

**M****Cambridge YLE: Movers Speaking**

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

**M****1 Speaking practice: answering questions about a picture.**

Ask pupils to look at the picture on pages 6-7. Ask these questions. First ask questions with simple *yes/no* answers.

- Is it a lovely day?
- Is it raining?
- Can you see a park?
- Can you see a school?
- Is there a table in the park?
- Is there a seat?
- Is there a bike?
- Are there two bikes?
- Are there some trees?
- Are there some flowers?
- Is there a lake?
- Are some children playing football?
- Is someone walking their dog?

Then ask more open-ended questions, where pupils have to supply information.

- What colour is the sky?
- Where is the dog sitting?
- How many dogs are there?
- How many babies are there?
- What is the baby doing?
- What are Kate & Charlie doing?
- What colour is Kate's T-shirt?
- What colour is Charlie's T-shirt?
- Has Kate got black hair
- Has Charlie got long hair?
- Who is riding a bike?
- How many people are sitting down?
- Where are they sitting?
- Is there a bag in the picture?

If you wish, put pupils into pairs and let them make up 5 questions of their own. They can then ask another pair their questions.

**M****2 Speaking practice: Memory Game.**

Ask pupils to write 5 sentences about the picture (which can be true or false). Tell pupils to look carefully at the picture for 2 minutes, then close their books. Put pupils in pairs, and tell them to read their partner's sentences and say – from memory – whether the sentences are 'true' or 'false'.

Put pupils in different pairs and repeat the exercise.



### **M** 3 Board Race Game – irregular verbs.



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

was   were   blew   came   did   ate   flew   found   got   gave   went  
kept   put   read   ran   said   saw   sat   swam   took   thought

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 the present tense form, e.g. *is*. 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, i.e. *was*. 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 Odd One Out.

Write these Odd One Out puzzles on the board, or read them out – one puzzle at a time. Explain that pupils must write (or say) whichever word they think does not fit in a 'set' with the other three words.

Go through answers with the class. Accept any answers which pupils can justify (in the mother tongue, or in English).

<b>A</b> hospital	school	flew	zoo
<b>B</b> cats	grass	cows	mice
<b>C</b> tree	mum	grandparent	children
<b>D</b> somersault	handstand	hopscotch	upside down
<b>E</b> river	lake	ceiling	sea
<b>F</b> day	tired	happy	proud
<b>G</b> book	page	newspaper	phone
<b>H</b> grass	school	tree	sky
<b>I</b> worry	stop	turn	go
<b>J</b> world	where	when	how



**Possible answers:**

- A** *flew* (the others are all places); or *hospital* (the others all rhyme)
- B** *grass* (the others are all animals)
- C** *tree* (the others are all people) or *children* (the others are all regular plurals)
- D** *upside down* (the others are all children's games) or *hopscotch* (the others all involve turning upside down)
- E** *ceiling* (the others are all outdoors, or the others are all wet)
- F** *day* (the others are all feelings)
- G** *phone* (the others are all things you can read) or *page* (it's only a part of something. The others are all complete items)
- H** *school* (the others are all in the park)
- I** *worry* (the others are all instructions used to give directions to a place) or *go* (the others are all regular past tense)
- J** *world* (the others are all question words) or *how* (the other all begin with 'w')

**M** 5 **Listening and speaking practice: Definitions**



Read out these definitions one at a time, and ask pupils to say the place they describe.

- |   |                    |
|---|--------------------|
| <b>A</b> The place where children learn to read and write.              | <i>School</i>      |
| <b>B</b> The place where people go if they are sick, to see the doctor. | <i>Hospital</i>    |
| <b>C</b> The place where people live, and sleep, and eat.               | <i>House</i>       |
| <b>D</b> The place where we can see animals from all over the world.    | <i>Zoo</i>         |
| <b>E</b> The place where you can buy meat.                              | <i>Butchers</i>    |
| <b>F</b> The place where you can buy bread.                             | <i>Bakery</i>      |
| <b>G</b> The place where you can buy all kinds of food.                 | <i>Supermarket</i> |
| <b>H</b> The place where you wait for a bus to come.                    | <i>Bus stop</i>    |
| <b>I</b> The place where you play football, and ride a bike.            | <i>Park</i>        |



**M** 6 Speaking practice: Rhyme



Verse 1:

***I went to the shops,  
I went to the zoo.  
I went to the park,  
But I didn't go to school.***

Verse 2:

***I swam in the river.  
I swam in the pool.  
I swam in the sea,  
But I didn't swim to school.***

Verse 3:

***I walked to the beach.  
I walked home too.  
I walked to the square,  
But I didn't walk to school.***

Verse 4:

***I ran to the butchers.  
I ran to the bakery too.  
I ran to the supermarket,  
But I didn't run to school.***

Verse 5:

***Was my teacher angry?  
What did my teacher say?  
My teacher said, "Enjoy yourself!"  
Because today is Saturday.***

Say the first three lines of verse 1. Repeat them once or twice.

***I went to the shops,  
I went to the zoo.  
I went to the park,***

Now say the last line:

***But I didn't go to school***

Repeat the whole of verse 1, encouraging pupils to join in as they become more familiar with the words.



Now mime swimming and say the first three lines of verse 2. Repeat them once or twice.

***I swam in the river.***

***I swam in the pool.***

***I swam in the sea,***

Ask if pupils can predict what line 4 will say. ***(But I didn't swim to school.)***  
Say the whole of verse 2, encouraging pupils to join in.

Repeat the first two verses two or three times. Do not try and teach any more at this time.

Next lesson, revise verses 1 and 2, encouraging pupils to join in.

Mime walking, and say the first three lines of Verse 3:

***I walked to the beach.***

***I walked home too.***

***I walked to the square,***

Encourage pupils to guess what line 4 will say:

***But I didn't walk to school.***

Mime running, and say the first three lines of Verse 4:

***I ran to the butchers.***

***I ran to the bakery too.***

***I ran to the supermarket,***

Encourage pupils to predict line 4.

***But I didn't run to school.***

Now say all 4 verses together with the class – maybe dividing the class into 4 groups and asking each group to say one verse.

Finally teach Verse 5:

Teach the first two lines:

***Was my teacher angry?***

***What did my teacher say?***

Say these with a cross face.

Then teach the last two lines, with a smiling face.

***My teacher said, "Enjoy yourself!"***

***Because today is Saturday.***