

**M****Cambridge YLE: Movers Speaking**

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

M**1 Speaking Practice: Answering questions about a picture**

Ask pupils to look at the picture on pages 6 and 7 of their book. Ask these questions.

- How many people are in the picture?
- Who is riding a horse?
- Who is waving?
- Who is looking through the windows?
- What colour is Beauty's dress?
- What colour is Beauty's hair?
- Is Beauty's hair long or short?
- How many people are inside the house?
- Who are they?
- Who is outside the house?
- What is father riding?
- Where is he going?
- What is Beauty wearing?
- How many people are waving?
- What colour are the windows?
- Is it raining?
- Is the sun shining?
- How many trees are in the picture?

Now ask pupils to look at the picture on pages 8 and 9 of their book. Give pupils a minute to look at the picture. Then ask them to close their books. Ask these questions again and see if pupils answer the questions from memory.

- Is it day or night?
- Who is in the picture?
- What colour is his hat?
- Where is he going?
- What is he riding?
- Is he ill?
- Is he tired?
- Has he got a bag?
- How many trees are in the picture?
- Is there a castle?
- Is it big?

M**2 Speaking Practice: Making statements about a picture**

Ask pupils to work in pairs, to look at the picture on pages 14 and 15, and to write 5 statements about the picture, e.g.

Beauty is wearing a red dress.

There are 3 books in the picture.

Beauty is holding a book.

Beauty is talking to her father.

Beauty is happy.

There is a green chair in the picture.

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 14 - 15; more competent pupils can try to do it from memory, with their books closed.



M 3 Speaking practice: memory game



Say *I went to the castle...* mime thinking, and then add... *and I ate some food.*

Then say, *I went to the castle, I ate some food ...* mime thinking, and then add ... *and I had a drink.* Say *I went to the castle, I ate some food. I had a drink ...* then encourage pupils to think of the next item. You can use mime to suggest things they could add to the list, e.g. *sleep, wake up, go into the garden, pick a flower, hear, see, talk.*

Continue to add items to the list until it becomes too long for the class to remember, e.g. *I went to the castle, I ate some food. I had a drink, I went to sleep, I woke up, I went into the garden, I saw lots of flowers, I picked a pink rose, I heard a roar, I saw an ugly beast, I talked to the beast.*

Play the game again. This time start by saying: *I went to school and I ...*

M 4 Listening practice: verb bingo



Remind pupils that most verbs make the past tense form by adding *-ed* at the end of the word, e.g. *walked, talked, liked, looked, loved, helped, picked, shouted, stayed, turned, used, waited, wanted, played.*

Now write these verbs on the board:

buy, come, eat, find, give, go, have, put, ride, say, see, take, think, tell, wake

Check pupils know what they mean. These words do not make the past tense form in the usual way, by adding *-ed* at the end. Ask if pupils know the past tense form of any of these words. Go through them together with the class (but do not write the past tense forms on the board).

Now ask pupils to draw a grid of 6 squares like this:

Pupils must choose 6 verbs from the list on the board, and write one verb in each square of the grid. Tell pupils not to write the same 6 words as their friends but to choose their own set of 6 words. They write the present tense form, like the list on the board, e.g.

come	take	buy
think	ride	eat

Play a game of Bingo. You read out verbs from this list – at random – pausing after each one: *ate, went, put, woke, bought, gave, rode, came, found, had, said, told, thought, saw, took.* If pupils have the matching verb on their grid, they draw a cross through it, e.g. if you say *ate* then any pupils who have *eat* on their grid draw a cross through it.

If you say *took*, then any pupils with *take* on their grid draw a cross through it.

When pupils have drawn a cross through all the six verbs on their grid, they call out 'Bingo!'. The first person to call 'Bingo' is the winner.

Play again, telling pupils to draw a new grid and to choose different verbs.



M 5 Listening practice: Story Quiz team game



Tell pupils they are going to play a team quiz game. Divide the class into Team A and Team B.

Scoring system:

- 2 points if you correctly answer your team's question
- 0 points if you answer incorrectly
- 1 point if you correctly answer a question that the other team can't answer

Ask Team A question 1. If they answer correctly give them 2 points. If they answer incorrectly, give them 0 points. If Team B can answer Team A's question, they get 1 point. Ask Team B question 2. If they answer correctly give them 2 points. If they answer incorrectly, give them 0 points. If Team A can answer Team B's question, they get 1 point. Continue, asking the teams alternate questions. The team with the most points is the winner.

QUIZ QUESTIONS

- 1 How many brothers and sisters has Beauty got?
- 2 Where does Beauty live?
- 3 Where does her father go one day?
- 4 What would her sisters like their father to bring them as presents?
- 5 What would Beauty like?
- 6 Why did the man go into the castle?
- 7 Where did he sleep?
- 8 What did he see in the garden?
- 9 What did he hear in the garden?
- 10 When did the man tell Beauty about the beast?
- 11 Why did Beauty say she must go to live with the beast?
- 12 What did the beast give Beauty?
- 13 What could Beauty see in the magic mirror?
- 14 Why did Beauty say she must go home?
- 15 What did the beast say she must take with her?
- 16 How long did the beast say she should stay at home?
- 17 How did Beauty make her father better?
- 18 How long did Beauty stay at home?
- 19 Did she think about the beast every day?
- 20 What questions did Beauty's sisters ask?
- 21 What made her sisters angry?
- 22 Who did Beauty see when she looked in the magic mirror?
- 23 Where was he?
- 24 How did Beauty go back to the castle?
- 25 What did she take in her hand?
- 26 What did she say to the beast?
- 27 What happened when the beast changed into a prince?
- 28 Was the prince ugly?
- 29 Who had used magic on the prince?
- 30 Why was the prince better now?



QUIZ ANSWERS

- 1 two sisters
- 2 in a big house
- 3 to the city
- 4 new dresses
- 5 a rose
- 6 it was evening / he was tired / the door was open
- 7 by the fire
- 8 lots of flowers
- 9 a roar behind him
- 10 after a few days
- 11 because her father gave his word
- 12 beautiful clothes and lots of roses
- 13 her father and sisters
- 14 she saw her father. /her father was ill. / She wanted to help her father.
- 15 the magic mirror
- 16 one week
- 17 she gave him good food and put flowers in his room
- 18 three weeks
- 19 no, she never thought about him
- 20 Is the beast very ugly? Do you like living with him?
- 21 Beauty's dresses were nicer than theirs
- 22 the beast
- 23 in the garden
- 24 on her father's horse
- 25 the beast's hand
- 26 I love you
- 27 there was a flash of light
- 28 no, he was handsome
- 29 a bad fairy
- 30 because Beauty gave him her love

M 6 Personalisation exercise

Write these prompts on the board and ask pupils to write true sentences about themselves.

- A Every morning I
- B Every evening I
- C Every night I
- D Every week I
- E One day I
- F Today I must
- G I mustn't

Ask individual pupils to stand up and read out some of their sentences to the class.



M 7 Speaking practice: Poem



Write these words on the board (on 3 lines, as shown):

*castle, spell, magic, mirror, well,
fairy, king, queen, monster,
kiss, frog, prince.*

Ask pupils to read the words. Can they think of traditional fairy tales which contain these things? Fairy tales are often about our wishes coming true – characters in fairy tales do many things to make their wishes come true, e.g. they wish in a magic well, they rub a magic lamp, they look in a magic mirror, etc. Pupils may think of other features, and you can add them to the board if you wish – but keep them separate from the 3 lines of words above (as these will be used to help pupils learn the poem).

Read the first verse of the poem. Read it again and check that pupils understand it. Say it again, encouraging pupils to join in with the words as they become familiar with it.

Read verse 2, pointing to the key words on the board: *castle, spell, magic, mirror, well*. Read verse 2 again, encouraging pupils to join in, and pointing at the words on the board as prompts.

Say both verses again.

Do verse 3 in the same way.

Say all three verses again.

Do verse 4 in the same way.

Say the whole poem.

Divide the class into groups and help each group learn one verse. Now let the class perform the poem, each group saying their verse.

If you wish, pupils can write out 'their' verse and can draw pictures to illustrate it too.

Verse 1:

***I love to read old fairy tales
when I go to bed.
The stories are exciting,
and they get inside my head ...***

Verse 3:

***I talked to a bad fairy,
I met a king and queen,
I saw an ugly monster,
And I ran away from him.***

Verse 2:

***I visited a castle,
I read a magic spell,
I looked in a magic mirror,
I wished in a magic well.***

Verse 4:

***I kissed an ugly frog,
but things aren't what they seem,
he didn't turn into a prince,
because it was just a dream.***