

S 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**



Make a copy of this picture for every pair of pupils in the class (see last page). Ask pupils to look at the picture. Ask these questions.

Picture A



- How many children are there?
- How many animals are there?
- Has the teacher got a pet?
- Has Anna got a mouse?
- Has Ben got a white mouse?
- Has Sally got a mouse?
- Has Sally got long hair?
- Has Matt got long hair?
- Has the teacher got white hair?
- Is Ben next to Sally?



2 Speaking Practice: Answering questions about a picture

Tell pupils to look at the picture very carefully for 2 minutes. Then ask them to turn over the picture so they can't see it. Ask these questions and see if pupils can answer the questions from memory.

- Who's got a rabbit?
- Who's got a dog?
- What colour is the cat?
- What has Matt got?
- Who's got long hair?
- What colour is the teacher's hair?
- What colour is Matt's shirt?
- What colour is Ben's mouse?
- Who's next to the teacher?
- Who's got a bird?



3 Making statements about a picture: Spot the Difference

Point to the title at the top of the picture, and explain that this is Picture A. Now ask pupils to look at page 3 of their books. Explain that the picture in the book is Picture B. Ask pupils to compare the two pictures and to try and find differences between A and B. Pupils work in pairs to find differences between the two pictures and to write 5 statements about them, under headings: e.g.

Picture A

The teacher's got a dog.
Anna's got a brown rabbit.
Ben's got a white shirt.
Matt's cat is white.
The teacher hasn't got glasses.
The teacher's got white hair.

Picture B

The teacher hasn't got a pet.
Anna's got a white rabbit.
Ben's got a blue shirt.
Matt's cat is brown and white.
The teacher's got glasses.
The teacher's got brown hair.



4 Speaking and listening practice:

When pairs of pupils have finished Exercise 3, they join up with another pair to play a game. One pair look at both pictures: Picture A and Picture B, and they read a statement from the list they wrote in Exercise 4. The other pair do NOT look at either of the pictures, and try to say (from memory) which picture the statement is about. For example. one pair of pupils say: *The teacher hasn't got glasses.* The other pair say *Picture A*, and they are told Yes if their answer is correct; and they are told *No* if it is wrong. Then the pairs swap roles.

5 Odd one out

Write these Odd one out puzzles on the board. Read them out one by one and ask pupils to say which item is the odd one out, i.e. which item does not fit in a set with the other words. Accept any answers which pupils can justify to you.

- | | |
|---------------------------|------------------------------|
| 1 jam eggs butter cat | 6 dad child teacher mum |
| 2 fish cat dog rabbit | 7 get pet let put |
| 3 fridge fork plate spoon | 8 black ball brown red |
| 4 climb hide play cage | 9 butter rabbit bedroom tank |
| 5 bike mouse ball bed | 10 fridge plate chair tree |

Answers:

- 1 *cat* (the others are all foods)
- 2 *fish* (lives in water, the others all live on land)
- 3 *fridge* (the others are all things we eat with)
- 4 *cage* (the others are all verbs, things we do)
- 5 *mouse* (the others all begin with 'b'; it is the only living thing.)
- 6 *child* (the others are all adults) or *teacher* (the others are all family members)
- 7 *put* (the others all rhyme) or *pet* (the others are all verbs)
- 8 *ball* (the others are all colours) or *red* (the others all begin with 'b')
- 9 *tank* (the other words are all 2-syllables.)
- 10 *tree* (the others are all to be found inside the house.)

 **6 Speaking practice: Rhyme**

Say Verse 1. Repeat it several times. Check pupils understand what it means. Encourage pupils to say verse 1 with you. Get them to use a scolding voice and shake their finger when they are saying Mum's words. Ask them to think of a mime to illustrate the mouse. Now repeat this process with verse 2.

Encourage pupils to say verse 2 with you. Get them to use the scolding voice for Mum. Ask them to think of a mime to illustrate the sticky jam.

Teach Verse 3, using the process described for verses 1 and 2. Ask them to think of a mime to illustrate bouncing the ball on their heads.

Repeat the first three verses of the rhyme, repeating them a couple of times and encouraging pupils to join in.

Teach verse 4. Remind pupils to wag their finger to show Mum telling what the child can't do. Ask them to mime riding a bike.

Teach verse 5 and verse 6.

Repeat the whole rhyme. Divide the class in 2 groups; one can be the child, and say the child's words; the other group can be the mother and say her words.

You can return to this rhyme in later lessons, and repeat it again. Do not worry if pupils cannot remember it all – just read it out and let them do the appropriate mimes and join in with the parts they can remember.

Verse 1

**I love my mouse. I love my little mouse.
But Mum says 'You can't take him in the house.'**

Verse 2

**I like jam, I like sticky red jam.
But Mum says 'You can't eat jam with ham.'**

Verse 3:

**I like my ball. I like to bounce it on my head.
But Mum says 'You can't play ball on the bed.'**

Verse 4:

**I love my bike. And I love to ride,
But Mum says 'You can't ride your bike inside.'**

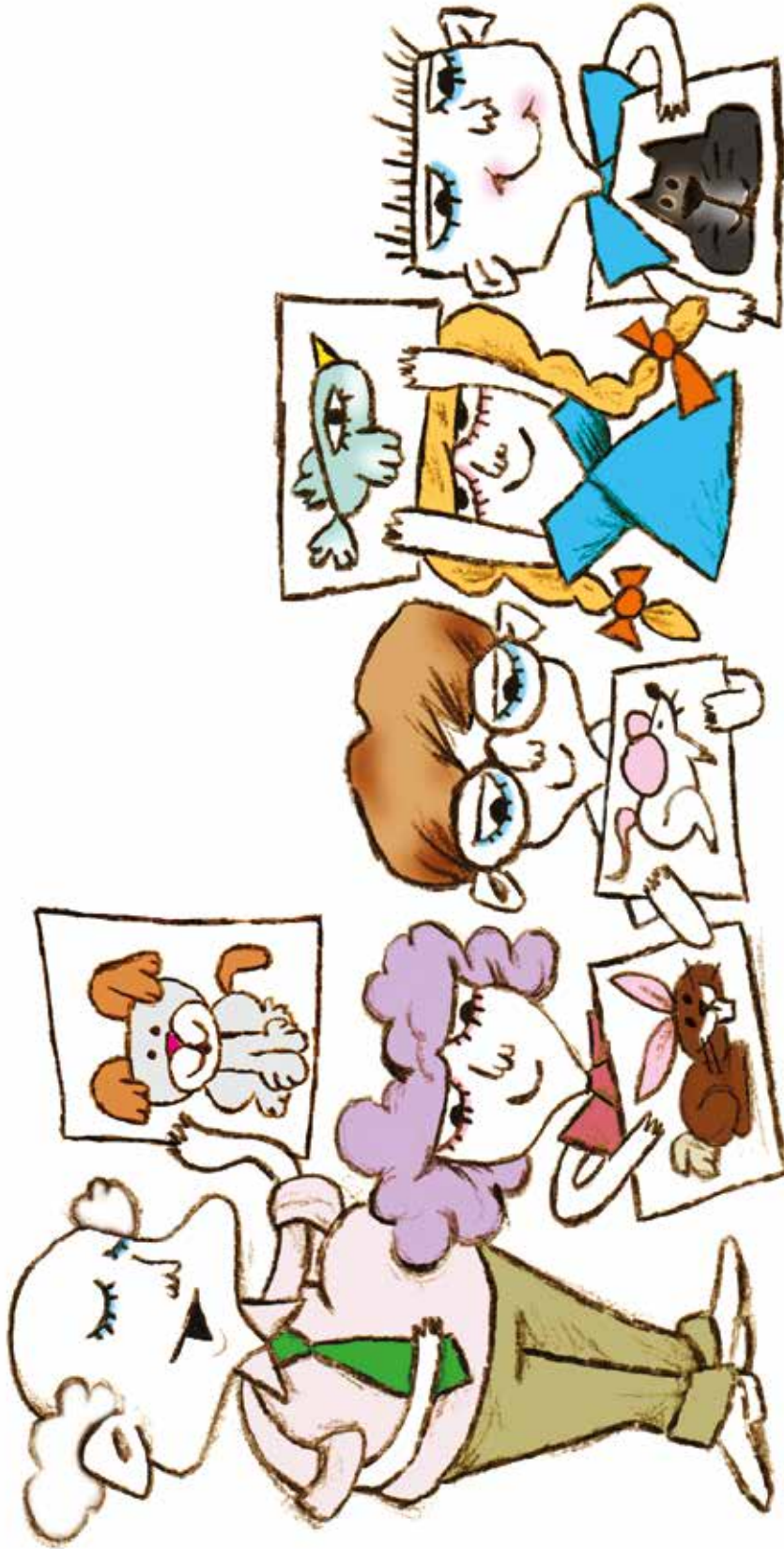
Verse 5:

**Mouse, jam, ball, bike
Mum never lets me do the things I LIKE!**

Verse 6:

**Why does she say this? Oh... yes.
Because I always make a mess!!!**

Picture A



Matt

Sally

Ben

Anna