



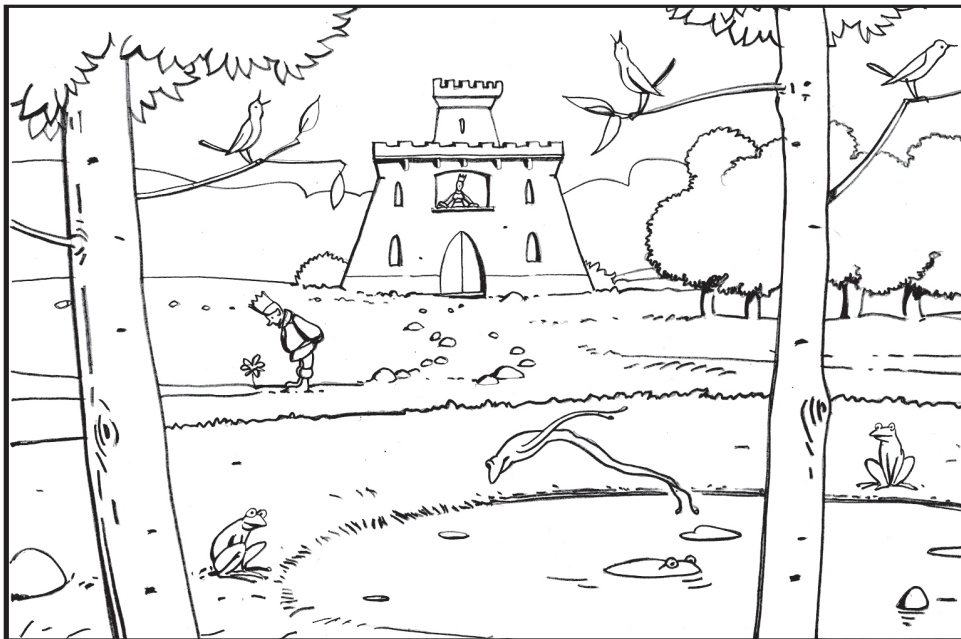
M Cambridge YLE: Starters Speaking

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

M 1 Speaking Practice: Answering question about a picture



Photocopy this picture and give each pupil a copy (see last page). Ask pupils to look at the picture. Ask these questions.



- Is there a palace?
- Has it got a tower?
- Has it got a balcony?
- Is there a pond?
- Are there some woods?
- Are there any birds?
- How many birds are there?
- How many flowers are there?
- How many frogs are there?
- Is there an owl?
- Are there any butterflies?
- Is the king bending down?
- Is he looking up?
- What is he looking at?
- Is he wearing a hat?
- Is the queen in the woods?
- Where is she?
- Is she looking through the door?
- Where is she looking?
- Who is wearing a crown?
- Who is looking down?
- Is there a princess in the picture?
- What are the frogs doing?
- How many frogs are sitting down?
- Where are they sitting?
- Is one frog swimming in the pond?
- How many frogs are jumping into the pond?

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

Now ask pupils to look carefully at the picture for 2 minutes, then to turn it over so they cannot see it. Then make these statements about the picture and ask pupils to say (from memory) whether they are true or false.

- There are four birds.
- There are two flowers.
- There is one butterfly.
- There are four frogs.
- There aren't any trees.
- There aren't any ducks.
- The king is in the woods.
- The queen is in the palace.
- She is on the balcony.
- Two frogs are swimming in the pond.
- Two frogs are sitting on a leaf.

3 **Speaking practice: Spot the Differences**

Tell pupils to look at their photocopied pictures again. Tell them to draw a prince in their picture – they can draw him anywhere in the picture they like. The prince can be doing whatever pupils want to draw. The prince is happy. He is laughing.

Tell pupils to draw a princess somewhere in the picture. She is looking for something – but what she is looking for, and where she is looking is pupils' own choice.

Tell pupils to colour their pictures. They can choose any colours they like, but they must not let other pupils see their picture.

Now divide the class into pairs - pairing together pupils who do not sit close to each other, so they will not have seen each other's drawing and colouring. Ask pupils to compare their picture with their partner's picture, and to make a list of the differences. The list should just be just brief notes, (e.g. *Prince playing tennis; eating cake*, not written as whole sentences), Now ask pupils to stand up and tell the class of three differences between their pictures (using their notes to help them remember if necessary.)

4 **Optional writing extension**

If you wish, ask pupils to write a few sentences to describe the differences between their pictures, e.g.

*In my picture, there is a black cat. The cat is sitting on the grass. It is looking at the frogs.
In Naomi's picture there is a white cat. It is drinking water from the pond.*

5 Commands game

Give a few commands to the class, e.g.

Jump!

Sit down!

Clap your hands.

Now explain that you are going to play a game. You will give commands, and pupils must obey them if you say 'please'. If you do not say 'please' they must ignore the command, and not do what you say.

Start the game:

Say: *Stamp your feet, please. Dance, please Close your eyes.*

Any pupils who obey the last command are now 'out' of the game. They should not have obeyed the command, because you didn't say 'please'.

Continue the game, with pupils going out of the game when they make a mistake. Play until only one (or a few) pupils are left in the game. They are the winners.

Start again and play the game again.

Suggested commands: (explain that pupils will have to mime some of the commands)

Kiss your hand

Cry

Bend down

Dance

Croak

Look at (your hand)

Look though (the window)

Look up

Look down

Sigh

Sing

Sit

Stamp your feet

Laugh

Pull (your hair)

Shout

Sniff

6 Jigsaw sentences

Write these sentences on the board. Ask pupils to re-order the words to make sentences, and then to compare their answers in pairs.

A in lives pond a Freddy

B want Freddy to doesn't be prince a

C fun and Everyone having is laughing

D is evening Friday it

Answers:

A Freddy lives in a pond.

B Freddy doesn't want to be a prince.

C Everyone is laughing and having fun.

D It is Friday evening.

7 Personalisation exercise

Ask pupils to correct the sentences in exercise 6, making just slight alterations, so that the sentences are true about themselves. Ask them to say one or two of the true sentences to the class.

e.g. **A** *I don't live in a pond.* OR *I live in a flat.*
B *I want to be a prince.* OR *I don't want to be a teacher, etc.*



8 Speaking practice: mime game

Mime shouting and ask *What am I doing?*

Encourage pupils to ask you questions, e.g., *Are you talking? Are you eating? Are you shouting?* Answer *No, I'm not* or *Yes, I am.* as appropriate.



Mime other verbs, such as:

Bending down, crying, dancing, kissing, laughing, looking at/up/down, pulling, shouting, singing, sitting, thinking, waiting.

Let pupils play the game in small groups of three or four people. Or – if your class is not very big – play it as a class game, maybe as a team game.

9 Rhyme: The Little Green Frog

This rhyme is not for pupils to learn or to recite; it is a story for pupils to listen to and enjoy.

Say Verses 1, 2, and 3. Say them slowly, and say them two or three times.

Ask pupils if they think they understood what you said. Say each verse again, pausing after each few words to check pupils understand most of what you say. NB It is not necessary to understand every single word, as long as they understand the gist of what is happening.

Ask pupils (in the mother tongue if necessary) what they think the frog will do next.

Say Verse 4. Check pupils understand the gist of it. Is this what they predicted the frog would do?

Discuss with pupils (in the mother tongue if necessary) what they think the frog will do now. Why did he ask the question about money and riches? Will the king and queen come and see him now?

Say Verse 5.

Ask pupils to think of mimes or actions they can do to illustrate the poem. Say Verses 1-5 again, encouraging pupils to do their mimes or actions, and to join in with parts of the rhyme if they can.

Stop after 5 verses. Tell pupils they will find out what happens in the next lesson.

Next lesson, say Verses 1-5 and encourage pupils to join in with mimes or actions, and with a few words if they can.

Introduce Verses 6, 7, 8 in the way you introduced Verses 1-3.

After you have repeated Verses 6 - 8 a few times, discuss with pupils (in the mother tongue if necessary) what they think the frog will do now.

Say Verse 9 and Verse 10, slowly, using mime to help pupils understand what is happening.

Do pupils like the story? Do they think what the frog did was funny? Did he teach the king and queen a lesson?

Read the whole story again, repeating Verse 1 at the end.

Verse 1

***The frog lives in a little green pond.
He sits on a leaf in the sun.
He isn't rich or pretty.
But he has lots of fun.***

Verse 2

***On Monday he goes to the palace.
'Please can I see the queen?'
'Go away', says the guard.
'She won't see you.
You're just little and green.'***

Verse 3

***On Tuesday he goes to the palace.
'Please can I see the king?'
'Go away', says the guard.
'He won't see you.
You can't do anything.'***

Verse 4

***'Does the king want lots of money?'
'Does he want a big gold ring?'
'Does the queen want a beautiful palace?'
'Does she want jewels on everything?'***

Verse 5

***'I can do magic', says the frog,
I can do magic for the queen and king.'
'But they must come and see me.'
'And they must hear me sing.'***

Verse 6

***The guard goes away,
And gets the queen and king.
The king shouts, 'Where's my money?'
The queen shouts, 'Where's my ring?'***

Verse 7

***The frog says, 'It's magic money.'
He says, 'It's a magic ring.
But to make the magic happen,
You must hear me sing'***

Verse 8

***Then the queen stamps her feet.
'Hurry up!' she cries.
The king watches the little green frog
With cold and greedy eyes.***

Verse 9

***The frog stands up. He opens his mouth,
'Croak, croak, croak, croak, croak!'
The king shouts, 'You can't sing!'
And the little frog laughs at the joke.***

Verse 10

***The little frog jumps through the window
The little frog is gone.
The little frog laughs and laughs and laughs
And hops back to his pond.***

'Repeat verse 1

***The frog lives in a little green pond.
He sits on a leaf in the sun.
He isn't rich or pretty.
But he has lots of fun.***

S 1 Speaking Practice: Answering question about a picture

