

♦ For Fun: Find the Strange Word ♦

See the teacher's introduction on page 141.

Introductory Exercise

Choose the correct word or phrase and fill in the blanks.

GAME ONE

country turn go right
Germany months

1. A: Listen to these words. Then tell me which one is strange.
2. B: OK, _____ ahead.
3. A: June, Germany, July, January.
4. B: Oh, I know. _____ is strange.
5. A: Why is it strange?
6. B: Because it's a _____ .
The others are _____ .
7. A: That's _____ .
Now it's your _____ .

GAME TWO

Sure "Plate" pick up see right
Please repeat Why got it

8. B: Plate, fork, spoon, cup.
9. A: Ummm. Let me _____ . Did you say, "Plate, fork, knife . . . ?"
_____ it, OK?
10. B: _____ . Plate, fork, spoon, cup.
11. A: Oh, I've _____ . _____ doesn't belong.
12. B: _____ ?
13. A: Because we _____ a fork, spoon, and a cup when we eat, but we don't a plate.
14. B: Yes, you're _____ .

GAME THREE

islands Why Japan Sorry right Italian
English-speaking country others did you say again

15. A: Next, New Zealand, Switzerland, Japan, Ireland.

16. B: _____ . What _____ ?

Please say it _____ , slowly.

17. A: New Zealand, Switzerland, Japan, Ireland.

18. B: Hmmm. I'm not sure. Japan?

19. A: _____

?

20. B: The _____ are English-speaking countries?

21. A: No, I don't think Switzerland is an _____ .

They speak French, German, and _____ in Switzerland.

22. B: Oh, I know. Switzerland is different because the others are

_____ . Switzerland isn't.

23. A: Yes, you're _____ . There's also another one.

24. B: I don't know. What?

25. A: _____ isn't like the others because all the
others have "land" in their names.

26. B: Oh, yeah.

Student A

Step 1. Circle the strange word in each group in the list below.

Step 2. Read the list to your partners. They will say which word is strange and why. Listen to your partners' lists and say which word is strange and why.

1. elephant, lion, dog, fish
4. nose, mouse, eye, leg
7. German, Japan, French, Chinese
10. John, Sue, Tom, Bob
13. tell, talk, hear, speak
16. tennis, basketball, Ping-Pong, golf
19. 15 minutes after 3, a quarter after 3, 3:50, 15 minutes past 3
22. his, she, my, your
25. cereal, soup, sandwich, steak
28. blue, green, yellow, fight

Step 3. With your partners, write some lists of words in the space below. Three words should be similar and one strange.

Step 4. Leave your partners and make new groups of 3 or 4 students. Take turns reading your lists, telling which words are strange, and telling why they are strange.

Student B

Step 1. Circle the strange word in each group in the list below.

Step 2. Read the list to your partners. They will say which word is strange and why. Listen to your partners' lists and say which word is strange and why.

- 2. mountain, river, sea, ocean
- 5. wine, whiskey, water, beer
- 8. doctor, dentist, nurse, farmer
- 11. a quarter to two, 1:45, fifteen past two, fifteen minutes to two
- 14. tiger, chicken, children, lion
- 17. grandmother, daughter, son, mother
- 20. policeman, fisherman, Englishman, teacher
- 23. think, thick, see, thin
- 26. baseball, bowling, volleyball, basketball
- 29. train, plane, bus, car

Step 3. With your partners, write some lists of words in the space below. Three words should be similar and one strange.

Step 4. Leave your partners and make new groups of 3 or 4 students. Take turns reading your lists, telling which words are strange, and telling why they are strange.

Student C

Step 1. Circle the strange word in each group in the list below.

Step 2. Read the list to your partners. They will say which word is strange and why. Listen to your partners' lists and say which word is strange and why.

- 3. paper, pen, book, pencil
- 6. hats, shoes, boots, socks
- 9. noon, 5:30, half-past six, thirty minutes after nine
- 12. August, September, October, November
- 15. second, fifth, fourth, three
- 18. see, gave, went, took
- 21. cookie, lemon, pie, candy
- 24. light, long, read, lay
- 27. New York, Mexico, Miami, Moscow
- 30. apple, banana, salad, orange

Step 3. With your partners, write some lists of words in the spacebelow. Three words should be similar and one strange.

Step 4. Leave your partners and make new groups of 3 or 4 students. Take turns reading your lists, telling which words are strange, and telling why they are strange.