



A1 Movers Speaking Part 3

Description

This activity gives students practice in how to do ‘odd one out’ activities before they do a sample task from the A1 Movers Speaking test.

Time required: 20 minutes

Materials required:

- [Student worksheet](#) (one copy of each for each pair of students)
- [Sample Task](#) (one copy for each pair of students)

Aims:

- to introduce the A1 Movers Speaking Part 3 task
- to give students practice in using language asking for repetition and clarification.

Procedure

Introduce the activity

- Greet the students by saying, e.g. *Hello, everyone*. Prompt students to reply *Hello* to you.
- Show the first line of [Pictures](#) on the board. Ask learners to think: Which one is different? Give them thinking time.
- Ask for answers and accept any possibility. Collect different ideas from multiple learners. *The toothbrush is different because it's not clothes. The toothbrush is different because you find it in the bathroom. The coat is different because it has pockets, the others don't.*
- There are no ‘correct’ answers. The important thing is to justify their reasons.
- Repeat for the other pictures. Allow learners to Think -Pair-Share. They think about their ideas silently, then discuss with their partner, then share with the class.

Sample task – introducing the task

- Hand out a copy of the [Sample task](#) to each pair.
- Tell them they are going to do the same with this activity, namely, say which one is different in each line and why.
- Give students two minutes’ thinking time. Then they share ideas with their partner.

Sample Task – complete the task

- Set the whole class an activity from their workbook or activity book that they can do on their own e.g. *a word search, a colouring activity, a sentence-matching activity*. This will give you

time to listen to each group doing the **Sample task**.

- Put two pairs together to make a group of four.
- Begin by giving the answer to the first set of pictures, as the examiner does in the test (*the book is different because it's not a fruit*).
- Ask the students what is different about each set of pictures and why.
- Any answer is possible as long as students can say why.
- Make sure that all the students in the group have a chance to give their ideas.
- Listen for any language problems students have, e.g. *This / These, and / but*. Make a note of these so that you can work on these areas with the whole class in another lesson.
- Repeat the steps above, working with a different group each time until all the students have had a turn to talk about the pictures.

Follow up – worksheet

- Write the first four words from line 1 of the [Student worksheet](#) on the board: *puppy, tiger, mouse, dolphin*.
- Tell students to think about which one is different; the odd one out. Give them silent thinking time.
- Accept different answers as long as the student has a good reason for their choice: puppy is a baby dog. The others are not babies / A dolphin is different because it lives in the sea.
- Divide the class into pairs. Hand out a copy of the [Student worksheet](#) to each pair.
- They read through the rest of the words on the worksheet and decide which one is different (the odd one out) in each line, and why.
- Monitor pairs and help where necessary.
- Elicit ideas from pairs for each set of words.
- Encourage them to give different answers/possibilities for each set.
- Remember, students can use very simple language to communicate their ideas.
- Prompt students to use appropriate classroom language when listening to each other's descriptions, as well as using this language yourself.

For example:

- *I don't understand.*
- *Can you repeat that, please?*
- *Again, please.*
- *Sorry?*

Important things to remember

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- At the end of the activity, ask the students the following questions:
 - *How many pictures do you look at in Part 3 of the test? (4 lines of 4 pictures, 16 in total)*
 - *What should you say if you don't understand? (e.g. I don't understand / Can you repeat that, please? / Sorry?)*
- Remind students that:
 - they should take their time to look at the pictures
 - the examiner will describe the differences in the first line of pictures
 - they then have to talk about the 'odd-one-out' in the other three lines.

You may also want to remind the students that there will be one examiner and one child in the test, i.e. they will not do the test with a partner.

Suggested follow-up activity

- This type of odd-one-out activity can be played in class as a game. You can use flashcards (on the board) or pictures taken from magazines.
- Either play it as a class game, with sets of pictures on the board for teams to say which is the odd one out and why, or students can play with small cards in groups of four or six.



Answer key

Key to Sample task

Possible answers (accept any as long as the student can justify it)

Set 1: The book is different because it's not a fruit.

Set 2: This (shopping) is different because she is buying something but in the other pictures, they are painting something.

Set 3: This (fish) is different because it is small. All the others are big.

Set 4: This (the second picture) is different because he is swimming. In these (the other pictures), people are washing.

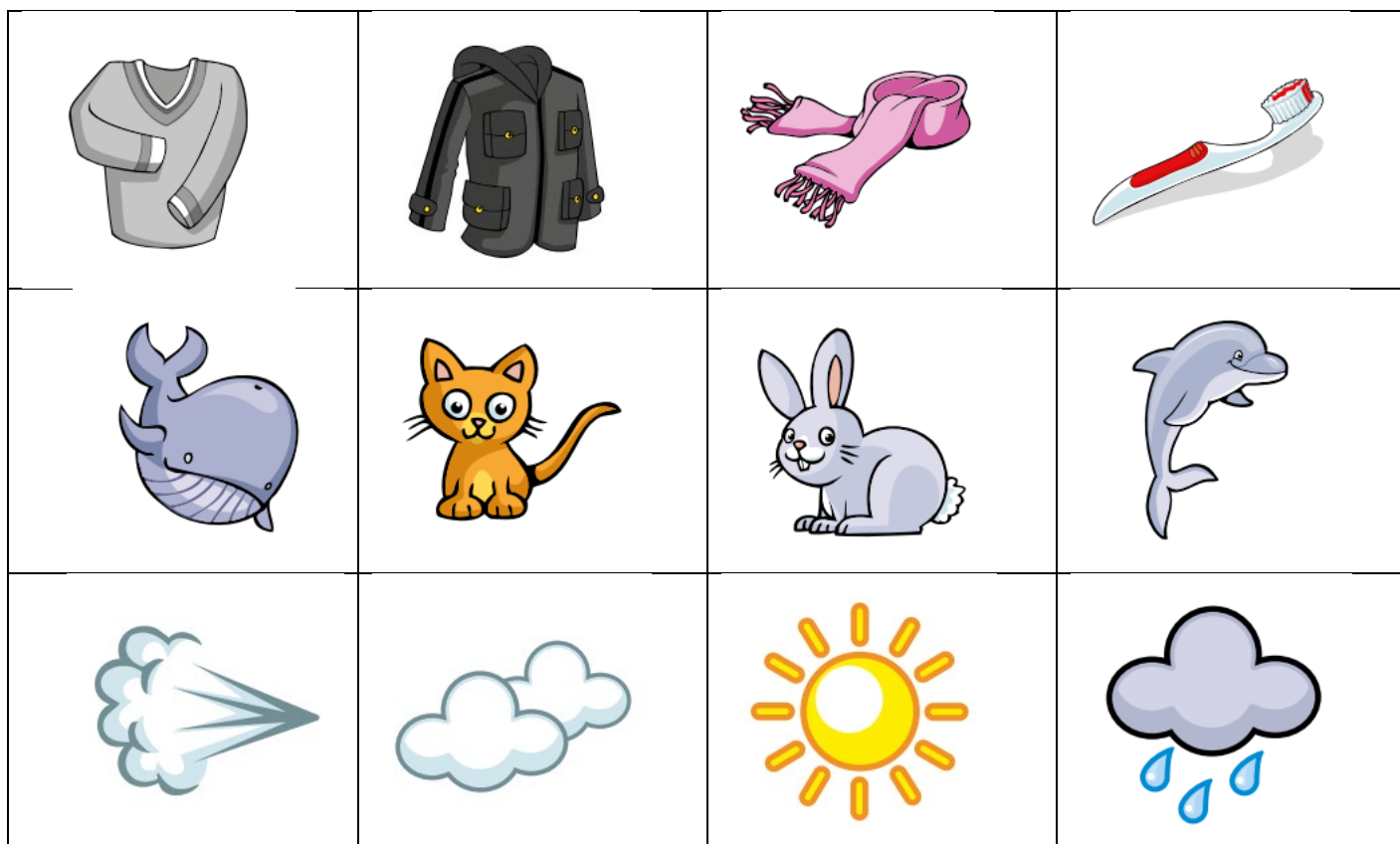
Key to Student worksheet

Possible answers (accept any as long as the student can justify it)

2. You can have *curly*, *blonde* or *long* hair, but you can't have *exciting* hair.
3. *Towel*, *bath* and *toothbrush* are in the bathroom, but *table* isn't.
4. You buy things in the *supermarket*, the *shop* (*store*) and the *cinema*, but not in the *library*.
5. *Nurse*, *doctor* and *farmer* are jobs. *Bus station* is a place.
6. *Below*, *inside* and *on* are all where you can put things. *Both* means *two*.
7. *Game*, *party*, *cake* are for birthdays but *pirate* isn't.
8. *Skip*, *dance*, *skate* are actions where you have to move, but *read* isn't.



Pictures



A1 Movers Speaking Part 3 – Student worksheet

Read and think.

Which one is different in each line?

1	puppy	tiger	mouse	dolphin
2	curly	blonde	exciting	long
3	towel	bath	table	toothbrush
4	library	supermarket	shop (store)	cinema
5	nurse	doctor	farmer	bus station
6	both	below	inside	on
7	pirate	game	party	cake
8	skip	read	skate	dance



A1 Movers Speaking Part 3 – Sample task

