FREE LEARNER RESOURCE

THE B1-B2 SPEAKING CONFIDENCE TOOLKIT

A practical, speaking-first workbook for adult English learners

6 learning units | Real-world roleplays | Useful language frameworks | A 28-day speaking challenge

HOW TO USE IT
Choose one unit, speak aloud, record a short response, and repeat. You do not need a teacher or paid account to begin.

Created by English With Paul

LearnEnglishWithPaul.com

Welcome: how to use this workbook

B1-B2 learners | independent practice | teacher-friendly

Your goal

The aim is to communicate clearly, confidently and flexibly - not to speak perfectly. Every activity has an achievable B1 entry point and a stretch option suitable for B2 practice.

The 10-minute routine

1. CHOOSE (1 MINUTE)
Pick one question, skill or roleplay.

2. PLAN (2 MINUTES)
Select two expressions and decide on a clear structure.

3. SPEAK (2 MINUTES)
Record yourself or speak with a partner.

4. REVIEW (3 MINUTES)
Note one strength and one change to make.

5. REPEAT (2 MINUTES)
Answer the same question again, more clearly.

What you will need

A phone with voice recording, a pen and a quiet space are enough. Recording is optional. If you cannot record, speak aloud and use the review checklist.

Starting-point speaking check

Use at the beginning and again after the 28-day challenge

Baseline prompt

Speak for 60 seconds: "What do you enjoy about your current routine, and what would you like to change?" Do not write a full script first.

Self-assessment: circle 1 to 4

Clear main point 1 2 3 4

Reasons and relevant examples 1 2 3 4

Useful vocabulary / ability to paraphrase 1 2 3 4

Connection between ideas 1 2 3 4

Comfortable pace / natural pauses 1 2 3 4

Ability to ask or answer a follow-up 1 2 3 4

1 = not yet, 2 = sometimes, 3 = usually, 4 = consistently. This is a personal progress tool, not an official CEFR test.

Write one speaking strength

Choose one improvement priority

Six practical speaking formulas

Use these structures whenever you are not sure how to organise an answer

BUILD LONGER, MORE USEFUL ANSWERS
ANSWER > REASON > EXAMPLE > EXTRA DETAIL

KEEP A CONVERSATION MOVING
REACT > FOLLOW-UP QUESTION > SHARE > RETURN

GIVE AND DEFEND AN OPINION
POSITION > SUPPORT > OTHER VIEW > CONCLUSION

TELL A CLEAR AND ENGAGING STORY
SETTING > PROBLEM > RESPONSE > RESULT

SPEAK CLEARLY AT WORK AND IN EVERYDAY SITUATIONS
CONTEXT > CLEAR REQUEST > REASON > CONFIRMATION

SPEAK WITH GREATER FLEXIBILITY
PAUSE > REPHRASE > EXPLAIN > CHECK

Tip: a formula is a support, not a script. Adapt it to the question and your natural speaking style.

Unit 1: Build longer, more useful answers

Part A | Learn the language and practise the structure

Outcome

Move from one sentence to a clear 45-90 second answer.

SPEAKING FORMULA
ANSWER > REASON > EXAMPLE > EXTRA DETAIL

Five useful expressions

1. I would say that ...
2. One reason is that ...
3. For instance, ...
4. What I also find useful is ...
5. Another point worth mentioning is ...

A model answer

NOTICE THE ORGANISATION
I prefer learning in small groups because I can speak more often. For example, in my last class we discussed travel in pairs. That helped me use new phrases straight away.

Language tip

Use because for a reason, for example to introduce an example, and also to add detail.

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 1: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

Describe a place where you learn well. Give an answer, a reason, one specific example and an extra detail.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "It is useful."

2. "My town is interesting."

3. "I enjoy studying English."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 1: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
A new classmate asks why you are learning English.

ROLEPLAY 2
A neighbour asks why you like your area.

ROLEPLAY 3
A colleague asks which skill matters most at work.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

Unit 2: Keep a conversation moving

Part A | Learn the language and practise the structure

Outcome

Ask natural follow-up questions, respond and change topic smoothly.

SPEAKING FORMULA
REACT > FOLLOW-UP QUESTION > SHARE > RETURN

Five useful expressions

1. That sounds ...
2. How did you ...?
3. What was that like?
4. That reminds me of ...
5. Speaking of ..., have you ...?

A model answer

NOTICE THE ORGANISATION
That sounds interesting! How did you get involved? I tried something similar last year, although I found it quite difficult. What do you enjoy most about it?

Language tip

Avoid asking many questions without adding your own relevant detail. Balance asking and sharing.

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 2: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

A friend says, "I started a new hobby last month." Respond warmly and ask two different follow-up questions.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "I went to London."

2. "I had a busy weekend."

3. "I started a new course."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 2: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
You meet another student before class.

ROLEPLAY 2
You talk to a colleague during a break.

ROLEPLAY 3
You catch up with a friend you have not seen for months.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

Unit 3: Give and defend an opinion

Part A | Learn the language and practise the structure

Outcome

State an opinion, acknowledge another view and respond respectfully.

SPEAKING FORMULA
POSITION > SUPPORT > OTHER VIEW > CONCLUSION

Five useful expressions

1. From my perspective, ...
2. The main advantage is ...
3. I take your point, but ...
4. On the other hand, ...
5. Overall, I would argue that ...

A model answer

NOTICE THE ORGANISATION
I think flexible hours can improve wellbeing because people can manage their routines. On the other hand, teams still need time together. Overall, a mixture of flexibility and shared hours seems sensible.

Language tip

Soften disagreement: "I see why you think that, but ..." instead of "You are wrong."

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 3: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

Should employers offer a four-day working week? Give a view, two reasons and one limitation.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "Online lessons are better."

2. "Travel is important."

3. "Everyone should exercise."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 3: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
A friend wants to ban phones in restaurants.

ROLEPLAY 2
A colleague proposes making all meetings online.

ROLEPLAY 3
A classmate argues that grammar is more important than speaking.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

Unit 4: Tell a clear and engaging story

Part A | Learn the language and practise the structure

Outcome

Use accurate past forms and signposting to build a beginning, middle and end.

SPEAKING FORMULA
SETTING > PROBLEM > RESPONSE > RESULT

Five useful expressions

1. At first, ...
2. I had already ... when ...
3. All of a sudden, ...
4. Fortunately, ...
5. In the end, ...

A model answer

NOTICE THE ORGANISATION
Last summer, I travelled to Edinburgh for a conference. Unfortunately, the train was cancelled after I had already arrived at the station. I found a later service and called the organiser. In the end, I arrived on time for the afternoon session.

Language tip

Use past simple for main events and past perfect for an earlier action when the order matters.

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 4: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

Tell a story about a plan that changed unexpectedly. Include three sequence markers.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "I lost my keys."

2. "The meeting was late."

3. "We missed the bus."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 4: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
Tell a friend about a travel problem.

ROLEPLAY 2
Explain a mistake and how you corrected it.

ROLEPLAY 3
Describe a day that began badly but ended well.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

Unit 5: Speak clearly at work and in everyday situation

Part A | Learn the language and practise the structure

Outcome

Make polite requests, clarify and agree on next steps.

SPEAKING FORMULA
CONTEXT > CLEAR REQUEST > REASON > CONFIRMATION

Five useful expressions

1. I am contacting you about ...
2. Would it be possible to ...?
3. Just to clarify, ...
4. Could we agree on ...?
5. Let me confirm the next steps.

A model answer

NOTICE THE ORGANISATION
I am calling about the meeting on Thursday. Would it be possible to move it to 11? I have another appointment at 10. If that works for everyone, I will update the invitation.

Language tip

Questions with could / would often sound more tactful than direct commands.

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 5: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

You need more time for a work project. Ask for an extension, explain why and suggest a new deadline.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "Send me the file."

2. "I do not understand."

3. "The delivery is late."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 5: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
Reschedule a meeting politely.

ROLEPLAY 2
Report a problem with a service.

ROLEPLAY 3
Give a concise project update and request support.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

Unit 6: Speak with greater flexibility

Part A | Learn the language and practise the structure

Outcome

Paraphrase, repair mistakes and use thinking time without freezing.

SPEAKING FORMULA
PAUSE > REPHRASE > EXPLAIN > CHECK

Five useful expressions

1. Let me think for a moment.
2. What I mean is ...
3. Let me put it another way.
4. I cannot remember the exact word, but ...
5. Does that make sense?

A model answer

NOTICE THE ORGANISATION
That is an interesting question. What I mean is that the process could be simpler. Let me put it another way: fewer steps would make it easier for new users. Does that make sense?

Language tip

A short, natural pause is better than speaking faster or apologising repeatedly.

SPEAK: Read the model once. Then close the page and express the same idea in your own words.

Unit 6: guided speaking practice

Part B | Build accuracy without losing fluency

Task 1 - Prepare and speak

Explain the word "subscription" without saying it. Then describe a complex process in simple language.

Task 2 - Expand these short answers

Use the unit formula. Add a reason, a real example and a meaningful extra detail where possible.

1. "It is complicated."

2. "I forgot the word."

3. "You misunderstood me."

B2 STRETCH: Respond to a different viewpoint, use a contrast expression, or add a condition.

Unit 6: speaking in context

Part C | Practise, adapt and review

Three roleplays

ROLEPLAY 1
Explain an unfamiliar expression to a classmate.

ROLEPLAY 2
Recover when you lose your train of thought in a meeting.

ROLEPLAY 3
Give a one-minute answer with one deliberate pause and paraphrase.

Three-round challenge

Round 1: Speak for 45 seconds.
Round 2: Add one new expression and a specific detail.
Round 3: Speak for 75-90 seconds with fewer notes.

Reflection

[ ] Was my main point clear?

[ ] Did I use at least one example?

[ ] Could I paraphrase when a word was missing?

[ ] What will I improve next time?

One phrase I want to reuse

28-day speaking challenge: overview

A repeatable 10-minute routine - no subscription or account required

Structure

Each week practises a different cluster of skills. You can work alone, with a friend or in a class. Do not worry if you miss a day: return to the next task without trying to rush.

WEEK 1 - LONGER ANSWERS
Answer: What do you do to relax? Record 45 seconds without notes. ... Re-record Day 1; note two improvements.

WEEK 2 - OPINIONS AND STORIES
Should everyone learn a second language? Give a reason. ... Repeat Day 10; add more precise vocabulary.

WEEK 3 - PRACTICAL ENGLISH
Ask to change a meeting time; give a reason. ... Record a two-minute workplace scenario.

WEEK 4 - FLEXIBLE FLUENCY
Answer a difficult question using a calm pause. ... Re-record Day 1 and compare clarity, length and confidence.

Simple progress tracker

For each day, mark: D = completed, R = repeated, or S = skipped. If possible, save recordings from Days 1, 10, 21 and 28 to compare.

Day 01	Day 02	Day 03	Day 04	Day 05	Day 06	Day 07
Day 08	Day 09	Day 10	Day 11	Day 12	Day 13	Day 14
Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21
Day 22	Day 23	Day 24	Day 25	Day 26	Day 27	Day 28

Week 1 - Longer answers

Seven short speaking activities - allow about 10 minutes each

DAY 01 - RECORD YOUR STARTING POINT
Answer: What do you do to relax? Record 45 seconds without notes.

DAY 02 - ADD REASONS
Answer: Why are you learning English? Include two reasons.

DAY 03 - MAKE IT SPECIFIC
Describe your hometown with one example and one detail.

DAY 04 - ASK A FOLLOW-UP
Respond to: I have started a new course. Ask three natural questions.

DAY 05 - SHARE AND RETURN
Talk about a hobby and ask your partner about theirs.

DAY 06 - IMPROVE A SHORT REPLY
Expand: I like travelling. Aim for 60 seconds.

DAY 07 - REVIEW AND REPEAT
Re-record Day 1; note two improvements.

Weekly review

One thing I can do better now:

One expression I will reuse next week:

Week 2 - Opinions and stories

Seven short speaking activities - allow about 10 minutes each

DAY 08 - STATE A VIEWPOINT
Should everyone learn a second language? Give a reason.

DAY 09 - ADD A COUNTERARGUMENT
Discuss working from home: one advantage and one drawback.

DAY 10 - DISAGREE POLITELY
Respond to: Online learning never works.

DAY 11 - TELL A STORY
Describe an unexpected change of plan in 60 seconds.

DAY 12 - USE TIME MARKERS
Retell yesterday using first, then, after that and finally.

DAY 13 - PAST PERFECT PRACTICE
Tell a story with had already and when.

DAY 14 - REVIEW AND REPEAT
Repeat Day 10; add more precise vocabulary.

Weekly review

One thing I can do better now:

One expression I will reuse next week:

Week 3 - Practical English

Seven short speaking activities - allow about 10 minutes each

DAY 15 - POLITE REQUEST
Ask to change a meeting time; give a reason.

DAY 16 - CLARIFY INFORMATION
Practise: Could you clarify...? and Do you mean...?

DAY 17 - EXPLAIN A PROBLEM
Describe an order delay and ask for next steps.

DAY 18 - GIVE AN UPDATE
Report: progress, one risk and next action.

DAY 19 - JOB INTERVIEW
Answer: Tell me about a challenge you solved.

DAY 20 - NEGOTIATE
Suggest two options for a deadline or arrangement.

DAY 21 - REVIEW AND REPEAT
Record a two-minute workplace scenario.

Weekly review

One thing I can do better now:

One expression I will reuse next week:

Week 4 - Flexible fluency

Seven short speaking activities - allow about 10 minutes each

DAY 22 - BUY THINKING TIME
Answer a difficult question using a calm pause.

DAY 23 - PARAPHRASE A WORD
Explain bicycle, appointment and refund without naming them.

DAY 24 - EXTEND A DISCUSSION
State an opinion, acknowledge another view and conclude.

DAY 25 - MAKE A PREDICTION
How might your town change in ten years?

DAY 26 - SCENARIO CHALLENGE
Choose any two speaking cards and record both.

DAY 27 - TEACH SOMEONE
Explain your favourite speaking formula to a learner.

DAY 28 - FINAL RECORDING
Re-record Day 1 and compare clarity, length and confidence.

Weekly review

One thing I can do better now:

One expression I will reuse next week:

Model answers and response ideas

Examples, not the only correct answers

Unit 1: Build longer, more useful answers

I enjoy learning English in small groups because there are more opportunities to speak. For instance, when we discuss a topic in pairs, I can test new expressions. I also feel more relaxed when everyone contributes.

Unit 2: Keep a conversation moving

Really? That sounds exciting. What made you choose that hobby? I tried photography recently and enjoyed it more than I expected. How often do you practise?

Unit 3: Give and defend an opinion

From my perspective, a four-day week could improve concentration and wellbeing. Employees may be more productive after proper rest. However, some services need coverage every day. I would favour a trial before making a permanent change.

Unit 4: Tell a clear and engaging story

I had arranged to meet a friend on Saturday, but it started raining heavily. We had planned to walk in the park, so we changed our plans. Eventually, we visited a museum instead and had a very enjoyable afternoon.

Unit 5: Speak clearly at work and in everyday situations

I am getting in touch about the report due on Friday. Would it be possible to extend the deadline until Monday? We are still waiting for two figures. If that is acceptable, I will send a draft on Friday afternoon.

Unit 6: Speak with greater flexibility

Let me think. The main issue is that the instructions are unclear. What I mean is that a new customer might not know where to begin. A short example would make the process much easier to follow.

There is no single correct answer to an open speaking question. Focus on appropriate content, clarity, grammar that supports meaning and a natural response.

Final self-assessment and learner notes

Compare your Day 28 recording with your baseline

Speak again

Repeat the baseline prompt from page 3 for 60 seconds. Then try a new question from the speaking-card deck, including one polite follow-up question.

Score yourself using the same six statements

Clear main point Before: ___ / 4 Now: ___ / 4

Reasons and examples Before: ___ / 4 Now: ___ / 4

Vocabulary and paraphrasing Before: ___ / 4 Now: ___ / 4

Linked ideas Before: ___ / 4 Now: ___ / 4

Pace and natural pauses Before: ___ / 4 Now: ___ / 4

Conversation follow-up Before: ___ / 4 Now: ___ / 4

What improved?

What will I practise for the next month?

For teachers

Adapt activities for pairwork and rotate speakers frequently. Ask for student-led responses before offering corrections. Respond to repeated patterns after the conversation rather than interrupting every mistake.

Keep practising - and share this resource

Free learner and classroom use

Next steps

Choose three cards each week. Revisit your favourite speaking formula. Add one new phrase to a personal vocabulary list and use it in a genuine conversation.

What is included in the full toolkit

- This 30-page learner workbook
- 60 printable B1-B2 speaking cards with challenge and follow-up
- A 28-day speaking challenge tracker
- A short guide for teachers and study partners
- Online self-study exercises and free practice prompts

Share and classroom use

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A note about proficiency

This resource is aligned with common B1-B2 speaking practice goals. It is not a CEFR qualification, accredited assessment or guarantee of improvement.