B2 Speaking Toolkit

Develop and support your ideas

Your speaking focus

Give detailed explanations, compare options and take an active role in discussion. Support an opinion with reasons, respond to other viewpoints and help the conversation move forward.

Shape a useful answer

State your view, explain a reason and illustrate it. Consider a limitation or another perspective when relevant. End with a clear conclusion rather than repeating everything you have said.

State and qualify a view

From my point of view, ... / I'd say that ... / To a certain extent, ... / This is particularly useful when ... / It depends largely on ...

Support and illustrate

One reason for this is ... / A good example would be ... / This can lead to ... / What this means in practice is ...

Compare and evaluate

Compared with ..., ... / One advantage of ... is ... / The main drawback is ... / Whereas ... , ... / On balance, ...

Consider other possibilities

It could be that ... / Another explanation might be ... / Even if ..., ... / Unless ..., ... / If I had to choose, I would ...

Examples in context

Online learning can be convenient, particularly for people who work. One drawback is that learners may feel isolated. On balance, I'd prefer a course that includes some face-to-face sessions.

Try it now

Discuss whether a town should spend money on a sports centre or a library. Give reasons for both options before making a choice. Aim for 90 seconds. Practice timings in this pack are suggestions, not exam rules.

Vocabulary for discussion

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Use combinations naturally

Learn a phrase with an example and an appropriate situation. These selections support practice; individual words and expressions are not exclusive to B2.

Education and learning

meet a deadline; gain practical experience; develop a skill; receive feedback; take responsibility for.
Example: Students can gain practical experience while taking responsibility for a group project.

Work and choices

a flexible schedule; job satisfaction; career prospects; deal with pressure; strike a balance.
Example: A flexible schedule can help employees strike a balance between work and family life.

Technology and communication

protect personal data; access information; stay connected; a reliable source; face-to-face contact.
Example: Social media helps us stay connected, but it does not always replace face-to-face contact.

Environment and transport

reduce waste; public transport; energy consumption; an affordable alternative; make a difference.
Example: Reliable public transport gives drivers an affordable alternative.

Community and wellbeing

a sense of belonging; access to services; support local businesses; raise awareness; improve quality of life.
Example: Community events can create a sense of belonging, especially for newcomers.

Decisions and consequences

weigh up the options; a short-term solution; a long-term benefit; have an impact on; take into account.
Example: We should take maintenance costs into account before choosing a short-term solution.

Use it in discussion

Choose one local problem. Explain its impact, suggest two possible solutions and weigh up the options. Use three phrases from this page, then explain the same ideas in simpler words.

Interact, negotiate and clarify

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Bring someone into the discussion

What do you think about that? / How would that work in your situation? / Would you agree that ...? / We haven't considered ... yet.

Build on an idea

That's a useful point. We could also ... / Following on from what you said, ... / That would work especially well if ...

Disagree constructively

I can see the advantages, but ... / I agree up to a point. However, ... / I'm not convinced that ... / Wouldn't that create a problem with ...?

Clarify and repair

Are you suggesting that ...? / When you say ..., do you mean ...? / Let me put that another way. / What I was trying to say is ...

Manage a joint decision

Let's consider the other option. / Which factor matters most here? / We seem to agree on ... / Shall we settle on ...?

A discussion in context

A: I'd choose a cycle lane because it could make short journeys safer.
B: I can see the advantages, but what about people who live far away?
A: That's a useful point. We could improve bus connections as well.
B: So, are you suggesting a combined plan?
A: Exactly. Shall we make that our recommendation?
B: Yes, provided we explain how the two parts would work together.

Partner task

A school can fund a reading club, a sports event or a student podcast. Discuss who would benefit and what each option would require. Invite your partner to speak and agree on a recommendation.

Models for extended speaking

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Evaluating an option

Question: Should people work from home whenever possible?
Working from home can be a good option, particularly for people with a long journey to work. It saves time and may make it easier to concentrate. For example, someone writing a report might work more efficiently in a quiet room. However, it can also reduce informal contact with colleagues. New staff may find it harder to ask quick questions or feel part of a team. On balance, I would support a flexible arrangement, with some shared office days. The best approach depends on the job and the support available.

Comparing situations

Question: Compare learning from a video with learning from a teacher.
Both can help us understand a new skill, but they offer different kinds of support. With a video, we can pause and watch a difficult step again. A teacher, on the other hand, can notice what we are doing wrong and adapt the explanation. If I were learning a simple recipe, I might choose a video. For something more demanding, such as giving a presentation, I would value direct feedback.

Useful sentence patterns

Although the course is demanding, it offers useful experience.
If the service were more reliable, more people would use it.
The main benefit is that people can work at their own pace.
What matters most is whether the plan is practical.
The more we practise, the more confident we become.

Make your speech easy to follow

Group related ideas and pause at meaningful points. Stress the contrast: Videos offer FLEXIBILITY; teachers offer FEEDBACK. Use a clear pace and check whether your partner wants to respond.

Adapt the models

Change the topic to exercise at home versus a sports club. Keep a clear comparison, add your own example and make a choice. Use linking expressions only when they help the listener follow your ideas.

Practice tasks and progress

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Discussion questions

1. How can schools help students become independent learners?
2. What are the benefits and drawbacks of flexible working?
3. Should towns limit cars in busy shopping areas?
4. How has technology changed the way people make friends?
5. Is practical experience as valuable as formal study?
6. What can communities do to reduce loneliness?

Three ways to practise

Compare: A quiet countryside holiday and a busy city break. Explain who might prefer each.
Negotiate: Choose two improvements for a school: a garden, a study room, a sports area or better internet.
Solve a problem: A club has few members. Discuss possible causes and agree on a realistic plan.

A ten-minute routine

Plan for one minute using keywords. Speak for 90 seconds. Listen to your recording and check the organisation. Give the opposite view for one minute. Speak again, responding to one possible objection. Finish by answering an unexpected follow-up question.

Self-check

Have I developed my ideas with relevant detail? Have I compared the options fairly? Have I responded to my partner? Is my speech clear? Can I correct an error and continue? Choose one improvement and repeat the task.

For learners and teachers

Tasks are open-ended, so answers will vary. B2 is the intended practice level. Confident use of a few expressions does not by itself establish a CEFR level.

About this resource

All examples, vocabulary selections and tasks were written for BEREKET ELT Archive. Free to download, print and share for educational use. Level guidance is informed by the Council of Europe CEFR; this is an independent practice resource.

Level reference

Council of Europe: CEFR Global Scale and Qualitative Aspects of Spoken Language Use (Tables 1 and 3). Official links below. Accessed 27 October 2026.

CEFR level descriptions (Council of Europe)
Qualitative aspects of spoken language use (Table 3)