



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**



Ask children to look at the picture on pages 8-9. Ask these questions.

- Is there a bird?
- Is there a hare?
- Is there a tortoise?
- Is there a rabbit?
- How many rabbits are there?
- How many butterflies are there?
- How many frogs are there?
- How many hares are there?

If pupils are familiar with colours, you can also ask, for example:
What colour is the hare? What colour is the bird? etc.

S 2 **Speaking Practice: Memory game**



Now ask pupils to look very carefully at the picture on pages 10-11 for 2 minutes. Then tell them to close their books and try to answer questions from memory. Ask these questions

- Is there a hare?
- Is there a frog?
- Is there a mouse?
- Is there a snake?
- Is there a hedgehog?
- How many birds are there?
- How many frogs are there?
- Is the frog near the start line?
- Is the hare near the start line?
- Where is the tortoise?

Again, if pupils are familiar with colours, you can ask colour questions, for example:
What colour are the birds?

S 3 **Speaking Practice: True/false statements about a picture**



Make statements about the picture on pages 10-11 and ask pupils to say if they are true or false. They can look at their books while they do this task, or you can ask them to do it from memory.

Pupils can then pick another picture in the book, write down 5 true/false statements about it, and then play the true/false memory game together in pairs. Circulate around the class, giving help where necessary.



S 4 Memory game

Say to the class:

I can say: (mime thinking)... a snake.

Get pupils to repeat this. *I can say a snake.*

Now say: *I can say: a snake and (mime thinking)... a hedgehog.*

Get pupils to repeat this: *I can say a snake and a hedgehog.*

Point to one pupil and encourage them to think of another item, e.g. *two frogs.*

Say: *I can say a snake, a hedgehog and two frogs.*

Get the class to repeat.

Point to another pupil and encourage them to think of another item, e.g. *a blue bird.*

Say: *I can say a snake, a hedgehog, two frogs and a blue bird.*

Get the class to repeat.

Continue, asking children to add more and more new items, e.g.

I can say a snake, a hedgehog, two frogs, a blue bird, a tortoise, a fast hare, three white rabbits, a mouse and a fish.

Continue adding items to the phrase until it becomes too long for children to remember; then start again.

S 5 Mime Game



Mime flying. Encourage pupils to ask you *Can you fly?* Then reply truthfully, *No, I can't.*

Repeat the mime game with these verbs: *fly, jump, run, have a rest, wake up, swim,* and any other verbs which pupils know.

S 6 Speaking practice: Rhyme



Say the first verse of this short rhyme.

Verse 1:

Fish can swim,

1, 2, 3

I can swim too,

Look at me!

Say it several times and encourage pupils to join in and say the numbers. They could clap as they say the numbers, or they could hold up the appropriate number of fingers as they say the words *one, two, three.*

As they become more familiar with the rhyme and get more confident, encourage pupils to join in and say the words with you.

As they say the final line ***Look at me!*** pupils should mime swimming.

Now teach the second verse of the rhyme in the same way, repeating it several times and encouraging children say the numbers first, then to join in with the words, and to mime flying as they say the final line.



Verse 2:

Birds can fly

1, 2, 3

I can fly too,

Look at me!

Teach verse three in exactly the same way. Pupils can jump as they say the last line – but only once!

Verse 3:

Frogs can jump,

1, 2, 3

I can jump too,

Look at me!

Repeat all three verses of the rhyme until pupils can say it confidently. If this happens quickly, continue to teach the rest of the rhyme. If it takes a while, postpone teaching the rest of the rhyme till the next lesson, otherwise pupils will become bored.

Next lesson, say the first three verses of the rhyme and encourage pupils to join in with the words and to do the mime and actions.

Now teach the last two verses of the rhyme following the method outlined above.

Verse 4:

Hares can run

1, 2, 3

I can run too,

Look at me!

Verse 5:

Anyone can win.

1, 2, 3

I can be a winner too.

Look at me!

For verse 4, ask pupils to mime running, not to actually run – as this will be too disruptive (both to your class and to others).

For verse 5, ask pupils to suggest a mime to demonstrate being a winner, e.g. they could raise their arms above their heads in a celebration of victory, or they could mime placing a medal around their neck.

You can return to this rhyme over the next few months, encouraging pupils to join in and say as much as they can remember. You could divide the class into groups and ask each group to say one verse.

You could ask one or two pupils to come to the front of the class, to do the actions and mimes as the rest of the class say the rhyme. You can divide the class into two groups (perhaps into boys and girls) and get one group to say the first two lines of each verse and the other group to say the last two lines of each verse.