

What's your opinion?	What do you think?
How about you?	Could I interrupt you for a moment?
Do you have anything to add?	Could you repeat that?
Sorry, I don't understand what you mean by that.	Let me just see/check if I've understood.
When you said ... did you mean that ...?	What does ... mean?
To give an example ...	One good example is ...
I'm sure you are familiar with ...	Imagine ...
Probably the most obvious example is ...	You're right.
That's true.	I'm not sure I agree with you.
I see your point, but ...	Yes, but ...
In my view/opinion ...	From my point of view ...
To my mind ...	For me ...
In my experience ...	That's interesting.
Really?	Uh-huh.
Wow!	Oh, I see.

Activity

Group work: speaking

Aim

To practise using a variety of useful phrases for the speaking exam

Exam skill

Speaking Part 4, discussing a topic

Preparation

Make a copy of the worksheet for each group of four or five. Cut up the cards.

Time

10–15 minutes

Lesson link

Unit 6, pages 83 and 199

Teaching notes

Procedure

- › Organise the students into groups of four or five.
- › Put the following categories on the board: *turn taking, expressing an opinion, agreeing/disagreeing, repair strategies, giving an example, expressing interest*. Note that these are common functions in the B2 First speaking exam. Elicit a phrase or two for each category.
- › Hand out a set of cards to each group of students. In groups, they sort the cards into categories. Check answers by displaying the answers using the projector or by handing out a copy of the list below to each group.
- › Tell the students to open their books to page 199 and look at the questions for Unit 6, Speaking Part 4. Note that this activity could be done with any other list of Speaking Part 4 questions in *Ready for B2 First* or from B2 First past papers – or even lists of appropriate questions written by the students themselves.
- › One student shuffles the cards and deals out an even number to each group member. The students then discuss the Speaking Part 4 questions and try to use their phrases in a natural, appropriate way during the conversation. The first to use all of their cards is the winner.
- › An alternative approach is to lie all the cards face up on a table or desk; each time the students use a phrase they pick it up and keep it. The student with the most cards at the end of the discussion is the winner.
- › While the students do the activity, circulate and ensure the students are using the phrases naturally and appropriately. Make a note of any errors you would like to address later.