

Treasure map

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)

Language aims: To introduce use of coordinates in English; to revise numbers 1–7 and the alphabet (a–e); to use *It is ...*, *It isn't ...*

Time: 20–30 minutes

Student grouping: Pairs, whole class

Materials: One copy of the worksheet per student; pictures for *forest, lighthouse, waterfall, mountains, river, town, lake, volcano, airport, treasure*; the audio (played via onestopenglish or downloaded in advance)

Language focus: *Left, right, bottom, top; waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map, coordinates; It isn't ... Where is it?*

Procedure

Step 1

Hold up the worksheet. Ask 'What is it?' Elicit or teach that it is a treasure map. Point to the treasure and tell the children this is what they are going to look for.

Step 2

Show the pictures you prepared and introduce the vocabulary: *waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano*. To check understanding, show the class the pictures and let them call out the names. You can do this more quickly so that it becomes challenging but fun.

Step 3

Hand out the worksheet. Check the new vocabulary by playing a game while introducing *It isn't ...* Children look at the map as you say 'It isn't the waterfall, it isn't the town, it isn't the lake. Guess. What is it?' The children guess which place it is from those that are left.

Step 4

Tell the children to look at the side, top and bottom of the map. Explain that the numbers and letters help us to find places on the map quickly. Give them an example, such as C2. 'Find the square at the bottom marked C and then move up until you find the square marked 2. Where is it?' (*the volcano*) Give them more examples to try in pairs. Tell the children that these are called coordinates of a map.

Step 5

Children listen to the audio to find out where the treasure is. Explain they will hear the coordinates for the places where there is no treasure (for example 'It isn't C3') and with a pencil, they must put a cross over that square. Play the audio as many times as children need, then ask 'Where is it?' (1 = C4: the waterfall; 2 = D3: the town)

Follow-up activity

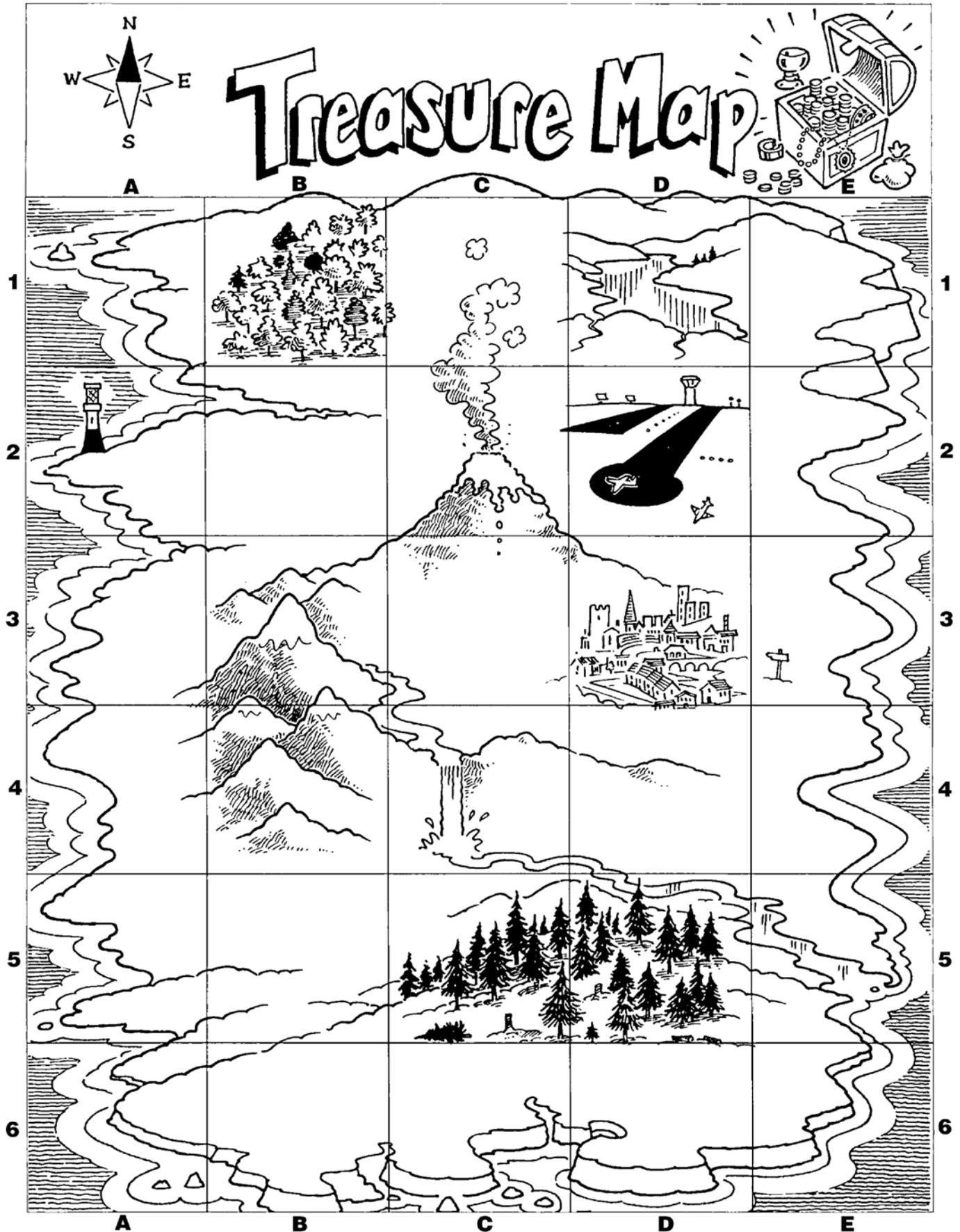
Make a large class island in 3D using papier-mâché. The children make small figures and features, such as mountains and trees.

Transcript

1. It isn't B3 or B4. // It isn't D1. // It isn't B1. // It isn't D2. // It isn't A2. // It isn't D3 or D5 or C2 or C5. // Where is it?
2. It isn't C5 or D2. // It isn't B4 or C4. // It isn't B3 or D5. // It isn't A2 or C2. // It isn't B1 or D1. // Where is it?

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WORKSHEET