



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. First ask questions with simple yes/no answers.

- Are the leaves red and orange?
- Are there any mice in the picture?
- Is there a fox?
- Is there a mole in the picture?
- Is there a deer in the picture?

etc.

Then ask more open-ended questions, where pupils have to supply information.

- What colour are the leaves?
- What is the mole coming out of?
- What is the badger doing?
- How many different animals are there?
- What colour are the mice?
- Which animals are in the trees?
- What season is it?
- Where are the mice?
- How many hedgehogs are there?
- How many chipmunks are climbing trees?
- Which animal is holding a nut?

If you wish, put pupils into pairs and let them make up 5 questions of their own. They can then ask another pair their questions.

M 2 Speaking practice: Memory game



Tell pupils to look at this picture from the CD. Let them look at it for two minutes. Now ask pupils to close their books and answer questions from memory. If you wish, play this as a team game.





- How many trees are there in the picture?
- How many brown chipmunks are there?
- How many grey chipmunks are there?
- What colour is the bird?
- Where is the bird sitting?
- How many chipmunks are holding a nut?
- Does one chipmunk have a nut on his nose?
- Are any chipmunks asleep?
- Is one chipmunk hiding his nut?
- Where is he hiding it?
- What is the weather like?
- Is the sun shining?
- What is the chipmunk behind the bird doing?
- What is the chipmunk in front of the bird doing?

M 3 **Speaking practice: Memory game**



Say to the class,

I went to the forest and I saw a squirrel.

Point to a pupil and encourage them to repeat what you said, and to add another item, e.g.

I went to the forest and I saw a squirrel and a mouse.

Point to another pupil, who must repeat the sentence and add another item, e.g.

I went to the forest and I saw a squirrel, a mouse and a fox.

Continue with another pupil, e.g.

I went to the forest and I saw a squirrel, a mouse, a fox and two owls.

Continue in this way, pointing to pupils at random, to repeat and add another item to the sentence. Encourage pupils to add details, e.g.

I went to the forest and I saw a red squirrel, a little mouse and a hungry fox.

Continue the game until someone forgets an item, or can't think of a new item to add to the sequence. Then start again. You can choose a different place, e.g. *I went to the food shop and I saw...* which will elicit different vocabulary.

Tell pupils they must concentrate and listen carefully (all the time, not just when it is their turn to speak). Point out that it is their job to spot whether someone forgets an item in the list!

If you have a large class, pupils may get bored and restless waiting for you to pick them to speak, so you could ask the whole class to repeat the sentence each time; or you could divide the class into two halves: one half is the 'speakers' and they repeat the sentences in chorus; the other half is the 'spotters' and they listen out for mistakes.



M 4 Listening practice Past tense board race game



Write these verbs on the board. Write them at random, not in a list, scattered on the board, with plenty of space between the words:

asked ate blew broke changed came carried cried fell felt
grew had kept knew looked moved put said sat
shared shouted waited walked wanted was woke worked

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 the present tense form of one of the verbs on the board (e.g. say grow). The two players must run to the front of the classroom, and try to be the first to draw a chalk circle round the correct past tense, form i.e. grew. The first player to do so correctly wins a point for their team.

Choose two different pupils to be the players, and repeat, choosing a different verb.

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.



5 Memory Quiz: What can you remember about the story?

Tell pupils they are going to do a quiz, to see how much they can remember of the story. If you wish, this can be played as a team game. Divide the class into teams, and as you do the quiz, write each team's score on the board. The team with the most correct answers is the winner.

You can either give the answer to each question as you go along, or you can ask all the questions first, then go through the answers afterwards. Whichever way you choose to do it, allow pupils time to think about their answers.

Ask these questions.

- A What animal is Chippy?
- B Who is Charlie?
- C Which season do chipmunks usually gather food for the winter?
- D When did Chippy start to gather food?
- E Where do chipmunks carry food?
- F Where did Chippy put the food?
- G Did all the chipmunks have plenty of food?
- H What happened to the chipmunks who didn't have enough to eat?
- I What did the wind blow down?
- J What fell on Charlie?
- K How did Charlie feel?
- L Who came out of their burrows?
- M Why did they walk slowly?
- N Why did Chippy feel sorry?
- O What did Chippy do with all his seeds and nuts?



Answers

- A A chipmunk
- B Chippy's son
- C Autumn
- D In the spring
- E In their cheeks
- F In his burrow, and in a tree
- G No, they didn't
- H They were thin and sick and weak
- I Some big, old trees
- J A branch
- K Scared
- L The other chipmunks
- M Because they were weak and thin
- N Because he had taken all the food
- O He put them in a big pile and shared them

6 Speaking practice: Poem



Say the first verse of the poem:

***Frogs and foxes and mice and deer
Live in the forest, all through the year.***

Say this several times, and encourage pupils to join in with the words as soon as they feel confident. Ask pupils to think of a simple mime they could do to illustrate each animal as it is mentioned in the poem.

Now teach Verse 2 in the same way.

***In autumn they gather nuts and seeds,
They gather and save all the food they need.***

When pupils are quite confident with both verses, then teach Verse 3:

***In winter the hedgehogs and badgers and moles
Hibernate in their burrows and holes.***

Again, ask pupils to think of a simple mime they could do to illustrate each animal as it is mentioned in the poem.

Repeat all three verses several times until pupils can say the poem with confidence.

Now write the text of all 3 verses of the poem on the board, and ask pupils to copy them down onto a sheet of paper. (Or if you wish, you can give out a photocopied sheet with the words written on it.) For homework, ask pupils to draw and colour pictures to illustrate the poem.

The following lesson, ask pupils to show you their illustrations. Say the poem together once or twice to revise Verses 1, 2 and 3.



Now teach Verses 4, 5 and 6. Teach them in the same way. one verse at a time, with plenty of repetition.

***In winter there's wind and snow and ice
You don't see hedgehogs or badgers or mice.***

***Then winter goes and spring comes.
All the animals come out into the sun.***

***Frogs and foxes and mice and deer
Live in the forest, all through the year.***

Once again, either give pupils a photocopied sheet with the words of Verses 4, 5 and 6 on it, or ask them to copy the words down from the board. Ask pupils to illustrate these verses, possibly for homework. When pupils have finished their illustrations, display them in the classroom, or in a public area of the school.