

_____ 's
Speaking
Book

Sample Copy

Flexi English

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Sample Copy

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All pictures: creative commons: pixabay or private pics.
*** = advanced task

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Sample Copy

Let's learn to SPEAK English

Let's chat
in English

How to prepare for the chats with your teacher

- Your teacher will tell you when you are ready to do a new speaking task from this book.
- Read the instructions and the help card carefully.
- Take notes (keywords). Do **NOT** write whole sentences. Your teacher wants to see that you can speak – do not read a prepared text.
- Practice what you want to say.
- Then tell your teacher that you are ready for the chat.
- **Important:** Mistakes and pauses are normal. Do not worry about them. Maybe you will even notice some mistakes in the sample videos. Just speak.
- To get a first idea, watch some of the sample videos of year 1 students.



So bereitest du dich für Sprechaufgaben mit deiner Lehrperson vor:

- Dein Lehrer/Deine Lehrerin sagt dir, wenn du bereit bist eine der Sprechaufgaben aus diesem Buch zu machen.
- Lies die Angaben und die Hilfekarte (help card) genau. Frage nach bevor du mit der Vorbereitung startest, wenn dir etwas unklar ist.
- Schreibe Stichwörter auf (keywords). Schreibe **KEINE Sätze**. Du sollst zeigen, dass du sprechen kannst – nicht, dass du vorbereitete Texte lesen kannst.
- Übe, was du sagen willst.
- Melde dich bei deiner Lehrperson, wenn du bereit bist die Sprechaufgabe zu machen.
- **WICHTIG:** Fehler und Pausen sind normal. Mach dir deswegen keine Sorgen. Vielleicht fallen dir auch in den Videos Fehler auf. Sprich einfach.

My useful English Phrases

Use the English words in everyday life. If you have used a phrase five times, you can color the shape.

Write your own English phrases in the empty shapes

Come on -
let's do it!

Thanks

Hello!
Let's talk
about

How do you say
in English?

Can I help you?

Let's go!

I love it!

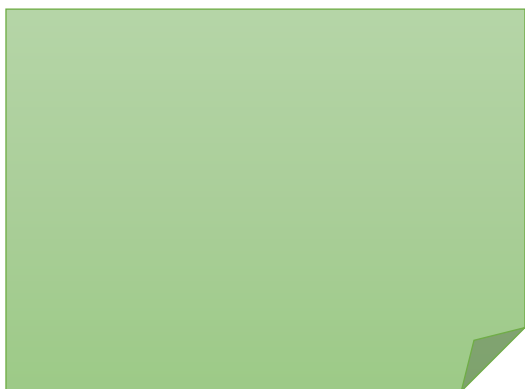
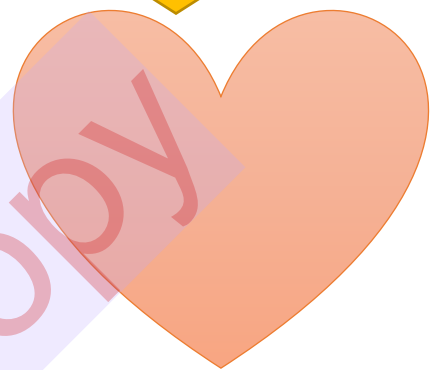
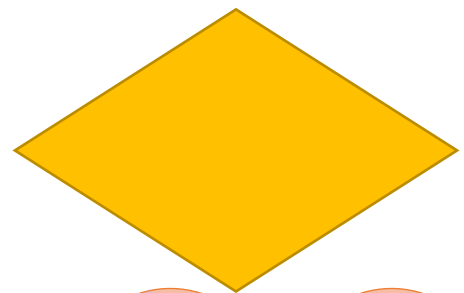
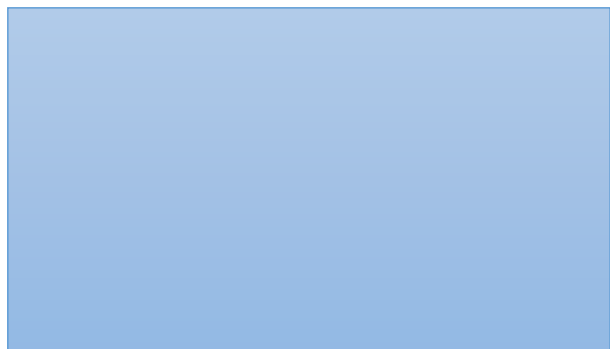
Why not?

Bye, see you later!

That's so
cool!

My useful English Phrases

Keep collecting and using English phrases and write them into the shapes.



1. That's Me – who are you?

Watch this example:

What can you say about yourself? Tell us lots of things about yourself. Tell us about

- your hobbies,
- your family,
- what languages you speak
- what you like,
- what you don't like,
- your favorite food
- and other favorite things.

My cheat-sheet (Schwindelzettel):

Here you can write some important words that you want to use in your chat.

Practice your little presentation, then talk to your teacher. Remember: Do NOT read a prepared text.

Help card!

Tell us about

- Your name, age, where you are from
- Your family
- Hobbies and things you like doing
- Things you don't like doing
- Food
- Animals and pets
- More ideas...



Language tips:

I am from / I live in

I like... / I don't like... / I love...
/ I hate...

My favorite ... is/are

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

2. Find out about a new classmate

Preparation (Vorbereitung)

What will you ask (was wirst du fragen)?

What's _____?	You want to know his / her name
How	You want to know how old he / she is
Where	You want to know where he / she comes from
	You want to know what languages he / she speaks
	You want to know if he / she has any brothers or sisters.
	You want to know if he / she has any pets.
	You want to know what his/her hobbies are.
	You want to know what his/her favorite food is.
	your own ideas...

Help card!

Tipp**



- Make this a real dialogue.
Listen to the answers and ask for more information
e.g.
 - Why **do** you **speak** Turkish?
 - What kind of dog **do** you **have**? (American)
 - What kind of dog have you got? (British)
 - How old are your brothers and sisters?
 - How often **do** you **play** soccer?
 - What's your favourite computer game?

Language tips:
Look at the words in **bold** (fettgedruckt!)

Practice your dialog, then act it out for your teacher.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Range of vocab and structures					
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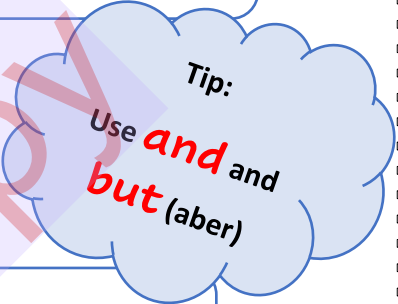
3. Present a new classmate

Watch this example:

What can you say about your new classmate?

Tell us everything you know about your new classmate. Write your notes (keywords) in the boxes.

Name	Age	Country and Languages
Brothers and sisters?	Pet(s)?	
He/She likes...	and	He/She likes...
		and
but	He/She doesn't like...	
Hobbies	Favorite food(s)	Favorite animal(s)



Practice what you are going to say about your classmate. Then ask your teacher to do the chat with you.

Help card!

Remember!



If you talk about another person you need to use the **S**

She like**S** swimming but she
doe**S**n't like skiing.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Range of vocab and structures					
Accuracy					
Comment					

4. My friend and I ***

Tell your teacher about your friend and about yourself.

What do you have in common (gemeinsam)?

What is different (unterschiedlich)?

Preparation (Vorbereitung)

What will you talk about (worüber wirst du sprechen)?

Take notes – only keywords (Mache Notizen. Nur Stichwörter, keine Sätze)

our names		
our age (how old)		
home countries		
languages		
family (brothers/sisters)		
Pets		
Hobbies		
favorite food(s)		
things we don't like		
Your ideas...		

Help card!

Remember!



Talking about yourself

I like swimming but I don't like skiing.

If you talk about another person you need to use the **S**

She like**S** swimming but she doe**S**n't like skiing.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Fluency					
Range of vocab and structures					
Accuracy					
Comment					

5. My Family

Tell us about your family. Give us **lots of details** about **two or three people** in your family.

Important members of my family are:

name

Age (how old)

In his/her free time ...

He/She speaks because...

He/She likes... but doesn't like...

He/She loves... but doesn't like...

He/She has ...

He/She hates...because

He/She doesn't have...

His/her favorite ... is/are...

Help card!



Remember!

If you talk about **one** other person you need to use the **S**.

She like**S** swimming but she does**n**'t like skiing.

If you talk about more than one person you do not need an **S**.

My parents **like** swimming but they don't **like** skiing.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
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Comment					

6. My Daily Routines

Tell us about your typical schoolday. Tell us lots of details from getting up to going to bed.

When do you
get up?

Breakfast?
When? What?
Who makes it?

Shower? Teeth?
Get dressed?

How do you
get to school?
What time?

When does school
start / end?
What time is
recess?

Lunch? Where?
When?

After lunch?

Afternoon?
School?
Homework?

Hobbies?
Clubs?

Dinner? Who?
When? What?

Brothers?
Sisters?
Friends?

After dinner?

Evening?

When do you go
to your room?
What do you do
there?

When do you go
to bed?
TV? Reading?

When do you
go to sleep?

Help card!



first,
then.
after that
after breakfast/lunch/ dinner
5 minutes/an hour later

always
usually
often
sometimes
never

Make it interesting !

I **usually** don't have breakfast
because I like to sleep late **but**
on Tuesdays I have breakfast
because I stay at my dad's place
and he makes pancakes for me.

and
but (aber)
because (weil)

How do you feel about your presentation?

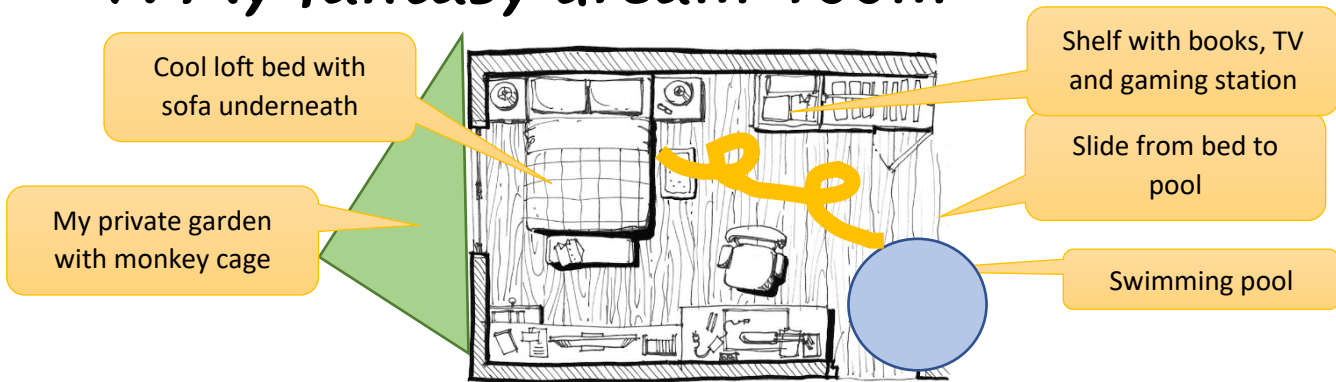


What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Fluency					
Range of vocab and structures					
Accuracy					
Comment					

7. My fantasy dream-room



Draw a quick plan of your dream-room on a piece of paper.
Be creative – you can have anything you want!

Plan your little presentation:

General impression of your room (light, dark, cosy, big, small...)

When you enter the room you see....

Describe all the pieces of furniture in detail and tell us where they are. *Beschreibe alle Möbelstücke und erkläre wo sie sind.*

Tell us what they look like, whether you like them, what you use them for... *Erkläre wie sie aussehen, ob du sie magst, wofür du sie benutzt.*

Make a list of the furniture here and add a few keywords. Do NOT write whole sentences. *Mache eine Liste der Möbelstücke und schreibe ein paar Stichwörter auf – keine ganzen Sätze!*

Helpcard



between



in front of



behind



to the left of



above



under / below



on



next to



to the right of



opposite

Tip: Your teacher should be able to draw your room from your description. Make sure they know where everything is. Dein Lehrer/Deine Lehrerin sollte den Raum nach deiner Beschreibung richtig zeichnen können. Stelle sicher, dass sie wissen, wo was ist.

How do you feel about your presentation?

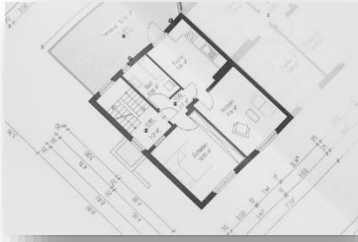


What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Comment					

8. My Dream-house***



Be creative. Describe your dream-house in detail. Start from the outside – what kind of house is it. Then walk us through the house. What rooms do you have?

Describe your favorite room in detail. Make a good plan and describe the house so well that your teacher can draw it while you are talking.

Use this table to plan your presentation

My dream house: general idea
place / where?
outside:
rooms on the ground floor:
rooms on the first floor
other details: what is so special about this house?
My favorite room in this house is:
where is it?
general impression (allgemeiner Eindruck): bright, cosy, colorful...
pieces of furniture and where they are
Tell us lots of details (colors, what it is used for, your favourite place...)

Help card



between



in front of



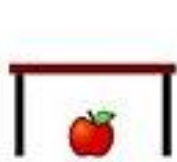
behind



to the left of



above



under / below



on



next to



to the right of



opposite

How do you feel about your presentation?



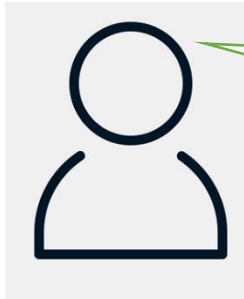
What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

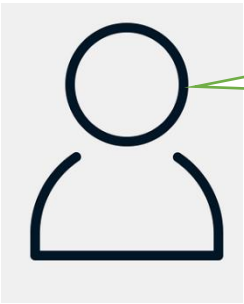
	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

9. Perfect food for my birthday party

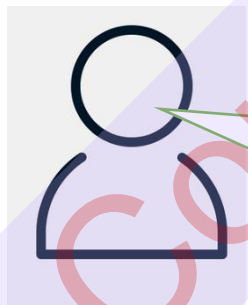
Design an ideal buffet for a birthday party. You have invited 15 friends, including these three:



I love sweet things.



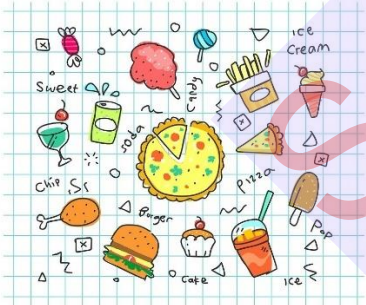
I love all kinds of junk food.



I am vegetarian and I love fruits and vegetables.

Tell your teacher what you are going to buy and serve.

Don't forget drinks. Write some ideas (keywords!) in the box below.



Help card:



I'm going to buy.... because

....most people like...

I'm going to make.... because

... some people (don't) want...

I'm (not) going to serve...

...most of my friends (don't) like ...

My mother/grandmother/friend can help me to make

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

10. A really fun, cool day in my life

Tell us about a cool day in your life. Tell us lots of details from getting up to going to bed.

Why was the day special?

When was that?

Where were you?

What did you do first?

What happened then?

Who was with you?
Why?

How did you feel?

What did you do next?

What happened after that?

Why?

Would you like to do it again?
Why (not)?

What did other people think about it?

What was the best thing about the day?

...

What did you do in the evening?

...

...

Help card!

Remember!



If you talk about a day in the past, use the past tense

I **walked** to the beach
but I **did** not go into the
water, **because** it was
too cold.

Always give extra
information to
make it more
interesting

Some words have irregular past tense forms.

was / had / went / ran / said / thought / met /
ate / bought / ...

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Fluency					
Range of vocab and structures					
Accuracy					
Comment					

11. Finding out about a friend's holidays

Your friend was on holiday. Ask **him/her** lots of questions to find out as much as possible about the holidays. Then tell your teacher about it.

Write down a few questions here to get started. When you talk, ask more questions to find out about details.

Where did _____?	You want to know where he/she went-
When did _____?	You want to know when he/she went there and for how long.
How long did _____?	
Who went _____?	You want to know who went with him / her
What _____?	You want what they did there
	You want to know what was the best thing they did? Why?
	You want to know how your friend felt..
	You want to know what they did first?
	You want to know what they did then?
	Your own ideas...

Help card!

Remember!



When you talk about a day in the past, use the past tense

Where **did** you **go** in the holidays?

I **went** to Slovenia to visit my grandparents.

Always give extra information to make it more interesting

Some words have irregular past tense forms.

was / had / went / ran / said / thought / met /
ate / bought /

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	Good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

12. My pet or the pet I would like to have

Tell us everything we need to know about your pet /or the pet you would like to have. Explain why it is a good pet.

Plan what you want to say about your animal. Write keywords into the table.

What kind of animal is it?
What does it look like?
What does it eat?
What should it not eat?
Home: indoor / outdoor / stable/ cage/ basket...
Other important information about this pet:
Why is it a good / the best pet:

Help card:



Remember: Animals are "it". My favourite animal is a chameleon. **It** lives in a terrarium. You have to clean **its** terrarium once a month.

It **needs** fresh water every day

You **have to** clean its cage every week

You **should** feed it vegetables and corn. It **also** likes....

You **shouldn't** feed it sweets **but** you **can** give it fresh fruit as a treat.

You **mustn't** let it run outside **because** it will run away.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

13. Our favourite outfits

Think of all the clothes that you have. What would you wear if you wanted to look really nice or cool?

Discuss your favorite outfit with your friend. Explain in detail what it looks like and why you like it so much. Ask your friend about his/her favorite outfit and tell him/her what you think about it. Give your friend some tips how to improve the outfit (=make it even better).

Make a quick sketch of your favorite outfit here. Label the pieces of clothing and write some keywords (e.g. baggy / cropped / soft / warm /)



Help card!

My favourite outfit is a with
...because....



You could add....

It looks really nice. I think
it would look even better
if you.....

Which of these items are you going to talk about?

- **clothing items:** jeans, shorts, T-shirts, sweaters, cardigans, hoodies, pullovers, skirts, blouses, dresses, jackets, coats,
- **accessories:** belts, scarves, jewelry, earrings, rings, bracelets,
- **materials:** cotton, wool, nylon...
- **designs:** striped, checkered, with a flower pattern, with polka dots,

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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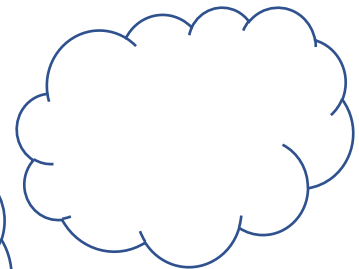
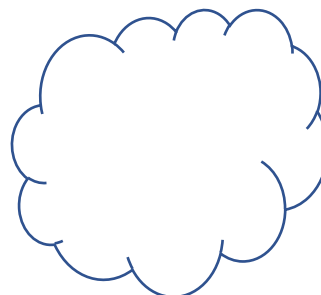
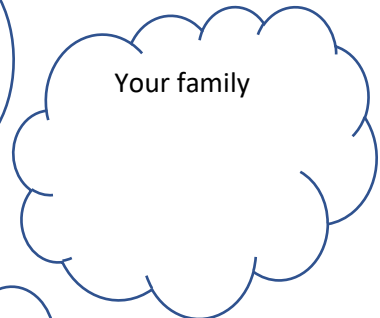
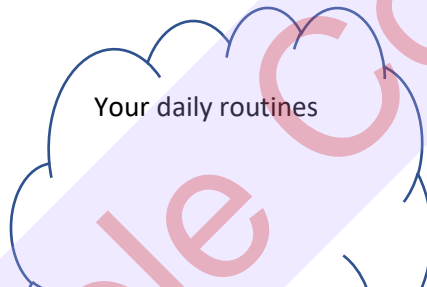
14. My life in 15 years

Monologue

Imagine yourself in 15 years. What will your life be like? Where will you be living? Who will be with you? What will you be doing? Will you be studying or working? Will you have a partner or even children? What will the world be like?

Think about different aspects of your daily life in the future. Write down some keywords. Then tell your teacher about your future.

Think about:



Remember!



If you talk about the future and predict things (vorhersagen), you use the **will** future.

I think I **will live** in a big city, maybe in Vienna or in London.

I hope I **will have** my own flat and I **will own** a big dog.

Maybe everybody **will** have flying cars, or at least hoverboards.

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

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Range of vocab and structures					
Accuracy					
Comment					

15. Our plans for the next weekend

Write down your **plans** for the next weekend. If you don't have any plans yet, make them now. You don't have to do cool things, you can also plan to stay at home, help your mum, study for school

Find out what your partner is going to do next weekend. Ask for lots of details.

Then tell your partner about your plans for the weekend.

	Saturday	Sunday
GMT+02 07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		

Remember!

If you talk about your future **plans**, you use the **going to** future.

What **are** you **going to do** next Saturday?

Next Saturday I **am going to sleep** in and then have a big breakfast. Then I **am going to meet** some friends and go to the shopping centre.

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

16. Truth or lie?

Write down 3 sentences about interesting things that you **have done** in your life. Two are true and one is a lie. Your partner does the same thing. Now ask your partner lots of questions about these events. Find out which one is not true.

Answer your partner's questions. Be creative and convincing. Can you deceive (täuschen) your partner?

Write down your three things here:

EXPERIENCES

1. I have

2. I have.....

3. I have....

Tip: Ask lots of questions to find out if your partner is lying or telling the truth. Ask for **details**.



Help card!

Remember



When you talk about **experiences** (about what you have done in your life), you use the **present perfect tense**.

I have won a competition.

I have touched a shark.

I have eaten insects.

When you talk about **specific events in the past** (and about all the **details**), you use the **past tense**.

That was when I **was** six years old. We **were** in Kitzbühl and I **took** part in a skiing race for kids. I **won** the first prize.

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

17. Let's meet

Roleplay

Person A

You want to go to the cinema with your friend. You suggest different films and try to find a date when you are both free.

Your notes:

Person B

Your friend wants to go to the cinema with you, but you do not have enough money this month. You need to wait for next month's pocket money, so you invent lots of things why you cannot go on the dates that your partner is proposing. (vorschlagen) Make this a long dialogue!

Your notes:

Help card!

Would you like to watch.....?



I'm not a big fan of ... movies

How about?

Sounds great. When would you like to go?

Are you free on?

I'm sorry. I can't.

Why not?

I **have to** walk the dog, and...
I **am going to** go shopping with my mom.

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

18. The best place in our town

What is the best place in our town. What makes it so special? What can you do there? How do you get there from school?

Take some notes:

What is it?	
Where is it?	
What can you do there?	
What is special about the place?	
Why is it your favorite place in town?	
How can you get there?	

Draw a small map here to illustrate the way from your school to the place:

Help card!

My favorite place is ...because



Useful phrases:

- You must take the bus / tram ...
- Take the number bus and change at
- Get off at
- You can go there by bike...
- You can walk to this place...
- Turn right - left - at
- Cross the street

How do you feel about your dialogue?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

19. My topic

Talk about a topic that you are really interested in.
Give lots of details.

Take some notes here:

Why is the topic important for you?

What do you know about the topic?

How did you learn about it?

What would you like to do about it?

What should everybody know about it?

Help card!

Remember



- Explain the most important points first
- Give examples to explain your point of view

In my opinion....

Many people believe that.....
but...

Many people believe that.....
but...

I want people to know that.....

This is important to me because.....

If I could change one thing, it would be...

How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

20. Show and tell

Bring an interesting object from home and tell us why this item is important to you? Give lots of details.

Take some notes here:

Why is the item important or interesting for you?

What do you use it for?

How do you feel about it?

When did you get it? Who gave it to you?

What else do you want to tell us about this item?

Help card!

Remember



Need some help? Watch some of the examples [here](#) :

This is important to me because.....



It makes me feel

I got it from my

It reminds me of...



How do you feel about your presentation?



What can you do to get even better next time?

FOR THE TEACHER This is what your teacher thinks about it:

	not yet	poor	ok	good	excellent
Fluency					
Range of vocab and structures					
Accuracy					
Comment					

Sample Copy