



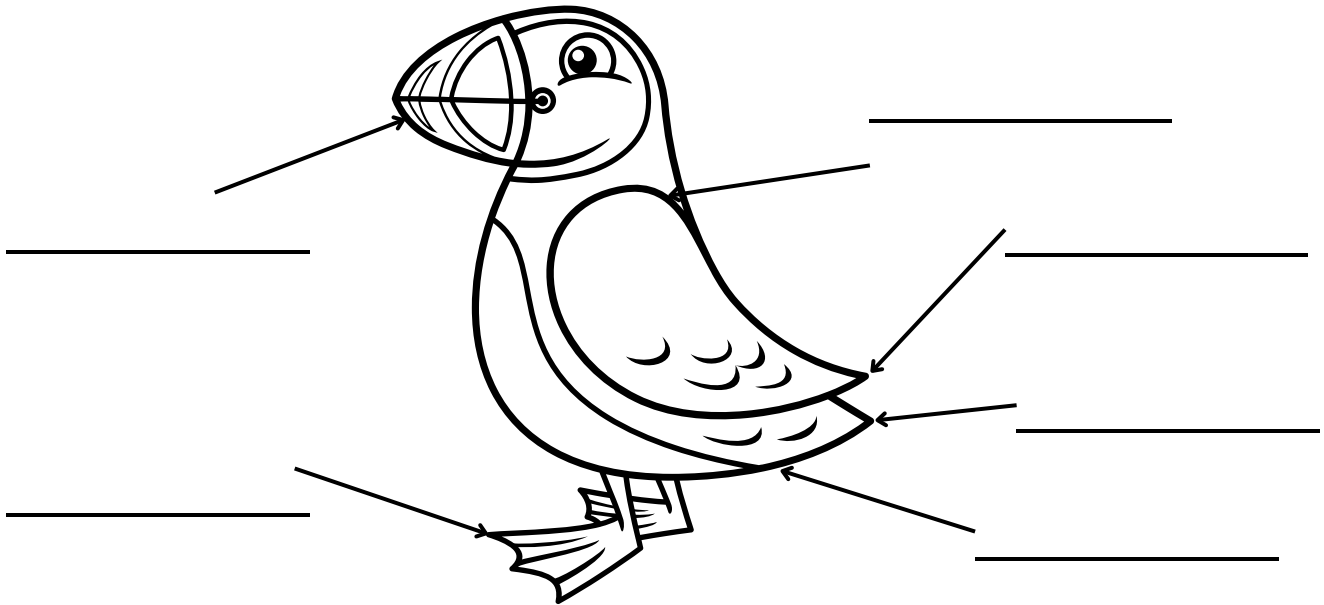
# B2 Cambridge

## Listening Part 2



**EXERCISE 1** WHAT'S THE NAME OF THIS BIRD? DO YOU KNOW ANYTHING ABOUT IT?  
LABEL THE BODY PARTS OF THE BIRD ABOVE.

*beak, webbed feet, tail, uppertail coverts, undertail coverts, nape*



**EXERCISE 2** LISTEN TO A RECORDING OF A BOY TALKING ABOUT PUFFINS, AND ANSWER THE QUESTIONS BELOW.

1. Where did Duncan study puffins?
2. Are puffins flightless birds?
3. Why do volunteers need to rescue young puffins?

**EXERCISE 3** READ THE SENTENCES BELOW. DON'T MIND THE GAPS JUST YET. FIND THE WORDS THAT BEST MATCH THE WORDS FROM THE LIST AND WRITE THEM NEXT TO THEIR SYNONYMS (A-F).

Duncan uses the word **(1)** \_\_\_\_\_ to describe the puffin's appearance out of the water.

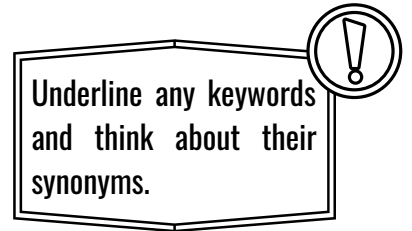
Duncan was surprised to learn a puffin's **(2)** \_\_\_\_\_ can help it to change direction when flying.

Duncan explains that puffins create **(3)** \_\_\_\_\_ as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a **(4)** \_\_\_\_\_.



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Duncan was surprised to find out that young puffins are driven by **(5)** \_\_\_\_\_ to leave their nests.

Duncan says that puffins leaving the nest at night have always used **(6)** \_\_\_\_\_ to guide them.

In town, **(7)** \_\_\_\_\_ are the most dangerous places for young puffins to land.

Duncan was amused to see someone using an open **(8)** \_\_\_\_\_ to rescue young puffins.

Injured puffins are cared for in a **(9)** \_\_\_\_\_ in the town.

Duncan's favourite souvenir shop of his trip is a puffin **(10)** \_\_\_\_\_ which he says is really cute.

A. *navigate* - \_\_\_\_\_

D. *alter* - \_\_\_\_\_

B. *look* - \_\_\_\_\_

E. *growl* - \_\_\_\_\_

C. *motivated* - \_\_\_\_\_

F. *threatening* - \_\_\_\_\_

**EXERCISE 4** LISTEN TO THE FIRST PART OF THE RECORDING AND CHOOSE THE CORRECT WORD FROM THE BOX THAT FITS THE GAP. THEN DECIDE WHY THE OTHER TWO ARE INCORRECT.

Duncan uses the word **(1)** \_\_\_\_\_ to describe the puffin's appearance out of the water.

a. *colourful*   b. *impressive*   c. *funny*

Duncan was surprised to learn a puffin's **(2)** \_\_\_\_\_ can help it to change direction when flying.

a. *feet*   b. *wings*   c. *beaks*

**EXERCISE 5** LISTEN TO THE REST OF THE RECORDING AND WRITE THE MISSING WORDS FROM THE RECORDING (QUESTIONS 3-10, EXERCISE 4).



# B2 Cambridge

## Listening Part 2



### **EXERCISE 6** ANSWER THE QUESTIONS BELOW.

1. What are some puffin facts you learnt about today?
2. Based on what you heard, would you like to be a puffin rescue volunteer? Why (not)?
3. Have you ever helped protect some animals? Which ones? What did you do?
4. Are there any other animals that you find fascinating?
5. Are there any animals you would like to see in their natural habitat?
6. Are there any animals in your country that are as fascinating as puffins?

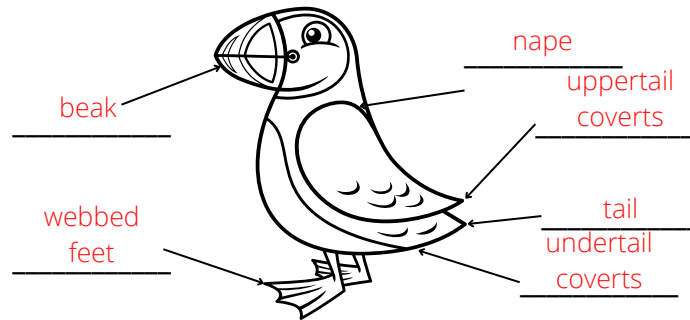
# Teacher's notes

## Exercise 1. Lead-in

5 mins

Look at the picture of a bird and ask if students know the name of this bird. (a puffin) Ask if they know anything about this bird, and if yes, what is it?

Put students into pairs and label the body parts of the puffin. Explain that webbed feet occur in sea birds.



## Exercise 2. Listening for gist

7 mins

Before explaining the rules of FCE Listening Part 2, allow students to get familiarized with the recording about puffins. Say that they are going to listen to a boy named Duncan who studied puffins. Read the questions and listen to the whole recording one time. Discuss the answers.

Answers:

1. He went to Iceland.
2. No, they aren't. They can fly, but they are much better swimmers.
3. They need to rescue young puffins as they confuse city lights for the stars and end up in the middle of the city and not in the water.

## FCE - Listening Part 2 - Explanation (optional)

3 mins

If this is the first time doing this kind of task, explain each step of this exam task or refer the students to the [B2 First Exam Format](#) to find more information about it.

If you choose to do this explanation in class, there are a few things that need to be mentioned:

- a. Listen to a 3-4 minutes long monologue.
- b. Complete ten sentences with the missing information which you hear on the recording.
- c. Listen for specific information, or stated opinion.
- d. Write between one to three words.

## Exercise 3. FCE - Listening Part 2 - identifying synonyms

6 mins

Say that you are going to listen to the same recording one more time. Show students ten sentences, each one containing a numbered gap. Mention that to do well on this part of the exam, it is good to underline any keywords and think about their synonyms, as students will not hear the sentences as they are presented in the exam.

Show a list of six words and ask students to match them with words that best fit them from the exam task.

Answers:

- A. navigate - guide
- B. look - appearance
- C. motivated - driven
- D. alter - change
- E. growl - (make a) noise
- F. threatening - dangerous

# Teacher's notes

## Exercise 4. FCE - Listening Part 2 - identifying distractors

5 mins

Before listening to the whole recording one more time, focus on the first two sentences. Say that in this part of the exam, students will be presented with distractors and they need to be careful to pick the right word that best fits the gap. (0:00 - 0:51)

Check the answers and discuss why they are correct. Explain why the other two answers are incorrect.

Answers:

(1) c. funny - (...) **which I think makes them look really funny on dry land.**

INCORRECT: a. colourful - **They have a squat black-and-white body, short wings, and a large colourful beak (...)**

INCORRECT: b. impressive - **When you see them swimming, it's an impressive sight.**

(2) a. feet - **I didn't expect their feet to be used when they were flying (...) they use them to alter their direction in the air.**

INCORRECT: b. wings - **Their wings help them propel themselves through the water.**

INCORRECT: c. beaks - (...) **and a large colourful beak (...)**

## Exercise 5. FCE - Listening Part 2 - exam task

7 mins

Divert students' attention back to exercise 3. Look at the rest of the sentences (3-10). Listen to the rest of the recording and allow students to write the answers. If necessary, play the recording one more time. Check and discuss the answers. At the end of the teacher's notes, there is a transcript in case of any bigger issues with understanding the text.

Answers:

(3) holes - *They dig holes, so their nests are very well-protected.*

(4) (a) cow - (...) *some describe as sounding almost like a cow, and I tend to agree.*

(5) being hungry / hunger - *it's hunger rather than loneliness that makes young puffins fly from their nests*

(6) (the) stars - *puffins instinctively use the stars for navigation.*

(7) (the) (dark) gardens - (...) *gardens are more of a threat.*

(8) (upturned) umbrella - *I even saw one boy putting a puffin in an upturned umbrella, which made me laugh.*

(9) (local) museum - (...) *they get taken to the local museum which becomes a sort of puffin hotel (...)*

(10) (puffin) mouse(-)mat - *I've got a puffin mousemat, too.*

## Exercise 6. Discussion

9 mins

Students work in pairs and discuss the answers to the questions. Get answers from different groups and discuss unusual animals that can be seen in their countries.

## Error corrections

3 mins

Provide speaking feedback.

# Teacher's notes

## TRANSCRIPT

Do you like seabirds? If so, you will love puffins. They spend most of their lives at sea. But last August I was lucky enough to see them up close when I visited the Westman Islands in Iceland where they build their nests. First of all though, a few facts about puffins. They have a squat black-and-white body, short wings, and a large colourful beak, which I think makes them look really funny on dry land.

But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water. I didn't expect their feet to be used when they were flying, except perhaps just to moderate their speed like brakes. But actually, they use them to alter their direction in the air. In the water, puffins can dive deep, holding their breath for up to two minutes to catch fish.

When spring comes, puffins can be seen on high cliffs on the Westmen Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff-top ledges, as I imagined. They dig holes, so their nests are very well-protected.

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking, loud growling calls, almost like laughter. Which some describe as sounding almost like a cow, and I tend to agree.

Young puffins, though, once hatched sound more like a duck or a goose, peeping for food from their parents. I was told that as winter beckons, their parents leave them behind and fly off to sea. But apparently, it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect.

And this is what I saw when I was there. In the daytime, I watched young puffins diving off the cliffs to gain enough speed for flight as they headed out to sea. At nighttime though, which is when most of them fly off was a different story. The thing is, puffins instinctively use the stars for navigation. But the lights of a town confuse them and make them head in the wrong direction, so the young puffins end up landing all over the place.

Some puffins land on the beaches where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly during this time of year. But gardens are more of a threat. They're dark and there are lurking cats. So I helped the local teenagers, who are allowed to stay out late, and we roamed around the town with cardboard shoeboxes, rescuing young puffins as we went. I even saw one boy putting a puffin in an upturned umbrella, which made me laugh.

They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. After a night spent as guests of the rescuers with the boxes as temporary beds, we carried the young birds to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and free them. Sometimes the puffins aren't ready for release if they've been injured or whatever. In which case, they get taken to the local museum which becomes a sort of puffin hotel for a few days each year.

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now a screensaver on my computer. I've got a puffin mousemat, too. That's really cute. A much better souvenir than a puffin T-shirt or baseball cap. That the sort of thing that most people buy. Anyway, before I go onto migration...