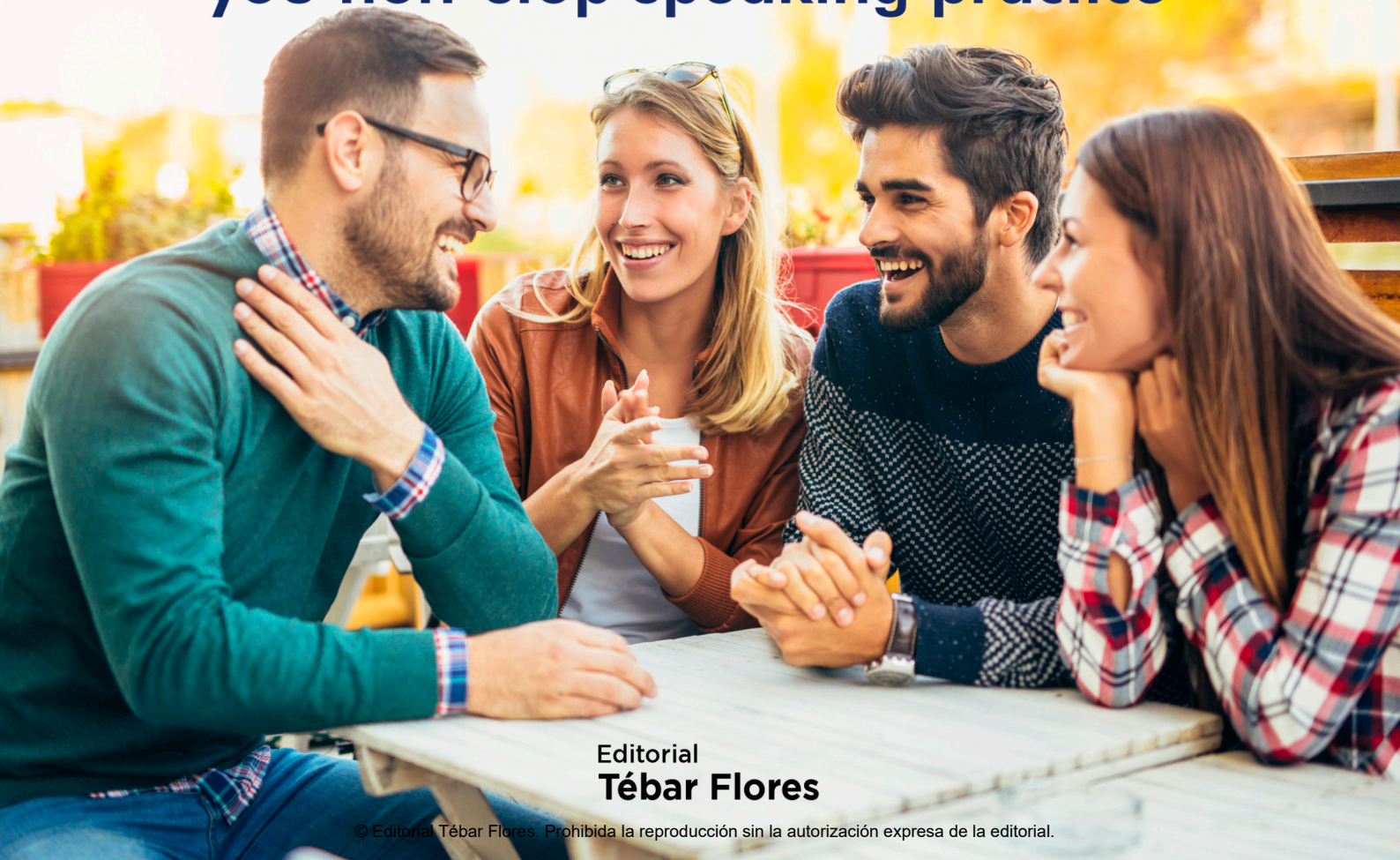
Douglas E, Girimonti S, Samuel J

B1 And now you're speaking!

The six, themed modules give you non-stop speaking practice



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B1 And now you're speaking! - Reference Guidesheet

Talking about Pictures

There are two types of tasks describing photos. In the first one, you are asked to talk on your own about one picture for about a minute. In the second, you are asked to compare and contrast two or more pictures for about 2 – 3 minutes. In both cases, you are not interrupted and when you have finished, you may be asked a question or two about the photo(s).

- When you describe a photo, do not give much detail but focus on the situation. Say something general about the picture and speculate about the relationship between the people and their feelings. Give your opinion about the situation and support it with arguments and / or examples.
- Use the Present Continuous to describe what is happening in the picture.
- When you compare and contrast photos, focus on the similarities and differences. In general, there is a common topic that links the pictures.

Useful Language for Talking about Pictures

Describing

The (first) photo shows …
In the background, we can see a …
There is / are … in this picture …

Talking about similarities

Both pictures are about … / show …
In both pictures the people are …
One similarity is that …

Talking about differences

Photo A is more / less … than photo B.
The main difference is …
In contrast, (in) Photo B …

Speculating about the situation

Perhaps / Maybe they are / s/he is …
I think the people in this photo are …
They/she/he could be …

Giving your opinion or expressing your feelings

Photo A reminds me of …
I wouldn't like to be in this situation.
Personally, I'd like to visit a place like this.

Discussion

A discussion is a friendly conversation about a topic with one or more people. The topic is presented in one or more questions, a set of ideas or a statement and is related to everyday life. You are expected to start, keep on and end the conversation in about 2 – 3 minutes.

- Listen carefully to what the others say, show interest and be respectful and polite.
- Do not talk about irrelevant things. If you cannot continue, or cannot remember a word, never use your own language to ask for help.
- As in any conversation, you can interrupt to clarify a point, make comments, agree, disagree and give your opinion.
- To make your point clear, support your opinions with examples and arguments for and against the topic.

Useful Language for Discussions

Interrupting

Can I say something?
Sorry for interrupting, but…

Agreeing

You are absolutely right!
I agree with you.
Perhaps you're right.

Disagreeing

I'm not sure about that…
I don't agree with you because…

Showing interest

Oh, really?
That's great/horrible!

Expressing opinions and justifications

In my opinion / I believe that…
That's why / For that reason I…

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Role Play

In this type of task, you interact with one or more people in a simulated situation. Each of you plays a role and you have a conversation for about 2–3 minutes. It is very important that you read the description of the situation carefully and understand who you are going to talk to and what you are going to talk about. The situations, roles and topics are related to everyday life.

- Make sure that you include all the points mentioned in the description of the situation.
- Listen carefully to the others and react appropriately to what they say.
- Depending on the situation, you may be asked to do different things, for example, solve a problem, ask/give advice, ask/offer help, persuade someone to do something, make/accept/reject suggestions, reach a consensus, apologise and make excuses, giving instructions etc. This means you are expected to use the functional language at B1 level.

Some Examples of Useful Language for Role Plays

Making, accepting and rejecting suggestions
Why don't we / Could we …?
Oh, that's a great idea!
I don't think that is a good idea.

Asking for help and advice
Could you do me a favour?
May I ask you something?
Could you help me with …?
What do you think I should do?

Reaching a consensus
OK, let's do that!
So, we agree on…
So, we can first, … and then, …

Presentation

This task consists in presenting your opinion about a topic. You are given time to organise your ideas, and then you talk for about 1–2 minutes. A mini-presentation should have a clear structure to help the listener understand your point.
You can structure your talk like this:

1. Introduction
- introduce the topic / say if you agree with the topic
- say what your main points are going to be

2. Body
- 1st point supported by examples and reasons
- 2nd point supported by examples and reasons

3. Conclusion
- restate your opinion

> Make sure you include all the points you are given.
> Speak slowly and clearly.

Useful Language for Presentations

Introduction
I agree / disagree with …
I'm going to talk about …
First, I'm going / I'd like to talk about …
Then, / Second, I'm going to mention …
Finally, I'll talk about …

Arguments and examples
First of all, / Secondly, / Finally, …
Moreover, / In addition to this, / Also …
On the other hand, / However, / In contrast, …
For example, / For instance, …
Another example is …

Conclusion
In conclusion, …
To conclude, …
To sum up,
All in all, …

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Skills Training Series

And now you're speaking!

B1 Speaking Skills

The six, themed modules give you non-stop speaking practice

DOUGLAS Elisabeth

GIRIMONTI Silvia

SAMUEL Julia

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Introduction

Notes to the teacher

This is a skills-based book designed to practise speaking skills, which is an area in which many students need extra practice and also one which students particularly enjoy.

This book provides teachers with up to 40+ hours of class material for students to practise. Except where cited, all the material is original and specially designed by the authors for the purposes of this book. The book is divided into 6 modules, with common B1-type topics and with up-to-date 21st century themes. The speaking tasks include description exercises, dialogues, discussions, role plays and presentations, all of which are essential in a comprehensive conversation course, but which also serve to prepare students for a range of official exams.

This book aims to act as a springboard for guided and spontaneous conversation and, while complete in itself, teachers may wish to supplement it with any grammar or specific language content that their students might need or other digital material that might be relevant.

The Task Strategy section on the separate Reference Guidesheet, clearly marked with the symbol 🗎, is an important part of the book and it is recommended that teachers draw their students' attention to this. Before starting different tasks, it is recommended that the teacher show the students exactly where the specific guidelines and tips on how to approach each type of task can be found. The strategies set out in this section not only enable class work but if students are preparing for an exam, this section teaches students to be more time-efficient in the various task types.

Not to be forgotten is the extensive Answer Key which likewise forms an integral part of this text. Both teachers and students will find complete answers to any language and vocabulary exercises, together with model answers for speaking exercises. This symbol ✹ indicates that an answer is provided in the Answer Key. Teachers may similarly wish to draw their students' attention to this Key as it enables home study as well, of course, as class work.

Elisabeth Douglas, Silvia Girimonti and Julia Samuel

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And now you're speaking!

B1 Speaking Skills

CONTENTS

Map of the Modules 10

Module 1 Education 12

Module 2 Family & Friends 26

Module 3 Free Time 39

Module 4 Jobs 52

Module 5 Keeping Fit 68

Module 6 Travel 82

Answer Key 94

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CONTENTS

MAP OF THE MODULES

Module 1 Education	Task 1 All about education – vocabulary	12
	Task 2 Activities in the classroom – describing and discussing	13
	Task 3 Having fun – discussing and comparing	14
	Task 4 Pronunciation practice	15
	Task 5 Childhood – describing and comparing	17
	Task 6 Different types of learning – discussion	18
	Task 7 Comparing photos and discussing	19
	Task 8 A school trip with a difference – reading and discussing	20
	Task 9 Giving opinions and reasons	21
	Task 10 Are exams important? – connecting ideas	21
	Task 11 Is homework important? – presentation	22
	Task 12 Acquiring knowledge – discussion	23
	Task 13 Memory race	24
	Task 14 Games in education – presentation	25

Module 2 Family & Friends	Task 1 Getting to know each other	26
	Task 2 Family vocabulary	27
	Task 3 Talking about families – describing and comparing photos	27
	Task 4 Families around the world – discussion	28
	Task 5 Common vocabulary – describing	29
	Task 6 Children and parents – comparing and discussing	30
	Task 7 Talking about the family – vocabulary	31
	Task 8 Talking about friends – vocabulary and discussion	31
	Task 9 Pronunciation practice	32
	Task 10 Other friends – comparing photos and discussing	34
	Task 11 Discussion and presentation practice	35
	Task 12 Role play	35
	Task 13 Speculating	36
	Task 14 Single parent families – reading and discussing	37
	Task 15 Grandparents – reading and discussing	38

Module 3 Free Time	Task 1 Free time activities and hobbies – vocabulary and discussion	39
	Task 2 Music, painting and cooking – discussion	40
	Task 3 Common phrases with the verb *go* – discussion	41
	Task 4 Asking and answering questions about yourself, using *go*	42
	Task 5 Pronunciation practice	43
	Task 6 Talking about holiday activities	45
	Task 7 Do you enjoy taking risks? – discussion	46
	Task 8 Speculating	47
	Task 9 The language of presentations	48
	Task 10 Presenting your ideas	49
	Task 11 Weird hobbies – reading and discussing	50
	Task 12 Role play	51

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CONTENTS

Task 1 What's the job?	52	Module 4 Jobs
Task 2 Work-related vocabulary	53	
Task 3 Different jobs – comparing and discussing	54	
Task 4 What … for?	55	
Task 5 Pronunciation practice	56	
Task 6 Two jobs – describing	58	
Task 7 Working conditions – discussion	59	
Task 8 Working experience – presentation	59	
Task 9 Volunteering – reading and discussing	60	
Task 10 Jigsaw reading, discussion, making notes and telling a story		
Group A	61	
Group B	64	
Task 11 Memory race	67	

Task1 Question race!	68	Module 5 Keeping Fit
Task 2 Sporting activities – vocabulary and discussion	69	
Task 3 Collocations with *go*, *play* and *do*	70	
Task 4 The world of sports – discussion	71	
Task 5 Individual and team sports – comparing photos	72	
Task 6 Sports vocabulary	73	
Task 7 Pronunciation practice	74	
Task 8 Presenting your ideas	75	
Task 9 Recommending and suggesting	76	
Task 10 Role play	77	
Task 11 Sports stories – reading, dealing with questions and discussing	78	
Task 12 Martial arts – reading comprehension and discussing	80	
Task 13 The Special Olympics – reading and discussing	81	

Task 1 Useful phrases for travelling	82	Module 6 Travel
Task 2 Talking about means of transport	83	
Task 3 Bus or taxi? – questions and answers	84	
Task 4 Moving around – comparing photos	85	
Task 5 Buying tickets – vocabulary	86	
Task 6 At the ticket office – dialogue	86	
Task 7 Travelling by plane – vocabulary	87	
Task 8 Pronunciation practice	88	
Task 9 Common travel questions – dialogue	91	
Task 10 Problems in the city – discussion	91	
Task 11 Role play	92	
Task 12 Accommodation – discussion	92	
Task 13 Presenting your ideas	93	
Task 14 Speculating	93	

Answer Key	94

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