

Lesson plans

A1 Movers Speaking Part 3 – Teacher’s Notes

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’s Worksheet (one copy of each for each pair of students) 📄
- Sample Task (one copy for each pair of students) 📄
(Taken from **A1 Movers Sample Paper**)
- A1 Movers Sample Paper downloaded from the website 📄

<http://www.cambridgeenglish.org/exams/young-learners-english/movers/preparation/2018-update/>

Please download the **Sample Paper** for this lesson.

Aims:

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

1. Introduce the activity

- Greet the students by saying, e.g. *Hello, everyone*. Prompt students to reply *Hello to you*.
- Write the first four words from line 1 of the **Student’s 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.
- ⌚ After about **30** seconds, ask students for answers.
- There is more than one possibility, e.g. **A puppy is a baby dog. The others are not babies / A dolphin is different because it lives in the sea.**
- Accept different answers as long as the student has a good reason for their choice.

2. Student’s Worksheet

- Divide the class into pairs. Hand out a copy of the **Student’s Worksheet** to each pair.

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- 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?*

3. Sample Task – introducing the task

- Hand out a copy of the **Sample Task** to each pair.
- Ask them what is different about this exam task to the activity they have just done. (**The exam task uses pictures; in the activity, there are only words.**)
- 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 a **2** minutes' thinking time.
- Set the whole class an activity from their workbook or activity book that they can do on their own for about **5** minutes, 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**.

4. Sample Task – complete the 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.
- ⌚ Spend about **1–2** minutes with the group.
- 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.

5. Important things to remember

- At the end of the activity, ask the students the following questions:
 - *How many pictures will 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?)*

This shows good knowledge of English.

- 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 3 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.



A1 Movers Speaking Part 3 – Answer Keys

Key to Student's 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 found 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.

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 the water. In these (the other pictures), people are using the water to wash something.



A1 Movers Speaking Part 3 – Student’s Worksheet

Read and think. 

Which one is different in each line?

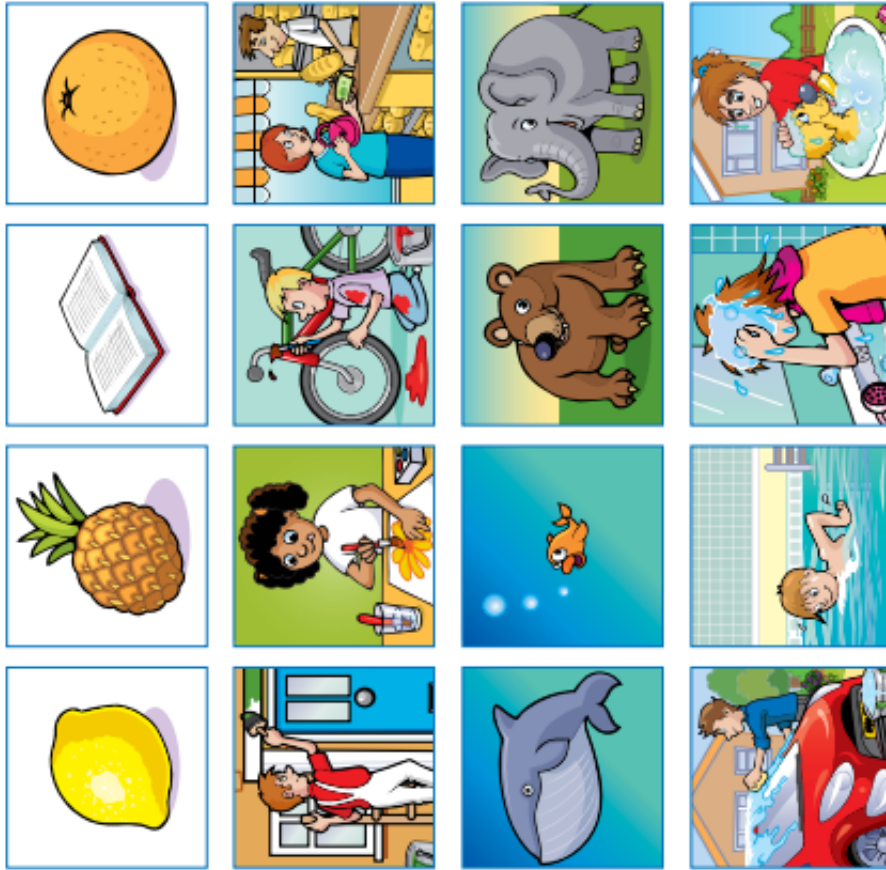
- | | | | | |
|---|---------|-------------|--------------|-------------|
| 1 | puppy | tiger | mouse | dolphin |
| 2 | curly | blonde | exciting | long |
| 3 | towel | bath | table | toothbrush |
| 4 | library | supermarket | shop (store) | cinema |
| 5 | nurse | doctor | farmer | bus station |
| 6 |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

A1 Movers Speaking Part 3 – Sample Task

Original can be found in the A1 Movers Speaking Sample Paper, which can be downloaded from:

<http://www.cambridgeenglish.org/images/movers-sample-papers-2018-vol1.pdf>

cambridgeenglish.org/flyers



MOVERS SPEAKING. Odd-one-out

A1 Movers Speaking Part 3 – Teacher Support Page

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Additional information about the A1 Movers Speaking test

There are three areas that are assessed in the A1 Movers Speaking test:

- **Reception** – listening and interaction
- **Production** – appropriacy, how quickly they respond, how much they say
- **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.

A1 Movers is aimed at students who have some experience of speaking English and probably also have some experience of test situations. A1 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** (understanding) 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 will not lose marks for taking their time to think in tasks such as *Tell the Story* (Part 2), or *Find the odd-one-out* (Part 3).

