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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 Animals game on the CD-ROM. Ask these questions.

- How many cows are there?
- How many pigs are there?
- How many chicks are there?
- How many animals are there?
- Is there a mouse?
- Is there a horse?
- Is there a black sheep?
- Is there a black and white pig?
- Is there a bird?
- Is there a tree?
- What colour is the cow?
- What colour are the chicks?
- What colour are the bees?
- What colour are the flowers?

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2 Speaking Practice: Making statements about a picture



Now ask pupils to look carefully at the Animals picture for 2 minutes. Make the following statements about the picture and ask pupils to say (from memory) whether they are true or false by answering *Yes / No* as appropriate.

There are four pigs.
The horse is white.
The dog is sad.
The sun is shining.
This is the city.

There are two hens.
The grass is green.
The cow is running.
There is a combine harvester.
This is the country.

S

3 Speaking practice: Mime game



Mime filling a watering can from a tap, and then watering the flowers, and ask pupils to call out what they think you are doing. Depending on their ability and confidence, pupils can call out simple statements such as *watering the flowers* or they can make complete questions, e.g. *Are you watering the flowers?*



- watering
- walking
- picking a peach
- smiling
- digging
- planting the seeds
- eating a peach
- laughing

Extension in pairs: Now ask pupils to play the game in groups of three.



S 4 Jigsaw sentences



To practise sentence building, write this jigsaw sentence on the board
in lives country Grandad the

Ask a volunteer to decide what they think is the first word of the sentences, and to come out and write it on the board. Ask another volunteer to come and write the second word. Continue till the sentence is complete. (*Grandad lives in the country.*) Repeat the process with the sentences listed below.

*visiting Sam his loves grandad
chicks and Sam the feed grandad
a hides sunflower Grandad behind
Sam some to seeds gives grandad
checks seeds Sam his day every
grow grow Sam's and sunflowers and grow*

S 5 Personalisation exercise



Say a sentence about Sam, e.g. *Sam lives in a city.*


Ask pupils to change the sentence to make it true about themselves, e.g. they might say: *I live in a city.* Or *I don't live in a city.* Or *I live in the country.*

Ask pupils to change the sentences below, to make them true about themselves. You can do this orally, or can write the sentences on the board. If you wish, you could ask pupils to write 3 true sentences about themselves for homework.

*Sam feeds the chicks.
Sam eats peaches.
Sam looks at the pigs.
Sam loves his grandad's sunflowers.
Sam checks his seeds every day.
Sam makes his bed every day.
Sam sets the table.
Sam plays with his dog.
Sam walks to school.*



S 6 Speaking practice: Rhyme

 Teach the rhyme in the usual way; verse by verse, getting pupils to join in as they become more familiar with the words. Repeat the rhyme at the beginning of the next few lessons. Encourage pupils to clap when they say the numbers. If you wish, you can divide the class into two groups, and as Group A says the rhyme with you, Group B makes the appropriate animal sounds.

*Count together, 1, 2, 3
I love cats and birds and bees.*


*Count together, 7, 8, 9
I love playing in the warm sunshine*

*Count together, 1, 2, 3,
I love seeds and flowers and trees.*

*Count together, number 10
Let's say the rhyme again!*

*Count together, 4, 5, 6
I love cows and pigs and chicks*

S 7 Team game: a verbs race

 Write these verbs on the board. Write them at random, not in a list, scattered on the board, with plenty of space between the words:

dance, dig, eat, fall, feed, find, grow, hide, laugh, live, love, need, pick, say, shine, smile, think, visit, walk, water

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 pupils' own language. 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 word in English. The 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.

There are several variations on this game:

Instead of calling out the word in pupils' mother tongue, you can spell out words. Or you can mime the words. Or you can show pictures of the words (more suitable when you are playing the game with nouns than with verbs).