

AIM

To complete a crossword by asking for and giving definitions for clothes words

LANGUAGE

Clothes vocabulary

SKILLS

Speaking, Listening, and Writing

MATERIALS

One copy of the worksheet cut in half for each pair of students

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version. Here are some ideas:

- Create your own clues, then ask students to complete the crossword alone – this can be a mini vocabulary test for your students.

Pre-activity (5 minutes)

- Ask students *What am I wearing today?* Elicit the language to describe your items of clothing. Or, alternatively, bring in some items of clothing and elicit the names for these. Ask: *What is it made of? When do we wear it? Do men or women wear it?*
- Draw a crossword on the board and elicit the word *crossword*. Explain that students are going to play a game to complete a crossword together.
- Check that students can make the questions: *What's one across? What's three down?*
- Pre-teach/Check the expressions students will need to play the game: *You start; Shall I start? It's my/your turn; Whose turn is it?* Write these expressions on the board.

Procedure (20 minutes)

- Explain that students are going to write definitions for clothes vocabulary, which they will then use to complete a crossword in pairs.
- Divide the class into A/B groups. Give Student As Crossword A and Student Bs Crossword B.
- Divide students into pairs within their groups. Students work in their pairs to write definitions for the words on their crosswords.
- Monitor while they work. Make sure that their definitions are accurate and will be understood by students in the other group.
- Encourage them to include some of the following details: the material the item of clothing is usually made of, who usually wears it, and the situation where it is usually worn, e.g. *They are often made of cotton, both men and women wear them, we usually wear them in bed (= pyjamas).*
- Ask students to find a new partner from the other group to work with. Tell students not to show each other their crosswords. They then complete their crosswords by taking turns to ask each other questions, e.g. *What is number one across?*, and using the definitions they have written.
- Go around listening to students and helping when necessary. Note any pronunciation problems.
- When students have finished, they can check their answers are correct by looking at their partner's crossword.
- Have a class feedback session to focus on any common pronunciation problems connected to the language of clothing.

Extension (5 minutes)

- In pairs, students take turns to describe somebody in the class. Tell them not to say who it is, but their partner must guess from the description of this person's clothes.
- Ask students to describe their favourite outfit to the class. This can be one they own or one they have seen on a well-known person.