



YLE Movers Speaking Part 4 – Teacher’s Notes

Description

This activity gives students practice in asking and answering personal questions in a semi-spontaneous way. This activity takes the form of a game.

Time required: 20 – 25 minutes

Materials required:

- Questions which you have prepared before the lesson (see below)

Aims:

- to introduce students to Part 4 of the Movers Speaking paper and to the task type
- to give students practice in giving answers to questions in a semi-spontaneous way
- to give students practice in using social language and language asking for repetition and clarification

Before the lesson

Prepare about sixteen personal questions to ask the students. Number the questions.
E.g.

1. How many people are there in your family?
2. What’s the name of your best friend?
3. What’s your favourite subject at school?
4. What are your hobbies?
5. What do you have for breakfast?
6. What do you have for lunch?
7. How many brothers and sisters have you got?
8. What do you like doing at the weekend?
9. What did you do last Saturday morning?
10. What did you do last Sunday?
11. What’s your mother’s name?
12. Where did you go on your last holiday?
13. How many lessons do you have in a day?
14. What’s the weather like today?
15. Who’s the youngest in your family?
16. Who’s the oldest in your family?



Procedure

1. Greet students by saying *Hello (name). How are you?* to different students in the class. Prompt them to respond appropriately e.g. *I'm fine thanks / Fine thanks.*
2. Make four teams. The students in each team give themselves letters of the alphabet from A onwards (for however many students there are in the team). Tell them to do this at random and not to sequence the letters in the order they are sitting. For example, if there are seven students in a team they will have the letters A–G. In the class as a whole, there will be four students with the letter A, four with the letter B and so on.
3. Write numbers 1–16 on the board (numbers only). Start with the first team. Call out a letter at random, e.g. E. The student with this letter chooses a number between 1 and 16. Cross out the number they have chosen and ask student E the question with this number. If the student answers appropriately, then award a point to the team. Students do not have to give full answers, e.g. to the question *What's your best friend's name?* they can say *Paula / Her name's Paula / She's called Paula.* Do not repeat the question unless a student asks you to do this using appropriate language e.g. *I don't understand. Can you repeat that, please? Again, please? Sorry?*
4. Repeat for the other three teams, calling out a different letter each time for the student to choose a question. Cross out the numbers on the board as they are used up so that students cannot choose questions which have already been asked.
5. Repeat **Step 3** and **Step 4** three more times, choosing different letters so that you ask different students each time. Then if you have students in the teams who have not yet answered questions, quickly renumber the questions and repeat **Step 3** and **Step 4** as many times as you need until everyone has answered a question. If you have a team with fewer students than another team, ask them one or more extra questions so that all the teams are asked the same number of questions.
6. Add up the marks to see which team is the winner.
7. At the end of the activity, tell students that these are the kinds of questions that they will be asked in Part 4 of the Movers Speaking Test. Make sure they realise that:
 - questions will normally be in the present tense but sometimes they will be in the past, e.g. asking about last weekend
 - their answers should be short, between one and four words
 - if they don't understand a question the examiner asks them they should say e.g. *I don't understand. Can you repeat, please? Again, please? Sorry?*
 - they should say *Goodbye* and *Thank you* at the end of the test.



Suggested follow-up activity

Students can do a similar activity using this type of questions, but in the new activity give them a time limit to ask similar questions of each other. Students can do this in pairs. Stop the activity at the end of the time limit. Ask students to try and remember their partner's answers and to write them down. Students check the activity by reading their texts aloud for their partner to correct as necessary.

Additional information

There are three aspects that are assessed in the Movers Speaking Test:

- Reception – listening and interaction
- Production – appropriacy, promptness and extent of response
- Production – pronunciation .

Each criterion carries a maximum mark of 3.

In the Test, each student is taken into the examination room by an usher. The usher is someone who speaks the student's first language and who is possibly known to the student e.g. a teacher. The usher explains the test format in the student's mother tongue, before taking the student into the examination room and introducing him/her to the examiner.

Movers is aimed at students who have some experience of speaking English and probably also have some experience of test situations. Movers builds on the foundations laid at Starters level by asking the students to give **more extended responses** (e.g. describing a picture) as well as **showing their comprehension** of what the examiner says. Candidates may be asked questions such as 'Where do you go after school?' or 'Tell me about your favourite sport.'

At this level, candidates are expected to answer with greater expansion than at Starters level, and to answer reasonably promptly, although they are not penalised for taking their time to think in tasks such as Tell the Story or Find the Odd-one-out.