

# The fastest and the slowest

## Topic

Animals

## Aims

- To teach students how to use comparatives with quantifiers
- To revise irregular adjectives
- To practice agreeing and disagreeing and giving opinions
- To develop students' speaking and listening skills

## Age group

Teens

## Level

B1

## Time

60 minutes

## Materials

- The fastest and the slowest student worksheet

## Introduction

In this lesson students practise speaking, reading and writing while talking about the fastest and slowest animals. The grammar focus is comparatives and superlatives with quantifiers. Students also learn some unusual animal vocabulary.

## Procedure

### 1. Lead -in: Brainstorm

- Draw a spider map on one side of the board with 'animals' in the middle and three branches of 'wild animals' (with 'sea', 'land', 'air') 'farm animals', 'pets'. Elicit lots of animal words and write them in the diagram. Have a limited time for this brainstorming stage (4 or 5 minutes)

- On the board write:

\_\_\_\_\_ *is a lot faster/slower than* \_\_\_\_\_.

\_\_\_\_\_ *quite a bit faster/slower than* \_\_\_\_\_.

\_\_\_\_\_ *not much faster/slower than* \_\_\_\_\_.

- Circle two of the animals in the spidergram and invite a student to make a sentence comparing their speed. E.g. *A horse is a lot faster than a hedgehog*
- Choose 3 students: A, B and C. Student A chooses an animal from the spidergram. Student B chooses a different animal. Student C makes a sentence comparing their speed.
- Write these phrases on the board for giving your opinion, agreeing and disagreeing:

**Giving your opinion**

In my opinion...

I reckon / think....

**Agreeing & Disagreeing**

I agree (with you)

I disagree (with you)

- Invite the other students to say whether they agree or not with Student C's sentence. Encourage students to use some of the useful language on the board.

**2. Task 1:  
Ordering  
animals**

- Dictate these twelve animals for students to write: *elephant; giraffe; giant tortoise; Peregrine falcon; spider; black mamba snake; chicken; garden snail; human; cheetah; ostrich; greyhound*
- Students compare their words in pairs. Write the animals on the board for students to check their spelling.
- In pairs, students rewrite the list of twelve animals from the fastest (1) to the slowest (12). The two students have to agree so they need to discuss each animal. Remind students to use the structures from the board. Give students a time limit of 5-6 minutes for this stage.
- Join up pairs of students into groups of four. They compare their lists and, if there are differences, they compile a new list on which they all agree.
- Compile one class list with all of the students. On the board write:  
  
*Which is the fastest /slowest animal in the list? And then write the numbers 1-10.*
- Elicit the fastest and slowest animals from students (groups will probably agree on these two) and write them in the list. Then have a class

	<p>discussion and decide on the order of the other animals, compiling the list as the class reaches agreement.</p>
<b>3. Task: reading</b>	<ul style="list-style-type: none"> <li>• Give students the workseet with Task 1</li> <li>• Students read the text quickly to check their list against the actual animal speeds. Get some feedback.</li> <li>• Students read the text again, looking at the information about the other animals. Help with any unknown vocabulary or encourage students to use dictionaries or an online search.</li> </ul>
<b>4. Extension</b>	<ul style="list-style-type: none"> <li>• On the board write: <i>heavy light big small</i></li> <li>• Choose three students; A, B and C. Student A chooses an animal from the list. Student B chooses a different animal. Student C makes a sentence comparing them using a quantifier and <i>heavier, lighter, bigger or smaller</i>. Invite students to agree or disagree.</li> <li>• Students write four sentences using animals from the list, a quantifier and <i>heavier, lighter, bigger or smaller</i>. Monitor students as they write. Walk around the room, reading the sentences and telling students whether you agree with them or not.</li> </ul>

**Contributed by**

Katherine Bilsborough