



### **S** Practice for 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 children to look at the picture on pages 16-17. Ask these questions.

- Where is Anna?
- Where is Tom?
- Where are Mum and Dad?
- Is there a boat in the sea?
- Is there a sandcastle?
- Is there a doll in the sea?
- Are there buckets and spades on the beach?
- Are there cars on the beach?
- What colour is the sea?
- Has Anna got waterwings?
- Is Anna happy?
- Is Tom happy?
- Are Tom and Anna hot?



### 2 **Speaking Practice: Memory game**

Give children a minute to look carefully at the picture. Now ask them to close their books. Ask these questions and see if children can answer from memory.

- What colour is the boat?
- What colour are the waterwings?
- Is there a green bucket and spade?
- Is there a purple bucket and spade?
- How many buckets are there?
- Is the water hot?
- Is the water cool?
- What colour is the water?



### 3 **Speaking Practice: True/false statements about a picture**

Make statements about the picture and ask children to say if they are true or false. They can look at their books while you do this, or you can ask them to do it from memory.

- |   |  |
|---|--|
| There are two boats in the sea.         | No, There is one boat.                   |
| There are two buckets on the beach.     | Yes.                                     |
| There are two spades on the beach.      | No. There are three spades on the beach. |
| There is one purple bucket.             | Yes.                                     |
| There are two sandcastles on the beach. | No. There is one sandcastle.             |
| There is a big boat in the water.       | No. There is a small boat.               |
| Tom's waterwings are yellow.            | No. They are red.                        |



## 4 Memory game

Say to the class:

I'm at the beach. I can see a ... point to one child in the class, and encourage them to suggest something that you can see, e.g. a sandcastle.

Say

*I'm at the beach. I can see a sandcastle.*

Get children to repeat this.

Now say:

*I'm at the beach. I can see a sandcastle and a ...* . Point to a different child and elicit another item, e.g. *a blue boat*.

Say:

*I'm at the beach. I can see a sandcastle and a blue boat.*

Continue, asking children to add more and more new items,

e.g. *I'm at the beach, I can see a sandcastle, a blue boat, a red bucket, a spade, a doll and orange waterwings.*

Continue adding items to the phrase until it becomes too long for children to remember; then start again.

You can use this game to revise other known vocabulary, e.g. *I'm at school. I can see a blue pencil, twelve desks, lots of books, a green schoolbag, a ruler, ... etc.*



## 5 Speaking practice: Tongue twister

Revise the words: mother, father, sister, brother. Make sure children understand the words and can pronounce them correctly.

Now ask them to say this tongue twister. Get them to say it at least six times.

*Father, mother, sister, brother.*

How fast can they say it? Who can say it the fastest – without making a mistake?

Now ask children to try saying this one. (They should say it fast, and at least five times.)

*Father, father, mother, mother, sister, sister, brother, brother.*

And if they can do that reasonably easily and correctly, try:

*Father, father, father, mother, mother, mother*

*sister, sister, sister, brother, brother, brother.*



## 6 Mime game

Mime various activities. Ask *Where am I?* and encourage children to answer,

e.g. mime swimming. *Where am I?* *You're in the sea.*

e.g. mime sleeping. *Where am I?* *You're in bed.*

e.g. mime writing. *Where am I?* *You're in school.*

e.g. mime skipping. *Where am I?* *You're in the garden*

e.g. mime driving. *Where am I?* *You're in the car*

e.g. mime rowing. *Where am I?* *You're in a boat.*



## **S** 7 Speaking practice: Rhyme

Teach this rhyme, following the procedure described below. Write on the board: beach. Say: *I'm at the beach. Come and play.*

Make sure children understand this. Get them to say it several times, first with you, and later by themselves.

Now say:

*Come to the beach. It's a beautiful day.*

Get children to repeat this line several times.

Now ask them to say both lines. (This is verse 1 of the rhyme).

Verse 1:

***I'm at the beach. Come and play.***

***Come to the beach. It's a beautiful day.***

Now write on the board: sea

Say the next verse:

Verse 2:

***I'm in the sea. Come and play.***

***Come in the sea. It's a beautiful day***

Encourage children to join in with you as they become more confident with the words. Say verse 1 and verse 2.

Now write on the board: boat

Say verse 3:

***I'm on the boat. Come and play.***

***Come on the boat. It's a beautiful day.***

Get children to repeat verse 3 several times.

This is probably enough for one lesson. At the next lesson, say verses 1, 2, 3 again. Say them several times, encouraging children to join in. When you feel they are confident with these three verses, teach verse 4. Write on the board: garden and say verse 4:

Verse 4:

***I'm in the garden, Come and play.***

***Come in the garden. It's a beautiful day.***

Get children to repeat verse 4.

Now repeat the whole rhyme – all 4 verses.

Talk to the children about the rhyme. Where has the child been playing? at the beach, in the sea, on the boat, in the garden. How do they think the child feels now? Probably very tired! Teach the final verse:

Verse 5:

***I'm in bed now. I can't play.***

***I'm very tired. Please go away!***

Revise this (and other rhymes) on a regular basis in the following months.

Optional: If you wish, before each verse you can say: Where are you?