


M Cambridge YLE: Movers Speaking

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


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.

- Where is Moony?
- What is he doing?
- Is Moony hungry?
- Is he eating?
- Are people in the street eating?
- Are they playing?
- How many shops are in the picture?
- Is there a food shop?
- Is there a book shop?
- Who is holding a hat?
- What is in the hat?
- How many people are pointing at Moony?
- Why are they laughing at Moony?
- Can you see a green coat?
- Can you see a red hat?
- How many people are eating hamburgers?
- Is there a car?
- Is there a bus?
- How many people are there?
- How many flowers?

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

M 2 **Speaking Practice: Making statements about a picture**

 Ask pupils to look at the picture on pages 6 and 7. Make statements about the picture, and ask pupils to say if they are true or false, e.g.

Moony is sitting in front of his house.

He looks happy.

There is a clock.

Moony is wearing a coat

There aren't any stars.

Moony's house is new.

Ask pupils to work in pairs, to look at the picture and to write five statements about the picture. 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 pages 6-7; more competent pupils can try to do it from memory, with their books closed.

Example statements:

He's cleaning his house.

He isn't watering the flowers.

He is bored.

There are no trees.

Moony's house has a door and two windows.

He isn't wearing his best coat.

There are no cars and buses.

M 3 **Speaking practice: Class survey**



Draw a grid like this on the board:

	watch TV	go to the park	go to the shops	do homework
Paula				
Maria				
Andreas				
Thomas				

Ask Paula: *Paula. What do you do on Saturdays? Do you watch TV?*

Put a cross or a tick in the table according to whether Paula says Yes (✓) or No (✗)

Ask Paula: *Do you go to the park? Do you go to the shops? Do you do homework?*

Ask Maria: *What do you do on Saturdays? Do you watch TV?*

There is no need to complete the whole table, just do enough so that pupils understand what they have to do. Divide the class into groups of 4 or 5. Tell pupils they must each draw a table like the one on the board; they must write the names of the pupils in their group down the side, and then think of four activities to write across the top of the table. These can be ordinary activities, such as *play with friends*, or pupils can be more fanciful, e.g. *fly to the moon*.

Pupils ask the members of their group questions and enter ticks and crosses in the table. Circulate round the class helping where necessary. When they have completed their table, ask pupils to stand up and report on their results, e.g. *On Saturday, Sarah and Clare and Anna all play with friends. Ross and Sam play football in the park. Everyone watched TV. No-one goes to the moon.*

M 4 **Speaking practice: Mime game**



Mime climbing a ladder. Ask the class *What am I doing?*

Encourage pupils to ask questions, and answer appropriately, e.g.

Are you swimming? No, I'm not.

Are you running? No, I'm not.

Are you climbing? Yes, I am.

Are you climbing stairs? No, I'm not.

Are you climbing a ladder? Yes, I am.

The pupil who guesses the correct answer then takes a turn to mime for the class. Pupils may have their own idea for a mime, or they may need suggestions, e.g.

cleaning the house

driving a car / bus

climbing a ladder

riding a bike / motorbike

climbing into / out of a spaceship

opening a door / wardrobe / window

eating

putting on a coat / a hat / shoes

waving

thinking

laughing

watering the garden

looking through a telescope

going to a disco

flying / landing a spaceship

M 5 Writing Moony's blog

Explain to the class that Moony kept a blog of his holiday. Pupils are going to imagine that they are Moony, and are going to write his blog. Start the blog together with the whole class. Explain to pupils that Moony would write about what he's doing and also about how he's feeling e.g.

Hello. I'm Moony. This is my blog I live on the moon.
It's 9 o'clock. I'm cleaning my house and watering the garden.
Now it's 10 o'clock. I'm walking round the moon. Every day is the same.
I'm very bored!
It's 11 o'clock. I'm looking through my telescope. I can see Earth. It's green and blue. Oh, I'm feeling sad. I want to go to Earth. It looks beautiful.

Divide the class into 5 groups. Each group will write Moony's blog for a particular time:

- Group 1** will write the blog for the time when Alex arrives on the moon.
- Group 2** will write the blog for the time when Alex takes Moony to Earth.
- Group 3** will write the blog for when Moony is in the streets and the disco.
- Group 4** will write the blog for when Moony is in the park and when Alex arrives to take him home.
- Group 5** will write the blog for when Moony is back home on the moon.

Remind pupils they must write about what Moony is doing and about how he is feeling. Encourage them to use their imagination and really try to think how Moony is feeling. For example, Group 1 could start:

Oh! Look! I can see something strange. What is it? I'm a bit scared.
Oh, wow! It's a spaceship. It's landing here, on the moon! This is great!

Circulate round the class as the groups work on their blogs, helping where necessary. When they are all finished, take all the parts and read the complete blog to the class.

M 6 Spelling game

Think of a word which pupils know. Write the first letter on the board and ask an individual pupil to guess what word they think it is going to be:

e.g. You write:	<i>m</i>	
Pupil guesses:	<i>Is it 'man'?</i>	No.
You add the next letter:	<i>mo</i>	
Another pupil guesses:	<i>Is it 'moon'?</i>	No.
You add the next letter:	<i>mon</i>	
Another pupil guesses:	<i>Is it 'monkey'?</i>	No.
You add the next letter:	<i>mone</i>	
Another pupil guesses:	<i>Is it 'money'?</i>	Yes.

Repeat with a different word.

e.g. You write:	<i>l</i>	
Pupil guesses:	<i>Is it 'like'?</i>	No.
You add the next letter:	<i>la</i>	

Another pupil guesses: *Is it 'ladder'?* No.
You add the next letter: *lau*
Another pupil guesses: *Is it 'laugh'?* Yes.

M 7 Speaking practice: Asking questions.



Ask questions with *want to* - at random round the class.

What do you want to do on Saturday?

What do you want to eat tonight?

Where do you want to go on holiday?

What do you want to watch on TV this week?

What do you want to be? Do you want to be a teacher? a doctor? an astronaut?

M 8 Rhyme

Say the first two lines of the rhyme a couple of times, and then ask pupils to repeat them after you. Repeat slowly several times till pupils are familiar with the lines.

Now do the same with the next two lines.

Teach the second verse in the same way.

Divide the class into two groups, or into boys and girls. They say the two verses like this:

All: *I want to be an astronaut.*

Girls: *I want to travel in space.*

All: *I want to fly in a spaceship*

Boys: *To a strange and beautiful place.*

All: *I want to be an astronaut.*

Girls: *I want to travel through the sky.*

All: *I want to fly in a spaceship*

Boys: *And watch the stars go by.*

Teach the third verse the same way. And then get the class to say all three verses, in their groups. Stop here. Save the rest till the next lesson.

At the next lesson, get the class to say the first three verses, in their groups. Then swap the groups - so this time each group say the lines that they did not say before. Which group was the best at was the best at saying which lines?

Now teach verse 4 and verse 5. Use different groups for different lines, as with verses 1-3. When pupils are confident saying the whole rhyme, ask them to suggest mimes or hand actions they can do whilst they say it.

Verse 1

**I want to be an astronaut.
I want to travel in space.
I want to fly in a spaceship
To a strange and beautiful place.**

Verse 2

**I want to be an astronaut.
I want to travel through the sky.
I want to fly in a spaceship
And watch the stars go by.**

Verse 3

**I want to be an astronaut.
I want to travel to the moon.
I want to fly in a spaceship.
I want to do it soon.**

Verse 4

**I want to go to the moon.
I really want to go.
I want to look through a telescope
And see the Earth below**

Verse 5

**I want to go to the moon.
It looks beautiful and strange.
I want to go to the moon, and then...
I want to come home again.**