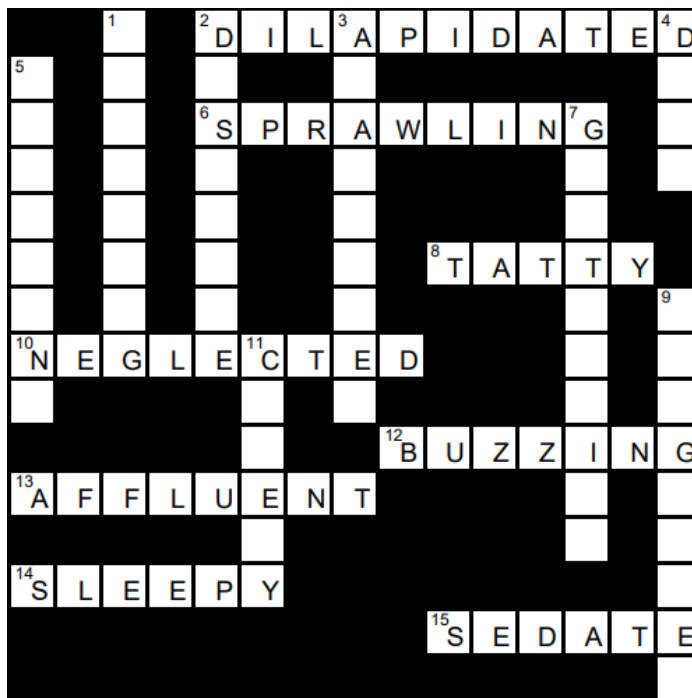


## Places and Spaces Student A

Look at the crossword grid below and prepare definitions of the words in your grid so that you can explain them to student B. Your definition should not include the actual word. Instead, you should provide an example, synonym or other definition in order that student B can identify the word.

*e.g. (10 across: neglected) It describes something that isn't looked after. Nobody has been taking care of this place.*

Student B has the answers for the down words and they will give a definition in order that you can complete the grid. Start by asking student B to give a definition. *e.g. What's one down?*



## Places and Spaces Student B

Look at the crossword grid below and prepare definitions of the words in your grid so that you can explain them to student A. Your definition should not include the actual word. Instead, you should provide an example, synonym or other definition in order that student A can identify the word.

*e.g. (9 down: congested) It describes something that is blocked. The roads in and around the city centre are usually like this at rush hour.*

Student A has the answers for the across words and they will give a definition in order that you can complete the grid. Student A will start by asking a question. *e.g. What's one down?*

