



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 18-19. Ask these questions.

- Where are these people?
- How many people are there?
- How many girls?
- How many boys?
- What colour is the whale?
- What is covering the whale?
- What are they putting in the buckets?
- Where are they pouring the water?
- Why are they doing this?
- Why must they keep the whale wet?
- Can you see Rawiri in the picture?

M 2 Speaking practice: memory game

Now ask pupils to close their books and to answer questions from memory.

- How many people are in the sea?
- How many buckets are there in the picture?
- What colour are the buckets?
- What colour is the blanket?
- How many people are wearing a hat?
- How many people are standing up?
- Are the whale's eyes open or closed?
- Are there any seagulls in the picture?
- How many people are taking photographs?



M 3 Speaking practice: Class survey

Explain to pupils that they are going to do a survey, to discover what pupils in the class are afraid of. Ask a few pupils in the class: *What are you afraid of?*

Ask pupils to write on a sheet of paper the names of five people in the class. The names should be arranged in a list down the left hand side of the paper, as shown below. (If you have a small class of 10 pupils or fewer, then pupils could write **all** their classmates' names on the list).

Now ask each pupil to think of **six** things which they think their classmates might be afraid of, and to write these six things across the top of the paper. Supply pupils with the English word for any items they only know in the mother tongue, e.g. *thunder, the dark, monsters*, etc.

Now pupils walk round the class, asking each other questions to complete their surveys, e.g. *Maria, are you afraid of spiders? Yes, I am.*

Pupils mark the results on their sheet of paper, as shown;

	spiders	dogs	thunder	snakes	the dark	sharks
Maria	✓			✓		✓
Pierre			✓			✓
Sarah			✓		✓	✓
Mahmud	✓					✓
Tom						✓

When they have finished, ask pupils to report back to the class on their findings:
Maria and Mahmud are afraid of spiders. Pierre and Sarah are afraid of thunder.
Nobody is afraid of dogs. Everybody is afraid of sharks.

If you wish, pupils can write a few sentences about their findings, perhaps for homework.

To extend the practice gained from the survey, you could pin all the sheets on the wall of the classroom and make some general statements about all the results, asking pupils to say whether they are true or false.

e.g. *Lots of people in the class are afraid of the dark.*

A few people are afraid of

Everybody is afraid of



M 4 Speaking practice: Memory game

Say to the class,

I went to the coast and I saw a seagull.

Point to a pupil and encourage them to repeat what you said, and to add another item, e.g.

I went to the coast and I saw a seagull and a crab.

Point to another pupil, who must repeat the sentence and add another item, e.g.

I went to the coast and I saw a seagull, a crab and a jellyfish.

Continue with another pupil, e.g.

I went to the coast and I saw a seagull, a crab, a jellyfish and a sandwich.

Continue in this way, pointing to pupils at random, to repeat and add another item to the sentence.

Continue the game until someone forgets an item, or can't think of a new item to add to the sequence. Then start again. You can choose a different place, e.g. *I went to the shop and I saw...* which will elicit different vocabulary.

Tell pupils they must concentrate and listen carefully (all the time, not just when it is their turn to speak). Point out that it is their job to spot whether someone forgets an item in the list!

If you have a large class, pupils may get bored and restless waiting for you to pick them to speak, so you could ask the whole class to repeat the sentence each time; or you could divide the class into two halves: one half is the 'speakers' and they repeat the sentences in chorus; the other half is the 'spotters' and they listen out for mistakes.

M 5 Speaking practice: Mime game



Say to the class *How do I feel?* and mime being tired- yawning, stretching and rubbing your eyes. Encourage the class to call out questions: *Are you hot? Are you afraid? Are you tired?* etc,

Repeat, miming other adjectives which pupils know:

tired, afraid, hot, dirty, excited, wet, happy, old, cold, sad, etc.

M 6 **Speaking practice: Rhyme**

Say the first two lines of verse 1, repeating them 3 or 4 times until pupils can join in with confidence:

A whale is big, And a mouse is small,

Now say the next two lines of verse 1, repeating them and encouraging pupils to join in: ***I am short, But a giraffe is tall.***

Say the last two lines:

Big, small, short, tall. Big, small, short, tall.

Say them fast and loud, and get pupils to clap their hands as they say each word.

Next say all of verse 1, and encourage pupils to join in with as much as they can, and to clap time for the last 2 lines. Use your hands to demonstrate 'big', 'small', 'short' and 'tall' to help pupils remember the words.

The following lesson, revise verse 1.

Then teach verse 2 in the same way: first lines 1 and 2:

A fish is wet, And an elephant is strong,

Then lines 3 and 4:

I am short, But a snake is long.

And finally the last two lines, encouraging pupil to clap as they say each of the words.

Wet, strong, short, long. Wet, strong, short, long

Note: You can use this opportunity to check that pupils understand that the adjective 'short' has two meanings: it can mean the opposite of 'tall' and also the opposite of 'long'.

The lesson after, revise verses 1 and 2 and teach verse 3 in the same way.

Over the next few months, revise the rhyme when you have a few moments to spare at the end of a lesson. Or on days when pupils appear tired or listless, get them to stand up and chant this rhyme a few times to wake them up! See how fast pupils can say the final two lines of each verse!

Use the rhymes from other Young Learners Speaking Practice notes in the same way. Return to them on a regular basis and encourage pupils to say them briskly and with enthusiasm.

Verse 1

***A whale is big,
And a mouse is small,
I am short,
But a giraffe is tall.
Big, small, short, tall
Big, small, short, tall***

Verse 2

***A fish is wet,
And an elephant is strong,
I am short,
But a snake is long.
Wet, strong, short, long
Wet, strong, short, long***

Verse 3

***Sometimes I am tired,
Sometimes I am hot,
Sometimes I am dirty,
But usually I'm not!
Tired, hot, dirty, not
Tired, hot, dirty, not***