



### M Cambridge YLE: Movers Speaking

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

### M 1 Speaking Practice: Answering questions about a picture

Ask pupils to look at the picture on pages 18 and 19 of their book. Ask these questions.



- Is this the land or the sea?
- How many canoes can you see?
- Who is in the canoes?
- Why did they go out on the sea in their canoes?
- What are the people in the canoes looking at?
- Where does the smoke come from?
- How many fires can you see?
- Where are the fires?
- Who lit the fires?
- Why did they light the fires?
- Where are the people in canoes going now?
- How many of the canoes have one person?
- How many of the canoes have two people?
- How many of the canoes have more than two people?
- Why are the Yamanas afraid of the ship?
- Is the ship small?
- How many people can you see on the ship?
- Do the Yamanas know the people on the ship?
- What is one person on the ship looking through?
- What is he looking at?
- What is the other person on the big ship doing?
- How do the Yamanas feel?
- How do the people on the ship feel?

Give pupils a minute to look at the picture. Then ask them to close their books. Ask these questions and see if pupils can answer the questions from memory.

- How many canoes can you see?
- How many fires can you see?
- How many of the canoes have one person?



- How many of the canoes have two people?
- How many of the canoes have more than two people?
- How many children are in the picture?
- How many people can you see on the ship?
- What is one person on the ship looking through?
- What colour are his clothes?
- What is the other person on the ship doing?
- What colour are his clothes?
- How many people are in the picture?



## 2 Speaking Practice: Making statements about a picture

Ask pupils to work in pairs, to look at the picture on pages 20 and 21, and to write 5 statements about the picture, e.g.

*There is a big ship.*

*There are three people on the ship.*

*There are seven birds in the picture.*

*All of the birds are white.*

*Some of the birds are flying.*

*They are fishing.*

*They are lighting fires.*

*They are wearing fur capes.*

*There are seven people.*

*Five of the people are wearing a hat.*

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 pages 20 and 21; more competent pupils can try to do it from memory, with their books closed.



## 3 Listening practice: verb bingo

Remind pupils that most verbs make the past tense form by adding *-ed* at the end of the word, e.g. *called, celebrated, cooked, danced, hunted, liked, looked, stayed, talked, used, waited, walked, wanted, welcomed*

Now write these verbs on the board:

*are, build, come, draw, eat, go, have, learn, light, make, see, sing, wear, write.*

Check pupils know what they mean. These words do not make the past tense form in the usual way, by adding *-ed* at the end. Ask if pupils know the past tense form of any of these words. Go through them together with the class (but do not write the past tense forms on the board).



Now ask pupils to draw a grid of 6 squares like this:


Pupils must choose 6 verbs from the list on the board, and write one verb in each square of the grid. Tell pupils not to write the same 6 words as their friends but to choose their own set of 6 words. They write the present tense form, choosing words from the list on the board, e.g.

come	draw	see
write	wear	make

Play a game of Bingo. Divide the class into two teams. Read out verbs at random, from the list given here, pausing after each one: *was, were, built, came, drew, ate, went, had, learnt, lit, made, saw, sang, wore, write.*

If pupils have the matching verb on their grid, they draw a cross through it, e.g. if you say *ate* then any pupils who have *eat* on their grid draw a cross through it.

If you say *wore*, then any pupils with *wear* on their grid draw a cross through it.

When pupils have drawn a cross through all the six verbs on their grid, they call out 'Bingo!'. The first person to call 'Bingo' is the winner.

Play again, telling pupils to draw a new grid and to choose different verbs.



#### 4 Mime Game

Do a mime for the class to guess. Mime *tired*, e.g. silently yawning, and rubbing your eyes, and allowing your eyes to droop shut. Encourage pupils to guess what you are miming, asking *Are you cold? Are you sad? Are you tired?*

Mime another adjective, e.g. mime shivering and rubbing your arms, stamping your feet, putting on a coat and hat. Pupils should ask *Are you hot? Are you tired? Are you cold?*

Ask individual pupils to come to the front of the class and do a mime. They may need help thinking of a suitable adjective, and you can whisper suggestions, such as: *I'm warm, cold, happy, afraid, curious, sad, tired, hungry, beautiful, big, small.*



## 5 Quick Questions - team game

Copy the list of question words and cut them up so each word is on a separate piece of paper. Put the pieces in a bag or box and shake it to mix them up.

When	How	Do
What	Why	Did
Where	Who	Was
What	Were	How
Why	Which	What
When	Did	Where

Divide the class into two teams. Hold out the bag to a pupil from Team A. The pupil takes a piece of paper from the bag, reads the word on the piece of paper (not out loud) and gives the paper back to you. Take the paper, but don't put it back in the bag. The pupil has to make a question, using the word on the piece of paper. The pupil thinks of a question, (with help from other members of their team if they need it) and asks Team B the question. If Team B answer the question correctly, then Team B win 1 point. If Team B cannot answer the question, or cannot answer it correctly, Team A win 1 point.

Now hold out the bag to a pupil from Team B. The pupil takes a piece of paper, looks at the word, returns the paper to you and then makes up a question to ask Team A.

Continue until all the question words in the bag have been used, then put them back in the bag, shake it up and continue.

Note: If you think pupils will find it too difficult to think of questions quickly, with no preparation, then you can write the question words on the board:

*When How What Why Where Who Which*  
*Do Did Was Were*

Allow pupils to work in pairs to think of questions and write them down. Then when they play the game, they have a supply of questions they can use.

## 6 Tongue twisters

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

*She sells sea shells to sailors in ships.*

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.

*We wear warm clothes in winter weather. In winter weather we wear warm clothes.*

*Ice, fish, fire, fur; Ice, fish, fire, fur; Ice, fish, fire, fur;*



## 7 Rhyme

Write these names on the board:

Marco Polo

Francis Drake

Neil Armstrong

Ferdinand Magellan

Captain Cook

Have pupils heard of these people? What do they know about them? They are all explorers. Tell pupils a little about these people.

Marco Polo was from Italy, born in 1254. He made a two-year long journey to China, and the route he took is called The Silk Road.

Francis Drake was from England, born in about 1540. He was the second person to sail round the world.

Neil Armstrong was from America, born in 1930. He was the first man to walk on the moon.

Ferdinand Magellan was from Portugal, born in 1480. He was the first person to sail round the world.

Captain Cook was from England, born in 1728. He travelled to New Zealand, Australia and the Pacific. The Cook Islands are named after him.

Draw a compass on the board, and write on it the names of the four points: *north*, *south*, *east*, *west*. Ask pupils to repeat these words a few times

Say the first verse of the rhyme. Say it two or three times, and check that pupils understand what it means.

Say the chorus, pointing to the points of the compass on the board as you say it. Say the chorus again, and encourage pupils to join in. Tell pupils that the next time they say the chorus they should point in the appropriate compass direction as they say it: point up for *north*; point down for *south*; point right for *east*; and point left for *west*. Practice a few times; then say verse 1 again and get pupils to say the chorus and do the actions.

Say verse 2, pointing to the names on the board as you say them. At the end of verse 2, pupils say the chorus again, and do the actions

Say verse 3, pointing to the names on the board as you say them. At the end of verse 3, pupils say the chorus again, and do the actions

Say verse 4. At the end of verse 4, pupils say the chorus again, and do the actions. Finally, say verse 1 again and encourage pupils to join in with as much as they can.

Next lesson, write the names of the explorers and the points of the compass on the board. Tell pupils you are going to say the rhyme and they must join in with the chorus, and must say the words when you pause. Say verse 1, and let pupils say the chorus.



Say verse 2 .When you come to the name of an explorer, pause, and point at the name on the board, for pupils to finish the line, e.g.

(you) *I'm like...*

(pupils) *Marco Polo.*

(you) *And I'm like...*

(pupils) *Francis Drake.*

(you) *I'm like...*

(pupils) *Neil Armstrong.*

(you) *who explored in space.*

Pupils say chorus.

Say verse 3 in the same way, pausing for pupils to complete the lines:

(you) *I'm like...*

(pupils) *Ferdinand Magellan.*

(you) *And I'm like...*

(pupils) *Captain Cook.*

(you) *I take photos of my travels. You can see them...*

(pupils) *in a book.*

Pupils say chorus.

Say verse 4.

(you) *I meet...*

(pupils) *strange people*

(you) *And they talk to me.*

(you) *I make programmes about them,*

(you) *You can*

(pupils) *watch them on TV.*

Pupils say chorus.

Say Verse 1 again.

Verse 1

***I'm Flora, I'm an explorer,  
I travel on the land and the sea  
I travel all around the world,  
And tell you what I see.***

Chorus

***North, south, east, west  
Flora the explorer is one of the best.***

Chorus

***North, south, east, west  
Flora the explorer is one of the best.***

Verse 4

***I meet strange people  
And they talk to me.  
I make programmes about them,  
You can watch them on tv.***

Verse 2

***I'm like Marco Polo  
and I'm like Francis Drake.  
I'm like Neil Armstrong,  
who explored in space.***

Chorus

***North, south, east, west  
Flora the explorer is one of the best.***

Chorus

***North, south, east, west  
Flora the explorer is one of the best.***

Verse 1

***I'm Flora, I'm an explorer,  
I travel on the land and the sea  
I travel all around the world,  
And tell you what I see.***

Verse 3

***I'm like Ferdinand Magellan  
And I'm like Captain Cook,  
I take photos of my travels  
You can see them in a book***