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Cambridge YLE: Starters Speaking

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

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1 Speaking Practice: Answering questions about a picture



Ask pupils to look at the picture on pages 6 and 7 of their book. Ask these questions.

- Is there a cat in the picture?
- Is there a leopard?
- Is there a monkey?
- Is there a snake?
- Are there two frogs in the picture?
- Are there two birds?
- Is the lizard in the tree?
- Is the leopard in the tree?
- Is the bird in the tree?
- Where is the bird?
- Where is the frog?
- Is the leopard sleeping?
- Is the monkey playing?
- Is the frog eating?

Now ask pupils to close their books. Ask these questions and see if pupils can answer the questions from memory.

- What colour is the bird?
- What colour is the snake?
- What animal is next to the monkey
- What colour is the butterfly?
- How many animals are there?
- Is the leopard waking up?
- Is the leopard eating?
- What is the lizard doing?

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2 Speaking Practice: Making statements about a picture



Ask pupils to work in pairs, to look at the picture on page 12. Write these gapped statements on the board.

There are monkeys.
The is in the well.
The leopard likes
The old monkey is
The can see the

Tell pupils to complete them to make 5 statements about the picture: e.g.

There are two monkeys.
The monkey is in the well.
The leopard likes the well.
The old monkey is in the well.
The old monkey can see the leopard.

Then tell pupils 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 12; more competent pupils can try to do it from memory, with their books closed.

3 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.

- A dog cat lizard book
- B sad happy afraid rope
- C climb run problem play
- D two four five friend
- E you too go do
- F tennis rugby ping pong morning
- G look hear say run
- H play monkey baby game

Answers:

- A book (the others are all animals) or lizard, (the other words are only 1-syllable)
- B rope (the others are all feelings)
- C problem (the others are all verbs; or the others all have 1-syllable)
- D friend (the others are all numbers) or two (the others all begin with 'f')
- E go (the other words all rhyme)
- F morning (the others are all games)
- G run (the others are all done with the face)
- H game (all the others end with letter 'y')

S 4 Speaking practice: asking questions with *can*




Write these lists on the board. Ask pupils to make questions from the lists, then ask their partner the questions. Demonstrate that there are lots of possible questions e.g. *Can you climb a rope? Can you climb a tree? Can you climb an elephant?*


Encourage pupils to reply not just *yes / no* but with complete sentences, *Yes, I can / No, I can't.*

	play	a tree	
		a rope	
	pull	a snake	
		tennis	
Can you	see	with a leopard	?
		a tortoise	
	climb	an elephant	
		a monkey	
	hear	a window	

S 5 **Speaking practice: Personalisation**

 Ask pupils to write 5 sentences about themselves, saying things they can or can't do. Ask individual pupils to read their sentences to the class. As the class listen to each sentence that is read out, they should raise their hand if it is true about them too. For instance if a pupil reads out *I can't play tennis*, then any other pupils who can't play tennis should raise their hands. If a pupil reads out *I can ride a bike*, then any other pupils who can ride a bike should raise their hands.

S 6 **Speaking practice: Rhyme**

 Say the first two lines of verse 1. Repeat them several times. Check pupils understand what they mean.
Now say the next two lines of verse 1. Check pupils understand them. Repeat all 4 lines several times.
Finally, say the whole of verse 1.
Encourage pupils to say verse 1 with you. Encourage them to use a deep growling voice for the leopard. Ask them to think of a mime to do when they say the last line, *I'm hungry!*

Now repeat this process with verse 2, first teaching lines 1-2; then lines 3-4; then the whole verse.

Encourage pupils to say verse 2 with you. Encourage them to use a high, scared voice for the monkey. Ask them to think of a mime to do when they say the last line, *I'm afraid*. Remind pupils of what happened next in the story – that the leopard fell into the well and the monkeys were safe.

Teach Verse 3, using the process described for verses 1 and 2.

Encourage pupils to think of a mime to do when they say the last line of verse 3: *I'm happy!*

Just teach the first 3 verses in this lesson. Do not try to teach more, or pupils will become bored.

In the next lesson, revise the first three verses of the rhyme, repeating them a couple of times and encouraging pupils to join in.

Ask pupils what happened next in the story. Elicit that the little monkey helped the leopard get out of the well and that the leopard was not the monkey's friend, and wanted to eat him.

Teach verse 4 and verse 5.

Ask pupils what happened at the end of the story. Elicit that the tortoise tricked the leopard back into the well.

Teach verse 6 and verse 7.

Explain the new word *clever*.

Encourage pupils to think of a voice for the tortoise. Ask them to think of a mime for *I'm clever!*

Repeat the whole rhyme. You could choose 2 pupils (or 2 small groups of pupils); one can be the leopard, and say verse 1; one can be the tortoise and say verse 6; the other verses are said by the rest of the class.

You can return to this rhyme in later lessons, and repeat it again. Do not worry if pupils cannot remember it all – just read it out and let them do the appropriate mimes and join in with the parts they can remember.

Verse 1:

***I'm a big leopard,
It's breakfast time for me.
Monkeys are my favourite.
I can eat three!
I'm hungry!***

Verse 2:

***I'm a little monkey,
I'm running away.
The leopard's very hungry.
Can he catch me today?
I'm afraid!***

Verse 3:

***I'm a little monkey,
I'm sitting in a tree,
The leopard's in the well,
He can't catch me!
I'm happy!***

Verse 4:

***I'm a baby monkey,
I want to help.
I can pull the leopard
out of the well.
I'm strong!***

Verse 5:

***I'm a little monkey,
I'm running away
The leopard isn't my friend
Can he catch me today?
I'm afraid!***

Verse 6:

***I'm a friendly tortoise,
I want to help.
I can put the leopard
back into the well.
I'm clever!***

Verse 7:

***I'm a little monkey,
I'm sitting in a tree,
The leopard's in the well – again!
He can't catch me!
I'm happy. I'm happy. I'm happy!***