

10 I'm the Best Guitarist in France!

Superlatives

Target patterns: . . . best / worst . . .
 . . . -est . . .
 . . . most . . .

Communication skills: Comparing people
 Comparing places
 Talking about world geography

Language sets: Deepest, longest . . .
 Geography words

Page 64

Warm Up Superlative Puzzle

Write a word puzzle on the board. Each word should be the longest, tallest, largest, . . . of its kind in the world, in the students' country/city, etc. Help them say ". . . is the longest/tallest/largest . . . in" Then, give the students general knowledge questions to work out in pairs or groups (e.g. "What's the smallest country in Asia?" "Who's the richest person in the world?"). Use the Internet if possible.

I'm the Richest Rock Star in France

The students can listen to the dialog, read it, or do both.

Anticipation questions

How successful are Marc's albums?
 Why isn't he learning English in Paris?

Follow-up questions

How rich is Marc?
 Who do you think is the richest superstar in the world?

How popular is Marc?
 Who do you think is the most popular superstar in the world?

Comprehension – personalization

T: Marc's the best soccer player in France.

All students:
 No! He's the best guitarist in France!

T: Who do you think is the best guitarist in (the

student's country)?

S1 I think . . .
 Who do you think is the best guitarist/soccer player/baseball player/etc. . . . in . . .

S2: I think . . .
 Continue in a chain.

T: He's the dirtiest rock star in France.

All students:
 No! He's the richest rock star in France.

T: Who do you think is the richest star in (the student's country)?

S1 I think . . .
 Who do you think is the best richest/tallest/fastest star in . . .

S2: I think . . .
 Continue in a chain.

T: Why isn't Marc learning English in Paris?

S3: He's the most popular superstar in Paris.

T: Who do you think is the most popular superstar in (the student's country)?

S4 I think . . .
 Who do you think is the most popular/exciting/intelligent superstar in . . .

S2: I think . . .
 Continue in a chain.

Personalization

The students make sentences about themselves that include . . . -est or most. Encourage them to compare themselves with other members of their family, class, company, sports team, or other groups they belong to without putting others down.

Page 65

Warm Up Connect the Words

Write a group of nouns and the same number of adjectives on the board. The students decide which of the group of nouns is the tallest / most delicious / fastest, etc. Then, in pairs, one student makes a list of five things, and the other makes a list of five adjectives. They then reveal their lists to each other

and do the activity.

It's the Most Exciting City in the World

The students can listen to the dialog, read it, or do both.

Anticipation questions

*How many houses does Marc have?
What does Marc think of Paris?*

Follow-up questions

*Which city does Marc think has the best art galleries in the world?
Which city do you think has the best art galleries in the world?*

*What did Manuel think of Marc's album?
What did you think of an album you heard recently?*

Comprehension – personalization

- T: *Which city does Marc like best?*
 S1: *He likes Paris best.*
 T: *Why?*
 S2: *It's the most exciting city in the world.*
 S3: *It has the best art galleries.*
 S4: *It has the best concerts.*
 S5: *It has the most exciting new fashions.*
- T: *Which do you think is the most exciting city in the world?*
 S6: *I think . . .*
Which do you think is the most exciting city in the world?
 S7: *I think . . .*
 Continue in a chain.

Personalization

The students talk about the cities they think are the most exciting/beautiful/fashionable/boring/popular/largest/richest . . . in the world. If necessary, write a list of adjectives on the board.

Page 66

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*I am the laziest person in my family.
I am the most fashionable student in this class.
I am the worst soccer player in my team.*

Controlled Practice Geography

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *Vatican City is the smallest state in the world.*
3. *The Nile is the longest river in the world.*
4. *Russia is the largest country in the world.*
5. *Everest is the highest mountain in the world*
6. *The Pacific Ocean is the deepest ocean in the world.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*. . . is the largest city in my country.
. . . is the highest mountain in my country.
. . . is the longest river in my country.*

Page 67

Warm Up Class Puzzle

Write a list of superlatives on the board. The students decide who they think is the quietest/happiest/most famous . . . student in the class. Be careful not to include words that might hurt any of the students. Then, in pairs or groups, the students can talk about other groups of people in the same way—their family, a famous sports team, their teachers . . .

I Don't Agree

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Who is the most intelligent person in the cave?
What's Frank's idea?*

Follow-up questions

What did Ivan discover?
What did Newton discover?

What can't Ivan do?
What can't you do?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students ask each other "What do you think is the *best/most/-est* . . . in the *class/office/city/country/world/etc.?*" If necessary, write prompts on the board to help.

Page 68

Communication Activities

A. Hands

The students compare hands, either in groups or as a class. They try to find something special about each hand, for example, the longest life line, the coldest hands, the shortest fingers.

B. Sets of Three

The class is in teams or pairs. One student/team thinks of three things and challenges the other student/team to make a superlative sentence for each of the things relative to the other two. A round continues until one student/team cannot make a sentence. Adjectives cannot be repeated in the same round.

C. Quiz

In pairs, students take turns asking and answering the questions in the quiz. They can also be encouraged to ask follow-up questions after each answer. Finally, the students compare their answers with those of the other students in the class.

Page 69

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Police Officer: *What were you doing at two o'clock on Sunday afternoon?*

You: *I was playing baseball.*

Police Officer: *Who were you with?*

You: *I was with some friends.*

Police Officer: *What were you doing at four o'clock on Sunday afternoon?*

You: *I was driving home.*

Police Officer: *Who were you with?*

You: *I was with my sister.*

Police Officer: *O.K. I will check your story.*

Picture prompts – sample answers

At ten o'clock, he was robbing a bank.

At ten o'clock, she was reading a magazine.

At ten o'clock, he was shaving.

The price of bananas is going up.

The amount of pollution is staying the same.

The number of car accidents is decreasing.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.