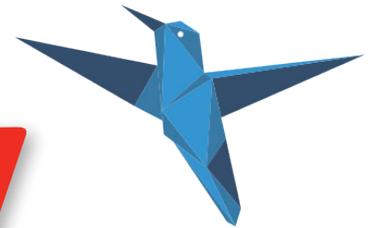




LEAD THE WAY



classroom challenges



Try our classroom challenges with your pupils! Inside you will find maps, level-appropriate vocabulary and suggested teaching instructions by cycle. Photocopy the maps for pair or group work.

LEAD THE WAY

Welcome to our Lead the Way classroom challenge!
Can you help your learners find the different objects in the classroom?



1-2
PRIMARY

In order to learn at school, your learners have to find the classroom objects that they will need to use in their classes.

Invite your learners to come to the poster individually and point to an object. For example, say *Point to a pencil! Point to the rucksack!* You can encourage them to say *There it is!* as they point.

Then ask your learners where various objects are, and encourage them to use prepositions in their replies. For example:

Where's the computer? It's on the table.
Where's the ruler? It's under the table.
Where's the crayon? It's under the chair.
Where are the books? They're in the cupboard.
Where's the cupboard? It's in the corner.
Where are Lily and Sam? They're in the classroom.

You can also describe various objects and their position and ask your learners which objects you are describing. For example:

It's blue. It's under the table. (The rucksack.)

You can recycle other language too, for example *How many ... are there? What colour is the ...? What's ... wearing?* Alternatively you could practise the same language with a set of true / false statements: *There are four children in the classroom. (False.) The rucksack is blue. (True.)*

All of the above activities can be done as whole-class activities, or modelled with the whole class and then practised in pairs.

Vocabulary: book, chair, computer, crayon, cupboard, desk, pen, pencil, rubber, ruler; in, on, under

LEAD THE WAY

3-4 PRIMARY



Welcome to our Lead the Way island challenge! Can you help your learners find the hidden treasure and escape from the island?

In order to escape from the island, your learners need to find the key to the motorboat on the beach. It's in a box, which could be in any one of 4 places marked on the map with a cross. The crosses are placed on the beach, the cliff, the field and the house.

They start at the place marked 'START' on the far left of the map. Then they follow the instructions you read out to them to make their way through the island using the map.

You can warm up by eliciting some of the vocabulary on the map. This is listed at the bottom of the page. For example, *What's this? / What can you see opposite the (cave)? What is there (next to) the (field)? Is there a (church) in the (village)? How many (bridges) are there?* Also elicit how many crosses the children can see and where they are (*beach, cliff, field, house*). Ask them how many letters each word has. (*They all have five.*) Ask them what they think the crosses could mean.

Now divide the class into pairs or small groups. Read out the following instructions. One child per pair or group should write down the answer to each question you ask.

Instruction 1: *Go straight on. Stop at the farm. What can you see on the left?* [The children can see a cave.]

Instruction 2: *Turn left. Go past the field. What is on the tree next to the field?* [There's a lizard.]

Instruction 3: *Turn right. Climb the hill. Look right. What building can you see?* [They can see a lighthouse.]

Instruction 4: *Go straight on down the hill. Stop at the gate. What can you see on the gate?* [They can see a scarf.]

Instruction 5: *Go straight on to the sea. What can you see?* [They can see a jellyfish.]

Now it's time to work out where the treasure is! Your learners will have written down the words: *cave, lizard, lighthouse, scarf and jellyfish*. Tell them the letters that spell the name of the place where the treasure is hidden are in the words they have written down. *How many letters will the word have? (Five.)* You can also remind them of the options elicited earlier. Then give them the following instructions.

Instruction 1: *Look at the first word. Write down the first letter.* [Answer: C (cave)]

Instruction 2: *Look at the second word. Write down the first letter.* [Answer: L (lizard)]

Instruction 3: *Look at the third word. Write down the second letter.* [Answer: I (lighthouse)]

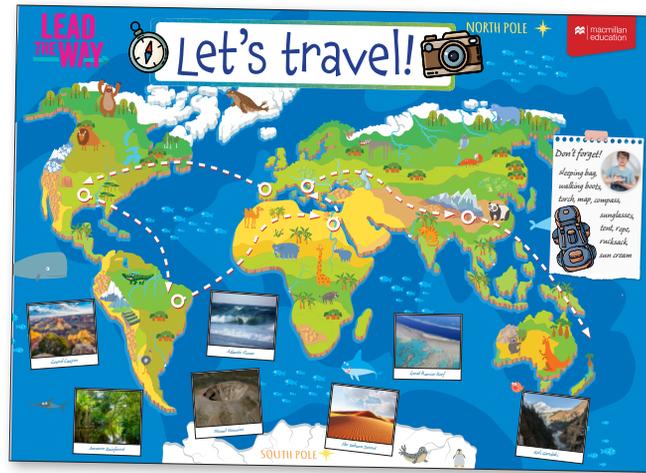
Instruction 4: *Look at the fourth word. Write down the fifth letter.* [Answer: F (scarf)]

Instruction 5: *Look at the fifth word. Write down the sixth letter.* [Answer: F (jellyfish)]

The children now have five letters, so if they put them all together they can discover where the key is hidden! (It's on the cliff.) They can now take the motorboat and escape from the island!

Vocabulary: beach, bird, bridge, cave, cliff, farm, field, forest, gate, hat, hill, horse, house, jellyfish, lighthouse, lizard, river, scarf, tree, village, windmill

LEAD THE WAY



5-6
PRIMARY

Welcome to our Lead the Way classroom challenge! Can you help your learners plan their trip around the world?

As they travel from country to country they will visit some of the world's most famous geographical features.

Your learners will start their journey in Spain and follow the routes indicated by the arrows and dotted lines. They can do this in pairs, small groups or as a whole class.

Pupil 1 identifies the first destination and decides which geographical feature they will see: *First, I'll go to the USA and I'll see the Grand Canyon.* They can also say what kind of feature it is and what is significant about it, e.g. *It's a very large canyon.*

They then decide which items they will most need to take with them, e.g. *I'll take walking boots and sun cream.*

Pupil 2 then describes the next stage of the journey: *Next, I'll go to Brazil and I'll see the Amazon Rainforest, etc.*

Instead of using the first person singular pronoun "I", you may prefer pupils to use the plural pronoun "we" in order to plan a group trip. You can also encourage them to vary the means of travel by using verbs such as *fly, sail, drive* and *cycle*, and to use a more specific verb to describe what they will do at their destination, e.g. *I'll sail through the Amazon Rainforest.* Verbs could include *walk, hike, trek, swim, climb*, etc.

The rest of their trip will take them to Egypt (Sahara Desert), Italy (Mount Vesuvius), Nepal (Kali Gandaki) and Australia (Great Barrier Reef).

Here are some examples of possible sentences:

Next, I'll go to Egypt and I'll ride across the Sahara Desert. It's the largest desert in the world. I'll take a compass and a sleeping bag.

Then, we'll sail to Italy and we'll climb Mount Vesuvius. It's the highest volcano in Europe. We'll take walking boots and a torch.

Then, I'll cycle to Nepal and I'll trek in Kali Gandaki. It's the deepest valley in the world. I'll take walking boots and a tent.

Finally, we'll fly to Australia and we'll swim in the Great Barrier Reef. It's the largest coral reef in the world. I'll take sunglasses and sun cream.

If your learners do not know the names of the countries in English, they can name the continents instead: *North America, South America, Europe, Africa, Asia, Australia.*

If your learners are familiar with the first conditional, encourage them to make sentences such as: *If we fly to the USA, we'll see the Grand Canyon.*

You can also encourage them to work in pairs or small groups to make quiz questions or true / false questions, for example:

If you go here, you'll see the Sahara Desert. (Egypt.)

If you go to Nepal, you can hike in the Amazon Rainforest. (False.)

As an extension task, challenge your learners to research more facts about each of the geographical features and give a presentation.

Vocabulary: canyon, coral reef, desert, rainforest, valley, volcano; compass, map, sleeping bag, sun cream, sunglasses, rope, tent, torch, walking boots