

## Sammy Snail's trail

by Jackie Holderness & Annie Hughes

**Level 3** • Elementary

**Age:** Primary (6–11)

**Language aims:** To practise using the present simple; to give and follow instructions; to introduce and revise animal vocabulary

**Time:** 30 minutes

**Student grouping:** Individuals, pairs, whole class

**Materials:** One copy of the worksheet per student; pictures of the following animals: frog, snail, spider, rabbit, bee, worm; Blu-Tac; colouring pens or pencils; the audio (downloaded in advance or played via onestopenglish); a small square of paper or card per student

**Language focus:** *Snail, frog, worm, spider, rabbit, bee; tree, river, log, rocks, house, bridge; up, down, between, over, under, along; turn left/right, past, stop; big, small; Who/What can I see?*

### Procedure

#### Step 1

Elicit the animals from the Language focus above using the pictures you prepared or mime. Then, say the animal's name and get the class to make the appropriate noise or action.

#### Step 2

Hand out the worksheet. Show the children how to make a paper snail from a small piece of paper. Explain that the children will listen and move Sammy along the routes.

#### Step 3

Play the audio once so the children can listen and move their snails. Then, let the children trace Sammy's route when you play the audio a second time.

#### Step 4

Next, with the whole class, go through the worksheet and give each junction a number. In pairs, the children check they both have the same.

#### Step 5

Now, describe a route and have the children move their snails around the worksheet.

#### Step 6

Then, tell the children to secretly block all routes except one on the worksheet. In pairs, child A then has to try and mark child B's route on their map by asking questions to which B can only reply 'Yes' or 'No', for example:

A: Can Sammy go left at 3?

B: Yes.

The children should use a different colour for each route drawn. The children then swap roles. At the end, they compare routes to check their answers.

### Follow-up activity

Find out which animals the children like and don't like. Stick pictures of the animals on the board. Ask the children to raise their hands if they like the animal. Which one is the most popular?

### Transcript

Sammy Snail: I'm Sammy Snail. Which way is my house? Can you help me? // Er ... Yes, I go along here and I go straight. Who can I see?

Spider: Frog.

Sammy Snail: And I go right. What can I see?

Spider: A tree.

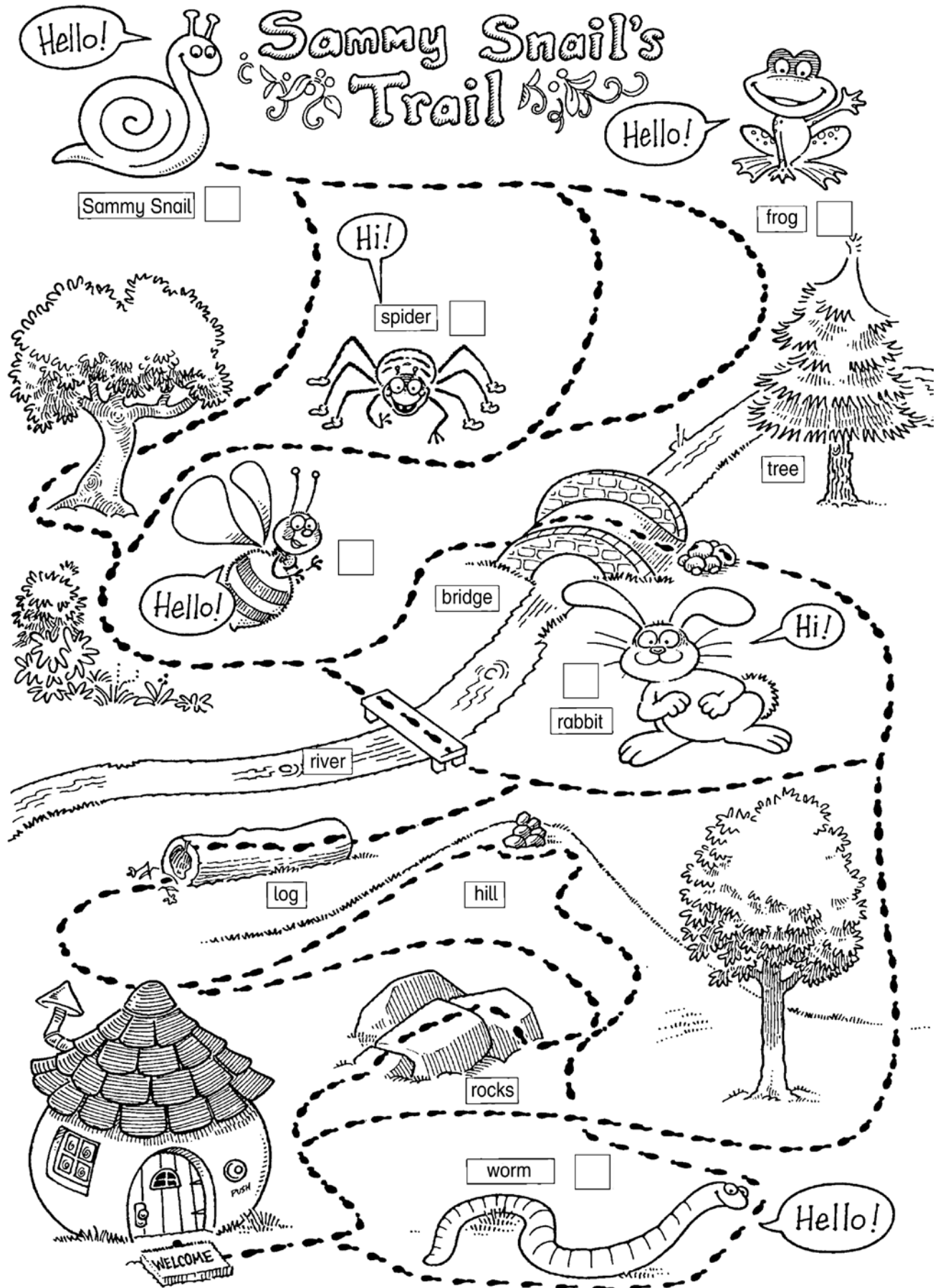
Sammy Snail: Now I go round here and then I turn left and go over the big bridge and over the stones. // Who can I see?

Spider: Rabbit.

Sammy Snail: I turn right and I go along the log. I turn left and I see some rocks. // I turn right and go over the rocks and down to my house.

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WORKSHEET