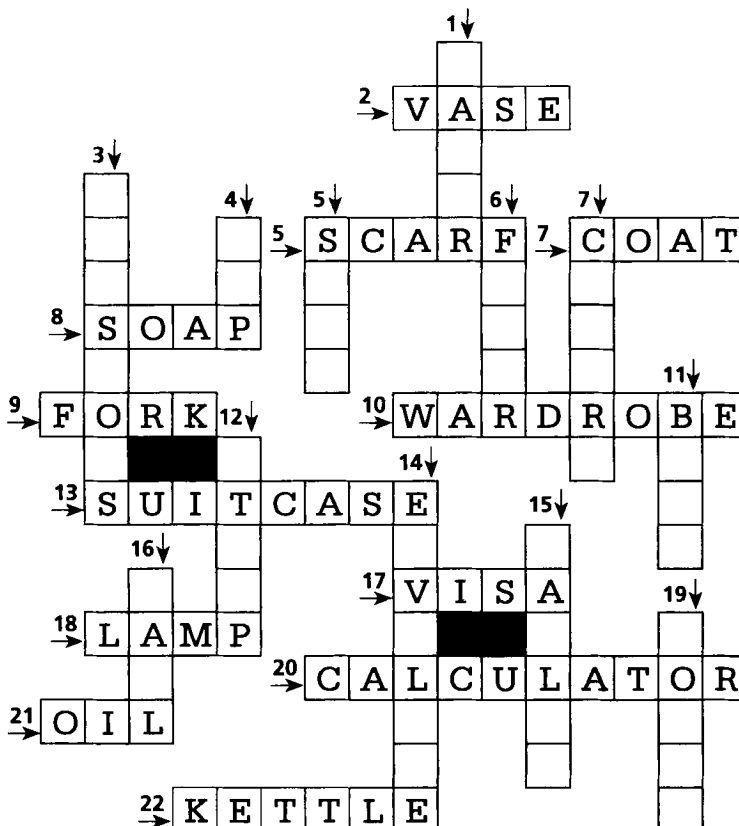


**CLUES DOWN**

Example:

1. It's something to write on.

- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 19. \_\_\_\_\_



**CLUES ACROSS**

Example:

2. It's for putting flowers in.

- 5. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 13. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_

# Stuff and Things Worksheet 5

## ACTIVITY

Pairwork: speaking, writing

## AIM

To write clues for a crossword and to complete it.

## GRAMMAR AND FUNCTIONS

Describing things when you don't know the word:

*It's a thing you wear to...*

*It's for ...ing in/on/out of/with*

*You use it to...*

## VOCABULARY

Everyday objects

## PREPARATION

Make one copy of the worksheet for each pair of students in the class and cut it out as indicated.

## TIME

40 minutes

## PROCEDURE

1. Tell the students that you are going to give them a definition of a word, and that they have to guess what the word is. Write *It's something to write on.* on the board. Elicit the answer *paper*. Tell the students that they are going to write similar definitions of words as clues for a crossword.

2. Divide the class into Group A and Group B.
3. Explain that you are going to give both groups the same crossword, but that Group A will have the **down** words already written in and Group B will have the **across** words already written in. Their task is to write clues for the words written on their crosswords.
4. Give a copy of crossword A to each student in Group A, and a copy of crossword B to each student in Group B.
5. Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.
6. When they have finished writing their clues, the students should work with a partner from the other group (a student from Group A should work with a student from Group B). **They must not show their crossword to their partner.**
7. Ask the students to sit facing one another and take turns asking their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.

## ANSWER

