

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 6-7. Ask these questions.

- How many people are there?
- What room is this?
- Is it upstairs or downstairs?
- Is there a table?
- Is there a sofa?
- Is there a wardrobe?
- Are there curtains?
- Is there a sandwich on the table?
- Is there an ice cream on the table?
- Is there an apple on the table?
- Is there a cup of coffee on the table?
- Who is making breakfast?
- Who is reading?
- Who is playing?
- Who is getting ready for school?
- Who is sleeping?
- What is Dad reading?
- What is Baby playing with?
- What is Emily doing?
- What is Mum doing?

M 2 **Speaking practice: memory game**



Now ask pupils to close their books and to answer questions from memory.

- How many bricks is Baby playing with?
- What colour are the bricks?
- What is Mum holding in her hand?
- What colour is Emily's sweater/jumper?
- What colour are Mum's eyes?
- What colour is Dad's hair?
- What colour are the curtains?
- What colour is Emily's bag?
- Is Mum's hair long or short?
- Is there some juice on the table?
- Is there some cheese on the table?

Add other questions, using food words and clothes words which pupils know.

M 3 **Speaking practice: Pair work 1 – draw and describe Pair work 2 – listen and draw**



My room



My friend's room

Ask pupils to look at the picture. Quickly revise the names of the various items of furniture. Ask pupils to suggest things that might be found in a bedroom and write their suggestions on the board. Suggestions might be:

socks, shoes, books, a computer, a clock, a school bag, a TV, a lamp, crayons, etc.

Explain to pupils that they must choose any five items from the list on the board, and draw these items in the “My room” picture (See page 5 of this Worksheet for a larger version.). They must not let their partner see what they are drawing. Note: Remind pupils that they should draw the things in a position in the bedroom which they will be able to describe in English, e.g. *on the bed, under the bed, on the rug, on the desk.*



Now tell pupils to work in pairs. Pupil A describes the items they have drawn, e.g. *There's a sock under the bed. There are three books on the desk.*

Their partner, Pupil B, listens to the description and draws the items on the “My friend's room” picture.

Pairs then swap roles, and Pupil B describes the items in the “My room” and Pupil A draws them on “My friend's room”

At the end of the task, every pupil should have two drawings: “My room” should be their own drawing, and “My friend's room” is what their partner described to them.

When they have finished, tell pupils to compare their pictures and see if they got the details in “My friend's room” correct.

You can now ask pupils to write a few sentences about the two pictures, describing the differences between them, e.g. *In my room there are three books on the desk, but in my friend's room there is a book on the rug.*

In my friend's room there is a lamp on the bedside table, but there isn't a lamp in my room.

M 4 Team game: telling the time board race



Draw clocks on the board, showing these times:

1.30, 2 o'clock, 3.30, 4 o'clock, 5.30, 7 o'clock, 8.30, 10 o'clock, 11.30, 12 o'clock
(Note: if pupils are familiar with *quarter to* and *quarter past* then you can add clocks showing examples of these times too.)

Divide the class into two teams. Choose one pupil from each team to be the Player. Ask these two Players to stand at the back of the classroom. Give each of the two Players a piece of chalk. Say *What's the time? It's half past three.* The two Players must run to the front of the classroom, and try to be the first to draw a chalk circle round the appropriate clock. The Player to do so correctly wins a point for their team. Choose two different pupils to be the Players, and repeat, choosing a different time.

Tip: If noise is a problem, you can ask the Players to stand beside the board instead of at the back of the class – this reduces the amount of running and the amount of noise and excitement.

You can allow teams to call out help to their Player, or you can make them play in silence, perhaps only allowing help to be whispered, or mimed.

M 5 Speaking practice: dialogue



Explain to pupils that this is the phone call between Mum and the police officer. Ask pupils to read the dialogue and to choose the correct responses for the police officer. **(Answers: c, c, b, b, a, a).**

Mum: Hello. Is that the police?

Police: **a)** Can he sing?

Police: **a)** Yes. What time is it?

b) Can he run away?

b) Yes. How old are you?

c) Can he watch TV?

c) Yes. Can I help you?

Mum: No he can't. He's tied up.

Mum: There's a thief in my house.

Police: **a)** Oh, that's good.

Police: **a)** How old is the thief?

b) Oh, that's stupid.

b) Do you like the thief?

c) Oh, that's busy.

c) Where is the thief now?

Mum: Yes. My cat is a hero

Mum: He's in the hall.

Police: **a)** Where do you live?

Police: **a)** What is the thief reading?

b) Where do you sleep?

b) What is the thief doing?

c) Where do you eat?

c) What is the thief eating?

I'm coming to your house.

Mum: He's lying on the floor.

I want to meet your cat!

Go through answers with the class, and then choose one pupil to come to the front of the class, and read out the dialogue together with you.

Ask pupils to act out the dialogue in pairs.

M 6 Speaking practice: Rhyme



Chorus

*Walk around my house with me.
Upstairs, downstairs. What can you see?*

Verse 1

The bathroom, where I brush my teeth.

The bedroom, where I go to sleep.

Walk around my house with me.

Upstairs, downstairs. What can you see?

Verse 2

The garage, where I keep my bike.

The garden, where I fly my kite.

Walk around my house with me.

Upstairs, downstairs. What can you see?

Verse 3

The nursery, where Baby plays with me.

The living room, where we watch TV.

Walk around my house with me.

Upstairs, downstairs. What can you see?

Verse 4

The study, where I read my book.

The kitchen, where my parents cook.

Walk around my house with me.

Upstairs, downstairs. What can you see?

Chorus

Walk around my house with me.

Upstairs, downstairs. What can you see?

Say the chorus of the rhyme several times. Get pupils to join in as they become more confident:

Say the first two lines of verse 1. Repeat them once or twice.

The bathroom, where I brush my teeth.

The bedroom, where I go to sleep.

Encourage pupils to mime the actions as they listen.

Now say the whole 4 lines of verse 1, encouraging pupils to mime the actions and to join in with the chorus as they become more familiar with the words.

Now say the first two lines of verse 2. Repeat them once or twice.

The garage, where I keep my bike

The garden, where I fly my kite

Get pupils to mime riding a bike and flying a kite.

Say the first two verses and chorus two or three times. Do not try and teach any more at this time.

The following lesson, revise verses 1 and 2. Then teach verses 3 and 4 in the way described above.

My room



My friend's room

