

**M** Cambridge YLE: Movers Speaking

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

**M** 1 **Speaking practice: answering questions about a picture**



Ask pupils to look at the picture on pages 20-21. Ask these questions. First ask questions with simple yes/no answers.

- Is there a dog in the picture?
- Has Harry got dark hair?
- Is Henry in the park?
- Is Henry on the grass?
- Is the dog beside Henry?
- Is the mole under the dog?

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

- How many boys are in the picture?
- How many animals are there?
- What colour is Harry's hair?
- Where is Henry ?
- Where is the dog?
- Where is the mole?

**M** 2 **Speaking practice: Memory game**



Now ask pupils to close their books and answer questions from memory. If you wish, play this as a team game.

- Is there a girl in the picture?
- How many birds are there?
- Is Henry wearing a hat?
- Is Henry smiling?
- What is Henry wearing?
- What colour is the dog?
- What colour is Harry's T-shirt?
- Is Harry scared?

**3 Listening practice: Listen and draw**

Ask pupils to look at the picture on page 6, to listen to your description, and to draw the items you describe, in the places you describe. Now say:

*There's a book under the bed.*

*There's a pencil on the table. The pencil is in front of the lamp.*

*There is a sock behind the table.*

*There's a bag beside the bed.*

*There is a crayon inside the bag.*

*There is a clock on the wall. The clock is over the bed.*

When they have finished drawing, let pupils compare their drawings in pairs.

If you wish, pupils can write a few sentences about the items they have drawn, e.g.

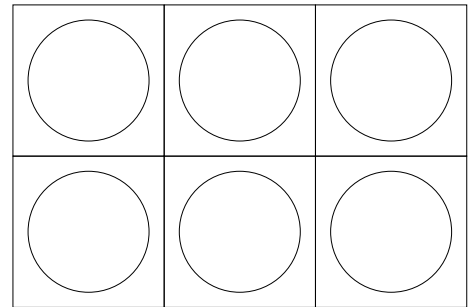
*There is a sock behind the table*

*There is a clock over the bed.*

## **M** 4 **Game: Clock bingo**

Draw a grid on the board, as shown below, and tell pupils to copy it onto a piece of paper.

Explain that these 6 circles are clocks. Now ask pupils to draw a time on each clock face. The times must be either ... *o'clock or half past...*



When pupils have drawn their six clock faces, use the grids to play Bingo. Call out various times at random (o'clock and half past times only), e.g. *What's the time? It's five o'clock. What's the time? It's half past eleven.*

If you call out a time which pupils have on their grid, they must draw a cross through that clock. As soon as they have crossed out all 6 clocks on their grid, they should raise a hand and call out Bingo!. The first pupil to cross out all their 6 clocks – correctly, and call Bingo! is the winner.

Ask pupils to draw another grid, and this time to draw clocks showing quarter to and quarter past. Play the game again.

## 5 **Speaking practice; Memory game**

Say *I walk into the park, then I walk ...*

Point to a pupil, and encourage the pupil to suggest where you walk next, e.g. ... *past a tree*

Say: *I walk into the park, then I walk past a tree* and get the class to repeat it with you.

Point to a different pupil, and encourage them to say where you walk next, e.g. ... *up the hill.*

Say the whole sentence:

*I walk into the park, then I walk past a tree. Then I walk up the hill.*

Continue until the sentence gets too long for pupils to be able to remember it, then start again. You may need to write these words on the board as prompts: *into, up, down, past, over, inside, out of*

## 6 **Speaking practice: tongue twisters**

*Henry's got a horrible hat and a hot head.*

Write this tongue twister on the board, and explain what it means.

Now ask the class to say it with you. Say it several times, and then ask pupils to try and say it quickly. How fast can they say it?

Repeat with these tongue twisters.

*Hamburgers make Henry hiccup.*

*Henry hates his history homework.*

*Happy Harry hugs his hero Henry.*

## **M** 7 **Speaking practice: Rhyme**

Teach this rhyme in the usual way, one line at a time, getting pupils to join in as they become more familiar with the words, and more confident.

Encourage pupils to look sad as they say the last two lines.

You can divide the class into two groups. Group A asks the question (i.e. they say the first two lines) and Group B gives the answer (by saying the last two lines).

***Hello! Good morning! Hey!***

***How are you today?***

***I'm hot and tired and hungry.***

***I'm having a horrible day.***

When pupils are confident about saying verse 1, teach verse 2. You might want to do this at the next lesson. This time, encourage them to smile and look happy as they say the last two lines.

***Hello! Good morning! Hey!***

***How are you today?***

***I'm happy. I'm smiling. Today is great.***

***Hip, hip, hip hooray!***

Once again, divide the class in to two groups. Group A asks the questions, and Group B gives the answer.

Return to this rhyme in later lessons. When pupils are really confident with the rhyme, you can add extra lines to the verses. Add them one at a time, as follows:

Add 1 extra line:

***Hello! Good morning! Hey!***

***How are you today?***

***I'm hot and tired and hungry.***

***I've got lots of history homework.***

***I'm having a horrible day.***

Then add 2 extra lines:

***Hello! Good morning! Hey!***  
***How are you today?***  
***I'm hot and tired and hungry.***  
***I've got lots of history homework.***  
***I have to tidy my bedroom.***  
***I'm having a horrible day.***

Then add 3 extra lines:

***Hello! Good morning! Hey!***  
***How are you today?***  
***I'm hot and tired and hungry.***  
***I've got lots of history homework.***  
***I have to tidy my bedroom.***  
***I fell over and hurt my head.***  
***I'm having a horrible day.***

Now do the same with verse 2., adding extra lines one at a time.

Add 1 extra line:

***Hello! Good morning! Hey!***  
***How are you today?***  
***I'm happy. I'm smiling. Today is great.***  
***I'm going to a party.***  
***Hip, hip, hip hooray!***

Then gradually add more lines:, as described for verse 1 above:

***Hello! Good morning! Hey!***  
***How are you today?***  
***I'm happy. I'm smiling. Today is great***  
***I'm going to a party.***  
***It's a lovely sunny day.***  
***School holidays start today.***  
***Hip, hip, hip hooray!***

Pupils may be able to suggest other additional lines too.