

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 page 23 of their book. Ask these questions.

- Is it summer?
- What season is it?
- Is it hot?
- Is it cold?
- Are they in the house?
- Where are they?
- How many children are wearing a hat? (explain *hat* and any other new words through mime or translation)
- How many children are there?
- Are they playing football?
- Are they flying a kite?
- Is there a cat?
- Is there a dog?
- Are there any birds?
- What is Andy holding in his hands?
- What colour is it?

Give pupils a minute to look at the picture. Then ask them to close their books. Ask the questions again and see if pupils answer the questions from memory.

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



Ask pupils to work in pairs, to look at the picture on page 7, and to write 5 statements about the picture, e.g. *It is summer. The sun is shining. It's cold. It's light. There are seven boys. They are playing football. One boy is wearing a hat.*

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



3 Speaking practice: Memory game

Say *I can read*, Ask the class to repeat the statement.

Then point to a pupil and ask them to repeat the statement and to add another item to it, e.g. *I can read and I can sleep*. Again, the class repeats.

Point to another pupil and ask them to repeat the statement and to add another item to it, e.g. *I can read, I can sleep and I can talk*. Again, the class repeats.

Another pupil adds another item to the list, e.g. e.g. *I can read, I can sleep, I can talk and I can ride a bike*. Again the class repeats. If they get stuck, then remind them with a mime what comes next.

Continue until the list is too long for the class to remember all the items correctly. Then play the game again, with different verbs.



4 Reading and writing practice: Sentence building

Write these sentence halves on the board. Explain new words if necessary (horse, bike, brother).

- | | |
|-------------------------|---------------|
| A I like | ride a horse. |
| B I've got a | brother. |
| C I've got a red | bike. |
| D I can | the dark. |
| E I don't like | sun. |
| F I'm afraid of | winter. |

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

Possible answers:

- A** I like sun. I like the dark. I like winter.
- B** I've got a brother. I've got a bike.
- C** I've got a red bike.
- D** I can ride a horse.
- E** I don't like winter. I don't like the dark.
- F** I'm afraid of the dark.



5 Speaking practice: Personalisation

Ask pupils to alter words in the sentences, so that the sentences are true about themselves, e.g.

- A** I like sun.
- B** I've got three brothers.
- C** I've got a green bike. Or I haven't got a red bike.
- D** I can't ride a horse.

This can be done orally first, then ask pupils to write down their 6 true personal sentences.

Optional extension:

Depending on pupils' ability and confidence, you can encourage them to make longer sentences about themselves, including negative and positive statements, e.g.

- A** I like sun. I don't like rain.
- B** I've got three brothers but I haven't got a sister.
- C** I haven't got a bike. I can't ride a bike.
- D** I can't ride a horse but I can swim.
- E** I'm not afraid of the dark. But I'm afraid of cats.

 **6 Speaking practice: Asking questions with have got**

Write these lists on the board. Ask pupils to make questions from the lists, then ask their partner the questions. Demonstrate that there are lots of possible questions e.g. *Have you got a big bedroom? Have you got a little sister? Have you got a new bike?* Encourage pupils to reply not just *yes / no* but with complete sentences, *Yes, I have / No, I haven't.*

Have you got a		bike	?
	big	kite	
	little	cat	
	new	sister	
	blue	brother	
	green	a garden	
		a bedroom	

 **7 Rhyme**

Say the chorus of the rhyme, and repeat it several times. Check pupils understand what it means.

Then ask pupils to say it together with you. Repeat at least once.

Now ask pupils to tell you what they do in summer. They may have to use their mother tongue for this.

Teach the summer verse. Repeat several times and encourage pupils to say it with you. If you wish you can devise mimes for the various activities mentioned in the verse, e.g. jumping, running, swimming, skiing and encourage pupils to act out these mimes as the words occur in the rhyme.

Say the summer verse and encourage pupils to join in with the words as they become familiar with them.

Repeat the chorus.

Ask pupils what they do in autumn. Teach the autumn verse, repeating it several times and using mime if you wish.

Repeat the chorus.

Teach the winter and spring verses using the same method, as described above.

Say the whole rhyme, i.e. all 4 verses and the chorus too. Encourage pupils to join in any way they can, e.g. by reciting the words with you, by doing the mimes, or by saying the chorus.



If you wish, you can divide the class into four groups and let each group learn one verse. Then recite the whole rhyme, with everybody joining in with the chorus and each group saying their particular verse.

After a few days or weeks have passed, come back to the rhyme and recite it again with the class.

Chorus:

**Summer, autumn, winter, spring
Seasons come and seasons go
Sun and rain and wind and snow**

Summer verse:

**In summer I can jump and run,
I can swim and play in the sun**

Autumn verse:

**In autumn leaves fall from the tree
My friends play in the leaves with me**

Winter verse:

**In winter I can skate and ski
My friends play in the snow with me**

Spring verse:

**In spring it's warm, and windy and light
My friends come and we fly our kites**