

**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 pupils to look at the picture on pages 8 and 9 of their book. Ask these questions.

- Is there a little girl in the picture?
- What's her name?
- Is there a man?
- Is there a dog?
- Is there a wolf?
- Are there trees?
- Are there flowers?
- Is there grass?
- Are there birds?
- Are there cakes?

**S****2 Speaking practice: Answering questions from memory**

Tell pupils to close their books and to try and answer these questions from memory.

- What colour are the flowers?
- What colour are the trees?
- How many trees are there?
- Is the woodcutter sleeping?
- Is he walking?
- Is he talking?
- Is he talking to the wolf?
- Has Red Riding Hood got big eyes?
- Has the wolf got big eyes?
- What colour are the wolf's eyes?
- Has the woodcutter got black hair?
- Has he got some cakes?
- What has the woodcutter got in his hand?
- What has Red Riding Hood got in her hand?
- Why is Red Riding Hood walking in the forest?
- Where is she going?
- What is she taking to her Grandmother?

**S****3 Speaking Practice: Making statements about a picture**

Ask pupils to work in pairs, to look at the picture on pages 16 and 17, and to write four statements about the picture, e.g. *Grandmother is asleep in bed. Red Riding Hood has got cakes.*

Then tell them to show their statements to another pair. The other pair must say whether the statements are true or false. Less confident pupils can do the task with their books open at page 16-17; more competent pupils can try to do it from memory, with their books closed.



### 4 Reading and writing practice: Sentence building

Write these sentence halves on the board.

- |                                |                     |
|--------------------------------|---------------------|
| <b>A</b> <i>I've got big</i>   | <i>Mary.</i>        |
| <b>B</b> <i>I've got green</i> | <i>little girl.</i> |
| <b>C</b> <i>I've got</i>       | <i>a red pen.</i>   |
| <b>D</b> <i>I can</i>          | <i>sleeping.</i>    |
| <b>E</b> <i>I'm</i>            | <i>see a book.</i>  |
| <b>F</b> <i>I'm not</i>        | <i>eyes.</i>        |
| <b>G</b> <i>My name is</i>     | <i>teeth.</i>       |
| <b>H</b> <i>I'm a</i>          | <i>hungry.</i>      |

Ask one pupil to come to the board and draw a line to match up two phrases and make a complete sentence, e.g. *I've got big teeth.*

Erase the line and ask another pupil to come to the board and draw a line.

Repeat with several pupils. Show pupils that they can make up some amusing sentences, e.g. *I've got green teeth. I'm a red pen. My name is hungry.*

Now ask pupils to make 8 sentences and write them down.

#### Possible answers:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| <b>A</b> <i>I've got big teeth.</i>  | <b>E</b> <i>I'm hungry.</i>        |
| <b>B</b> <i>I've got green eyes.</i> | <b>F</b> <i>I'm not sleeping.</i>  |
| <b>C</b> <i>I've got a red pen.</i>  | <b>G</b> <i>My name is Mary.</i>   |
| <b>D</b> <i>I can see a book.</i>    | <b>H</b> <i>I'm a little girl.</i> |



### 5 Speaking practice: Personalisation

Ask pupils to alter words in the sentences, so that the sentences are true about themselves, e.g.

- |   |                                   |
|---|-----------------------------------|
| <b>A</b> <i>I've got little teeth.</i>    | <b>E</b> <i>I'm not hungry.</i>   |
| <b>B</b> <i>I've got brown eyes.</i>      | <b>F</b> <i>I'm not sleeping.</i> |
| <b>C</b> <i>I've got a yellow pencil.</i> | <b>G</b> <i>My name is Tomas.</i> |
| <b>D</b> <i>I can see a book.</i>         | <b>H</b> <i>I'm a boy.</i>        |

Ask pupils to write down their 8 true sentences. Circulate round the class helping where necessary. When they have finished, ask individual pupils to stand up and read two or three of their sentences to the class.

### 6 Odd one out

Write these Odd one out puzzles on the board.

Read them out one by one and ask pupils to say which item is the odd one out, i.e. which item does not fit in a set with the other words. Accept any answers which pupils can justify to you.

- |                        |
|------------------------|
| <b>A</b> cake dog wolf |
| <b>B</b> eye coat ear  |



- C** big little book
- D** mother window grandmother
- E** tummy walking sleeping
- F** bed window forest
- G** hear see ear
- H** hands eyes tummy

### Possible answers:

- A** *cake* (the other two words are animals)
- B** *coat* (the other two words are parts of the face)
- C** *book* (the other two words are words that describe size)  
or *little* (the other two words begin with 'b')
- D** *window* (the other two words are family members)  
or *grandmother* (the other two words have only 2 syllables)
- E** *tummy* (the other two words are verbs)
- F** *forest* (the other two words are things in a house)  
or *forest* (the other two words are man-made)
- G** *ear* (the other two words are verbs/senses)  
or *see* (the other two words have the same sound)
- H** *tummy* (you have two eyes and two hands, but you only have one tummy)



## 7 Speaking practice: Chant



Teach Verse 1 as follows:

Say the first 5 lines of Verse 1. Repeat these lines two or three times, and encourage pupils to mime grandmother sleeping, to mime the wolf creeping up on her, to point to their ears when you say *He's got big ears*; to point to their eyes when you say *He's got big eyes*; and to bare their teeth in a horrible snarl when you say *He's got big teeth*.

Now say the last part of Verse 1:

*The Wolf is big. He's hungry too.*

*Goodbye Grandmother!*

*That's the end of you!*

Repeat these three lines several times, encouraging pupils to join in with the words, if they can, to mime *hungry*, and to wave as you say *Goodbye, Grandmother!*

Now say the whole of Verse 1, all 8 lines.

Teach Verse 2 in the same way.

Say the first 5 lines of Verse 2. Repeat these lines a few times, and encourage pupils to mime Red Riding Hood going into her grandmothers house, to mime the wolf creeping up on her, to point to their ears and their eyes at the appropriate points in the chant; and to snarl when you say *He's got big teeth*.

Say the last part of Verse 2:

*The Wolf is big. He's hungry too.*

*Goodbye Red Riding Hood!*

*That's the end of you!*

Encourage pupils to join in with the words, to mime *hungry*, and to wave goodbye.

Now say the whole of Verse 1 and Verse 2. As they become familiar with it pupils may join in with the words.

Finally, teach Verse 3.

Say the first 5 lines of Verse 3. Explain the word *chop* in line 5.

Repeat these 5 lines several times, and encourage pupils to mime the wolf sleeping, to mime the woodcutter creeping up on him, to point to their ears and their eyes at the appropriate points in the chant. Encourage pupils to mime swinging the axe down onto the wolf when you say *He's got a big axe so he can chop you*.

Say the last 3 lines of Verse 3, and encourage pupils to join in with the words, to mime *angry*, and to wave goodbye.

Finally, say the whole chant – all three verses.

A few days or weeks later, return to the chant and say it again. How much can pupils remember? Can they remember the mimes and actions? Can they join in with the words?

## Be careful!

### Verse 1

Grandmother's sleeping in her bed.  
Be careful Grandmother! The wolf is here!  
He's got big ears – so he can hear you!  
He's got big eyes – so he can see you  
He's got big teeth – so he can eat you!

The Wolf is big. He's hungry too.  
Goodbye, Grandmother!  
That's the end of you!

### Verse 2

Red Riding Hood's going to Grandmother's house.  
Be careful Red Riding Hood! The wolf is here!  
He's got big ears – so he can hear you!  
He's got big eyes – so he can see you!  
He's got big teeth – so he can eat you!

The Wolf is big. He's hungry too.  
Goodbye, Red Riding Hood!  
That's the end of you!

### Verse 3

The Wolf's snoring in the bed.  
Be careful wolf! The woodcutter's here!  
He's got big ears – so he can hear you!  
He's got big eyes – so he can see you  
He's got a big axe – so he can chop you!

The Woodcutter is big. He's angry too.  
Goodbye, Wolf!  
That's the end of you!