

### TKT Task Type 4: Introduction to Odd One-Out Tasks – Teacher’s Notes

#### Description

Participants explore the different types of odd one out tasks that are used in the three modules of TKT. As well as trying some sample odd one out tasks, they discuss strategies and approaches to doing this type of task.

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**Time required:** 60 minutes

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**Materials required:**

- Participant’s Worksheet 1 (cut up into individual words)
- Participant’s Worksheet 2 (one for each participant)
- Participant’s Worksheet 3 (one for each participant)
- Participant’s Worksheet 4 (one for each participant)
- Sample Task (one for each participant)

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**Aims:**

- To introduce odd one out tasks used in TKT
- To provide practice in doing odd one out tasks

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#### Procedure

1. Warmer (10 minutes) Cut up **Participant’s worksheet 1** into individual words before the session. Each line of words on the worksheet makes one set, with the odd one out at the end of the line, e.g. ‘knife’, ‘fork’, ‘cup’ are one set, with **cup** being the odd one out. Give each participant one word, so that you give out whole sets as far as possible. There are seven sets (21 words in total). If necessary, use some sets twice. If the number of participants means you can’t give out one whole set (e.g. if there are 20 participants), give out one or two of the words to more than one participant.
2. Tell participants that the words they have belong in sets and that there are three words for each set. Ask them to walk around the room saying their words to other participants until they find two other people with words in their set. They should then sit in groups of three with their set of words and choose the one that is different to the other two (and why).

Get participants to share their answers in open class. Check answers (see key below).

3. Ask participants:
  - **What kind of task was this?** (a warmer, and an odd one out task).

Tell participants that odd one out tasks are used in TKT. These will be the focus of this session.

4. (5 minutes). Hand out **Participant’s worksheet 2**. Ask participants to work in pairs to complete the three example tasks and read the information about odd one out tasks at the bottom of the worksheet.
5. Check answers to the example tasks with the whole group (see key below).

### Teaching Knowledge Test

6. (10 minutes). Hand out **Participant's worksheet 3**. Ask participants to work on their own and complete **Exercise 1** (the odd one out tasks 1–5). They will need to use the information and look at the task types completed in **Participant's worksheet 2**.
7. Ask participants to compare their answers with a partner, then check the answers with the whole group (see key below).
8. (10 minutes). Refer participants to **Exercise 2** on **Participant's worksheet 3**. In pairs, participants make a list of the advice they would give others trying odd one out tasks. Do not take feedback at this stage: Participant's worksheet 4 will supply some ideas.
9. (10 minutes) Give out **Participant's worksheet 4**. Ask participants to complete the odd one out tasks with their partners before checking answers with the whole group.
10. Put the participants into groups of four. Ask them to look back at their list of 'top tips' and at the answers to Participant's worksheet 4. As a group, they should now compile a new list of their favourites from their ideas and the ideas from Participant's Worksheet 4.
11. Conduct open class plenary so that participants can share ideas on their 'top tips' (see key below).
12. (14 minutes). Give out the **Sample Task** from TKT Module 2. Ask participants to complete the task on their own then compare their answers with a partner. Check answers with the whole group (see key below).
13. (5 minutes) Round up to summarise points covered. Ask participants:
  - **Which modules in TKT may contain odd one out tasks?** (all three modules)
  - **What are candidates required to do in these tasks?** (choose the option that is not correct or not appropriate)
  - **What are the variations of odd one out tasks?** (responding to a situation, completing a sentence and filling a gap)
  - **What should candidates beware of?** (word spots)
  - **What do the instructions at the beginning of the tasks tell you?** (they give information about the task type and confirm that it is an odd one out task)

### TKT Task Type 4: Introduction to Odd One Out Tasks – Answer Keys

#### Key to Procedure step 11

- Read the instructions to the task carefully.
- When the instruction says 'Not appropriate', the task will definitely be an odd one out task.
- Beware of word spots.
- Read all of the options carefully before choosing.
- Make sure you answer all the questions.
- Shade the correct lozenge on the answer sheet.

#### Key to Participant's worksheet 1

**knife, fork, cup** – *cup* is the odd one out as it isn't something to eat with.

**newsagent's, baker's, police station** - *police station* is the odd one out as they don't sell anything.

**lemon, orange, potato** – *potato* is the odd one out as it isn't a fruit.

**veal, beef, cow** – *cow* is the odd one out as it isn't a type of meat.

**car, bus, bicycle** – *bicycle* is the odd one out as it isn't motorised.

**table, bed, carpet** – *carpet* is the odd one out as it isn't furniture.

**shirt, trousers, earrings** – *earrings* are the out one out as they are not clothes.

#### Key to Participant's worksheet 2

1 A

2 B

3 B

#### Key to Participant's Worksheet 3 Exercise 1

1 C

2 A

3 C

4 B

5 A

#### Key to Participant's Worksheet 4

1 B

2 C

3 C

4 A

5 C

#### Key to Sample Task 1

1 B

2 C

3 B

4 A

5 B

6 A

### TKT Task Type 4: Introduction to Odd One Out Tasks – Participant's Worksheet 1

knife	fork	cup
newsagent's	baker's	police station
lemon	orange	potato
veal	beef	cow
car	bus	bicycle
table	bed	carpet
shirt	trousers	earrings

### TKT Task Type 4: Introduction to Odd One Out Tasks – Participant’s Worksheet 2

Complete the following tasks by choosing the option that is **NOT** appropriate for each item. Then read the information on odd one out tasks.

#### Example 1 – Stages in a lesson plan



##### Procedure

- The teacher asks the students to discuss their first memories of school in pairs.

##### Aims

- A** to clarify the target language
- B** to personalise the target language
- C** to provide restricted practice of the target language

#### Example 2 – A situation is described



The lesson was after lunch. The teacher asked students to move around the class asking one question to each other student (e.g. ‘What did you have for lunch?’). Students reply and move to the next student. The teacher did this because she wanted to

- A** ‘wake up students’ before starting the lesson.
- B** assess students’ fluency.
- C** encourage students to talk to different partners.

#### Example 3 – A sentence needs to be completed



A teacher writes ‘Check students’ understanding of lexis before giving out the text’ in her lesson plan. This is in the . . . . . section of the lesson plan.

- A** procedure
- B** class profile
- C** solutions to problems

#### Information about odd one out tasks

Odd one out tasks appear in all three modules of TKT. They are set out in the same way as multiple choice tasks and candidates can easily mistake them for multiple choice tasks. Unlike multiple choice tasks, in odd one out tasks, candidates choose the option which is **not** correct. In odd one out tasks candidates look at a sentence, a statement or a situation and three possible options. Two of the options are appropriate for the sentence, statement or situation. One of the options is **not** appropriate. Candidates select the option which is **not** appropriate. When they have decided on their answer, they indicate their answer by shading the correct lozenge on an answer sheet.

## TKT Task Type 4: Introduction to Odd One Out Tasks – Participant’s Worksheet 3

### Exercise 1

Complete questions 1–5, using the information and the examples of odd one out tasks on Participant’s Worksheet 2.

For questions 1–5 look at the statements about TKT odd one out tasks and the three pieces of information about TKT listed **A**, **B** and **C**.

Two of the pieces of information are appropriate for the statement. One of the pieces of information is **NOT** appropriate.

1

Odd one out tasks appear in

- A module 1, module 2 and module 3 of TKT.
- B module 1 and module 2 of TKT.
- C module 1 of TKT only.

2

Odd one out tasks

- A may start with a question.
- B may start with a situation.
- C may start with a statement.

3

Odd one out tasks and multiple choice tasks are similar because

- A they look similar when they are laid out on a page.
- B both of the tasks have three options to choose from.
- C they both have the same number of questions.

4

To complete the task, candidates should read the task and the options and

- A decide which of the three options is not appropriate for the situation.
- B decide which of the two or three options is not right for the situation.
- C decide which of the options is not correct for the situation.

5

Candidates indicate their answers by . . . . ., A, B or C, on an answer sheet.

- A matching a letter
- B filling in a lozenge
- C shading a shape

### Exercise 2

From your experience of doing the tasks, what advice would you give to candidates to help them complete odd one out tasks more successfully? Discuss with a partner and make a list of your ‘top tips’.

## TKT Task Type 4: Introduction to Odd One Out Tasks – Participant’s Worksheet 4

For questions 1–6, look at the statements about TKT odd one out tasks and three pieces of information about these tasks listed **A**, **B** and **C**. Two of the pieces of information are appropriate for the statement.

One of the pieces of information is **NOT** appropriate.

Mark the piece of information (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

**1** It is important to read the instructions to the task carefully because it gives information about

- A** which type of task it is.
- B** which questions have to be answered.
- C** which area of the syllabus is being tested.

**2** When the instruction says ‘**NOT** appropriate’

- A** candidates will know that this is an odd one out task.
- B** candidates will have three options to choose from.
- C** candidates will have to choose the option that is correct for the situation.

**3** When a word in the situation appears in a possible answer it is called a ‘word spot’. Candidates need to be careful about options with word spots because

- A** they are not always the option to choose.
- B** they may lead to choosing the incorrect answer.
- C** they have important information about words in the task.

**4** It is important to . . . . all three options before choosing the one that is **NOT** appropriate even if you think that the first one is the option to choose.

- A** write
- B** look at
- C** read

**5** Candidates must make sure they answer all the questions and shade the correct lozenge on the answer sheet. If you don’t know the answer,

- A** read the situation and the options again to get a better understanding.
- B** fill in a lozenge anyway as there is a one in three chance that it might be right.
- C** leave the answer blank and move on to the next question.

### TKT Task Type 4: Introduction to Odd One Out Tasks – Sample Task (from TKT Module 2)

For questions 1–6, look at the stages and aims from a lesson plan about complaining, listed **A**, **B** and **C**.

Two of the aims in each stage are appropriate. One of the aims is **NOT** appropriate.

Mark the aim (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

Stages	Aims
<b>1</b> <b>Lead-in</b> <ul style="list-style-type: none"><li>• The teacher asks the students when they last went on holiday and what problems they can have when travelling.</li><li>• The teacher elicits ideas about the problems and writes them on the board.</li></ul>	<b>A</b> to create interest in the topic <b>B</b> to introduce the past simple tense <b>C</b> to personalise the start of the lesson
<b>2</b> <b>Listening</b> <ul style="list-style-type: none"><li>• Students listen to a customer complaining in a travel agent's.</li><li>• Students identify the problems mentioned on the tape.</li><li>• Students compare answers in pairs.</li></ul>	<b>A</b> to check students' understanding of the tape <b>B</b> to provide a model of the target language in context <b>C</b> to pre-teach the meaning of new words
<b>3</b> <b>Language focus</b> <ul style="list-style-type: none"><li>• The teacher hands out the tapescript.</li><li>• Students identify the language of complaining and apologising in the tapescript.</li></ul>	<b>A</b> to focus students' attention on the target language <b>B</b> to give students practice in reading for gist <b>C</b> to provide students with a record of language in context
<b>4</b> <b>Restricted practice</b> <ul style="list-style-type: none"><li>• The teacher shows the target language on an OHT.</li><li>• Students try to say the phrases.</li><li>• The teacher gives feedback, correcting and drilling where necessary.</li></ul>	<b>A</b> to allow students to personalise the target language <b>B</b> to allow students to use the target language in a controlled way <b>C</b> to develop students' confidence in pronouncing the target language

### 5 Preparation for freer practice

- Students study their role-cards: student A is the complaining customer; student B is the travel agent.

### 6 Freer practice

- Students act out the situation in pairs.

**A** to give students time to think of ideas to use in the role-play

**B** to develop reading comprehension

**C** to allow students to check with the teacher what they have to do

**A** to focus on the form of the target language

**B** to give less controlled practice of the target language

**C** to prepare students for real communication