

## Something old, something new, something borrowed, something blue

80	VOCABULARY AND GRAMMAR
<b>AIMS</b>	<p><b>Linguistic:</b> word families.  <b>Other:</b> to practise using criteria to define items.</p>
<b>DESCRIPTION</b>	<p>The children are given sets of words and have to decide which of the words does not fit in the set.</p>
<b>PREPARATION</b>	<p>1 Make about ten sets of four or five words, with one 'odd word out' in each set. The words may be 'odd' for a number of reasons, for example:</p> <p>thematic: <i>cat, fish, flower, dog</i>  sound: <i>cat, dog, hat, fat</i>  grammatical: <i>jump, think, swim, fast</i>  shape/size: <i>mouse, ant, frog, elephant.</i></p> <p>At first the 'odd' word should be obvious, but as the children get used to doing this kind of task you can make the 'odd' word more subtle. You will often find that the children come up with perfectly reasonable suggestions that you have not thought of. For example, in</p> <p><i>strawberry, apple, cabbage, banana</i></p> <p>you could say the odd one was the cabbage because it is a vegetable, or the banana because it is not round, or the strawberry because it is small! All are quite acceptable, as long as the children can justify their answer.</p> <p>2 Write out the sets of words and photocopy them, or write them on the board, or make a poster of them.</p>
<b>IN CLASS</b>	<p>1 Write a set of words on the board and ask the children to tell you which is the odd one out. Make sure they explain their reasoning to you—either in English or in their first language.</p> <p>2 When they have understood the concept, give them the rest of the sets of words.</p> <p>3 They can either work individually or in pairs—working in pairs can result in a useful exchange of ideas.</p> <p>4 As they finish, get them to compare their answers with another child or pair, and then go through the answers with the whole class, asking the children why they chose particular answers.</p>
<b>FOLLOW-UP</b>	<p>When the children are used to doing this kind of exercise, they can have a go at inventing some sets themselves, using their notes and picture dictionaries.</p>
<b>COMMENTS</b>	<p>1 This is a very simple activity, but it requires the children to use the concepts of categories and criteria.</p> <p>2 It is useful to make a series of sets of words and keep them in a folder in class to give to children who finish another activity early.</p>

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