

Listening

Exercise 1

Aim: to practise predicting

- Tell students that they are going to listen to a woman being interviewed in the street.
- Before the students do this exercise, remind them of the best way to approach it so that they become familiar with exam technique.
- Remind them of the importance of listening for key words or phrases which could fit the gaps.
- Ask: What kind of information should you be listening for to complete number 1 in exercise 2? (a reason why there should be more facilities in the town)
- Elicit what the possible reasons are. (greater number of people now/not enough choice at the moment/present facilities not good enough/etc)
- Divide the class into pairs.
- Ask them to read through the sentences in exercise 2 and talk together about the kind of information that they think they might hear.
- Elicit their suggestions, asking for justification.

Exercise 2

Aim: to practise an exam-type task

- Students now listen to the whole of the interview with the woman.
- Remind them that they will hear the interview twice. The first time they listen they should take notes and the second time they listen they should check their answers.
- Encourage students to complete all of the gaps. If they are not certain of an answer, they should make an educated guess.
- Finally, remind students that they only need to write a word or a short phrase.
- Play the listening text.
- Elicit answers, asking students to justify their answers by paraphrasing what they heard.
- Ask students if any of their guesses from exercise 1 were right or nearly right.

CD 2, Track 4

- 1 the town is growing: 'The town is growing all the time ...'
- 2 once a week: 'I go to one of the three about once a week.'
- 3 more choice/better screens: '... but there's more choice at the Screen Centre so I suppose I usually go there. It's modern and it's got ten screens ...'
- 4 (about) six months ago: '... probably about six months ago now.'
- 5 could walk there: interviewer: 'Do you think you'd be more likely to visit that theatre?' Woman: 'I might, yes, if I could walk there ...'
- 6 from other countries: 'It would be good if we could have more musicians from other countries.'
- 7 advertising: 'One thing that could be better is the advertising.'
- 8 a new library: 'What we could really do with in this area is a new library ...'

Soundbite

Aim: to practise listening for the sound /a/

- Write these words on the board: doctor, alive, photograph

- Explain that the sound /a/ is one of the most common sounds in English and appears in these words. Underline the appropriate syllable in each word.
- Model the sound for your students and invite students to repeat.
- Explain that students will hear someone read the sentence from their Student's Book and that they should pay particular attention to the way the underlined syllables are pronounced.
- Play the listening text. **CD 2, Track 5**
- Ask individual students to repeat the sentence that they have heard back to you, paying particular attention to the way they pronounce /a/.
- Ask students to look at the list of words and to underline the syllable which they think contains the sound /a/.
- Play the listening text and ask students to listen to check their answers. **CD 2, Track 6**

On the Board

doctor, alive, photograph

letter about entertain teacher leisure expose pour

Speaking

Exercise 1

Aim: to practise expressing attitude and opinion

- Ask students to decide what they like and dislike about the activities and to make notes in their notebooks.
- Remind students that they must be able to give reasons for their opinions.

Additional task

- You could extend this exercise by dividing the class into pairs and encouraging students to talk about their opinions together.

Exercise 2

Aim: to practise an exam-type task

- Before students do this exercise, ask them to study the

Speaking database on page 158.

- Divide the class into pairs. You could also do this exercise in groups of three, one student taking the role of the interlocutor, students then swapping roles.
- Remind students that the second part of the FCE interview requires them to be able to talk about the similarities and differences between two photographs for one minute.
- Explain to students that they will need to compare the photographs and explain what they like and dislike about each form of entertainment.
- Remind students that the questions they should answer will be printed above the pictures.
- Remind students that they can use the prompts in exercise 1 to help them and that they should be able to expand on these.
- Go round the class monitoring or helping where necessary.
- You might wish to set a time limit of three or four minutes for this.
- Elicit ideas.

Logic 5th Edition Answer Key

Patrick Vollmar



Logic 5th Edition Answer Key:

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