

English B
Anglais B
Inglés B

Higher level and standard level
Niveau supérieur et niveau moyen
Nivel Superior y 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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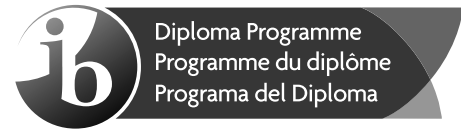
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English B – Higher level – Paper 1
Anglais B – Niveau supérieur – Épreuve 1
Inglés B – Nivel Superior – Prueba 1

Monday 9 November 2020 (afternoon)
Lundi 9 novembre 2020 (après-midi)
Lunes 9 de noviembre de 2020 (tarde)

1 h 30 m

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Complete one task.
- The maximum mark for this examination paper is **[30 marks]**.

Instructions destinées aux candidats

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Réalisez une tâche.
- Le nombre maximum de points pour cette épreuve d'examen est de **[30 points]**.

Instrucciones para los alumnos

- No dé la vuelta al examen hasta que se lo autoricen.
- Realice una de las tareas.
- La puntuación máxima para esta prueba de examen es **[30 puntos]**.

Complete **one** task. Use an appropriate text type from the options below the task you choose.
Write 450 to 600 words.

1. A famous former student of your school will visit your campus next month. You have been asked to announce this to the school community to raise awareness and interest. Write a text in which you describe the famous visitor's achievements and the purpose of their visit, and explain why the school community should be excited about this occasion.

Opinion column	Review	Speech
----------------	--------	--------

2. You recently watched a documentary which gave you a surprising insight into an aspect of English-speaking culture, and you want to share your reactions with a wider public. Write a text in which you describe the documentary you watched, evaluate its content, and offer your own conclusions about its quality.

Opinion column	Pamphlet	Review
----------------	----------	--------

3. The government has proposed a housing development project in your local national park which will result in environmental damage. You strongly object to the project and wish to raise awareness among the local community. Write a text describing the government's project, explaining the negative impact it will have and persuading the community to take action.

Email	Pamphlet	Speech
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English B – Higher level – Paper 2 – Listening comprehension
Anglais B – Niveau supérieur – Épreuve 2 – Compréhension orale
Inglés B – Nivel Superior – 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

1 h

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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 four minutes of reading time at the start of each audio text.
- Each audio text will be played twice. 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.
- Quatre minutes de lecture seront accordées au début de chaque texte audio.
- Chaque texte audio sera lu deux 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 cuatro minutos de lectura al comienzo de cada texto de audio.
- Cada texto de audio se reproducirá dos 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 guided discussion in class about tall buildings in big cities.



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

Notes on the class debate:

Cities with tall buildings

- The [- 1 -] of cities with tall buildings makes them attractive.
- Currently, accommodation in cities with tall buildings is [- 2 -].
- Surface temperature in cities can be higher than the temperature in the [- 3 -].
- In tall buildings, [- 4 -] and the use of energy are good.
- Currently, energy is wasted because of [- 5 -].

1. [- 1 -]

.....

2. [- 2 -]

.....

Notes/Notas:

.....



3. [- 3 -]

.....

4. [- 4 -]

.....

5. [- 5 -]

.....

Notes/Notas:



08EP03

Turn over / Tournez la page / Véase al dorso

Text B

You are going to hear a radio programme about Jessica Nabongo, a world traveler.



6. Choose the **five** true statements.

[5]

A. Jessica has lived in Uganda most of her life.

B. Jessica has more than one nationality.

C. Jessica's parents were keen travelers.

D. Jessica traveled to her 8th country after finishing high school.

E. Jessica has worked in more than one country.

F. Jessica stopped traveling between 2009 and 2011.

G. Jessica's parents funded some of her travels.

H. Jessica avoided promoting hotels on her social media accounts.

I. Jessica did not pay for some flights.

J. Jessica used some donations to fund her travels.

Notes/Notas:



Choose the correct answer.

7. Why did Jessica travel?

- A. To break a world record.
- B. To promote gender equality.
- C. To challenge perceptions.

8. As a consequence of Jessica's travels, more people...

- A. publicized their travels.
- B. traveled more adventurously.
- C. visited less friendly countries.

9. Jessica's approach to travel was...

- A. aimless.
- B. well-planned.
- C. unconventional.

10. What would Jessica want to know most about a new place?

- A. The thoughts and stories of the local people
- B. The cultural significance of historic sites
- C. The impact of tourism on the local community

11. The tone of the programme is mainly...

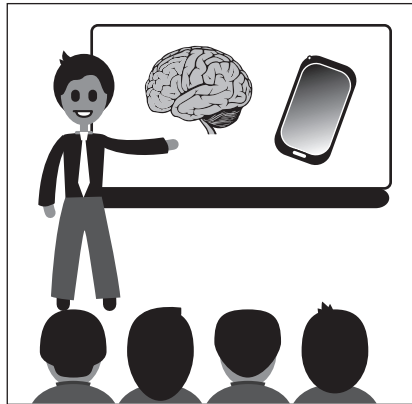
- A. impartial.
- B. enthusiastic.
- C. reflective.

Notes/Notas:



Text C

You are going to hear a talk given at a conference about the impact of technology on the human brain.



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

Which group?	Group A	Group B	Both
12. Permitted to use a search engine in the first phase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Permitted to use a search engine in the second phase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participants communicated with each other to find answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. On average, answered questions in less than 7 seconds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Performed with a high level of accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes/Notas:



Answer the following questions.

17. What has the use of technology led to, which most people are unaware of?

.....

18. According to Nicholas Carr, what has benefited from the internet?

.....

19. According to Maryanne Wolf, what is the consequence of how people read now?

.....

20. Which tasks are harder to do as a result of having technology around us? Give **one** example.

.....

21. Why can we not understand the effect of the internet on the brain yet?

.....

Notes/Notas:



Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez ne **pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



08EP08

**Markscheme
Barème de notation
Esquema de calificación**

November / Novembre / Noviembre de 2020

English / Anglais / Inglés B

**Higher level – Paper 2 – Listening comprehension
Niveau supérieur – Épreuve 2 – Compréhension orale
Nivel Superior – 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.

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.

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.

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

Question	Target answer	Accept	Do not accept	Marks
1.	skyline			1
2.	expensive	Other words with the same meaning, eg: pricy/costly/not affordable/unaffordable	too much / potential	1
3.	desert (in the same region)			1
4.	ventilation			1
5.	air conditioners			1
Total				5

Text B

Question	Target answer	Accept	Do not accept	Marks
6.	B, C, E, I, J	In any order, award [1] for each correct answer		5
7.	C			1
8.	B			1
9.	C			1
10.	A			1
11.	B			1
Total				10

Text C

Question	Target answer	Accept	Do not accept	Marks
12.	group A			1
13.	both			1
14.	both			1
15.	group B			1
16.	group A			1
17.	cognitive changes			1
18.	research			1
19.	miss deeper meaning			1
20.	learning / decision making (making decisions)			1
21.	(the brain is) not fully mapped (yet)			1
Total				10

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Audio text A – Urban and rural environment, tall buildings in cities (Sharing the planet)

	Speaker 1	Speaker 2	Speaker 3
Name	Sandra	Michael	Teacher
Gender	Female	Male	Male
Age	Teenager/student	Teenager/student	Mid 30s
Notes	Any UK accent	Australian	Any UK accent
Scene location and notes	a class discussion – semi-formal dialogue + host		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07	Intro	You are going to hear a guided discussion in class about tall buildings in big cities.	
1	0.00-0.03			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually as speaker comes
2	0.03-0.14	Teacher	So, today we will continue our class discussion about tall buildings in big cities. Alright, so we will have Michael and Sandra. Michael, what do you think?	
3	0.14-0.25	Michael	Have a look at these pictures of some popular cities. These cities are recognised as modern and beautiful, and this, I believe, is because of their skyline.	Confidently
4	0.25-0.45	Sandra	Oh, you certainly have a point, Michael. Tall buildings do make modern cities look amazing. But, cities where height is restricted look great too.	Stress on “do”

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			Take Washington DC, for example. Buildings there can't be taller than 90 feet, but it's a fantastic city, visited by millions of tourists.	
5	0.45-0.53	Michael	You're right about that: those places are enjoyable to visit . But they would be uninteresting places to live .	Stress on "visit" and "live"
6	0.53-1.02	Sandra	I disagree; that is all a matter of personal taste. Also, going back to those cities with tall buildings: think about the cost of living. Houses and apartments are very expensive there.	In a challenging manner
7	1.02-1.21	Michael	That is true for now . But, guess what? Unlike cities where height is restricted, there is potential for more housing in cities with tall buildings. This means that in the future, housing is likely to be more affordable there!	Stress on "for now", and "more"
8	1.21-1.31	Sandra	Um...perhaps... But I think that city living will actually become less popular in the future, so this potential won't matter anyway.	
9	1.31-1.36	Michael	I doubt that . Cities will always draw people in.	Emphasise "I doubt that". Stress on "always"
10	1.36-1.43	Teacher	Thank you both, a lot of interesting points. So class, do you have any questions so far?	Almost interrupting
11	1.43-1.47			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually to PAUSE on second playthrough.
12	1.47-1.55	Teacher	Thank you for the questions. Now, Sandra, what do you think of the impact of tall buildings on the environment?	
13	1.55-2.16	Sandra	Well, tall buildings make cities really hot. Did you know that in some places the surface temperatures in the city exceed temperatures in the desert in the same region? Why? The heat gets trapped in the narrow spaces between the city's tall buildings. And excessive heat, as we know, contributes to climate change.	Stress on "really", and "exceed"
14	2.16-2.40	Michael	Oh, but nowadays, most tall buildings are designed to allow more ventilation and better use of energy. Other eco-friendly features are also used in some buildings now, like vertical farms. The plants that grow in	Slight emphasis on "other" and "and"

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			these vertical farms produce oxygen <u>and</u> at the same time they are helping to solve the increasing food shortage problem by providing fresh produce.	
15	2:40-2:55	Sandra	That may be, but still... think about all those air conditioners during the summer and the amount of energy that is wasted because of them. <u>Overall</u> , I think that tall buildings are <u>not</u> the answer to our environmental problems.	Slight emphasis on "Overall" Stress on "not"
16	2:55-3:00	Teacher	Thank you, Sandra and Michael. That's all we have time for today.	

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Audio text B – A record breaker travelling around the world (Travel)

	Speaker 1	Speaker 2	Speaker 3
Name	Tanya		Jason
Gender	Female		Male
Age	Mid 30s		Mid 30s
Notes	Any UK accent		Any UK accent
Scene location and notes	Dialogue, a radio program – generally informal tone. With energy and enthusiasm throughout.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		You are going to hear a radio program about Jessica Nabongo, a world traveler.	
1	0.00-0.04			Sound effect: of radio jingle, fading out as the speaker comes in
2	0.04-0.12	Jason	Good afternoon and welcome to our weekly program, Record Breakers, with me Jason Sanderson...	
3	0.12-0.22	Tanya	...and me Tanya Zivali! So, today, we bring you news about Jessica Nabongo. She is now the FIRST black woman to have travelled the entire world.	Connecting seamlessly from previous segment.
4	0.22-0.32	Jason	Jessica Nabongo was born and raised in the US, after her parents emigrated from Uganda; and now she has dual citizenship.	
5	0.32-0.48	Tanya	And, Jessica is NOT new to travel. She started spreading her wings at a very young age; her love of travel being passed down to her from her parents. In fact, by the time she completed high school, she'd already been to 8 countries.	

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6	0.48-1.07	Jason	Yes, and her job with the United Nations, which called for her to work in a number of countries, ignited her curiosity about different cultures even more. She travelled extensively between 2009 and 2011 and by the age of 30, she'd been to 46 countries.	
7	1.07-1.18	Tanya	This all sounds very impressive, but travelling the world IS expensive and our listeners might think she inherited a fortune from her parents to be able to cover this cost.	Sounding genuine on "This all sounds very impressive".
8	1.18-1.42	Jason	Well, Jessica is a totally self-made person and to fund her travel, she founded a travel firm. She also worked with hotels, which at times offered her free stays in return for social media posts. And of course, she used air miles she earned from her various flights; she had so many that some of her trips were free.	
9	1.42-1.51	Tanya	She even created a fundraising section on her webpage where her fans could make contributions, and the response she got was not bad.	Slight emphasis on "not bad"
10	1.51-1.58	Jason	We still have more to tell you about Jessica Nabongo's travels – So, stay tuned...	
11	1.58-2.02			Sound effect: of radio jingle/adverts, fading to PAUSE on the second playthrough
12	2.02-2.34	Tanya	Back with our story about Jessica. So, was it all about getting her name in a record book? Absolutely not! Jessica wanted to break stereotypes. Part of her goal was normalizing blackness, by publicizing her travels as a black woman who made sure to use her Ugandan passport in some places. This has inspired many people to visit countries they avoided because they <u>wrongly</u> thought that those countries would be unwelcoming.	Emphasise "wrongly"
13	2.34-2.49	Jason	Part of Jessica's mission was also to show the world a different way of travel. For example, she had ideas on what she wanted to do and she would make some plans, but she didn't always stick to them when something interesting came up.	
14	2.49-3.12	Tanya	And, she saw no point in going to tourist sites to take photos and then leaving. In fact, she has been to some countries and not even seen the biggest attractions there. Her travel brand was to live like a local and to blend	

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			in anywhere. For her, the biggest part of travelling was talking to the people who live there. Isn't she impressive?	
15	3.12-3.26	Jason	<p>She sure is! And Tanya, you seem to be ready to pack a suitcase and start an adventure!</p> <p>So listeners, visit our radio website and leave a comment. Do let us know what you think of today's story.</p>	<p>"you seem to be ready... adventure", with humour, almost laughing.</p>
16	3.26-3.30			<p>Sound effect: of musical jingle at the end of the programme, fading out.</p>

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Audio text C – Technology and the brain (Human ingenuity, Technology)

	Speaker 1	Speaker 2	Speaker 3
Name		Presenter	
Gender		Male	
Age		Early 50s	
Notes		Australian accent	
Scene location and notes	Monologue, semi-formal A talk/lecture in front of an audience		

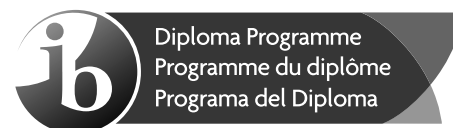
Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.08		You are going to hear a talk given at a conference about the impact of technology on the human brain.	
1	0.00-0.04			Sound effect: of applause (large lecture theatre), fading out gradually as the speaker begins.
2	0.04-0.15	Presenter	Good afternoon everyone. Thank you for inviting me to speak today about how technology and the internet influence the way we behave and processes information.	
3	0.15-0.28		Let me present the findings of a recent study. This study examined how dependent we have become on technology to do certain tasks. And, focus here is on the impact of smartphones.	

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4	0.28-0.55		<p>Participants in this study were split into two groups: Group A and Group B.</p> <p>In the first phase, each group was given a number of trivia questions. Group A was able to use search engines in order to answer these questions, while Group B had to rely on memory alone.</p> <p>In the second phase, simpler questions were posed, and this time Group B was also allowed to use search engines if they wished.</p>	<p>Emphasis on “the first phrase”, “memory alone” and “also”</p>
5	0.55-1.28		<p>The results from the study were quite interesting:</p> <p>Participants in Group A used search engines to answer questions in phase 2, even though the questions were easier, whereas Group B continued to rely more on memory.</p> <p>Another interesting observation from the study was regarding group dynamics. The participants in Group A preferred to work alone before discussing their thoughts with the rest of the group to come up with the answers. On the other hand, Group B worked collaboratively throughout the experiment.</p>	<p>Emphasis on “even though”</p>
6	1.28-1.42		<p>As for time, memory-reliant participants in Group B were quicker at answering trivia questions overall, at about 6.2 seconds per question compared to 7.5 seconds per question for Group A.</p>	
7	1.42-1.58		<p>However, time was just one measure used in the study, with accuracy being the other. And, in this regard it was Group B that scored less well. Their score was average, while the other group answered most questions accurately.</p>	<p>Slight emphasis on “time”, “accuracy” and “this”</p>
8	1.58-2.06		<p>The study concluded that we are progressively using our memory less and are becoming more reliant on the Internet.</p>	
9	2:06-2:13		<p>Now, here is a summary of the findings for you. Have a quick look at these slides.</p>	
10	2:13-2:16			<p>Sound effect: clicking of PowerPoint/slide transition in the presentation fading out before speaker comes back in. Fading out to</p>

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				PAUSE on second play-through.
11	2:16-2:35		<p>Now, in this portion of the talk, I will focus on the impact of technology on our brains.</p> <p>So, evidence suggests that the use of technology has resulted in some cognitive changes, but it looks like most of us are not aware of them.</p> <p>Let me share some examples of experts' opinions:</p>	
12	2.35-3.19		<p>Nicholas Carr wrote about this change in his book. Carr does credit the internet for making research – which used to take days or even weeks – available in just a few minutes. But he believes that our focus and deep contemplation are deteriorating.</p> <p>Another opinion is expressed by Professor Maryanne Wolf, a psychologist based in the United States. She believes that in this modern age, we are increasingly reading from a screen. And as we do this, we want immediate information and, as a result, we tend to miss deeper meanings.</p>	Emphasis on “does”
13	3.09-3.35		<p>“Brain drain” is another phenomenon discussed in recent research. It turns out that the mere presence of technology around us, especially mobile phones, can limit our cognitive resources and this makes it difficult to devote attention to demanding cognitive tasks, such as learning and decision-making. This should perhaps be a reminder to us all to go without our phones from time to time.</p>	Friendly tone at the end, from “This should perhaps be a reminder...”
14	3:35-3:51		<p>So, as you can see, there are many indicators to how technology is changing how our brain works. However, the brain is NOT fully mapped yet. So, we cannot yet have a true understanding of how exactly the internet is altering the brain.</p>	Slowing down towards the end, as the presentation comes to a conclusion.
15	3:51-3:56		<p>Well, that’s all for this session. Thank you to everyone for listening.</p>	
16	3:56-4:00			Sound effect: of applause, fading out gradually



English B – Standard level – Paper 1
Anglais B – Niveau moyen – Épreuve 1
Inglés B – Nivel Medio – Prueba 1

Monday 9 November 2020 (afternoon)
Lundi 9 novembre 2020 (après-midi)
Lunes 9 de noviembre de 2020 (tarde)

1 h 15 m

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Complete one task.
- The maximum mark for this examination paper is **[30 marks]**.

Instructions destinées aux candidats

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Réalisez une tâche.
- Le nombre maximum de points pour cette épreuve d'examen est de **[30 points]**.

Instrucciones para los alumnos

- No dé la vuelta al examen hasta que se lo autoricen.
- Realice una de las tareas.
- La puntuación máxima para esta prueba de examen es **[30 puntos]**.

Complete **one** task. Use an appropriate text type from the options below the task you choose.
Write 250 to 400 words.

1. You recently met a business owner who thinks that after-school activities are more useful than lessons. You found his/her ideas interesting and you want to share them with the other students at your school. Write a text describing and discussing the business owner's ideas in more detail.

Interview	Online forum posting	Proposal
-----------	----------------------	----------

2. You have written the words for a song but you do not play a musical instrument. Therefore, you want to find a musician with similar tastes who can set your words to music. Write a text to explain what your song lyrics are about and describe the type of musician you hope to work with.

Interview	Leaflet	Online forum posting
-----------	---------	----------------------

3. Your school, which is in an English-speaking country, is planning to offer beginners English classes to help new overseas students settle into school life. Your school principal has asked all English B students to recommend useful topics for these lessons. Write a text offering your ideas for such lessons and explaining why they would be helpful to the new students.

Leaflet	Letter	Proposal
---------	--------	----------

English B – Standard level – Paper 2 – Listening comprehension
Anglais B – Niveau moyen – Épreuve 2 – Compréhension orale
Inglés B – 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 four minutes of reading time at the start of each audio text.
- Each audio text will be played twice. 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.
- Quatre minutes de lecture seront accordées au début de chaque texte audio.
- Chaque texte audio sera lu deux 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 cuatro minutos de lectura al comienzo de cada texto de audio.
- Cada texto de audio se reproducirá dos 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]**.



Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez ne **pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



Text A

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. Choose the **five** true statements.

[5]

- A. Emily takes photos of celebrities.
- B. Emily agrees that it's very easy to become a celebrity.
- C. Emily believes you can be a celebrity and have a private life.
- D. Emily thinks that celebrities earn too much.
- E. Emily understands that celebrities will sometimes behave badly.
- F. Emily believes that celebrities have less influence these days.
- G. Emily's main worry is about celebrities advertising fast food.
- H. Emily says that sugar is bad for developing brains.
- I. Emily says that sports stars are more popular with teenagers.
- J. Emily thinks celebrities should advertise differently.

Notes/Notas:

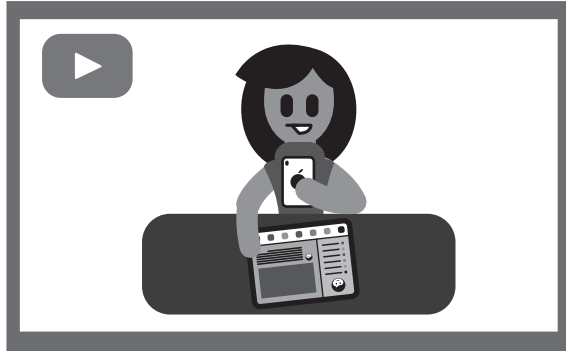


08EP03

Turn over / Tournez la page / Véase al dorso

Text B

You are going to hear a vlogger, Samantha, talking about improving her health and life.



Answer the following questions.

2. What kind of teenager was Samantha? Give **one** example.

.....

3. What did Samantha do immediately after college?

.....

4. How did Samantha feel by the weekend?

.....

Notes/Notas:



5. What kind of help did Samantha think she needed?

.....

6. Where did Samantha meet Anna?

.....

Notes/Notas:



08EP05

Turn over / Tournez la page / Véase al dorso

Choose the correct answer.

7. According to Anna, muscle work should be done...

- A. daily in small amounts.
- B. extensively every few days.
- C. only after you recover.

8. How did Samantha feel about Anna's approach to muscle work at first?

- A. She felt it was too difficult.
- B. She felt excited about it.
- C. She felt it wouldn't be effective.

9. In her journal, Samantha recorded her feelings about...

- A. different stages of the workout.
- B. the results of the workout.
- C. changes in her job and her life.

10. After her month with Anna, Samantha...

- A. changed her work place.
- B. continued exercising.
- C. booked more sessions.

11. The purpose of Samantha's video is to...

- A. find a new trainer.
- B. share her story.
- C. train others online.

Notes/Notas:



Text C

You are going to hear a guided discussion in class about tall buildings in big cities.



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

Whose opinion?	Michael	Sandra	Both
12. Tall buildings create attractive skylines in modern cities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It is common for tourists to visit cities where height is restricted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It would be boring to live in a city that has no tall buildings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Currently, housing is expensive in cities with tall buildings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. In the future, fewer people will live in cities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes/Notas:



08EP07

Turn over / Tournez la page / Véase al dorso

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

Class notes on tall buildings:

Tall buildings and the environment:

- ☹️ Surface temperature in cities can be higher than the temperature in the [- 17 -].
- 😊 [- 18 -] and the use of energy are good.
- 😊 [- 19 -] in some tall buildings provide [- 20 -] as well as fresh produce.
- ☹️ Energy is wasted because of [- 21 -].

17. [- 17 -]

18. [- 18 -]

19. [- 19 -]

20. [- 20 -]

21. [- 21 -]

Notes/Notas:



**Markscheme
Barème de notation
Esquema de calificación**

November / Novembre / Noviembre de 2020

English / Anglais / Inglés B

**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.

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.

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.

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

Question	Target answer	Accept	Do not accept	Marks
1.	B, E, H, I, J	In any order, award [1] for each correct answer		5
			Total	5

Text B

Question	Target answer	Accept	Do not accept	Marks
2.	healthy / fun-loving		busy / lucky	1
3.	get a job / get a really good job	started work(ing)	got lucky	1
4.	(had) no energy			1
5.	(some kind of) reassurance		lose weight / weight loss	1
6.	(at the) gym			1
7.	A			1
8.	C			1
9.	A			1
10.	B			1
11.	B			1
Total				10

Text C

Question	Target answer	Accept	Do not accept	Marks
12.	both			1
13.	both			1
14.	Michael			1
15.	both			1
16.	Sandra			1
17.	desert (in the same region)	deserts		1
18.	ventilation			1
19.	vertical farms			1
20.	oxygen			1
21.	air conditioners			1
Total				10

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

Audio text A – Celebrity Interview (Human ingenuity. Entertainment.)

	Speaker 1	Speaker 2	Speaker 3
Name	Emily (Guest)	Dave (Radio host)	
Gender	Female	Male	
Age	25 - 50	25 - 50	
Notes	Any UK accent	Any Australian accent	
Scene location and notes	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 too easy 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!	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

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 PAUSE 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.	

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Audio text B – Mental and physical health (Health and well-being)

	Speaker 1	Speaker 2	Speaker 3
Name	Samantha (a vlogger)		
Gender	Female		
Age	Mid 20s		
Notes	Any UK accent		
Scene location and notes	Monologue, informal A vlogger sharing a personal story		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		You are going to hear a vlogger, Samantha, talking about improving her health and life.	
1	0.00-0.03			Sound effect: of brief intro jingle, such as for a YouTube video.
2	0.03-0.11	Samantha	Hi guys. My name is Samantha and today I wanted to share with you my story about mental and physical health.	
3	0.11-0.23		Ok, so during my teens, I was always healthy and fun-loving. And, right after I finished college, I was lucky enough to get a job, a REALLY good one.	Enthusiastically
4	0.23-0.38		But, then it seemed like I was just constantly at work and by the weekend, I had NO energy for anything. This went ON and ON and before I knew it I started to gain weight and I struggled with depression.	Enthusiasm fading

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5	0.38-0.51		I knew I needed help, not particularly to lose weight, but um... some kind of <u>reassurance</u> . So finally, I walked into a gym and I said, "I need help!"	Slowing down on "not particularly to lose weight", as if thinking as she speaks. Emphasising the word "reassurance". Acting out the "I need help!"
6	0.51-1.03		Luckily, I met Anna there. She's a fantastic personal trainer. I'll tell you about how she changed my life but first, here are some pictures of me from a month ago – take a look!	Enthusiastic again
7	1.03-1.07			Sound effect: of similar jingle as the beginning, fading out to PAUSE on second playthrough.
8	1.07-1.45	Samantha	So, what do you think? Here's what I did to achieve this: First, we focused on cardio work. Now THAT was tough – Anna pushed me to my limit every day. But then we moved onto muscle work and <u>that</u> was different. Anna said I had to train but the following day I should wake up feeling good, otherwise exercise becomes associated with pain, you know? The trick is: do a little everyday rather than too much and then stop for a few days to recover. Honestly, I <u>wasn't sure</u> this would work, but <u>it did</u> .	Stress the underlined words.
9	1.45-2.09		Another great thing about Anna's programme was that she made me WANT to work out. Anna got me to keep a journal about how I felt at the beginning, middle and the end of each workout. She asked me to focus on my feelings during those three phases. And, the result was AMAZING. My life is a lot better now and I feel better at work.	excitedly
10	2.09-2.27		The month is over and I STILL exercise every day. I don't need a trainer to motivate me and I'm proud of my story.	More reflective tone.

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			Anyway, I hope you guys find my story helpful. Leave a comment below, and see you in my next video!	
11	2.27-3.00			Sound effect: of same intro jingle as the beginning

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Audio text C – Urban and rural environment, tall buildings in cities (Sharing the planet)

	Speaker 1	Speaker 2	Speaker 3
Name	Sandra	Michael	Teacher
Gender	Female	Male	Male
Age	Teenager/student	Teenager/student	Mid 30s
Notes	Any UK accent	Australian	Any UK accent
Scene location and notes	a class discussion – semi-formal dialogue + host		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07	Intro	You are going to hear a guided discussion in class about tall buildings in big cities.	
1	0.00-0.03			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually as speaker comes
2	0.03-0.14	Teacher	So, today we will continue our class discussion about tall buildings in big cities. Alright, so we will have Michael and Sandra. Michael, what do you think?	
3	0.14-0.25	Michael	Have a look at these pictures of some popular cities. These cities are recognised as modern and beautiful, and this, I believe, is because of their skyline.	Confidently
4	0.25-0.45	Sandra	Oh, you certainly have a point, Michael. Tall buildings do make modern cities look amazing. But, cities where height is restricted look great too.	Stress on “do”

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			Take Washington DC, for example. Buildings there can't be taller than 90 feet, but it's a fantastic city, visited by millions of tourists.	
5	0.45-0.53	Michael	You're right about that: those places are enjoyable to visit . But they would be uninteresting places to live .	Stress on "visit" and "live"
6	0.53-1.02	Sandra	I disagree; that is all a matter of personal taste. Also, going back to those cities with tall buildings: think about the cost of living. Houses and apartments are very expensive there.	In a challenging manner
7	1.02-1.21	Michael	That is true for now . But, guess what? Unlike cities where height is restricted, there is potential for more housing in cities with tall buildings. This means that in the future, housing is likely to be more affordable there!	Stress on "for now", and "more"
8	1.21-1.31	Sandra	Um...perhaps... But I think that city living will actually become less popular in the future, so this potential won't matter anyway.	
9	1.31-1.36	Michael	I doubt that . Cities will always draw people in.	Emphasise "I doubt that". Stress on "always"
10	1.36-1.43	Teacher	Thank you both, a lot of interesting points. So class, do you have any questions so far?	Almost interrupting
11	1.43-1.47			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually to PAUSE on second playthrough.
12	1.47-1.55	Teacher	Thank you for the questions. Now, Sandra, what do you think of the impact of tall buildings on the environment?	
13	1.55-2.16	Sandra	Well, tall buildings make cities really hot. Did you know that in some places the surface temperatures in the city exceed temperatures in the desert in the same region? Why? The heat gets trapped in the narrow spaces between the city's tall buildings. And excessive heat, as we know, contributes to climate change.	Stress on "really", and "exceed"
14	2.16-2.40	Michael	Oh, but nowadays, most tall buildings are designed to allow more ventilation and better use of energy. Other eco-friendly features are also used in some buildings now, like vertical farms. The plants that grow in	Slight emphasis on "other" and "and"

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			these vertical farms produce oxygen <u>and</u> at the same time they are helping to solve the increasing food shortage problem by providing fresh produce.	
15	2:40-2:55	Sandra	That may be, but still... think about all those air conditioners during the summer and the amount of energy that is wasted because of them. <u>Overall</u> , I think that tall buildings are <u>not</u> the answer to our environmental problems.	Slight emphasis on "Overall" Stress on "not"
16	2:55-3:00	Teacher	Thank you, Sandra and Michael. That's all we have time for today.	