

Guided Speaking Teacher's Notes

Science and exploration

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| Activity | Crossword puzzle |
| Aim | To complete a crossword puzzle with vocabulary related to science and exploration. |
| Interaction | Pairs |
| Language focus | Technology vocabulary |
| Skills focus | Speaking |
| Preparation | Make one copy of the worksheet for each pair of students, and cut it in half. |
| When to use | After Unit 3 |
| Time | 20–30 minutes |
| Procedure | <ol style="list-style-type: none"> 1 Write <i>neciscloptexaroin</i> on the board and ask the students to use the letters to make words, e.g. top, police, polite, and rain. Encourage them to make the longest word that they can. Tell them that there is one word of 11 letters and that it begins with <i>ex</i>, and one word that uses the remaining seven letters. Elicit <i>exploration</i> and <i>science</i>. 2 Explain to the class that they are going to be given a crossword puzzle and that around the crossword puzzle are a number of pictures that they have to identify. 3 Divide the class into two groups, A and B. Hand out the worksheet and explain that the words for Group A go across, and the words for Group B go down. Tell the students to work with a partner from the same group and complete the crossword puzzle with the items in their pictures. 4 When the students have finished, tell them to work in their group and discuss how they would describe the pictures to somebody without saying the name of the object. 5 After 10 minutes, tell the students to find a new partner from the other group. Ask them to sit face-to-face and not to show their worksheet to their partner. 6 Demonstrate by asking a Student A <i>What's two across?</i> After they have given an explanation, ask the Student A to ask for one of their missing words from a Student B. 7 The students work together to complete their crosswords. |

Key

