

# B2 First (FCE) Exam Prep with English Lyrics

## Quick Lesson Overview:

Dive into an engaging English language teaching lesson plan centered around the song 'The Open Road' by Hollow Coves. This dynamic lesson plan takes students on a journey of exploration, starting with inspirational quotes related to adventure and travel. Through captivating listening activities, students sharpen their comprehension skills by identifying the use of the present perfect tense in the song. They also tackle a **Cambridge English B2 First exam (FCE)-style** exercise to boost their readiness for the exam. The excitement continues with a collaborative speaking task inspired by the song's theme, aligned with the **Cambridge English B2 First (FCE)** standards. To conclude, students unleash their creativity in a writing assignment, crafting a story that incorporates a chosen line from the lyrics, following the style of **Cambridge English B2 First For Schools exam (FCE) Writing paper part 2**.

- **Language level:** B1+B2
- **Learner type:** All ages
- **Skills:** speaking, reading, listening and writing
- **Topic:** adventure and travel
- **Language:** Vocabulary related to travel, Present perfect
- **Materials:** Youtube video, worksheets
- **Duration:** about an hour
- **Downloadable materials:** [Use of English worksheet.pdf](#); [speaking part 3 worksheet](#)

## Objectives Of This ESL Song Lesson Plan:

- To develop students' listening skills by analyzing the song 'The Open Road' by Hollow Coves, enabling them to identify and understand the use of the present perfect tense in context.
- To prepare students for the Cambridge English B2 First exam (FCE) by providing them with a comprehensive exercise that aligns with the exam's style and content.
- To foster creative writing skills among students as they craft a narrative that incorporates a selected line from the song's lyrics, in line with the style of Cambridge English B2 First For Schools exam (FCE) Writing paper part 2.

Check out Noah Cyrus' sis Miley and her new incredible song for Cambridge English: First!

## How to Teach English with Songs for B2 First: Instructions

### Step 1 (5 -7 min)

#### Quotes

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“The best journey is one that brings you home.” – Unknown

“Life is short, and the world is wide.” – Simon Raven

“To travel is to live.” – Hans Christian Andersen

Have students read the quotes. See if everybody understands them and ask students to say which one is their favorite and why. Ask other students if they agree or disagree with their classmates.

## Step 2 ( 7 min)

First listening (present perfect)

Tell students they are going to listen to a song related to the quotes. Their task is to try to identify the present perfect tense verbs in them. Before playing the song, see that students remember the formation of the present perfect and have them give you some examples. Write them on the board.

Play the song and have students write down the present perfect verbs they identify in the song

If you're doing this online, you can check the exercise by asking students to send you their answers via chat box. If you're doing this in person, you can have students compare their answers in pairs before checking.

Present perfect verbs in the song:

**I've been** here / **It's been** years since **I've been gone** / **that's grown**

**we've found** home / **On the road that's grown** / a place **we've never known**

## Step 3 (10 min)

Hand out the Use of English part 2 worksheet. Use of English part 2 worksheet [link](#)

It has the lyrics of the song in the same style of the Cambridge English: First (FCE) and First for Schools paper 1 (Reading and Use of English), part 2.

Give them some time to do it individually (about 5 minutes), then have them compare their work in pairs.

Play the song again so they can check their work. Write the answers on the board. (see answers in the instructions.pdf)

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Check out another LP based on similar themes featuring this amazing song by Halle!

## Step 4 (10 min)

Speaking part 3 [link](#)

### IMPORTANT NOTES ON SPEAKING PART 3:

According to the Cambridge English: B2 First handbook, Speaking part 3 is a "Collaborative task."



*This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set. In Part 3, candidates are asked to respond to a written stimulus which forms the basis for a discussion. They are given a discussion question, together with five written prompts designed to help candidates by providing ideas for their discussion. Candidates are expected to answer the question by exploring the different prompts. Candidates can choose which prompts to discuss and are not expected to discuss all five prompts in the time available but should continue their discussion until asked to stop by the interlocutor. Candidates are expected to express and justify their opinions and speculate in order to have a conversation which answers the discussion question. The interlocutor will then ask candidates a second question designed to encourage them to summarise their discussion and to work towards a negotiated decision. Candidates are not penalised if they fail to reach a negotiated decision. They are assessed on their ability to hold a conversation, to turn-take appropriately, and to use the language of negotiation and collaboration while doing this. The task is opinion based and there is no right or wrong answer. The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately."*

Tell your students that they'll practice a little speaking part 3 with the theme of the song.

Now you can divide students into pairs, and use a timer to tell them when the time's up, and everybody does it at the same time. (it can be a little messy, so make sure to tell students not to speak too loud.)

Here is what the examiner would say :

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*Now, I'd like you to talk about something together for about two minutes.*

*Here are some items which may be important to take on a road trip and a question for you to discuss. First you have some time to look at the task (15 seconds).*

*What are the most important items to take on a road trip?"*

*Now, talk to each other about why these items might be important on a road trip. ( give them 2 minutes to perform the task)*

*(after the 2 minutes are over) Thank you. Now you have about a minute to decide which two items are the most important. (1 minute)*

*At the end of the activity have students share their experiences doing the task and the difficulties they had.*

## Step 5 Homework (or in class, if you have time!)

This task follows a possible option in the **Cambridge English: (B2) First for schools paper 2 part 2**

### Writing a story

Students write a story about a road trip adventure.

Start with the sentence: "Here I am in this old town."

Include:

1- an accident

2- One line from the lyrics

Write 140 – 190 words

### Author Bio:

**About the Author:** [Márcia Bonfim](#) is an ESL/EFL teacher and creator of the **Song Activity Factory**. She helps educators create engaging lessons using her signature BEAT+ Method, which features the MUSIC+ Framework. You can [discover her complete methodology summary here](#).