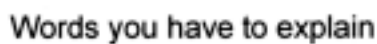
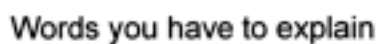


Work with a partner to fill in the missing words.



Work with a partner to fill in the missing words.



TheLivingDictionary

Teacher's Notes

1 Where in the World...?

Time: 45 – 60 minutes

Aims:

- To encourage students to think about word origins.
 - To give practice with looking up meanings.
1. Write **Afrikaans, American Spanish, Arabic, Chinese, Czech, Dutch, German, Greek, Japanese, Russian, and Turkish** on the board. Ask the students where these languages are spoken. Has anyone visited these countries? Does anyone speak these languages? What do they know about the people?
 2. Divide the class into two groups; give one group crossword A and the other crossword B. The words originate from the languages you've been talking about. Ask which language each word comes from.
 3. The groups discuss what they think the words mean, then check their answers in the **Longman Dictionary of Contemporary English** and/or on the CD-ROM.
 4. Working in pairs (one student from group A, one from B) to complete the crossword, students define the words rather than saying them to their partner. Pre-teach "What's ____ down?", "What's ____ across?", and "It's a thing which ____/a person who ____/a time when ____".

Answers:

1. trek – Afrikaans; monsoon – Dutch; barbecue – American Spanish; tulip – Turkish; feng shui – Chinese; gherkin – Dutch; robot – Czech; zero – Arabic; logo – Greek; intelligentsia – Russian; tycoon – Japanese; kitsch – German