

**S****Cambridge YLE: Starters Speaking**

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

S**1 Speaking Practice: Answering questions about a picture**

Ask pupils to look at the picture on pages 12-13. Ask these questions. Pupils can answer simply *Yes* or *No*, or you could ask them to give fuller answers, e.g. *No, he isn't. Yes, she is.* etc.

- Is Dad standing?
- Is he reading a book?
- Is the little girl reading the newspaper?
- Has Dad got red trousers?
- Is there a desk in the room?
- Is Dad sitting in a chair?
- Is he reading the newspaper?
- Is the little girl playing with the dog?
- Has the little girl got black hair?
- Is there an armchair?

**2 Speaking Practice: Memory game**

Ask pupils to look carefully at the picture for 2 minutes. Then tell them to close their books. Ask these questions. How many can they answer correctly from memory?

- Where is Dad sitting?
- Where is Buster?
- What colour is the phone?
- What colour is Buster?
- Has Dad got shoes on?
- What colour is the cake?
- Who is sitting next to Dad?
- What is on the table?
- Is the phone on the table?
- What colour is Dad's top?
- Has the little girl got a hat?
- Is there a window?

**3 Speaking Practice: Making statements about a picture**

Ask pupils to make 6 statements about the picture, e.g.

Buster is sitting under the table.

Dad is reading a book.

Then ask pupils to give their statements to a partner. Their partner says whether the statements are true or false.



4 Speaking practice: Mime game

Mime blowing out the candles on a birthday cake and ask the class: What am I doing?

Do other mimes and encourage pupils to guess what you are doing.

- talking on the telephone
- reading a newspaper
- singing
- hugging someone
- eating a piece of birthday cake
- flying
- running
- smiling
- looking out of the window

If you wish, you can ask individual pupils to come to the front of the class and to do a mime. They can choose their own mine, or you can give them a suggestion for what to mime.



5 Listening practice: Listen and draw

Tell pupils to listen to what you say, and to draw what you describe.

Say the following (not too fast) and tell pupils to just listen.

There is a boy and a girl. The boy has got short hair He has got trousers and a T-shirt.

He hasn't got any shoes on his feet. He's got a hat.

The girl has got long hair. She's got a dress. she's got socks and shoes. And she's got a hat.

Now read out the description again pausing after each sentence. Pupils listen and draw. When they have finished, let pupils compare their drawings with their partner.



6 Speaking practice: Spot the difference

Tell pupils to colour their picture, choosing whatever colours they like. No-one must see their picture while they are colouring it.

When they have finished, ask them to compare their picture with their partner's picture and to see how many differences they can find between the two pictures,

e.g. *In your picture, the boy's got a red T-shirt. In my picture he's got a white T-shirt.*

Pupils can do this as an oral activity, but it can be a written task if you wish, and pupils can write five sentences about the differences between their own and their partner's pictures.

7 Speaking practice: Class survey

Explain to pupils that they are going to do a survey, to discover some activities that pupils in the class do regularly. Write these verbs on the board as prompts

walk talk to eat go like walk live play read

Ask pupils to think of questions they might ask their classmates. They can base their questions on events in the story, e.g.

Do you like birthday cake?

Do you make a wish when you blow out the candles?

Do you send a birthday card to your grandmother?

Do you talk to your grandmother on the phone?

Do you read the newspaper?

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 each pupil to think of five things which they think their classmates might do regularly, and to write these across the top of the paper. Now pupils walk round the class, asking each other questions to complete their surveys, e.g. *Maria, do you read the newspaper?*

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

	Read the newspaper	Blow out candles	Phone your grandmother	Walk to school	Like birthday cake
Maria	✓				✓
Pierre			✓		✓
Sarah		✓	✓	✓	✓
Mahmud	✓				✓
Tom		✓			✓

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

Maria and Mahmud read the newspaper.

Pierre and Sarah phone their grandmother.

Sarah walks to school.

Everybody likes birthday cake.

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



S 8 Speaking practice: Poem



Write these words on the board : morning, afternoon, evening, night. Check that pupils understand them. Ask pupils to tell you what they do at these times of day. Then write these phrases beside the words:

- * *morning - time to get up*
- afternoon - time to go home*
- evening - time for bed*
- night - time to sleep*

You could also draw a quick picture beside each time of day:

- 'morning' - draw the sun just rising;
- 'afternoon' - draw the sun high in the sky;
- 'evening' - draw the sun setting,
- 'night' - draw a moon and stars.

Explain that pupils are going to hear a poem with 4 verses, one verse for each time of the day. They will hear half the poem this lesson, and half in the next lesson.

Point at the sunrise drawing on the board, and say the first two lines of verse 1, repeating them several times, until pupils can join in confidently:

It's sun rise. It's sun rise.
The sun is opening its eyes.

Then teach the next part of verse 1 in the same way, pointing to the words on the board as prompts:

What time is it? It's morning.
It's time to get up.
It's the start of the day.

Tell pupils that verse 2 is about 'afternoon'.

Point to the appropriate drawing and say the first two lines, repeating them several times:

The sun is high. The sun is high
The sun is shining in the sky.

Then teach the next part of verse 2 in the same way, pointing to the words on the board as prompts:

What time is it? It's afternoon.
It's time to go home.
It's the middle of the day

To try and teach all 4 verses of the poem at once will overload pupils, so you could stop at this point, and teach the rest of the poem in the next lesson.

In the next lesson, write the prompts on the board again (as above*) and draw the pictures. See if pupils can remember the first two verses. Help them to remember, and say these two verses several times.



Now teach the last two verses in the same way: breaking each verse into two parts, repeating everything several times, and using the words and drawings on the board as prompts.

It's sunset. It's sunset.

The sun is low and the sky is red.

What time is it? It's evening.

It's time for bed.

It's the end of the day.

The sun is gone. The sun is gone.

See the stars and see the moon.

What time is it? It's night.

It's time to sleep

And dream about the day.

If you wish, you could divide the class into four groups and ask each group to learn one verse by heart. Then do a class performance of the whole poem, with each group reciting their verse aloud.