

B2 First for Schools Listening Part 2

Aims of the lesson	<ul style="list-style-type: none"> to familiarise students with Part 2 of the Listening paper and give them strategies for dealing with it
Time needed	40 minutes
Materials required	<ul style="list-style-type: none"> Sample task (one copy for each student) B2 First for Schools Listening Part 2 recording Teacher material (image of puffin)

Procedure

- Show students the picture of a puffin (see Teacher material) and elicit what they know about this bird: *name of the bird, where you can find it* (there are two types – one type can be found in the North Pacific Ocean while the other type can be found in the North Atlantic Ocean), *what they know about it*.
- Write the following questions on the board:
How many speakers are you going to hear?
Who are they?
What will they be talking about?
- Give out a copy of the **Sample task** to each student. Ask students to read the text quickly to answer the questions on the board. Ask them to compare their answers in pairs, then elicit the answers from the whole class: (a) **one**; b) **Duncan Heap**; c) **his trip to Iceland to study the puffin**.
- Explain that in Part 2 listening prediction is very important and that quite often they will be able to have quite a good idea of what they can expect to hear. Students now work in pairs, and look through the task more carefully to see if they can predict any of the answers. Tell them that they can use 1–3 words to fill in the gaps. Allow a few minutes for this, tell them to use their imagination.
- Elicit from the whole class the types of words that could go in each gap, have some fun:
 Question 9 is an adjective, probably of appearance: beautiful, ugly, strange...
 Question 10 is a noun, part of the body: legs, head, winning personality...
 Question 11 is a noun, a place...
 Question 12 is a noun that makes a noise: a chicken, an elephant, a telephone???
 Question 13 is a tough one as they need to know what 'driven' means here. Try to elicit that it means forced and the answer could be: cold; love; boredom??? The answer itself is very guessable.
 Question 14 is easy, try to elicit the correct answer (stars), but don't tell them.
 Question 15 is a place in a town: car parks; roads; language schools... Question 16 is something you'd use to rescue a young puffin and is difficult to guess: a net, the fire brigade???
 Question 17 is a place where you care for injured puffins: a vets; a shelter...
 Question 18 is a noun, a souvenir: a t-shirt; a pen, a baseball cap...

6. Tell the students that you are now going to play the recording once, and that they should raise their hands when they hear that the answer to one of the gaps is given, even if they are not sure what the answer is. This will help students to realise how important it is to listen for cues in the recording so that they are ready to note down the answer. Elicit from students that the answers are evenly spaced through the recording and in the same order as the questions in the task.
7. Now play the recording again, asking students to fill in the gaps.
8. Ask the students to compare their answers in pairs.
9. Feed back with the whole class. Use the recording to go back over particular sections if students have given the wrong answers, highlighting the cues which come before the answers are given.
10. Ask the students if they found this task easy or difficult. Remind them that:
 - they should use the time before the recording starts to read through the text quickly for gist
 - they should think about the kinds of words which may go in the gaps before they listen
 - the answers are evenly-spaced through the recording
 - they will hear the cue before the answer every time
 - the word they need to complete the gap is given in the recording: they don't need to change it or use their own words. This is very important!

N.B. the audio script for the sample task can be found in the B2 First for Schools sample material.

Additional information

In this part of the paper, candidates listen to a text lasting **about 3 minutes**, which is always a monologue.

There are **ten questions** in this part of the paper, and these take the form of incomplete sentences. Candidates are required to **listen, and complete** the sentences.

They don't have to write **complete sentences**: usually only one word is required but occasionally candidates may have to write up to three words. Answers will not be longer than **three words**. The size of the box on the question paper indicates that only a short answer is required.

The word, number or phrase candidates require will be heard on the recording and will **not require any change**. It will make sense when fitted into the sentence on the question paper.

Minor spelling errors are **not** penalised, but it must be clear to the examiner what the candidate's answer is. Also, if the word is spelled out, it must be correct.

In this part, candidates are tested on their ability to listen for **specific words**, phrases or information, or stated opinion.

Each correct answer in Part 2 receives **1 mark**.

Suggested follow-up activities

Students could think of something they are interested in and would like to do a research trip on. Get them to find out facts about their topics on the internet. They could then write some incomplete notes based on their talk that other students have to complete. When they give their talk, the other students in the class have to do the task that has been prepared.

In future classes, read short newspaper articles to the students asking students first to answer gist questions and then to answer four or five questions on the detail of the text using no more than three words. Recordings of news items can also be used in this way.

Answer key

Sample task

- 9 funny
- 10 feet
- 11 holes
- 12 (a) cow
- 13 being hungry/hunger
- 14 stars
- 15 gardens
- 16 umbrella
- 17 museum
- 18 mouse mat

Teacher material



Sample task

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 – 18, complete the sentences with a word or short phrase.

Puffins

Duncan uses the word (9)
to describe the puffin's appearance out of the water.

Duncan was surprised to learn a puffin's (10)
can help it to change direction when flying.

Duncan explains that puffins create (11)
as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a
(12)

Duncan was surprised to find out that young puffins are driven by
(13) to leave their nests.

Duncan says that puffins leaving the nest at night have always used
(14) to guide them.

In town, (15)
are the most dangerous places for young puffins to land.

Duncan was amused to see someone using an open (16)
to rescue young puffins.

Injured puffins are cared for in a (17) in the town.

Duncan's favourite souvenir of his trip is a puffin (18)
which he says is really cute.