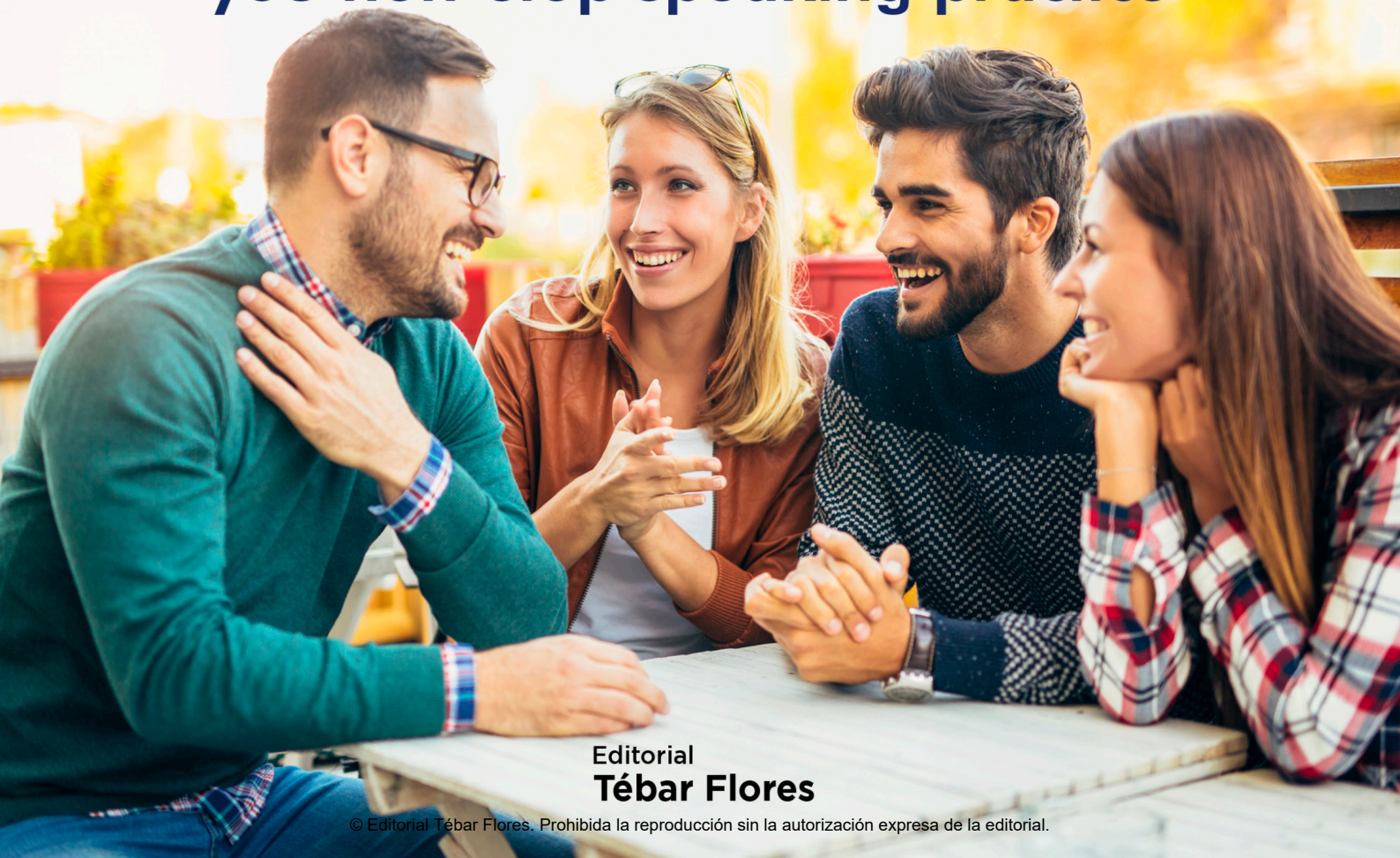
Douglas E, Girimonti S, Samuel J

B2 And now you're speaking!

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



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B2 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, / However, (in) Photo B, …

Speculating about the situation
Perhaps / Maybe / It is probably they are…
It seems to me that the people in this photo …
They could/might be … close gap

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.
The situation in Photo B is unusual because …

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.
- Keep the topic in mind and 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… Excuse me, can you repeat what you said?	**Giving opinions** To be honest, … In my opinion, … I believe that …
Agreeing You are absolutely right! I agree with you. Perhaps you're right.	**Giving examples** For example, … For instance, … … such as … / like …
Disagreeing I'm not sure about that… Yes, but don't you think that … That may be true, but …	**Giving reasons** That's why, … For that reason, I …
Showing interest Oh, really? / Go ahead! I see what you mean … That's great/horrible!	**Clarifying** Actually, … In fact, … What I'm trying to say is that …

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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
How about / Why don't we / Could we …?
If I were you, I would …
All right, let's do it!
I don't think that is a good idea.

Apologising and making excuses
Oh, that's not what I wanted to say.
Sorry about that, but …
I understand how you feel but …

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
Let's do it like that, OK?
So, let's 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
- summarise the content

Useful Language for Presentations

Introduction I'm going to talk about … I agree / partially agree / disagree with the topic because … First, I'd like/I'm going to talk about … Then, I'm going to mention … Finally, I'll talk about …	**Giving examples** For example, … For instance, … … such as / like …
Sequencing First of all, / Firstly, Secondly, / Then, … Finally, …	**Conclusion** So, in conclusion, … To sum up, … To conclude, …
Adding arguments Moreover, … Also, … What's more, …	
Opposing arguments On the other hand, … However, … In contrast, …	

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Skills Training Series

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B2 Speaking Skills

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DOUGLAS Elisabeth

GIRIMONTI Silvia

SAMUEL Julia

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Train up your skills! B2 Skills Training
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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 B2-type topics and with up-to-date 21st century themes. The speaking tasks include description exercises, dialogues, discussions, mediation, 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 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!

B2 Speaking Skills

CONTENTS

Map of the Modules	10
Module 1 Art	12
Module 2 Cultures	25
Module 3 Health	38
Module 4 Homes	51
Module 5 Technology	65
Module 6 Work	78
Answer Key	88

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CONTENTS

MAP OF THE MODULES

Module 1 Art	Task 1 Different forms of art	12
	Task 2 The vocabulary of art	13
	Task 3 Pronunciation practice	13
	Task 4 Language for talking about photos	15
	Task 5 Talking about painting	16
	Task 6 Giving opinions – useful expressions	17
	Task 7 Art is everywhere – discussion	18
	Task 8 Street art – speculating about a photo	18
	Task 9 Linking devices for conversation	19
	Task 10 Talking about art – further discussion	19
	Task 11 An unusual art festival – reading and describing	20
	Task 12 Recycling and the art world – describing photos and discussing	21
	Task 13 The art of singing – reading and discussing	23
	Task 14 The art of dancing – reading and discussing	24
Module 2 Cultures	Task 1 Cultural diversity	25
	Task 2 Expressions with the word *culture*	25
	Task 3 Cultural heritage – describing photos and discussing	26
	Task 4 Vocabulary and pronunciation practice	27
	Task 5 Speculating about cultural events – describing photos and discussing	29
	Task 6 A traditional event – traditional food – giving instructions	30
	Task 7 Street culture – reading and discussing	33
	Task 8 Decision making – role play	36
	Task 9 Widening cultures – presentation	37
Module 3 Health	Task 1 We are what we eat	38
	Task 2 The food we eat – vocabulary	39
	Task 3 Asking questions	39
	Task 4 Easily confused words – food	40
	Task 5 Pronunciation practice	40
	Task 6 A healthy lifestyle – discussion	41
	Task 7 Staying well in adversity – collaborative task	42
	Task 8 Alcohol – reading and discussing	43
	Task 9 Staying healthy when you are elderly – advising	45
	Task 10 Food for thought – reading and discussing	46
	Task 11 An unhealthy environment – discussion	48
	Task 12 Waste – discussion	49
	Task 13 Easily confused words – health	49
	Task 14 Healthy lives – presenting your ideas	50
Module 4 Homes	Task 1 Where we live – different living conditions	51
	Task 2 Building homes – reading, comparing and discussing	52
	Task 3 Building in Burkina Faso – reading and discussing	53
	Task 4 Privileged housing – describing photos	54
	Task 5 What's the difference? – vocabulary	55
	Task 6 Expressions with the words *home* or *house*	56
	Task 7 Pronunciation practice	57
	Task 8 Home sweet home – comparing	59

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