

**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 6 and 7 of their book. Ask these questions.

- Is there a hill?
- Is there a river?
- Is there a bridge?
- Is there a troll?
- Is the troll in the river?
- Is the troll on the bridge?
- Is there a little goat?
- Is the little goat on the bridge?
- Is there a middle goat?
- Is the middle goat on the bridge?
- Is there a big goat?
- Is there lots of grass?

Give pupils a minute to look at the picture. Then ask them to close their books. Ask the questions again and see if pupils answer the questions from memory.

S**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.

- How many goats are there?
- How many trolls are there?
- How many trees are there?
- How many fish are there?
- What colour is the big goat?
- Has the big goat got big horns?
- Has the little goat got big horns?
- Has the frog got horns?
- What colour is the frog?
- Has the troll got a hat?
- What colour is the it?
- Where is the grass?

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

Ask pupils to work in pairs, to look at the picture on pages 6 and 7, and to write 5 statements about the picture, e.g. *There is a troll. The troll is on the bridge.*

Then tell them to show their statements to another pair. The other pair must say whether the statements are true or false. Less confident pupils can do the task with their books open at pages 6-7; more competent pupils can try to do it from memory, with their books closed.

S**4 Speaking practice: Tongue twister**


Revise the words: *little, middle, goat*. Make sure children understand the words and can pronounce them correctly.

Now ask them to say this tongue twister. Get them to say the phrase at least six times. *Middle goat, Little goat, Middle goat, Little goat, Middle goat, Little goat.*



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.)
Big Goat eats lots of grass.

S 5 **Listening Practice: Drawing dictation**

 Draw pupils' attention to the coloured balls on page 5. Give each pupils a sheet of paper. Ask pupils to listen to what you say and to draw what you say on the paper.

There are five balls.


There is one big blue ball.

There are two little red balls.

There is one little green ball.

There is one little yellow and white ball.


S 6 **Speaking & Listening Practice: Drawing dictation**

 Now tell pupils to draw their own picture of some coloured balls. Do not specify a number; children themselves can choose how many to draw. Then ask them to colour the balls in their picture, using any colours they choose. Tell them this picture is secret They must not let their friends see it!

Now pupils work in pairs, and Child A describes their drawing to their partner, Child B. Their partner must listen, and draw and colour a picture according to what they hear. When they have finished, let them compare pictures, to see if they have drawn correctly.

Then children swap roles, Child B describes their picture, Child A listens and draws.

S 7 **Speaking Practice: Rhyme**

 Teach the rhyme verse by verse.
First say verse 1 several times encouraging pupils to join in with *One, two, three*. Ask them to clap when they say the numbers *One, two, three* and also to mime the goats eating. Now say verse 2 and again let pupils join in and clap with *One, two, three*. Repeat verse 2 several times. Say it again and pause after you say *Little Goat says...* and encourage pupils to say Little Goat's words, 'I'm not big. Don't eat me!'

Say verse 3, and pause after you say *Middle Goat says...* and encourage pupils to say Middle Goat's words, 'I'm not big. Don't eat me!'

Say verse 4, and pause after you say *Big Goat says*. Ask pupils what they think Big Goat says. Will he say the same as the other two goats? Finish saying Verse 4. Repeat it a few times, encouraging the class to say Big Goat's words.

Quickly say verses 5 and 6, but don't expect pupils to learn them.

Next lesson, revise verses 1-4, getting the class to join in and clap for *One, two, three*, and to say the words of Little Goat, Middle Goat and Big Goat.



Repeat verses 5 and 6 several times, encouraging pupils to say Big Goat's words *You don't scare me!* and to say and clap for *One, two, three*.

Divide the class into three groups:

one group is Little Goat and will say Little Goat's words (*I'm not big, Don't eat me!*)

one group is Middle Goat and will say Middle Goat's words (*I'm not big, Don't eat me!*)

one group is Big Goat and will say Big Goat's words (*I'm very big, Don't eat me! and You don't scare me!*)

Say the rhyme again, with the groups saying their words in the appropriate places.

Verse 1 Three hungry goats.
One, two, three
Let's eat the grass.
The grass is green.

Verse 2 Little Goat is on the bridge
One, two, three
Little Goat says 'I'm not big,
Don't eat me!'

Verse 3 Middle Goat is on the bridge
One, two, three
Middle Goat says 'I'm not big,
Don't eat me!'

Verse 4 Big Goat is on the bridge
One, two, three
Big Goat says 'I'm very big,
Don't eat me!'

Verse 5 Big Goat is on the bridge
'You don't scare me!'
The troll is in the river,
One, two, three!

Verse 6 Let's eat the grass.
The grass is green.
Three sleepy goats
One, two, three.