



### **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 8-9. Ask these questions.

- How many people are there?
- How many houses are there?
- How many gardens are there?
- How many white flowers are there?
- How many purple flowers are there?
- Is there a fence?
- Is there a lawn mower?
- Is there a skateboard?
- Is there a watering can?
- What colour is the watering can?
- What colour is Mr Barakat's house?
- Has Mr Zimmerman got a son?
- Has Mr Barakat got a son?
- Has Ehud got a kite?
- What colour is Ehud's kite?
- Has Elisa got a kite?
- What colour is Elisa's kite?
- Has Ehud got a dragon kite?
- Has Elisa got a butterfly kite?
- Does Ehud like flying a kite?

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 from memory.

### **S** 2 Speaking practice: Making statements about a picture.



Ask pupils to work in pairs and to write 5 statements about the picture on pages 8-9, e.g. *There are 4 flowers. Elisa has got a yellow kite.*

Then tell pairs to read their statements to another pair, The second pair should say if the statements are true or false. They can look at the picture or try to answer from memory, e.g.

*There are 4 flowers.*

*No. (There are 8 flowers.)*

*Elisa has got a yellow kite,*

*Yes.*

### **S** 3 Speaking practice: Memory game



Say *I've got a red ball*, Ask the class to repeat the statement.

Then point to a pupil and ask them to repeat the statement and to add another item to it, e.g. *I've got a red ball and a blue bike*. Again, the class repeats.



Point to another pupil and ask him/her to repeat the statement and to add an item to it,, e.g. *I've got a red ball and a blue bike and a yellow skateboard.* Again, the class repeats. Continue until the list is too long for the class to remember all the items correctly.

Then play the game again, with different items.

## **S** 4 Reading and writing practice: Sentence building

Write these sentence halves on the board.

- |                                 |                       |
|---------------------------------|-----------------------|
| <b>A</b> <i>I live in a</i>     | <i>swim.</i>          |
| <b>B</b> <i>I've got three</i>  | <i>like dancing.</i>  |
| <b>C</b> <i>I've got a blue</i> | <i>skateboard.</i>    |
| <b>D</b> <i>I can</i>           | <i>green house.</i>   |
| <b>E</b> <i>I like</i>          | <i>brothers.</i>      |
| <b>F</b> <i>I don't</i>         | <i>skateboarding.</i> |

Ask pupils to come to the board and draw lines to match the halves to make complete sentences.

(**Answers:** **A** I live in a green house. **B** I've got three brothers. **C** I've got a blue skateboard. **D** I can swim. **E** I like skateboarding. **F** I don't like dancing.)

## 5 Speaking practice: Personalisation

Ask pupils to alter words in the sentences, so that the sentences are true about themselves, e.g.

**A** *I live in a red house. (or I don't live in a green house.)*

**B** *I've got one brother.*

This can be done orally first, then ask pupils to write down their 6 true sentences.

Optional extension.

Depending on pupils' ability and confidence, you can encourage them to make longer sentences about themselves, including negative and positive statements, e.g.

**A** *I don't live in a green house. I live in a red house.*

**B** *I haven't got a brother. I've got one sister.*

**C** *I haven't got a blue skateboard but I've got a bike.*

**D** *I can't swim but I can play football.*

**E** *I don't like playing ball but I like ...etc.*



**S** 6 **Speaking practice: Rhyme**



Say this short rhyme. Say it several times. Point to yourself as you say 'my' and 'I' and point to a pupil as you say 'your' and 'you' Encourage children to make the appropriate pointing gestures as they listen, and to join in and say the rhyme with you as they feel confident.

*My kite's red. Your kite's blue.*

*I like flying my kite with you.*

Now say the second verse of the rhyme. Repeat it several times, using the same pointing gestures as before, and encouraging children to join in.

*My ball's green. Your ball's blue.*

*I like playing ball with you.*

Repeat both verses of the rhyme several times. Get children to join in as they become more confident.

At the next lesson, say verse 3 and verse 4 of the rhyme. Say them several times.

*My bike's purple. Your bike's blue.*

*I like riding my bike with you.*

*I'm very happy. You're happy too.*

*I like playing, playing with you.*

Now say the whole rhyme (all 4 verses) aloud to the class, and encourage pupils to make the same pointing gestures as before, and also to mime the appropriate actions (flying a kite, playing ball, riding a bike, playing with a friend) as they listen.

You can return to this rhyme again over the next few lessons, encouraging children to mime the actions, and to join in as they become familiar with it.