Find the odd one out

Level: B2/B2+

Age: 14+

Time needed: min. 15 minutes

Materials needed: "Find the odd one out" handout

Classroom organisation: frontal, pair work

Based on: Latham-Koenig, C., Oxenden, C., & Lambert, J. (2015). *English file: Advanced*
student's book (3rd ed., p. 15). Oxford University Press.

Notes to the teacher:

- Before teaching this activity, consult the "Read more" section at the end of the blurb
  on the website. It is crucial that you are familiar with the letter-to-sound rules and the
  exceptions presented in this activity.

Procedure:

1. Possible lead-in activities:

   A) Present to your students the poem entitled "The Chaos". You may listen to a few
   stanzas on YouTube, or you may look at the text only and ask the students to guess how
   some of the target words are pronounced (we recommend the latter option for higher
   level learners).

   B) You can also play (parts of the) the following video:

   https://www.youtube.com/watch?v=X74j1wK_sa0

2. After the lead-in, tell the students that English spelling-to-pronunciation rules might
   seem chaotic even to native speakers, but the majority of the words are pronounced
   according to a set of predictable (and learnable) rules and there are not as many
   exceptions as suggested by the poem/video presented in the lead-in.

3. To demonstrate this, do Task 1 on the "Find the odd one out" handout. Working with a
   partner, the students should find the word in each line in which the highlighted part is
   not pronounced as in the other four words (those examples will illustrate exceptions to
   the letter-to-sound rules). Warn them that there are lines in which there is no odd word
   out because there are some rules that do not have exceptions.

4. Frontal check the answers. Discuss the rules and the exceptions if necessary (you can
   find the necessary background information in the "Read more" section on the website).

Key:

1.	human, **honest**, habit, humble, honey	6.	allow, brown, cow, how, **show**
2.	whatever, when, **who**, which, white	7.	emphasise, exciting, **wizard**, shine, time
3.	jewellery, jellyfish, project, joke, pyjamas	8.	audio, **laugh**, pause, launch, trauma
4.	chocolate, achieve, **chaos**, change, lunch	9.	according, **world**, horse, organise, normal
5.	safety, seafood, select, symbol, **sugar**	10.	circle, thirty, first, confirm, bird

5. In Task 2, students have to figure out the pronunciation of ten nonsense words by applying the rules determined in the previous task.

6. Frontal check the solutions. If you are teaching older / higher level learners, you might want to draw the conclusion that that the regular pronunciation of a letter (or combination of letters) is how native speakers would pronounce the letter(s) intuitively in nonexistent words or neologisms (e.g., brand names).