

**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 14 and 15 of their book. Ask these questions.

- Is this a house?
- Is it a palace?
- Where is the palace?
- Is it beautiful or ugly?
- Is there a door in the picture?
- Is there a window?
- How many windows are there in the picture?
- Are there any candles?
- How many mirrors?
- How many candles are there in the picture?
- Who lives in the palace?
- Who is looking through the door?
- What are the fairies doing?
- How many fairies are dancing?
- How many fairies are playing music?
- What are they playing?
- Is Lusmore happy?
- Why is he happy?


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

Also ask more questions:

- How many fairies are wearing hats?
- Are there any stars in the picture?
- Is there a moon in the picture?
- How many fairies are there?
- Can you see Lusmore's hands in the picture?
- What colour are Lusmore's eyes?

M


2 Speaking Practice: Making statements about a picture

 Ask pupils to work in pairs, to look at the picture on pages 18 and 19, and to write 5 statements about the picture, e.g. *Lusmore is walking home. He's got new clothes. He's sad. There are two birds.* etc.

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 18-19; more competent pupils can try to do it from memory, with their books closed.

M

3 Listening practice: Definitions

 Read out the first definition from the list below. Read it slowly and clearly, and repeat it once or twice. Ask pupils to say what you are describing.

You wear this on your head. The answer is *hat*.

Read the other definitions in the same way. Pupils can call out the answers, or can write them down if you prefer. Do not rush through the list; give pupils plenty of time to think about the answers.

A *You wear this on your head.*

(hat)

B *The opposite of sad:*

(happy)



- C** You've got two of these They open and close. You see with them (eyes)
- D** You've got one of these. You eat and talk and sing with it: (mouth)
- E** You've got five of these on each hand: (fingers)
- F** You can make this with flutes, fiddles and harps: (music)
- G** This is bigger than a village, lots of people live here: (town)
- H** This day comes after Sunday. It's the first day of the school week: (Monday)
- I** You've got two of these. You hear with them: (ears)
- J** This is the end of the day. It comes before night: (evening)

M 4 Personalisation exercise

Write these prompts on the board.

Every morning I

Every evening I

Every day I

Every night I

Every week I

Every year I

Ask individual pupils to use these prompts and to say true sentences about themselves, e.g. *Every morning I wash my hands and face. Every evening I watch TV.*

M 5 Board Race Team Game – irregular plurals

Write these verbs on the board. write them not as a list, but spread randomly over the whole board space:

was were came did had put said
woke up sat sang saw heard told went

Divide the class into two teams. Choose one pupil from each Team to be the Player. Ask these two Players to stand at the back of the classroom. Give each of the two Players a piece of chalk. Say one of the verbs on the board in the present tense form, e.g. *is*. The two Players must run to the front of the classroom, and try to be the first to draw a chalk circle round the appropriate past tense verb on the board, i.e. *was*. The first Player to do so correctly wins a point for their team.

Choose two different pupils to be the Players, and repeat, choosing a different verb.

Tip: If noise is a problem, you can ask the Players to stand beside the board instead of at the back of the class – this reduces the amount of running and the amount of noise and excitement.

You can allow teams to call out help to their Player, or you can make them play in silence, perhaps only allowing help to be whispered, or mimed.



M 6 Speaking practice: Class survey



Ask the class what they do on a regular basis, e.g. watch TV, do homework, go to the park, play football, etc.

Now write on the board these prompts:

Do you every day / evening / morning / night?

Do you at night / in the morning / in the evening?

Ask pupils to work in pairs and to write 5 questions based on these prompts. Now ask pupils, still in their pairs, to circulate round the class, asking their questions. They must get answers from at least 6 pupils.

Then ask them to write sentences about their findings, e.g. *Nobody watches tv every day. Everybody sleeps at night. Four people / Some people play football in the afternoon.*

Ask individual pupils to read out their findings to the class.

7 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.

Divide the class into two teams. Hold out the bag to a pupil from Team A. The pupil takes a piece of paper, 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.

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

M 8 Speaking practice: Rhyme



Write these phrases on the board:

*one extra day, Lusmore lay down, inside the hill, to see Lusmore, in Ireland
and fiddles and flutes, happiest day, heard a sound, fairies, said Lusmore,*

Say the first verse of the rhyme, and pause at the place marked *. Ask pupils to say what comes next. Explain that it is one of the phrases on the board. Get pupils to say which. When they guess correctly say *Lusmore lay down* write a number (1) beside that phrase.

Now say verse 2 of the rhyme, pausing at the place marked *. Again ask pupils to guess which phrase from the board completes verse 2. When they say *heard a sound*, write (2) beside that phrase.

Repeat with the other verses.

Then say the whole rhyme again, pausing in each verse for pupils to say the appropriate phrases from the board. If you wish, divide the class into groups and let one group say the phrases numbered 1, 3, 5, 7, 9 and the other group say the phrases numbered 2, 4, 6, 8.

Repeat the rhyme again in a subsequent lesson. This time there will be no prompts on the board, but encourage pupils to say the phrases at the end of each verse away.

Verse 1

*Lusmore came home from the market in town.
He was sad. He was tired. So * Lusmore lay down.*

Verse 2

*Lusmore put his head on the ground.
He closed his eyes, then he * heard a sound.*

Verse 3

*He listened again, and stayed very still
He heard people singing * inside the hill,*

Verse 4

*They sang their song again and again,
Lusmore sang too, but added * one extra day.*

Verse 5

*The people in the hill opened the door.
Because they wanted * to see Lusmore.*

Verse 6

*Their ears were big, but the people
were small.
These people are * fairies, said
Lusmore.*

Verse 7

*They went into the palace, Lusmore
went too.
They played music on harps * and
fiddles and flutes.*

Verse 8

*The fairy took Lusmore's hump away
This was Lusmore's * happiest day.*

Verse 9

*Lusmore danced and laughed and sang
The happiest man* in Ireland.*