

**Konspekt przygotowany po kursie: „CLIL and PBL to Improve Student Engagement”.
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REVIEWING / RECYCLING VOCABULARY: ODD ONE OUT**

This activity can be used as a short warmer or at the end of a lesson to help learners process the new language.

Choose a collection of recently taught vocabulary (a mix of nouns, verbs, and adjectives) and write each word on a separate card; sets of about 20 – 25 words work well.

Give a set of the words to students working in small groups.

Each group can be given a different set of words from different topics / subjects, but it is usually better if all groups have the same words.

(All cards face down on the table)

Each student in turn takes three cards at random. They look at their cards and decide which word is the odd one out for them. Words could be odd because of meaning / spelling / part of speech / pronunciation etc. They don't tell the group which word they have chosen or why.

They show their three words to their group, and the others have to try to identify which is the odd one out.

e.g. angle geometry square

The conversation could go as follows:

A: Which is the odd one out?

B: Geometry.

A: Why? (**doesn't say: "No, you're wrong."**)

B: Because geometry is a subject in maths, and the others are parts of geometry.

A: Good answer, but not my answer.

Student A should encourage the others to say which word they think is odd one out and give a reason before they say if they were right or wrong.

They could keep the chosen word a secret for a while, maybe two or three more turns in the group, then after a while say "OK, my chosen word was *square*", and give them more time to try to guess why.

The objective is to encourage the other students to produce lots of language.