima para esta prueba de examen es **[25 puntos]**.



**Text A**

You are going to hear a university tutor introducing students to the facilities on the university campus.



Answer the following questions.

1. What time do lessons finish?

.....

2. What is opposite the Students' Union?

.....

3. Where is the bank?

.....

**Notes/Notas:**



4. On which day of the week does the bank close at 12:30?

.....

5. How often does the bus go to the city centre?

.....

**Notes/Notas:**



08EP03

Turn over / Tournez la page / Véase al dorso

**Text B**

You are going to hear an estate agent helping a customer to find a suitable place to live.



Complete the following gaps. Use no more than three words for each gap.

Estate agent form:

**Customer Requirements:**

Type of accommodation:      [ - 6 - ]

Price range:                      £ 600 to £ [ - 7 - ]

Number of bedrooms:          [ - 8 - ]

Location:                          Near city centre and [ - 9 - ]

Special requirements:        [ - 10 - ]

6.    [ - 6 - ]

.....

**Notes/Notas:**



7. [- 7 -]

.....

8. [- 8 -]

.....

9. [- 9 -]

.....

10. [- 10 -]

.....

**Notes/Notas:**



08EP05

Turn over / Tournez la page / Véase al dorso

Choose the correct answer.

11. What floor is the accommodation on?

- A. 1st
- B. 5th
- C. 10th

12. What outdoor space does the accommodation have?

- A. A garden
- B. A balcony
- C. A playground

13. How does the customer feel about the outdoor space?

- A. She likes it
- B. She is unsure
- C. She doesn't like it

14. Where is the accommodation?

- A. In the city centre
- B. Next to a supermarket
- C. Near the train station

15. When will the customer view the accommodation?

- A. Monday
- B. Tuesday
- C. Wednesday

**Notes/Notas:**



**Text C**

You are going to hear a radio show host and his guest discuss celebrity status. The radio show host is Dave and his guest is Emily.



Tick [ ✓ ] **one** correct option for each of the following statements.

Whose opinion?	Dave	Emily	Both
16. Becoming a celebrity is very easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Many celebrities are famous for a short time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. It's fine for celebrities to earn lots of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Celebrities must be good role models all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Celebrities will have more influence in future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Notes/Notas:**



Choose the correct answer.

21. 81 % of which product is advertised by celebrities?

- A. Cars
- B. Sugary drinks
- C. Fast food

22. How does the host feel about the number of adverts that use celebrities?

- A. Shocked
- B. Unsurprised
- C. Unhappy

23. Why is Emily worried about adverts for sugary drinks?

- A. Sugar makes people gain weight
- B. Sugar damages people's teeth
- C. Sugar is bad for developing brains

24. What kind of celebrities are most popular with teenagers?

- A. Sports stars
- B. Pop stars
- C. Reality TV stars

25. Emily thinks celebrities should...

- A. stop advertising.
- B. continue in the same way.
- C. advertise differently.

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**Notes/Notas:**





**Markscheme**  
**Barème de notation**  
**Esquema de calificación**

**November / Novembre / Noviembre de 2020**

**English / Anglais / Inglés ab initio**

**Standard level – Paper 2 – Listening comprehension**  
**Niveau moyen – Épreuve 2 – Compréhension orale**  
**Nivel Medio – Prueba 2 – Comprensión auditiva**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response			On page comment	
	Tick 1 – automatically awards one point for a given response			Unclear content or language	
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN	
	Ellipse that can be expanded			Good Response/Good Point	
	Horizontal wavy line that can be expanded			Caret – indicates omission	
	Highlight tool that can be expanded			Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On page comment** annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the “**On page comment**” annotation to the appropriate place.
- Provide all comments in the target language.

### **General marking instructions**

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact [emarking@ibo.org](mailto:emarking@ibo.org).

### **Instructions générales pour la notation**

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à [emarking@ibo.org](mailto:emarking@ibo.org).

### **Instrucciones generales para la corrección**

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a [emarking@ibo.org](mailto:emarking@ibo.org).

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[25]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[25]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[25]**.

**Text A**

<b>Question</b>	<b>Target answer</b>	<b>Accept</b>	<b>Do not accept</b>	<b>Marks</b>
1.	4:30 / four thirty / half past four			1
2.	(the) library			1
3.	behind building A			1
4.	Friday			1
5.	every 20 minutes			1
<b>Total</b>				<b>5</b>

**Text B**

<b>Question</b>	<b>Target answer</b>	<b>Accept</b>	<b>Do not accept</b>	<b>Marks</b>	
6.	flat			1	
7.	750			1	
8.	2			1	
9.	public transport			1	
10.	garden			1	
11.	B			1	
12.	B			1	
13.	B			1	
14.	C			1	
15.	C			1	
				<b>Total</b>	<b>10</b>

**Text C**

<b>Question</b>	<b>Target answer</b>	<b>Accept</b>	<b>Do not accept</b>	<b>Marks</b>
16.	both			1
17.	both			1
18.	Emily			1
19.	Dave			1
20.	both			1
21.	C			1
22.	B			1
23.	C			1
24.	A			1
25.	C			1
<b>Total</b>				<b>10</b>

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**Audio text A – Starting University (Experiences. Daily routine.)**

	Speaker 1	Speaker 2	Speaker 3
<b>Name</b>		University Tutor	
<b>Gender</b>		Male	
<b>Age</b>		20-30	
<b>Notes</b>		Any Australian accent	
<b>Scene location and notes</b>	A university tutor introducing students to facilities on the campus in a university classroom.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.09		You are going to hear a university tutor introducing students to the facilities on the university campus.	
1	0.00-0.04			Sound effect: of background conversation fading out as the speaker comes in.
2	0.04-0.07	Tutor	Hello and welcome to the University.	
3	0.07-0.19	Tutor	Your lessons take place in Building D, from 09:30 until 4:30 with an hour for lunch. You can find your classroom number on the welcome page of the website.	
4	0.19-0.49	Tutor	The Student’s Union is next to Building D. Opposite the Student’s Union, you will see the Library. You need to go there for your student card.  The campus bank is behind Building A. Be careful, because the bank’s opening times change during the week. It’s open from 8 to 4 Monday to Thursday, and from 9:30 to 12:30 on Friday. It’s closed at the weekends.	9:30 to be pronounced “nine-thirty”  12:30 to be pronounced “twelve-thirty”

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5	0.49-0.55	Tutor	You can get from the campus direct to the city centre on bus number 4, which runs every 20 minutes.	
6	0.55-1.00	Tutor	OK, that's it for now. Enjoy your weekend and we'll see you in class on Monday!	

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**Audio text B – Finding a Home (Social organisation. Neighbourhood.)**

	<b>Speaker 1</b>	<b>Speaker 2</b>	<b>Speaker 3</b>
<b>Name</b>	Customer		state agent
<b>Gender</b>	Female		Male
<b>Age</b>	30s		30s
<b>Notes</b>	Any UK accent		Any UK accent
<b>Scene location and notes</b>	An estate agent helping someone decide what kind of accommodation to rent in a new town and what facilities are nearby.		

<b>Segment name or number</b>	<b>Time</b>	<b>Speaker name</b>	<b>Script</b>	<b>Notes for studio (voice instructions, sound effects, pause details...)</b>
Intro	0.00-0.07		You are going to hear an estate agent helping a customer to find a suitable place to live.	
1	0.00-0.10	Estate agent	OK, so let's fill in our online enquiry form to see what we have for you. So, are you looking for a flat, or a house, or is that not important?	
2	0.10-0.14	Customer	Ideally a flat, they're easier to keep clean than a house!	
3	0.14-0.17	Estate agent	Very true. How much do you want to spend?	
4	0.17-0.20	Customer	600 to 750 pounds.	
5	0.20-0.23	Estate agent	OK, and how many bedrooms do you need?	
6	0.23-0.27	Customer	Two: one for me, and one for guests.	
7	0.27-0.30	Estate agent	OK, and your preferred location?	

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8	0.30-0.34	Customer	In or near the city centre. I also need to be near public transport.	
9	0.34-0.39	Estate agent	OK, that should be possible. And finally, any special requirements?	
10	0.39-0.44	Customer	I really enjoy relaxing outside, so a flat with a garden would be perfect.	
11	0.44-0.46	Estate agent	OK, let's see what we've got...	
12	0.46-0.49			Sound effects: of keyboard keys tapping, fading out to <b>PAUSE</b> on second and third play-throughs.
13	0.49-0.54	Estate agent	This looks quite good: it's a flat on the fifth floor of a ten-storey building.	
14	0.54-1.57	Customer	Fifth floor? So, no garden?	Sounding surprised.
15	1.57-1.02	Estate agent	No garden, but it does have a large balcony with a view of a playground.	
16	1.02-1.07	Customer	Hmmm, maybe. I need to hear more about it.	
17	1.07-1.14	Estate agent	Well, it's outside the city centre but not far from a supermarket and it's close to the train station.	
18	1.14-1.16	Customer	OK, I'll take a look.	
19	1.16-1.21	Estate agent	Great! We're doing viewings next week. Monday at 10, or Tuesday and Wednesday at 11:30.	"11:30" pronounced "eleven-thirty".
20	1.21-1.23	Customer	Uhhh, I can't do Monday.	
21	1.23-1.25	Estate agent	Tuesday, then?	

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22	1.25- 1.28	Customer	No, sorry! It will have to be Wednesday!	
23	1.28- 1.30	Estate agent	OK, you're booked in!	

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**Audio text C – Celebrity Interview (Human ingenuity. Entertainment.)**

	Speaker 1	Speaker 2	Speaker 3
<b>Name</b>	Emily (Guest)	Dave (Radio host)	
<b>Gender</b>	Female	Male	
<b>Age</b>	25 - 50	25 - 50	
<b>Notes</b>	Any UK accent	Any Australian accent	
<b>Scene location and notes</b>	A radio host and guest are talking about celebrity status		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.10		You are going to hear a radio show host and his guest discuss celebrity status. The radio show host is Dave and his guest is Emily.	
1	0.00-0.03			Sound effect: of radio jingle, fading out as the speaker comes in
2	0.03-0.13	Dave	G'day, listeners! Welcome to Dave's Discussions. What do we think about celebrity status? To discuss this with me is today's guest Emily Wood who writes for a celebrity magazine.	
3	0.13-0.15	Emily	It's great to be here.	
4	0.15-0.21	Dave	Emily, let me jump straight in. It's <b>too easy</b> to become a celebrity today.	Slight emphasis on "too easy"
5	0.21-0.25	Emily	I agree. But many are celebrities for only a short time.	
6	0.25-0.31	Dave	That is true. But while they are celebrities, they earn far too much money!	

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7	0.31-0.36	Emily	Well, being a celebrity means you don't really have a private life anymore, so I'm ok with that.	
8	0.36-0.44	Dave	In that case, they should be more careful about how they behave all the time. Celebrities are role models after all.	
9	0.44-0.50	Emily	That seems unfair. Celebrities are just people, so they will sometimes do the wrong thing.	
10	0.50-0.54	Dave	And that is a problem because their influence is growing and growing.	
11	0.54-0.59	Emily	I don't think it's a problem but you're right that celebrities' influence is increasing.	
12	0.59-1.01	Dave	Ok! Time for a quick break.	
13	1.01-1.04			Sound effect: of Radio jingle, fading out to <b>PAUSE</b> on second and third playthroughs (when used as Text C).
14	1.04-1.08	Dave	So, back to celebrities. Is there anything you're worried about?	
15	1.08-1.19	Emily	Advertising. Did you know that 80% of car adverts feature celebrities, as well as 71% of sugary drinks adverts, and 81% of adverts for fast food?	
16	1.19-1.22	Dave	I didn't know. But that sounds about right.	
17	1.22-1.26	Emily	Right, and I worry especially about the adverts for sugary drinks.	
18	1.26-1.29	Dave	Because of weight gain and damage to teeth?	
19	1.29-1.34	Emily	No, because sugar has a negative impact on the developing brains of younger people.	
20	1.34-1.36	Dave	That is shocking!	
21	1.36-1.45	Emily	And most of these adverts use sports stars, who are far more popular among teenagers than celebrities such as pop stars and reality TV stars.	

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22	1.45-1.48	Dave	What do you think we can do about this?	
23	1.48-1.53	Emily	Something needs to change. I want them to think more about using their influence in a positive way.	
24	1.53-1.59	Dave	Hmm, well, lot's more to talk about but I'm afraid we're out of time. Thank you very much Emily.	
25	1.59-2.00	Emily	You're welcome.	