

GRAMMAR I

Objectives

Students will

- use superlatives with *-est* and *most*.
- use comparatives and superlatives to compare photos of people and things.
- compare opinions.

Grammar superlatives with *-est* and *most*

Academic Language *compare*

Content Vocabulary *opinion, world*

Resources TR: 5.4; Video Sc. 5; Workbook p. 57, Grammar Workbook pp. 20–21; Online Practice

Materials magazine photos of three female actors and three male singers

GRAMMAR 1

Superlatives with *-est* and *most* TR: 5.4

I think *Beauty and the Beast* is **the greatest** fairy tale ever.
J.K. Rowling is **the most talented** writer I know.
In your opinion, what's **the funniest** movie of all?

1 Read. Complete the questions.

1. Who is the most amazing singer in the world? (amazing / singer)
2. In your opinion, who is the coolest athlete? (cool / athlete)
3. In your opinion, what is the prettiest flower? (pretty / flower)
4. What is the most interesting TV show you watch? (interesting / TV show)
5. What is the funniest movie of all? (funny / movie)
6. In your opinion, who is the most talented TV star? (talented / TV star)

2 Look at the pictures. Write sentences.

1. big



The red car is bigger than the green car, but the blue car is the biggest!

2. beautiful



The red flower is more beautiful than the blue flower, but the yellow flower is the most beautiful.

3. cool



The blue T-shirt is cooler than the white T-shirt, but the orange T-shirt is the coolest!

82 Unit 5

Warm Up

- **Recycle** Say *Let's talk about your favorite foods*. Have students list four of their favorite foods. Then put students into small groups and have them compare lists. Ask *Which foods are in more than one list?* Write each group's answers on the board. Add a check mark next to a food for each person who chose it. Then point to the foods with the most check marks and say *In our opinion, these foods are great*.
- **Explain** Say *Your opinion is what you think. It isn't a fact. For example, I think Beauty and the Beast is a great movie. That's my opinion. Does everyone think the same thing?* (no) Say *That's right. Different people may have different opinions*.

- **Build background** Say *Sometimes we think a person or a thing is better than any other person or thing. For example, I think the coolest pet is a dog. No other animal is as smart!*
- Write the following sentence frames on the board.

The funniest movie is . . .	The coolest pet is . . .
The most amazing soccer player is . . .	The greatest singer is . . .
The prettiest rock star is . . .	The most handsome actor is . . .

- Use the sentence frames to share opinions and have students say whether they agree or not. If students disagree, have them complete the sentence with their choice in place.

- 3 **Ask and answer.** Work with a partner. Complete the chart.
Take turns. *Answers will vary.* Who is the coolest TV star?

Questions	Me	My partner
1. who / talented / singer		
2. who / cool / TV star		
3. what / interesting / video game		
4. who / amazing / actor		
5. what / funny / movie		
6. who / great / athlete		

- 4 **Ask and answer.** Work in a small group. Compare your opinions.
Decide who or what is the group's favorite.



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Grammar in Depth

In English, the rule for forming the superlative depends on how many syllables an adjective has.

- With most one-syllable adjectives (for example, *tall*, *great*) and some two-syllable adjectives (for example, *funny*, *pretty*), add *-est* to the word and use *the*:

*He's **the greatest** basketball player in the world.*
*She's **the funniest** person in our class.*
With *funny*, note the change from *y* to *i*.

- With many multisyllabic adjectives, the superlative is formed in a different way. Use *the most* + adjective with some two-syllable adjectives (especially those ending in *-ous* and *-ful*): *She's **the most famous** singer in the world.* Use *the most* + adjective with all adjectives with three or more syllables: *It's **the most popular** show on TV.*

- With the superlative, we often use phrases like *in the world*, *ever*, and *of all (time)*:
*He's **the greatest** basketball player in the world.*
*It's **the funniest** movie ever / of all (time).*

- Note that *ever* and *of all (time)* both mean "since the beginning of time until now."

Present

- Have students open their books to pp. 82–83. Read the sentences in the grammar box. Then play **TR: 5.4**. Point out that the word *the* comes before the word *most* and point out the two words that end with *-est*.
- Write *great* → *greatest* on the board. Say *Many fairy tales are great, but I think Beauty and the Beast is the greatest fairy tale ever!* Underline *-est* in *greatest*. Say *When we think someone or something is so great that nothing else is as great, we add the letters -est to the end of great.*
- Write *talented* → *most talented* on the board. Say *I think J.K. Rowling is the most talented writer around today!* Circle *most*. Say *For some words (point to *talented*) we don't add -est. Instead, we add the word most before the word.*
- Give examples** Say *The TV show that makes you laugh more than any other TV show is the funniest TV show. The singer who is liked by more people than anyone else is the most popular singer.* Write the following on the board and keep it there throughout this lesson.

funny → funniest	wonderful → most wonderful
brave → bravest	handsome → most handsome
cool → coolest	talented → most talented
pretty → prettiest	famous → most famous
great → greatest	amazing → most amazing
	popular → most popular

- Have students add *-est* or *most* to one of the new words to make sentences.

GRAMMAR 1

Superlatives with -est and most TR: 5.4

I think *Beauty and the Beast* is **the greatest** fairy tale ever.
J.K. Rowling is **the most talented** writer I know.
In your opinion, what's **the funniest** movie of all?

1 Read. Complete the questions.

1. Who is the most amazing singer in the world? (amazing / singer)
2. In your opinion, who is the coolest athlete? (cool / athlete)
3. In your opinion, what is the prettiest flower? (pretty / flower)
4. What is the most interesting TV show you watch? (interesting / TV show)
5. What is the funniest movie of all? (funny / movie)
6. In your opinion, who is the most talented TV star? (talented / TV star)

2 Look at the pictures. Write sentences.

1. big



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82 Unit 5

3 Ask and answer. Work with a partner. Complete the chart.
Take turns. **Answers will vary.**

Who is the coolest TV star?

Questions	Me	My partner
1. who / talented / singer		
2. who / cool / TV star		
3. what / interesting / video game		
4. who / amazing / actor		
5. what / funny / movie		
6. who / great / athlete		

4 Ask and answer. Work in a small group. Compare your opinions.
Decide who or what is the group's favorite.

Who is the most talented singer?

Pavarotti.

Who's he?

Are you kidding? He's the greatest opera singer ever!

83

Practice

- Have students read aloud the sentences in the grammar box, or play **TR: 5.4** again.
- 1** Have pairs of students complete Activity 1. Model the activity by completing Item 1. Say *Let's complete the first sentence together. I see the words amazing and singer. I know that I have to add the words the most before amazing. So I'll write the most amazing singer. Let's read the question together: Who is the most amazing singer in the world?*
- Say *Now let's complete Item 2. Do we add -est or most to cool?* Wait for students to answer, then say *We add -est and say the coolest athlete.* Tell students to write the words to complete the question. Then have partners complete the activity. Have pairs compare answers with another pair of students. Ask *What sport is more amazing than any other sport?* Have students answer in complete sentences. If students have difficulty, tell them to use the list of examples on the board.
- 2** Say *Look at the first set of photos at the bottom of page 82. Work through Item 1 of Activity 2 together. Ask Which car is bigger, the red car or the green car? (the red car) Which of the three cars is the biggest? (the blue car) Have students read the sample sentence aloud: The red car is bigger than the green car, but the blue car is the biggest!*
- Have students look at the next two sets of photos. Say *I think the red flower is more beautiful than the blue flower, but the yellow flower is the most beautiful. That is my opinion. What is your opinion?* Have groups of students complete the activity. Call on students to read their sentences aloud.

Wrap Up

- Hold up photos of three female actors. Ask *What's your opinion? Which female actor is the most talented?* Then ask *Which one is the prettiest?* Hold up photos of three male singers. Ask *Which singer is the most talented?* Then ask *Which one is the most handsome?* Students should answer all of the questions with complete sentences.

Recap

- Say *We're learning about words that end in -est or have the word most before them. These words help you compare.* Write the words *baby*, *teenager*, and *grandmother* on the board. Ask *Who is the youngest? Who is the oldest?* Encourage students to answer in complete sentences. (The baby is the youngest. The grandmother is the oldest.) Then call on students to use words from the board to make other sentences comparing the baby, the teenager, and the grandmother. (For example, *The baby is the most amazing.*)

Apply

- **3** Say *Now let's do Activity 3. Look at the groups of words in the first column. You're going to use each group of words to form a question. Let's look at Item 1. Do we add -est or the word most to talented? Wait for students to respond, then say Right, we add the word most. The question would be Who is the most talented singer? Write your answer in the first box. Then ask your partner the question, and write his answer in the next box.* Tell students to use the examples at the bottom of p. 83 as models.
- Put students in pairs. Although the activity doesn't call for students to write the questions, you might want to have them write the questions on a separate sheet of paper. Then they can write their answers in the table.
- **4** Have students form groups of six or eight. Tell them to ask each other the questions in Activity 3. When groups are finished, call on them to share their answers. Ask *Who or what are your group's favorites?*

Extend

- Write questions such as the following on the board.

What is the (wonderful) place you have visited?
Who do you think is the (brave) superhero?
What is the (famous) place in our city/country?

- Pair students. Have them take turns, one writing the superlative form of the word in parentheses to complete each question, and the other answering the question. Then have them switch roles.

Wrap Up

- Put students in pairs. Say *Ask your partner for his opinions about things and people.* Model an example. *Who is your funniest friend? My funniest friend is (Miguel).*

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Teaching Tip

Classroom management When students are comparing opinions, be sure to emphasize that there are no right or wrong answers. Encourage students to support their opinions with reasons. Remind students to be respectful of other people's choices.

Workbook and Online Practice

Grammar I

✓ Formative Assessment

Can students

- use superlatives with *-est* and *most*?
Provide words such as *brave*, *pretty*, *wonderful*, and *interesting*, and have students say sentences using *most* or *-est*.
- use comparatives and superlatives to compare photos of people?
Hold up magazine photos of three actors and three singers. Tell students to use the words *talented*, *pretty*, *handsome*, and so on to compare the people.
- compare opinions?
Ask questions such as *Which writer has more talent than anyone else? Which video game is cooler than all the others?* Ask students to choose their favorites and to reply in complete sentences using the word *most* or the ending *-est*. Then have them ask each other why they chose that writer and that video game.