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Cambridge YLE: Starters Speaking

This worksheet includes activities to practise for Cambridge Young Learners English: Starters Speaking Test.

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1 Speaking Practice: Answering questions about a picture


 **A** Ask pupils to look at the picture on pages 24 and 25 of their book. Ask these questions.

- How many animals are there?
- How many bunnies are there?
- How many animals in the picture are sitting down?
- How many animals are asleep?
- How many are happy?
- What colour are the Christmas lights?
- What colour is Betsey's dress?
- What colour is the cat?
- What colour are Billy's trousers?
- Where is Barney sitting?
- Where is Billy sitting?
- What is Benjy wearing?
- Who has got a skipping rope?
- Who has got a frog?
- Who has got coloured chalks?

B Give pupils a minute to look at the picture. Get them to close their books then ask the questions again. Can they answer the questions from memory?

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2 Speaking Practice: Making statements about a picture

 Ask pupils to work in pairs, to look at the picture on pages 24 and 25, and to write 5 statements about the picture, e.g. *Billy has got a blue frog. Mother is wearing a green skirt.*

Then tell them to show their statements to another pair. The other pair must say whether the statements are true or false. Less confident pupils can do the task with their books open at page 24-25; more competent pupils can try to do it from memory, with their books closed.

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3 Speaking Practice: Answering questions about objects

 Use the pictures from CD-Rom Picture Dictionary. Use the second part, where no words are given below the pictures. Point to the items at random, and ask questions about them following the examples below.

Point to the hat and ask:

What's this? What colour is it? Is it a toy? Are you wearing a hat?

Point to the frog and ask:

What's this? What colour is it? Do you like frogs? Are you afraid of frogs?

S 4 **Speaking practice: Rhyme**



Say the first two lines of the rhyme several times, encouraging pupils to mime the actions as you say it; and to join in with the words as soon as they feel confident.

Jump, skip,

Run, hop.

Then say the next line and encourage pupils to mime playing leapfrog.

Next say the last line: **Now stop!** Say it loudly and clearly, and hold up your hand, with the palm facing forwards, to indicate 'stop'. When you say the word '**Stop**' and give the 'stop' sign, pupils must stop their mime immediately. Say the verse a couple of times more so that pupils get used to it.

Jump, skip,

Run, hop.

Now play leapfrog,

Now stop!

Teach verse 2 of the rhyme in the same way.

Write, draw,

Look, hop,

Now read a book,

Now stop!

Next lesson, revise the first two verses of the rhyme, and then teach the next two verses, following the same procedure as before.

Sing, shout,

Count, hide,

Sleep, hop.

Fight, hop.

Now turn around,

Now put on your trousers,

Now stop!

Now stop!

You can return to the rhyme and revise all 4 verses over the next few weeks, encouraging pupils to join in with it.

You could play a class game with the rhyme. Divide the class down the middle of the room, to make two groups. Ask pupils to turn so they are facing the other group. Group A says the rhyme, giving the orders; and Group B doesn't say anything, but obeys the orders to '*jump*', '*skip*', etc by miming the activities. As soon as Group A gives the '**Stop**' order and makes the 'stop' sign, Group B must stop their mimes. Do two verses with Group A giving the orders; then let the groups swap roles and do two verses with Group B giving the orders and Group A miming them. Which group was the fastest to obey the order to '**Stop**'?