

# A food festival

## Topic

Listening skills for FCE Listening part 2

## Aims

- To encourage students to predict which parts of speech are missing in gapped texts.
- To familiarise students with part 2 of the Listening test of the FCE exam.
- To develop students' listening skills.

## Age group

Adults or teenagers

## Level

B2

## Time

75 minutes approximately, plus extension

## Materials

1. Worksheet 1: one per pair of students. *Note to teachers: worksheet 1 is reproduced twice on the page to reduce paper usage. Cut in half and give one half to each pair.*
2. Worksheets 2A and 2B: students need one copy of either 2A or 2B.
3. Worksheet 3: one copy per student. *Note to teachers: you may wish to copy worksheet 3 on the back of worksheets 2A and 2B to reduce paper usage.*

## Introduction

When students are going to do a listening activity, it is useful to get them thinking about the topic of the listening beforehand. That way they can reactivate and extend their store of vocabulary. In this lesson, students first discuss the topic of food festivals, then they focus on their listening skills in preparation for part 2 of the FCE listening test. Through a series of activities students will become more aware of what to 'notice' in a gap fill listening exercise, enabling them to do the Listening part 2 more successfully.

## Procedure

### 1. Lead in

- Put students into pairs. Give each pair a copy of worksheet 1. Students discuss the questions in exercise 1. Help with any unknown vocabulary and encourage students to use a dictionary if necessary. Elicit a few of their ideas orally around the class.

	<ul style="list-style-type: none"> <li>• Students work in pairs to make a list of dishes they would expect to find at an international food festival in the UK (exercise 2). Explain that there are no right or wrong answers. Students should share their ideas and agree on a list of six to eight items.</li> <li>• Students now work in groups of four (two pairs), comparing their lists and agreeing on a new list.</li> <li>• Finally, draw up a definitive list from the whole class. Elicit their ideas, write them on the board and get students to agree on the final six to eight items.</li> </ul>
<b>2. Predicting parts of speech</b>	<ul style="list-style-type: none"> <li>• Write these words on the board: <i>students, serious, listen, tastiest, quietly, spaghetti, concert, colder</i></li> <li>• Point to each word and elicit what part of speech it is. <i>plural noun, adjective, verb, superlative adjective, adverb, uncountable noun, singular noun, comparative adjective</i></li> <li>• Divide students into two groups; A and B. Give each student in group A a copy of worksheet 2A. Give each student in group B a copy of worksheet 2B. Students work individually to complete the gaps in the first exercise on the worksheet with the parts of speech required, NOT the missing words - highlight this carefully! When they are finished, they can compare their ideas with someone else from the same group.</li> <li>• Then put students into pairs (one student from group A with one student from group B) to check answers. Students should not show their partner their worksheet, just take turns to listen to their partner's answers and check, correcting where necessary.</li> <li>• Now students work together with the same partner to complete the gaps in the 12 sentences with their own ideas for the missing words. They should write one, two or three words in each gap. When they finish, they can get together with another pair of students and compare their ideas. Monitor students, checking that they are using the correct parts of speech and that their sentences make sense.</li> </ul>
<b>3. Listening</b>	<ul style="list-style-type: none"> <li>• Give each student a copy of worksheet 3. Explain that these are gapped sentences that refer to a listening text. Students work in pairs or small groups to decide which parts of speech belong in each gap.</li> <li>• Students then work individually to predict the missing words from the ten sentences.</li> <li>• Play the audio while students listen and complete the gaps. Play the audio again. Finally, check the answers as a class. Answers: 1. go on holiday; 2. 40/forty; 3. every/once a; 4. countries/places; 5. £1.50; 6. fish and seafood; 7. food photography; 8. play; 9. 13<sup>th</sup>; 10. free</li> </ul>
<b>4. Extension</b>	<ul style="list-style-type: none"> <li>• Students work in pairs. First they find a short text of about 50-80 words (this could be an extract from a reading text in their coursebook). Then they use the text to make a 'gapped text', taking out one, two or three words from six of the sentences. Pairs exchange gapped texts and guess the type of words that are missing and then the actual words. Finally, each pair reads out the original text while the other pair listens to check their answers.</li> </ul>

**Contributed by**

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