

# FCE - FIRST CLASS

Level: B2 (exam preparation)

Time: 50-60 minutes

## Lesson Focus and Goals

This is a lesson plan designed for FCE Cambridge exam preparation that can be used in the first class. This lesson incorporates introduction, speaking exam explanation, speaking mock exam and students' levels assessment. The class follows each part of the exam, explaining them and giving students a chance to present their language knowledge. The class ends with the teacher giving feedback and students allocating errors depending on their category (grammar, vocabulary, pronunciation) and eliciting corrections. If there is enough time left, students finish by watching the original Cambridge speaking exam video and writing all the strengths and weaknesses.

## Materials Needed

- the [Cambridge Sample Paper for B2 First](#)
- Speaking Part 1 questions cut-outs

## Learning Objectives

- To get to know each other
- To understand each part of the B2 speaking exam
- To understand the speaking assessment scale

## Structure

**Lead-in:** Talk about yourself (name, age, studies, experience, qualifications, references, etc.). Optionally, you can put students into small groups to think of three more original questions for the teacher. **(4'-6')**

**Student introduction:** Give each student some time to speak for 1'-2' about themselves. **(2'-4')**

**Speaking Part 1:** Give one or two different questions to each student. Students have some time to write their answers (two sentences). Students read their answers to the rest of the group, the others must predict the questions. **(4'-6')**

**Vocabulary analysis:** Show two pictures from Speaking Part 2. Students have some time to think of as many words that they can use to describe the pictures. Write any useful words down. **(3'-5')**

**Speaking Part 2:** Explain the premise of speaking Part 2 (compare two pictures and answer the question in 1 minute + answer an additional question in 30 seconds). Students take turns to compare the pictures. **(5'-7')**

**Discussion:** Write on the board *What attracts tourists to (your town)?* Give some time to think about the answers. Collect the answers and write them around the question in the form of a mind map. **(4'-6')**

**Oral practice:** Explain the Speaking Part 3 and show what the task looks like. Remember to mention that in the exam, students will see the prompts for only 15 seconds before they talk. Then focus on one of the prompts, for example, *Building a large nightclub*. Divide your students into two groups - one group discusses the advantages and the other disadvantages of this prompt. After some time, mix the students so they can present their points to each other. **(6'-8')**

**Speaking Part 3:** Students work in pairs and discuss the question and the prompts for 2'. Then they should reach a decision in the next 1'. **(4'-6')**

**Speaking Part 4:** Explain the premise of speaking part 4. Students get one or two questions each to discuss their opinions on the topic that is related to speaking part 3. **(4'-6')**

**Error correction:** Write all the errors on the board and discuss them. Elicit corrections and say whether this error is related to language (grammar, vocabulary), pronunciation, discourse management or interactive communication. **(4'-6')**

### Homework

If you don't have enough time in class, ask your students to watch the original Cambridge speaking video to fully understand how it works.

<https://www.youtube.com/watch?v=EdeZp0n0JHw>