



**Cambridge English, B2 First for Schools – Listening Tape script.**

**SAMPLE TEST 22**

**I'm going to give you the instructions for this test.  
I'll introduce each part of the test and give you time to look at the questions.  
At the start of each piece you'll hear this sound:**

**FX      \*\*\***

**You'll hear each piece twice.  
Remember, while you're listening, write your answers on the question paper. You'll  
have five minutes at the end of the test to copy your answers onto the separate  
answer sheet.**

**There will now be a pause. Please ask any questions now, because you must not  
speak during the test.**

**PAUSE                      5"**

**Now open your question paper and look at Part One.**

**PAUSE                      5"**

**You'll hear people talking in eight different situations. For questions 1 – 8, choose the  
best answer (A, B or C).**

**Question 1**

**You hear a girl telling a friend about a sport called stone skipping.**

**PAUSE                      8"**

**FX      \*\*\***

**M:    So what is stone skipping? I've never heard of it.**

**F:    Skimming's something that people like me, who live by the sea, have always done –  
you throw a stone so that it kind of bounces over the water. That's why it's called  
skimming. The aim is to get it to bounce as many times as possible. It's just something  
that I've always been able to do. Now it's been turned into a competitive sport, and  
some people take it really seriously. It's great beating those guys. And it's all down to  
technique - throwing a smooth stone in such a way that it doesn't sink, but just skims  
across the water.**

**PAUSE                      2"**

**FX     \*\*\***

**REPEAT**

**PAUSE                2"**

### **Question 2**

**You hear two friends talking about a cookery course they have attended.**

**PAUSE                8"**

**FX     \*\*\***

**M    Did you like the cookery course, Anna?**

**F    It was great. I loved the games and the taste tests and especially the day when we did what they called 'foodie magic tricks'.**

**M    I wasn't very skilled at those – like my cake wouldn't stay upright! But I thought when the teacher talked about nutrition and getting the balance right and gave us tips, it was really interesting.**

**F    It wasn't for me, I preferred the hands-on class when we could actually make things and it didn't matter if we made a mess. My mum gets annoyed if I do that in the kitchen.**

**M    That was fun! Have you downloaded their app yet?**

**PAUSE                2"**

**FX     \*\*\***

**REPEAT**

**PAUSE                2"**

### **Question 3**

**You hear a girl talking about being a member of her school orchestra.**

**PAUSE                8"**

**FX     \*\*\***



Joining the orchestra was the best thing I've ever done. Everyone always says how members of an orchestra feel like they're a really close team, and it's true. Knowing you have to give a big performance can really make you work together – though that can happen in ordinary lessons too. Playing in the orchestra was stressful at first but I've got used to it now, and I can deal with all sorts of situations that used to make me nervous. That's the really big thing for me. Our orchestra's well-known locally, and some of the older girls want to become musicians one day, but I don't think I'd want to go professional!

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

### Question 4

**You hear a boy talking about trying a new sport called dirt biking.**

**PAUSE** 8"

**FX** \*\*\*

First we met the instructors, who were very nice and told us the basics as we walked round the main circuit. It's got lots of jumps, bumps and corners and looked really scary. Then, we got kitted out in our protective gear, and shown how to control the bikes. We got given loads of safety instructions – but all pretty obvious stuff actually. We started on the smaller training track where we learnt about balance, and using the gears and brakes. But I soon got the hang of it and felt confident enough to try the main circuit. It was a very full day but I can't wait to go again!

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

### Question 5



**You hear part of a boy's class presentation about the environment.**

**PAUSE** 8"

**FX** \*\*\*

There are various things we can do. Like, stop wasting materials – get your mum to buy products with minimal packaging, print double sided and buy a reusable water bottle instead of buying single use plastic ones. Then, if it can be used again, don't chuck it out. Also, check what you're throwing away. Now, almost everything can be saved and processed: paper bags, phonebooks, even vegetable oil can be reused. It's not necessary to pick up every can, bottle, and piece of paper you see, but other stuff you do will keep those objects out of the rubbish in the first place. So remember ...(fade)

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

**Question 6**

**You hear two friends talking about a book of wildlife photos.**

**PAUSE** 8"

**FX** \*\*\*

F Hi Peter. I see you've got that new book of wildlife photos. I've just bought it, too. Great, isn't it?

M Yeah, loads of really unforgettable photos, all by people of our age – some taken on their holidays abroad, but some stuff right on their own doorsteps. Just shows you don't need to be an expert to get fantastic results.

F That's true. I reckon it'll get absolutely anyone reaching for their cameras.

M Even if they're not usually into photography. I loved that one of the bird eating berries in a city garden.

F Yeah ... reminds you not to miss what's right under your nose ...



M Too right.

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

### Question 7

**You hear a teacher talking to her class about contributing to a school newsletter.**

**PAUSE** 8"

**FX** \*\*\*

Right, everyone. This week, it's our class's turn to write the school newsletter, so in a moment, I'm going to divide you up into small groups and get each group to think about a school event to write about. Remember that the newsletter will be going out to both parents and teachers, so I want you to think carefully about what you're writing. You don't need to think about spelling or presentation at this point, but do please make sure your handwriting is clear. Feel free to chat to your classmates about their experiences. You'll also have access to the school website, where you'll be able to download photos.

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

### Question 8

**You overhear two drama students talking about an agency which finds work for actors.**

**PAUSE** 8"

**FX** \*\*\*



M Hey, Kate, have you seen this new agency on the internet?

F No, what is it?

M It takes down all your details, your acting experience and all that, and then sends a text to your mobile when there's an interesting audition coming up, so you're first in line with your application. Of course, I suppose if you've got lots of offers flooding in, you don't need it, do you!

F So are you planning to go for it then?

M I may do – depends what happens after we've finished the summer shows.

**PAUSE** 2"

**FX** \*\*\*

**REPEAT**

**PAUSE** 2"

**That's the end of Part One.**

**Now turn to Part Two.**

**PAUSE** 5"

**You'll hear a boy called Matthew talking about his experience of helping to investigate some ancient remains on the Scottish islands of Orkney. For questions 9 – 18, complete the sentences with a word or short phrase.**

**You now have forty-five seconds to look at Part Two.**

**PAUSE** 45"

**FX** \*\*\*

M: Hi. If you look at a map, you'll see that Orkney is a group of islands north of the mainland of Scotland. Actually, I'd never heard of it before my sister Jenny showed me and my parents a magazine article about it. It had a photo showing interesting-looking ancient stones in a beautiful landscape. Apparently, Jenny had first read about Orkney and its

historical remains in a blog. It was written by a guy who'd worked there as a volunteer, and she thought 'hey, we could do that too.'

Sure enough, we went to Orkney for two weeks in July. Getting there was complicated. We took the train, even though it's an eight-hour ride from London, where we live, to northern Scotland – it would've made more sense to go by plane, actually. Then there was a ferry crossing.

We stayed in a three-hundred-year-old fisherman's cottage. You might imagine that sort of history would give it lots of character, but there wasn't anything special about it actually, apart from its location, which was really handy for us. It had the basics though, like a hot shower, and wifi, which we'd requested.

We spent two days exploring the island. It's got amazing cliffs and beaches. You get sharks around Orkney, apparently, though there weren't any when we were there, unfortunately. Dolphins seemed to be pretty common though, and we spotted seals near some rocks one day.

On our third day, we went to the archaeological site where we were going to help. It's full of things made five thousand years ago. That was the Stone Age, when people there hadn't yet discovered how to make metal. However, experts reckon Orkney society was more advanced than other parts of Britain at that time. Elsewhere, people were still hunters, but on Orkney they kept cows and sheep and grew crops – so they were farmers before anyone else. They were excellent builders, too, and the carvings they left on stones show they were also good artists.

Me and my sister were in a group supervised by two professional archaeologists. We had to carefully clear earth away from the remains of a Stone Age village. If we found

something important looking – like a bit of a stone wall, for example – we showed it to a supervisor. One of my team found a section of a stone fireplace – we all thought that was amazing. And someone found half a stone-cutting tool last year.

My parents were working on a separate site where the remains of a very large building are being studied. “The palace” is the name the archaeologists have given it, but they think it might’ve just been a meeting hall for villagers.

On Orkney, you get strong winds coming off the sea, which takes some getting used to, and there were massive storms one day. But, except for a couple of days when there was sea fog, which meant you couldn’t see anything, the investigations carried on whatever the weather.

One day, I found something which, when I brushed the mud off, seemed different to the other stones. I wondered if it was actually an old bone – bones with detailed decorations on them have been found. When I showed it to the woman supervising us, though, she said it was stone and looked different because it had been covered with paint, and traces of that were still showing. That was brilliant.

Apparently, about two thousand five hundred years ago, the people on Orkney suddenly abandoned their amazing buildings and left the island. People used to think that this was because temperatures there got much colder, but scientists now say that theory lacks evidence. Some suggest that trade with people elsewhere might’ve been badly affected by the development of new materials, particularly metal. Others think rising levels of conflict on the island could’ve been to blame. No-one really knows, however.

So before I show you some photos does anyone have any questions they’d like to ask ...

[fade]



**PAUSE** 10"

Now you'll hear Part Two again.

**FX** \*\*\*

**REPEAT**

**PAUSE** 5"

That's the end of Part Two.

Now turn to Part Three.

**PAUSE** 5"

You'll hear five short extracts in which teenagers are talking about their favourite teacher. For questions 19 – 23, choose from the list (A – H) why each speaker thinks their teacher is special. Use the letters only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

**PAUSE** 30"

**FX** \*\*\*

**Speaker 1 F**

**PAUSE** 2"

My maths teacher is the greatest. He's always in a good mood, smiling all the time. His lessons just don't seem difficult, even when we're doing quite boring stuff. He knows what kind of questions to ask to get us to work things out for ourselves. He speaks to us on our level and never has to yell at us, so it's like we can discuss things with him. He'll always look out for his students, and we can share our ideas with him without worrying if they're silly or anything. If someone's struggling he can tell, and he's always willing to help even if it means giving up his own free time.

**PAUSE** 3"

**Speaker 2 M**

**PAUSE 2"**

You can tell he loves teaching history. The time goes so fast in his lessons, maybe it's because he brings the material to life. Sometimes the facts are quite complicated and hard to follow, but we get involved anyway. He encourages us to look at things through the eyes of people who were there at the time. Being taught by him has given us ambition too. It made us realise we can achieve whatever we want to if we're willing to put in the effort. I never mind having to do masses of homework and that goes for most of us. You can't say that about many other teachers.

**PAUSE 3"**

**Speaker 3 F**

**PAUSE 2"**

I really like my chemistry teacher. He knows exactly what students are going to like and not like doing, and there's never a dull moment in his classes despite the subject being pretty hard to understand at times. What's brilliant about him is he'll make a serious subject seem light-hearted by drawing it in a cartoon-like way. He sometimes plays tricks on us when we're doing experiments and stuff like that, which means we're constantly paying attention to what he's saying or doing. Yet he can be quite strict too – and he only gives praise when it's deserved. He doesn't put up with bad behavior either.

**PAUSE 3"**

**Speaker 4 M**

**PAUSE 2"**

My best ever teacher is my geography teacher. I can always remember what I've learnt in his lessons afterwards. He does better diagrams and maps than some other teachers I've had. The stuff some of them did was often a bit confusing. He explains things in language that's simple, and never wastes precious time on dumb jokes. He tells us plainly if our work is brilliant or not, and is quite firm in the way he deals with people who are just trying to have a laugh in his classes. I've really started to feel as if I'm getting an in-depth knowledge of the subject.

**PAUSE 3"**

**Speaker 5 F**

**PAUSE 2"**

He's really got me into literature. I used to find reading novels and poetry boring, but his passion for the greatest writers both old and modern has turned me into a really keen reader. He can answer any question you ask, and maybe it's his deep understanding of what he teaches which is just so impressive. I find the poetry we do quite hard to understand, but that doesn't bother me. We all enjoy the intense discussions in his classes. He could make us do more homework I guess, even if writing essays isn't exactly popular. I don't think anyone would mind doing it for him.

**PAUSE 10"**

**Now you'll hear Part Three again.**

**FX \*\*\***

**REPEAT**

**PAUSE 5"**

**That's the end of Part Three.**

**Now turn to Part Four.**

**PAUSE 5"**

**You'll hear an interview with teenager Janine Walker, who is a singer and dancer. For questions 24 – 30, choose the best answer (A, B or C).**

**You now have one minute to look at Part Two.**

**PAUSE 1'00"**

**FX \*\*\***

**M:** Today I'm with teenager Janine Walker, who's going to tell us about her career as a singer and dancer. Janine, how did you start dancing?

**F:** Well, when I was younger, it was pretty noisy at home, because my two brothers and I were always busy doing something! My dad was a biology teacher and my mum was a landscape gardener, so they had shared interests, whereas me and my brothers were into music. I thought about trying a dance class because I used to

spend most of my time playing my guitar loudly, writing my own songs, and dancing a bit too. In the end, I asked to go to one, because I realised I needed to use up my energy doing something I was convinced I'd love.

M: And did you feel it was the right dance class for you?

F: Yes, I'd never have wanted to go to the more serious ones in the city – I'd have found them scary. As it was, I recognised some of the people in the local class I ended up going to and felt very welcomed. That made a huge difference. After a few classes, I was pleased to find I was able to keep up with the other dancers. And as I spent more time there, I saw how committed they were. That became important to me too.

M: And you really liked the classes, didn't you?

F: Oh yes – in fact, I became almost obsessed with them, because they finally confirmed that dancing was something that came easily to me. I mean, I was getting on well with the subjects I was studying at school too. But somehow, I needed goals to achieve because my ambition was to be the best dancer I could possibly be, and I knew deep down I wasn't going to achieve that at school.

M: And you were determined to succeed, weren't you?

F: Yes, that came from the example I'd been set at home, that you don't give up, no matter what. I did have setbacks. Like, I injured my foot, and I wasn't chosen for a leading role I was really hoping for in our show. That was a bit disappointing and difficult to deal with, but I wasn't going to stop – and it paid off in the end.

M: And your career began when you took part in some summer musical performances.

F: Mm, I'd got a Saturday job, performing at a venue near the beach where I lived. And I was getting paid for the first time, though not a lot. I spent the summer writing music and creating my own dances for them – and then performing them on stage. That taught me some really valuable stuff, and made me realise that in the future I might actually be able to earn a living from what I was doing. Once the season was over, I met a couple of people in the music business. They invited me to audition for a girl band – and I was accepted.

M: And do you get on well together in the band?

F: We do, although we don't always agree on everything – usually things that aren't so relevant to what happened on stage, luckily. We're very different characters, from quite different backgrounds, but despite all that, we have a lot in common – not only creating our own music and dance, which we're all passionate about, but also having the same views on things that really matter.

M: And you've managed to spread an environmental message through your music and dance, haven't you?

F: Yes, and I have to say, that's been far more successful than I'd ever expected. It wasn't our intention to do that when we started out, but it just slowly emerged from what we were doing. And because a lot of our audiences have been young students, they've really picked up on the message behind the material, as we hoped they would. And you see a lot of bands doing this sort of thing now. Anyway, we're pleased at how far we've come.

M: Well done, Janine!

**PAUSE 10"**

**Now you'll hear Part Four again.**

**FX \*\*\***

**REPEAT**

**PAUSE 5"**

**That's the end of Part Four.**

**PAUSE 5"**

**There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you are sure to finish in time.**

**PAUSE 4' 00"**

**You have one more minute left.**

**PAUSE 1' 00"**

**That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.**

