

Odd words out – Teacher's notes

Level: Elementary

Aim: Students identify the odd word out and then test each other on vocabulary learnt in class so far.

Vocabulary: Review of vocabulary from units 1-6

Preparation

Copy and cut out the cards on the worksheet – one card for every two students.

Procedure

1 Write the following words on the board and ask students which word does not belong with the others. (Answer: *run* is a verb, the others are adjectives)

big small run little thin

2 Explain that the students are going to do a series of similar exercises. Put them into pairs and give each pair a card. They must decide, in English, which word is the odd word out and why. Circulate and monitor.

3 When most pairs have finished, tell them to make their own odd one out exercise for number 5 on the card. They can refer to the word lists in the Student's Book if they like.

4 Instruct each pair to work with another pair. They must take turns reading out each odd word out exercise on their respective cards. The other pair guesses the odd word out and says why. They must do this for each exercise, including the one they made. This forces students to focus also on the spoken form of the word.

5 At the end, do some whole class feedback. If there were any exercises that students were unable to do, go through these as a class.

Answers

Card 1: 1 *third*; 2 *teacher*; 3 *noisy*; 4 *draw*

Card 2: 1 *German*; 2 *coffee* (hot) or *beer* (alcoholic); 3 *shop*; 4 *clean*

Card 3: 1 *earring*; 2 *food*; 3 *coffee*; 4 *warm*

Card 4: 1 *great*; 2 *aunt*; 3 *art*; 4 *lovely*

Card 5: 1 *thirteen*; 2 *read*; 3 *opened* (regular verb); 4 *awful*

Card 6: 1 *ate*; 2 *boy* (singular); 3 *nap*; 4 *sit*

Optional follow up:

With stronger groups, you could get them to choose one of the exercises and continue reducing it. For example, the exercise in stage 1 becomes reduced to *big, small, little, thin* (*big* is the odd one out because the others are all small in size). This could be further reduced to *small, little, thin*. It could further be reduced to *small* and *little*, which are near synonyms. This is a harder exercise, but worthwhile because it really forces students to think about meaning and shades of meaning.