

FCE Speaking Part One- Speaking About Yourself Lesson Plan

Students play a getting-to-know-you game. The game tests their grammar and vocabulary for the exam. They are then moved gently into an exam task. A great first class for Getting To Know You and diagnostic needs analysis.

Part of Exam: Speaking Part One - where the examiner asks the candidates personal information questions.

Language/ Skill Practised: Giving information. Mixture of tenses including past, present and future.

Materials: One 'Answers' worksheet per student. One copy of exam Part One examiner questions per three students (from the exam).

Time: 35 to 50 minutes, plus extensions

Preparation: You will need to check that the information given on the 'Answers' worksheet could refer to you. The answers are vague and are meant to potentially 'fit' all. If they don't, you will need to change the worksheet or create a new one. Try to make sure that it covers as much Use of English grammar and different Speaking Part One topics as possible (see below for topics, and Use of English 'Tips' for grammar points). This lesson makes a great first lesson for a new course.

Procedure:

Part One: 'Answers'- question formation game

- Show the sentences on the 'Answers' worksheet to the class by projecting/ writing it up on the board. Ask the class what the sentences have in common. Answer - they are all answers about you. Ask them if they can guess what their task is. Answer- try to find the questions.
- Elicit possible questions to obtain the first answer from you, e.g. 'Three'. If the question contains a grammar mistake (e.g. 'How much sisters do you have?'), refuse to answer and simply draw a cross (X) on the board. If the question is grammatically correct and you could realistically give that answer (e.g. 'How many times have you been to the States?'), then give them a tick. If the question is grammatically correct, but would not obtain that answer from you (e.g. 'How many cars do you have?'), then simply answer it (e.g. 'Only one, and that's off the road').
- Divide the class into teams of two or three people. Give each student a copy of the Answers for them to make notes of the right questions.
- Let the teams take turns asking you questions. Score points only for questions that obtain the actual answers.

- **NB:** If the game gets slow or stuck, let teams shout out answers rather than taking turns. You can also help them by brainstorming question words and question forms for various tenses onto the board. As a last resort, give clues. Good teams will work out that they can ask other questions in order to find out the information they need to find the actual questions, e.g. 'What do you have three of?'
- **Possible extension:** A nice Getting to Know You activity is to have students prepare similar Answers for themselves, and then play the same game in pairs/ groups.

Part Two: Preparation for exam task

- Writing 'Talking about yourself' across the top of the board. Brainstorm which were the general topics covered in your information. Answer- family, work and education, hometown, leisure and future plans. Tell students these are exactly the kind of things they will be asked about in Part One of the speaking exam. Brainstorm possible questions for each of the topics onto the board. If possible, include a simple starter question (e.g. 'Which places would you like to visit?') and a trickier follow up one (often 'Why...?').
- Ask the students to ask each other about those topics in pairs, using the questions on the board or any other. Stop the class when any group runs out of conversation.
- Tell the class they have just not only completed an exam task well, but have done so for many times the amount of time they will need to in the exam (usually 1 minute each).

Part Three: Exam task

- Bring out the actual exam tasks (examiner scripts). Divide the class into threes or fours and nominate an examiner in each one. Let them read through the questions and make sure they have a watch. Whenever the whole class is ready, ask the examiners to start asking questions, making sure each candidate is given a minute.
- Stop the class after two to three minutes and tell them they all passed.
- **Possible extension:** Switch roles and repeat.