



S Practice for Cambridge YLE: Starters Speaking

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

S 1 Speaking practice: Answering questions about a picture



Ask pupils to look at the picture on pages 6-7. Ask these questions:

- Is this a city?
- Is this a jungle?
- Is there a river?
- Is there a tree?
- Is there a monkey?
- Is there an elephant?
- Is there a rhinoceros?
- Is there a fire?
- Is there a leopard?
- How many trees are there?
- How many birds are there?
- How many zebras are there?
- How many chicks are there?
- Are there three birds?
- Are there two butterflies?
- Are there two leopards?
- What colour is the giraffe?
- What colour are the butterflies?
- What colour are the trees?
- What colour is the sky?



2 Speaking practice: memory game

Ask pupils to look at the picture on pages 22-23. Now ask pupils to close their books. Ask these questions and see if pupils can answer from memory.

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| <i>Is there a monkey?</i> | <i>Are there any snakes?</i> | <i>How many flamingos are there?</i> |
| <i>Is there a leopard?</i> | <i>Are the elephants dirty?</i> | <i>What colour are the flowers?</i> |
| <i>Is there a zebra?</i> | <i>Are the animals happy?</i> | <i>What colour is the monkey?</i> |
| <i>Is there a tiger?</i> | <i>How many elephants are there?</i> | <i>What colour are the birds?</i> |
| <i>Are there any flowers?</i> | <i>How many blue birds are there?</i> | |



3 Speaking practice: making statements about a picture

Make statements about the picture and ask pupils to say if they are true or false. They can look at the picture while you do this, or you can ask them to do it from memory.

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| <i>There are four flamingos.</i> | <i>No There are three flamingos.</i> |
| <i>There are six elephants.</i> | <i>No. There are five elephants.</i> |
| <i>The elephants are sad.</i> | <i>No, they are happy.</i> |
| <i>The elephants are dirty.</i> | <i>Yes</i> |
| <i>There are two blue birds and two blue chicks.</i> | <i>Yes</i> |
| <i>There is a green bird.</i> | <i>No. There is a white bird.</i> |
| <i>Etc.</i> | |



4 Speaking and writing practice: sentence building



Write these sentence halves on the board.

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|-----------------------------------|-----------------------------------|
| A In the jungle there are | is full of water. |
| B The animals | are happy together in the jungle. |
| C One day there is | very big. |
| D The fire is | in their trunks. |
| E The blue bird's beak | of elephants. |
| F The flamingos are | can stop the fire. |
| G There are lots | a fire. |
| H The elephants have water | very tired. |
| I Together they | cool rivers. |

Ask pupils to come to the board and to draw lines to match the halves to make complete sentences.

Answers:

- A** In the jungle there are cool rivers.
- B** The animals are happy together in the jungle.
- C** One day there is a fire.
- D** The fire is very big.
- E** The blue bird's beak is full of water.
- F** The flamingos are very tired.
- G** There are lots of elephants.
- H** The elephants have water in their trunks.
- I** Together they can stop the fire.



5 Speaking practice: Rhyme

Teach this rhyme, following the procedure outlined below.

The rhyme may seem quite long, but you will see that the verses are very similar, and there is a lot of repetition. Once pupils have learnt the first verse, and have understood how each verse follows the same pattern, they should learn it quickly. However, you may prefer to teach the rhyme over several lessons.

Write the numbers 1, 2, 3, on the board. Say them together with the class.

Now say Verse 1 of the rhyme. Say it several times, and point to the numbers on the board as you say the last line. Encourage pupils to say the last line with you. After a few times, you can remain silent for the last line, and let pupils say the last line together, without you.

Say Verse 1 again, encouraging pupils to join in and say the whole verse with you as they feel confident.



Verse 1:

***There are animals in the jungle,
Count with me.
I can see animals
1, 2, 3.***

(Use the Young Readers Flashcards to help, it would be a good idea to use these pictures as prompts to help pupils learn the verses of the rhyme.)

Now draw a tree on the board, and say: There are monkeys in the tree.
Repeat the phrase a few times, and then say the whole of Verse 2:
Say it several times until pupils can confidently say it with you.

Verse 2:

***There are monkeys in the tree.
Count with me.
I can see monkeys
1, 2, 3***

Now flap your arms like a birds' wings, and say: There are birds in the sky.
Repeat the phrase a few times, and then say the whole of Verse 3:
Say it several times until pupils can confidently say it with you.

Verse 3:

***There are birds in the sky.
Count with me.
I can see birds
1, 2, 3,***

Make a hissing noise, like a snake, and say: There are snakes in the grass
Repeat the phrase a few times, and then say the whole of Verse 4:
Say it several times until pupils can confidently say it with you.

Verse 4:

***There are snakes in the grass.
Count with me.
I can see snakes
1, 2, 3***

Mime being a fish, opening and closing your mouth like a fish.
Say There are fish in the river.
Repeat the phrase a few times, and then say the whole of Verse 5:
Say it several times until pupils can confidently say it with you.

Verse 5:

***There are fish in the river.
Count with me.
I can see fish,
1, 2, 3***



Finally, repeat Verse 1 again.

*There are animals in the jungle,
Count them with me,
I can see animals,
1, 2, 3*

If you wish, you can suggest to pupils that they make up other verses for themselves. Write an outline on the board:

*There are in the,
Count them with me,
I can see,
1, 2, 3*

Ask the class to suggest other verses, e.g.

*There are butterflies in the sky. ...
There are zebras in the grass ...
There are rhinos in the river...
There are ants in the tree...*

You can teach the new word 'ant' by using the pictures on pages 6, 9, 11. If you wish, you can point out that this 'ant' represents level 'a' of the series of readers, as shown on the back cover.

You can try and keep the suggestions realistic, or you can allow pupils to make up nonsense verses, such as *There are leopards in the sky... There are fish in the tree...* etc. Sometimes, the fun of nonsense helps pupils to remember language.