

How to practise for the Movers Speaking Test

Speaking

Part 1.

- Two similar pictures
- Identify four differences between the pictures.

1. Get students to say what they can see in each picture.

2. Draw students' attention to the differences by doing two examples.

- Look, in this picture, the girl has got blue hair, but in this picture, her hair is pink.
- In this picture, the girl is wearing blue shoes, but in this picture, her shoes are yellow.

3. It is also possible to start with shorter or simpler answers.

- Here blue hair, and here pink hair.
- Here blue shoes, but here yellow shoes.

4. Help students find and explain differences about colour, size, number, position, appearance, activity, etc.

Speaking

Part 2.

- Picture sequence
- Describe picture in turn.

1. Show students the four pictures and get them to help you to come up with a name for the story.

2. Tell students to help you find elements in the pictures that can explain why the name for the story is OK.

3. Tell student to help you describe each picture.

4. Get students to decide on three sentences that can help them describe what is happening in each picture.

5. Get students to choose the sentences that can be better linked or connected to tell the complete story.

Example 1.

- The class is going on a camp trip. (8 words)
- The campsite is big and beautiful. (6 words)
- The children are exploring the area. (6 words)
- They cross the bridge to find a treasure. (8 words)

Tip.

The structures students will mostly need are...

- There is...
- There are...
- The present forms of "be" and "have (got)"
- Verbs
- The modals can, can't, must, mustn't
- The present continuous forms

Some example sentences students could use are...

- The woman is walking.
- The children are exploring.
- The boy is happy.
- The girl isn't happy.

Speaking

Part 3.

- Picture sets
- Identify odd one out and give reasons.

- 1. Get students to name all the things in the pictures.**
- 2. Get students to say what group each thing is a part of.**

Example 1.

- Watermelon is "fruit".
- A notebook is a "school item".
- A banana is a "fruit".
- A strawberry is a "fruit".

3. Make the following question so you can walk students through deciding on which is different.

- So Watermelon is fruit, a notebook is a school item, a banana is a fruit and a strawberry is a fruit, then which is different?
- The notebook is different. Why? Because the notebook is not a fruit.

Speaking

Part 4.

- Open-ended questions about candidate
- Answer personal questions.

1. Make students some personal questions (school, weekends, home, friends and hobbies).

Note:

- Students must be able to use four words together to answer the questions.
- Student must be able to answer the questions using past forms, when necessary.

Greetings & Questions

Hello!

How are you?

How old are you?

Who do you play with at school?

What games do you play at school?

What do you have for lunch?

What did you do last weekend?

Responses

Hello!

I am fine!

I am seven **years old**.

At school I play **with Mark**.

I play **the marbles and soccer**.

I have **a sandwich and juice** for lunch.

I **visited** my grandparents.

Remember...

- Use everyday language inside and outside the classroom to help students get familiarised with following instructions and interacting.
- Introduce new phrases and more language and evaluate understanding by observing carefully.
- It is important that you stick to the contents to cover at each level, grammar and vocabulary, but it is absolutely possible to cross the line and give students more – so whenever you spot a chance to do more, do!
- Try to make some L1-based expressions disappear, for example in response to the “How are you?” question, you can say...

“Fine, thanks!” not “Fine, thank you and you!?”

- Help students to give full answers. It does not necessarily mean long and complex ideas, the following are some examples of complete ideas.

Mark	VS	I play with Mark at school.
marbles and soccer	VS	I play the marbles and soccer .
a sandwich and juice	VS	I have a sandwich and juice for lunch.
visit grandparents	VS	I visited my grandparents.

The following statements are examples of general Listening and Speaking ability at Movers level.

Students CAN...

- understand very simple spoken dialogues about familiar topics with the help of pictures.
- understand very simple spoken descriptions about people and objects.
- express agreement or disagreement with someone using short, simple phrases.
- respond to questions on familiar topics with simple phrases and sentences.
- give simple descriptions of objects, pictures and actions.
- tell a very simple story with the help of pictures.
- ask someone how they are.
- ask simple questions about habits and preferences.

The following are some examples of ideas students, at Movers level, must be able to understand and communicate.

Give it to the teacher!
Your house is bigger than mine.
Anna is my best friend.
We went to the park yesterday.
Her father cooked lunch on Friday.
Did you go to the cinema? Yes, I did.
We didn't see the pirate at the party.
I want to go home.
He started to laugh.
I went riding on Saturday.
She went to town to buy a toothbrush.
He wants the teacher to tell a story.
He must do his homework.
You mustn't give the rabbit cheese.
Must I get up now?
I've got to go.
Do I have to go to bed now?
He had to draw a whale for homework.
Shall I help you wash the car, Mum?
I could see some birds in the tree.
She never eats meat.
He sang loudly.
My mother talks a lot.
My brother reads more quickly than my sister.

I like ice cream best.
I went home because I was tired.
She plays with her friends after school.
He plays badminton on Saturdays.
Why is he talking to her?
When does school start?
Vicky is the girl who is riding a bike.
That is the DVD which my friend gave me.
This is the house where my friend lives.
What is/was the weather like?
What was the weather like last weekend?
What's the matter?
What's the matter, Daisy?
Have you got a stomach-ache?
How about going to the cinema on Wednesday afternoon?
Yesterday we went for a drive in my brother's new car.
A baby cat is called a kitten.
She's very good at basketball.
I think he's very nice.
When he got home, he had his dinner.