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Cambridge YLE: Movers Speaking

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

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1 Speaking Practice: Answering questions about a picture



Ask pupils to look at the picture on pages 14-15. Ask these questions. First ask questions with a *yes/no* answer, e.g.

- Is King Aegeus in the picture?
- Is Ariadne talking to Theseus?
- Is Theseus happy?
- Is King Minos sad?
- Is the minotaur in the picture?
- Is Theseus sleeping?

Then ask questions using question words, e.g.

- Who is waiting for Theseus?
- Who is talking to Theseus?
- Why is King Minos angry?
- Who is Ariadne?
- What is she doing?
- How many soldiers are there?
- What are the soldiers doing?
- How many boats are there?
- Can you see a palace?
- Can you see any mountains?
- What colour is Ariadne's dress?
- What colour is Theseus's hair?
- Has Theseus got a sword?
- How many trees are there?

M

2 Speaking Practice: Answering questions from memory



Now ask pupils to look carefully at the picture on pages 12-13 for 2 minutes. Then tell them to close their books and answer questions from memory. If you wish, you can play this as a team game.

- Who is waving to Theseus?
- Is Aegeus happy?
- Where is Theseus?
- What colour is the sail?
- How many people are on the boat?
- Are there any animals in the picture?
- Is there a mountain in the picture?
- Is there an island in the picture?
- What colour are Aegeus's clothes?
- Which hand is Aegeus waving?

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3 Speaking practice: Class survey



Divide the class into groups of five. Explain to pupils that they are going to do a survey, to discover some facts about pupils in their group.

Ask pupils to write on a sheet of paper the names of the five people in their group. The names should be arranged in a list down the left hand side of the paper, as shown below. (If you have a small class of 10 pupils or fewer, then pupils could write the names

of all their classmates on the list)

Now ask pupils to write *sisters* and *brothers* and *pets* across the top.

Write this question on the board as a prompt, if necessary: *Have you got a ...?*

Pupils do the survey. They ask each person in their group the questions and write the results on their sheet of paper, as shown

	sisters	brothers	pets
Maria	1	1	no
Pierre	2	no	1 dog
Sarah	no	2	3 cats
Mahmud	3	1	no
Tom	no	3	1 cat, 2 dogs, 4 fish

When they have finished, ask pupils to report back to the class on their findings, e.g. *Maria has got a sister and a brother. She hasn't got any pets. Tom hasn't got any sisters, but he's got three brothers. And he's got lots of pets.*

If you wish, pupils can write a few sentences about their findings, perhaps for homework. If you have a small class, you can combine all the information about the whole class on one sheet of paper (or on the board). If you have a large class, divide it into groups of 10 pupils and do this for each group.

Now ask pupils to make sentences based on information about the whole class (or group). e.g. *Three people have got one brother; two people have got two brothers. One person has got five brothers. One person hasn't got any brothers. Three people have got a dog,...etc.*

Ask pupils to write sentences about the survey results, and then give them to their partner to say if they are true or false.

M 4 Tongue twisters

Write this on the board:

He's got some string and a silver sword.

Read it aloud and ask pupils to say it after you. Say it several times, gradually getting quicker and quicker. Let pupils practise saying it to themselves. How fast can they say it? Let individual pupils demonstrate to the class.

Repeat with these tongue twisters.

He's holding them in his hand

The minotaur in the maze is King Minos's monster

The Aegean Sea is a sea in Greece

M 5 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).

A king	island	sky	sea
B Theseus	Minos	Aegeus	Ariadne
C son	boat	father	daughter
D soldiers	man	women	people
E head	body	hand	sword
F water	walk	jump	watch
G happy	hungry	sad	help
H Ssh!	Goodbye!	Take them away!	Wake up!
I in	under	behind	because
J sad	happy	afraid	big

Possible answers:

- A *king* (the others are all places in nature) or *island* (the others all have 1 syllable)
- B *Ariadne* (the others are all men or the others end with the letter 's')
- C *boat* (the others are all family members)
- D *man* (the others are all plural) or *soldier* (the others all have irregular plural forms)
- E *sword* (the others are all parts of the body) or *body* (the others all have 1 syllable)
- F *water* (the others are all verbs) or *jump* (the others all begin with 'w')
- G *help* (the others are all adjectives to describe how you feel) or *sad* (the others all begin with 'h')
- H *Goodbye!* (the others are all commands, telling people to do something)
- I *because* (the others all describe where something is) or *in* (the others all have 2 syllables)
- J *big* (the others describe how you feel, *big* describes how you look)

M 6 Speaking practice: Rhyme



Verse 1:

***Tell me the story. Tell me more.
About Theseus and the minotaur.
The minotaur lives in a maze on Crete,
The minotaur wants people to eat.***

Verse 2:

***He's got a man's body and a bull's head.
But Theseus is strong, and Theseus said,
"I must kill the minotaur!"
Tell me the story. Tell me more.***

Verse 3:

***Theseus sails across the water.
He meets Minos and his clever daughter.
King Minos says, "What can you do?
The minotaur is stronger than you!"***

Verse 4

***Now it's night, the soldiers are sleeping.
Into the prison Ariadne's creeping
"I can help you", Ariadne says.
"I can help you get out of the maze."***

Verse 5:

***Theseus takes the sword and string.
He's not afraid of anything.
Theseus ties the string to the door,
And goes to find the minotaur.***

Verse 6:

***Inside the maze he hears a roar,
But he can't see the minotaur.
Then he turns, and sees the minotaur there.
He swings his sword up in the air.***

Verse 7:

***Theseus cuts off the monster's head.
And now the minotaur is dead.
Theseus leaves. He follows the string.
And outside Ariadne 's waiting.***

Verse 8:

***Now everyone is happy and free.
They're sailing home across the sea.
But look at the boat. Something's not right.
Look at the sail. The sail is white.***

Verse 9:

***Aegeus saw the sail and said,
"Theseus, my son, is dead."
Sad Aegeus shouted and cried,
He jumped into the sea and died.***

***That's the story. There's no more,
About Theseus and the minotaur.***

Say the first two lines of verse 1. Repeat them once or twice.
Ask pupils to say them with you.

Do this with the next 2 lines. Repeat them once or twice and ask pupils to say them with you. Now say all 4 lines of the first verse.

When pupils are confident saying verse 1, teach verse 2 in the same way.
Get half the class (or maybe all the girls) to say verse 1 and the other half (or the boys) to say verse 2. Choose one pupil (or 2 or 3 pupils if they are shy or nervous) to be Theseus. Say the verse again, and this time only the chosen pupil(s) must say the words of Theseus. (***I must kill the minotaur!***)

Now teach verse 3 in the same way.

After repeating verse 3 several times, choose one pupil (or 2 - 3 pupils) to be King Minos. Say the verse again, and this time only the chosen pupil(s) must say the words of King Minos. (***What can you do? The minotaur is stronger than you!***)

If you wish, the whole class can repeat these lines as a chorus after each verse.

Tell me the story. Tell me more.

About Theseus and the minotaur

Do not try to teach more than 3 verses in a lesson!

Next lesson, teach verses 4, 5, 6, in the same way.

Choose one pupil to say Ariadne's words. (***I can help you. I can help you get out of the maze.***)

To make it easier for pupils, divide the class into three groups and teach each group one verse.

Next lesson, teach verses 7, 8, 9, in the same way.

Choose one pupil to say Aegeus's words, (***Theseus, my son, is dead!***).

Again, if you want to make it easier for pupils, divide the class into three groups and teach one verse to each group.

Finally, read out the whole rhyme. If you wish, let pupils say the chorus after each verse.

Tell me the story. Tell me more.

About Theseus and the minotaur.

Finally, let pupils try and say the whole rhyme with you. Do not worry if they forget some parts, just be encouraging and let them join in with the bits they remember. Let different groups say different verses, and let individual pupils say the words of Theseus, Minos, Ariadne and Aegeus. (It does not need to be the same pupil each time; let several pupils have a turn).

Do this again in a few weeks time, and you may be surprised at how much pupils can remember.