

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"> • 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. • Students now work in groups of four (two pairs), comparing their lists and agreeing on a new list. • 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.
2. Predicting parts of speech	<ul style="list-style-type: none"> • Write these words on the board: <i>students, serious, listen, tastiest, quietly, spaghetti, concert, colder</i> • 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> • 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. • 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. • 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.
3. Listening	<ul style="list-style-type: none"> • 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. • Students then work individually to predict the missing words from the ten sentences. • 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. 13th; 10. free
4. Extension	<ul style="list-style-type: none"> • 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.

Contributed by

Katherine Bilborough

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worksheet 1

1. Work in pairs. Discuss the questions.
 - Which of these cuisines have you tried? Do you like 'foreign' food?
Japanese; Mexican; Spanish; Caribbean; Moroccan; Australian; Indian; British
 - Can you name any dishes from these cuisines?
 - Which ingredients are common in these styles of cooking?
 - Which other cuisines are popular where you live?
2. Work in pairs. Imagine you are invited to an international food festival in the UK. What would you expect to find at the festival? Make a list of six to eight things on the back of this worksheet.
3. Compare your ideas with another pair and agree on a combined list of six to eight items.
4. Work with your classmates and teacher to make a definitive class list.

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worksheet 2A

- Write in each gap the **part of speech** (e.g. adjective, verb, noun, etc) required, NOT words to complete the sentences.
 - She'd love to be able to _____.
 - You can buy _____ online these days.
 - There are lots of _____ in the town centre.
 - The concert is on _____ evening at _____.
 - It's the _____ hotel I've ever stayed in.
 - Have you got any _____ in your pocket?
- Tell your partner your answers. They will tell you if you are correct.
Listen to your partner's answers. Check if they are correct below:
 - When I was younger I used to **VERB/INFINITIVE**.
 - Teenagers these days are **COMPARATIVE ADJECTIVE** than they used to be.
 - Most of the **PLURAL NOUN** or **UNCOUNTABLE NOUN** are ready.
 - He sings **ADVERB**, don't you think?
 - He decided to learn how to play **NOUN**.
 - Paul's **NOUN** helped to make him a good teacher.
- Now work together with your partner. Complete the gaps in your sentences and your partner's sentences with one, two or three words. When you have finished, compare your ideas with another pair of students.

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worksheet 2B

- Write in each gap the **part of speech** (e.g. adjective, verb, noun, etc) required, NOT words to complete the sentences.
 - When I was younger I used to _____.
 - Teenagers these days are _____ than they used to be.
 - Most of the _____ are ready.
 - He sings _____, don't you think?
 - He decided to learn how to play _____.
 - Paul's _____ helped to make him a good teacher.
- Tell your partner your answers. They will tell you if you are correct.

Listen to your partner's answers. Check if they are correct below:

 - She'd love to be able to **VERB/INFINITIVE**.
 - You can buy **NOUN** or **PRONOUN** online these days.
 - There are lots of **PLURAL NOUN** in the town centre.
 - The concert is on **DAY** evening at **TIME**.
 - It's the **SUPERLATIVE ADJECTIVE** hotel I've ever stayed in.
 - Have you got any **PLURAL NOUN** or **UNCOUNTABLE NOUN** in your pocket?
- Now work together with your partner. Complete the gaps in your sentences and your partner's sentences with one, two or three words. When you have finished, compare your ideas with another pair of students.

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worksheet 3

Listen to a radio interview with a woman who has organised a food festival. Write a word or phrase in each gap to complete the text.

Sarah works for a local charity organisation that gives poor children an opportunity to (1) _____. This year 'Wish you were here' has organised a food festival to raise enough money to send (2) _____ children to Cornwall in the summer. They are hoping to attract a lot of visitors and they have already decided that if the food festival is popular, it will take place (3) _____ year.

There is plenty to do and see at the festival. You can buy food from many (4) _____ and you don't need to break the bank because meals are inexpensive. Children are welcome and their meals only cost (5) _____.

You can learn new skills at the festival too. A famous chef is going to teach festival-goers how to cook (6) _____. Organisers are hoping this will attract a lot of would-be chefs.

Other events at the festival include face-painting and a (7) _____ competition which is open to participants from all age groups. Families will be especially pleased to see an area where their children can (8) _____.

The food festival is on (9) _____ and it starts at 10 o'clock. There is parking space for around 200 cars and admission is (10) _____.