**The Greedy Hippo**

It’s not good to be greedy! Find out how Hippo learnt his lesson in this story.

(Video web link: <https://learnenglishkids.britishcouncil.org/en/short-stories/the-greedy-hippo>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a rhyming narrative text (fable) about the consequences of being greedy and selfish. It fits into the module *“Food and Drink”*.
* Language item/structure:
* Simple past tense to describe activities or events in a story
* Vocabulary items: e.g. nibble, bite, swallow, wallow

**Warm-up**

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| **Duration** | 5 minutes |
| **Aim** | * To arouse students’ interest and motivate them
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| **Teaching Steps** | 1. Give students clues to help them guess the animal “hippo”, e.g. “I’m thinking of an animal. It’s a mammal.”.
2. Give students time to make some guesses before giving them more clues: “It’s grey.”, “It has enormous teeth.”, “It likes water.”, “It’s big.”, “It has two big nostrils.” etc. Pause to allow more guesses.
3. Ask students if they have ever seen a real hippo and what hippos eat. (*Hippos are actually vegetarian, eating grass and water plants*).
4. Tell students that this story is called “The Greedy Hippo”. Elicit guesses from students in what way the hippo is greedy and in what way he is selfish.
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**Main Activity**

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| **Duration** | 15 minutes |
| **Aims** | * To develop students’ ability to predict the likely development of a story based on context and knowledge of the world
* To develop students’ ability to understand the connection between ideas
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| **Teaching Steps** | 1. Play the video up to the part where the hippo has eaten everything on the table. Elicit what the animals will do next.
2. Write students’ suggestions on the board.
3. Play the video to the end.
4. Elicit whether the students’ guesses about what the animals would do are correct or not.
5. Elicit in what ways the hippo is greedy and selfish.
6. Distribute the story strips to pairs/small groups and ask them to put them in the correct order (see strips).
7. Check answers. Depending on students’ needs, teacher can collect the strips before distributing the worksheet, or leave them on the tables to help less able students.
8. Distribute the worksheet to the class and ask students to complete Part 1, which requires them to put the sentences in order.
9. Check answers.
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**Extension/Consolidation Activity**

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| **Duration** | 15 minutes |
| **Aims** | For less able students:* To develop students’ ability to use the basic conventions of written English

For more able students:* To develop students’ ability to express imaginative ideas in writing by reproducing sentences based on a model (a new ending to the story, including dialogue)
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| **Teaching Steps** | 1. Less able students should rewrite the text in Part 2 by adding spaces, capital letters and correct punctuation.
2. More able students can complete Part 2 and Part 3, which asks them to make up a different ending to the story.
3. Mark students’ work.
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