

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 10-11. Ask these questions. First ask questions with a yes/no answer, e.g.

- Is Skater Boy in the park?
- Is there a baby in the park?
- Are there three benches?
- Are there any birds?
- Is someone skipping?
- Is someone playing hopscotch?
- Is the baby sleeping?

Then ask questions using question words, e.g.

- Where are the people? (In the park)
- Where are two children hiding?
- Why are they hiding?
- How many people are skipping?
- How many birds are there?
- How many trees are there?
- Who is sitting on the bench?
- Who is playing hopscotch?
- What are the two boys standing on?
- What are they playing?
- Why are they smiling?
- What is the dog doing?

M 2 **Speaking Practice: Answering questions from memory**

Now ask pupils to close their books and answer questions from memory. If you wish, you can play this as a team game.

- How many mothers are there in the park?
- How many girls are there?
- How many people are wearing helmets?
- How many children are wearing a yellow top?
- What colour is the baby's hair?
- How many trees are there?
- Is there a cat?
- What are the numbers in the hopscotch game?
- How many people are running?
- Is anyone wearing red shoes?

M 3 Team game: verbs board race

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

ask catch climb dream fall hide hop know laugh look play
run see shout sit skate skip smile talk wave wear

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 pupil's 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 English verb on the board. 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 4 Speaking practice: dialogue



Copy this dialogue onto the board, or photocopy it, and give one copy to each pair of pupils. Explain to pupils that this is a mobile phone call between Anna, one of the mothers at the park and her friend, Susie. Ask pupils to read the dialogue and to choose the correct responses to complete the dialogue.

Anna: Hello, Is that Susie?

Susie: **A** Oh, hello Anna.. What time is it?

B Oh, hello Anna. What day is it?

C Oh, hello Anna. Where are you?

Anna: I'm at the park with the children. They're playing.

Susie: **A** What are you wearing?

B Wht are you doing?

C What are you playing?

Anna: I'm talking to the other mums. Oh no!

Susie: **A** Why are you laughing?

B Why are you smiling?

B Why are you shouting?

Anna: Oh no! He's on the climbing frame.



Susie: **A** Who is on the climbing frame?
B What colour is the climbing frame?
C Where is the climbing frame?

Anna: It's a baby! He's at the top of the climbing frame. He's starting to fall!

Susie: **A** Oh, great!
B Oh, no!
C Oh, yes!

Anna: It's ok. He's racing to the climbing frame. He's catching the baby.

Susie: **A** Who is catching the baby?
B Why is he catching the baby?
C Who is he catching?

Anna: Skater Boy. What a hero! He saved the baby.

Susie: How did he save the baby?

Anna: **A** Because he's the fastest child in town!
B Because he's the slowest child in town!
C Because he's the oldest child in town!

(Answers: c, b, c, a, b, a, a)

Go through answers with the class, then choose one pupil to come to the front of the class and read out the dialogue with you.

Ask pupils to act out the dialogue in pairs.

5 **Speaking practice: Class survey**

Divide the class into groups of five. Explain to pupils that they are going to do a survey, to discover some facts about pupils in their group.

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 the names of all their classmates on the list.)

Now ask pupils to write Age and Height across the top.

Write these questions on the board as prompts, if necessary:

How old are you?

How tall are you?

Pupils do the survey. They ask each person in their group the questions and write the results on their sheet of paper, as shown.

(Note: If pupils are not familiar with the concept of measuring, or with the vocabulary of measurement, you can tell them to get everyone in the group to stand in a line, and then to number the names in their results table – 1 for the tallest, down to 5 for the shortest.)

	Age	Height	Or Height
Maria	8 years 5 months	1 metre 40 cms	3
Pierre	8 years 3 months	1 metre 53	1
Sarah	7 years 9 months	1 metre 28	4
Mahmud	7 years 11 months	1 metre 18	5
Tom	8 years 7 months	1 metre 47	2

When they have finished, ask pupils to report back to the class on their findings, e.g.

Tom is the oldest in the group.

Sarah is the youngest in the group.

Pierre is the tallest in the group.

Mahmud is the shortest in the group.

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

M 6 Speaking practice: Rhyme



Say the chorus of the rhyme several times until pupils can join in with confidence.

Now teach the verses, in the usual way – with lots of repetition to help pupils remember the words. Use prompts (such as mime or key words written on the board) to help pupils if necessary.

You can teach as many or as few verses as you wish. You could divide the class into 6 groups and teach one verse to each group. Alternatively, you could get 12 individual pupils (or pairs of pupils) to each learn 2 lines. Then perform the whole rhyme as a class performance – with the groups (or pairs or individual pupils) saying their parts. After each verse the whole class should say the chorus together.

Chorus:

He's skating up. He's skating down.

He's the fastest child in town.

He's skating here. He's skating there.

Skater Boy is everywhere.

Verse 1

He's got a helmet on his head.

He's got skate shoes on his feet.

He's skating on the grass.

He's skating in the street.

Verse 2

He's got pads on his elbows.

He's got pads on his knees.

He's skating round the climbing frame.

He's skating through the trees.

Verse 3

***He's skating through the gate.
He's skating in the park.
He's skating in the daytime
He's skating in the dark.***

Verse 4

***He's skating on your left.
He's skating on your right.
Watch him skating in the day,
Dream about him in the night.***

Verse 5

***He's waving to the mothers,
As he's skating past.
But they can't wave to Skater Boy,
He's skating too fast.***

Verse 6

***He's skating past you.
He's skating past me.
But he's skating very fast,
He's too fast to see.***