**Why Anansi has Thin Legs**

Anansi the spider likes to eat, but he’s also lazy. Watch this video to find out what happened to him.

(Video web link: <https://learnenglishkids.britishcouncil.org/en/short-stories/why-anansi-has-thin-legs>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (fable) about what happens to a greedy, lazy spider, which fits into the module *“Relationships”*.
* Language items/structures:
* Simple present tense to express present states
* Imperatives to give instructions
* Simple future tense to make promises
* Inviting and declining invitations
* Vocabulary items: e.g. monkey, rabbit, spider, hog, web

**Warm-up**

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| **Duration** | 5 minutes |
| **Aims** | * To arouse students’ interest and motivate them
* To activate students’ prior knowledge
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| **Teaching Steps** | 1. Introduce the word “spider” in a fun way (drawing, anagram, hangman, clues…)
2. Elicit what a spider eats and how it catches food.
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**Main Activity**

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| **Duration** | 5 minutes |
| **Aim** | * To develop students’ ability to listen for the gist
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| **Teaching Steps** | 1. Explain that this story is about a special spider.
2. Play the video up to the part where Anansi meets the hog, to see if students can guess what he says. Elicit what he says (*“Pull the web and I’ll come running.”*)
3. Play the rest of the video.
4. Elicit what the moral of the story is (*don’t be greedy*).
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**Extension/Consolidation Activity**

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| **Duration** | 15 minutes |
| **Aims** | * To consolidate the spelling and meaning of vocabulary
* To develop students’ ability to understand the connection between ideas
* To develop students’ ability to express imaginative ideas in writing
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| **Teaching Steps** | 1. Distribute the “Why Anansi has Thin Legs” worksheet. Ask students to complete Parts 1 and 2, which focus on the key vocabulary and understanding of the story. Check answers.
2. Ask students to complete Part 3 which requires them to write a new dialogue between Anansi and a friend. If students need support, display one of the dialogues from the story on the board for their reference.
3. Mark students’ work.
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