

Strisuksa School  
English Communication Lesson Plan

Name:	Lunica Mae Logronio	School:	Strisuksa School	Week #:	2-3				
Program:	EC	Level:	M3	Subject:	English	Unit #:	1	Topic:	Dragonflies
1 <sup>st</sup> Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1.	Talk about insect abilities using “can” and “be able to”			Insects			PDF File		
2.	Use mixed tenses correctly (Present Simple, Present Continuous, Past Simple)			Mixed tenses			Ipad		
3.	Use insect-related vocabulary accurately in speech			Adjectives			Speaker for Listening		
4.	Pronounce past tense “-ed” endings correctly			Verbs					
5.	Retell a short story and do a mini-insect research project								
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
<p>Teacher Script: "Good morning, team! Let's bug out a bit—tell me, what insects do you know in English? Spider? Nope, that's not an insect. Let's count the legs!"</p> <p>Then: "Now, in pairs, name 6 insects and describe one using: 'It is... It has...'. Example: It is small. It has six legs and wings."</p> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Show vocabulary definitions on board (hunter, prey, species, etc.)</li> <li>Students match definitions to words.</li> </ol> <p>Teacher Script: "These words describe how insects live and survive. Let's say them together. Repeat after me—hunter... prey... species..."</p>							20 mins		
Listening Activity							Time		
<ul style="list-style-type: none"> <li>- Play audio of dialogue or read aloud</li> <li>- Students fill in blanks</li> </ul> <p>Teacher Script: "Listen carefully—dragonflies aren't just pretty bugs; they're also stone-cold mosquito assassins."</p> <p>Follow-up:</p> <ul style="list-style-type: none"> <li>- What's amazing about dragonflies?</li> <li>- What can bees do?</li> <li>- What do you think about insects?</li> </ul>							20 mins		

Grammar + Pronunciation + Speaking Practice	Time
<p>Grammar Box + Example  Teacher Script:  “Today, we’re time travelers. Let’s look at these examples:  - They live in warm areas. (present simple)  - Scientists are making robots. (present continuous)  - Dragonflies hunted prey 300 million years ago. (past simple)</p> <p>Now, pick one verb—like ‘fly’ or ‘eat.’ Make two sentences: one true, one fake.”</p> <p>ED Pronunciation Drill  Draw three columns on the board: /t/, /d/, /ɪd/</p> <p>Teacher Script:  “The English past tense is sneaky. We don’t just say ‘-ed’—we sound it like watched, lived, or invited. Let’s listen and sort these words.”</p> <p>Pair activity: Make a mini poem using 3 past-tense verbs.</p>	20 mins
<b>Speaking Activity: Abilities</b>	
<p>Use the facts (butterflies, ants, bees).</p> <p>Teacher Script:  “Did you know ants are basically gym bros? Let’s practice:  A: Did you know _____ can _____?  B: That’s amazing! I didn’t know that.”</p> <p>Rotate pairs and add two new facts.</p>	25 mins
<b>Storytelling + Project + Survey</b>	
<p>Teacher Script:  “You’re chilling in your backyard, and suddenly... BZZZ. Let’s figure out what’s going on here.”</p> <p>Group Project  Teacher Script:  “Pick your fighter—choose an insect and find 5–8 facts. Make a slide or poster and rehearse a 1-minute talk.”  Assign roles (researcher, writer, presenter).</p> <p>Class Survey  Statements:  - I like insects.  - I have insects as pets.</p> <p>Teacher Script:  “Let’s get personal. Interview five classmates and see what the class thinks.”</p>	15 mins
<b>Self-Reflection</b>	
<p>Students’ complete reflection checklist.</p> <p>Teacher Script:  “You’ve survived the swarm! Reflect: What can you now say or do in English that you couldn’t before?”</p>	10 mins

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Name:	Lunica Mae Logronio	School:	Strisuksa School	Week #:	4-5				
Program:	EC	Level:	M3	Subject:	English	Unit #:	2	Topic:	Home Remedies
1 <sup>st</sup> Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
<ol style="list-style-type: none"> <li>1. Talk about health conditions and remedies</li> <li>2. Use present simple and present continuous to describe routines and current actions</li> <li>3. Use health-related vocabulary in context</li> <li>4. Retell and create simple stories about health experiences</li> <li>5. Ask and answer questions about habits and personal health remedies</li> </ol>					Home Remedies Health conditions Routines Current Actions		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
<p>Teacher Script:            “Let’s talk health—don’t worry, no doctor visit required! In pairs, talk about this: What do you do when you have a headache? A sore throat?”</p> <p>Then:            “As a class, name some health problems you know in English. Let’s list them on the board.”</p> <p><b>Vocabulary Practice</b>            Students match words to definitions (remedy, sore, cure, etc.).</p> <p>Teacher Script:            “Let’s say these together. What do you think a ‘remedy’ is? How is that different from medicine?”</p> <p>Extension: In pairs, choose one illness and give advice.            Example: *Headache? Drink water and rest.*</p>							20 mins		
Listening Activity							Time		
<ol style="list-style-type: none"> <li>1. Play listening clip about traditional health remedies</li> <li>2. Students listen and correct errors in statements</li> </ol> <p>Teacher Script:            “Some of these are true, some false—like grandma’s health tips. Listen carefully and spot the errors.”</p> <p>Follow-up: Practice the conversation with new vocabulary. Swap green words for alternatives (headache, sore throat, tired, etc.)</p>							20 mins		

Grammar + Pronunciation + Speaking Practice	Time
<p><b>Grammar Box + Practice</b>  Teacher Script:  “When do we use the present simple? (habits) What about present continuous? (now) Let’s read these examples.”</p> <p style="text-align: center;"><i>In pairs, students complete sentences using both tenses.  Add one true and one false sentence.</i></p> <p><b>Story Retelling + Listening</b>  Students listen to the grandma’s remedy story and fill in missing words.</p> <p>Teacher Script:  “She’s back—grandma’s cooking up something! Listen to the story and try to guess what she's doing.”</p> <p>Activity: Retell the story in groups. Change the ending!</p> <p><b>Pronunciation Practice</b>  Focus on irregular past tense verbs (go → went, eat → ate).</p> <p>Teacher Script:  “Let’s test your time travel skills. I’ll say the present tense—shout out the past!”</p> <p><b>Game:</b> Past Tense Relay – each team races to match present with past forms on board.</p>	<p>20 mins</p>
<b>Speaking Activity:</b>	
<p>Use picture prompts to build a story (e.g., someone feels sick, grandma makes a potion, recovery).</p> <p>Teacher Script:  “You’re the main character. Make your own version of the health remedy story. Be dramatic!”</p> <p>Partners retell each other's stories with new twists.</p>	<p>25 mins</p>
<b>Role Play + Dialogue Practice</b>	
<p>Use model dialogue from book: “What’s wrong?” “I have a headache.”</p> <p>Teacher Script:  “Let’s be health advisors today! Pair up and practice the dialogue. Then change the problem and advice.”</p> <p>Repeat with different partners.</p>	<p>15 mins</p>
<b>Self-Reflection</b>	
<p style="text-align: center;">Students’ complete reflection checklist.</p> <p>Teacher Script:  “Health is wealth! What new words did you learn? What can you now say in English about staying healthy?”</p>	<p>10 mins</p>

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Name:	Lunica Mae Logronio	School:	Strisuksa School	Week #:	6-7				
Program:	EC	Level:	M3	Subject:	English	Unit #:	3	Topic:	Entertainment
1 <sup>st</sup> Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
<ol style="list-style-type: none"> <li>Use past simple and "used to" to describe past habits and experiences</li> <li>Talk fluently about entertainment preferences, past and present</li> <li>Understand and retell a short story using expressive language</li> <li>Write and present a movie review</li> <li>Recognize and use irregular verbs in context</li> </ol>					Entertainment Movie review Used to Past habits		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: "Alright, class, let's go to the movies — without leaving our seats!" "What types of movies do you like? Action? Comedy? Romance? Horror?" [Draw emojis on the board for each genre. Let students vote with hands.] "Now, match these movie words to the correct pictures. What's a 'rom-com'?" What's 'animation'?"  <u>Activities</u> - Picture-word match game - Partner discussion: "What was the last movie you watched?" - Vocabulary bingo with genres and actors Assessment (10 min) - Vocabulary recall - Speaking: complete sentence answers							20 mins		
Grammar & Listening Focus							Time		
Teacher Script: "Let's flashback! I used to watch cartoons every Saturday. What about you?" [Write "used to" sentence starters: I used to..., I didn't use to...] "Now, listen to this audio about entertainment from the past. Tick the things people used to do." "Compare with a partner. Did they get the same answers?"  <u>Activities</u> - Grammar drill: sentence transformation (now vs. then) - Listening task with timeline worksheet - Irregular past verb memory match game Assessment (10 min) - Listening accuracy - "Used to" sentence writing							20 mins		

Speaking Fluency & Role Play	Time
<p>Teacher Script:            “Imagine it’s 20 years ago. What were people doing for fun? No TikTok, no YouTube!”            “Let’s role-play: You’re a teenager from the 1990s talking to a teen from today.”            [Provide prompt cards: CDs, walkman, old TV shows]            “Ask each other: ‘What did you use to watch?’ ‘What do you watch now?’”</p> <p>Activities</p> <ul style="list-style-type: none"> <li>- Time travel interview activity</li> <li>- Pair speaking practice with dialogue frames</li> <li>- Mini performance: “Then vs Now” skits</li> </ul> <p>Assessment (10 min)</p> <ul style="list-style-type: none"> <li>- Fluency and accuracy in speaking</li> <li>- Use of comparative language</li> </ul>	20 mins
<p>Story Reading &amp; Retelling</p> <p>Teacher Script:            “Let’s read this story: ‘Taylor’s Special Day’ — a trip to the movies gone wrong!”            “Underline the verbs — are they past simple or irregular?”            “Now retell the story to your partner... but add a twist! What if it rained popcorn?”            “Make your retelling dramatic. Use your hands. Add emotion!”</p> <p>Activities</p> <ol style="list-style-type: none"> <li>1. Cloze reading passage</li> <li>2. Past tense verb sort</li> <li>3. Partner retelling (theatrical version encouraged!)</li> </ol> <p>Assessment</p> <ol style="list-style-type: none"> <li>1. Comprehension questions</li> <li>2. Story retell accuracy &amp; creativity</li> </ol>	25 mins
<p>Project Introduction &amp; Drafting</p> <p>Teacher Script:            “Choose a movie you’ve seen and LOVE (or HATE). We’re writing reviews like real critics!”            [Give structure: Title, Genre, What happened?, Favorite part?, Would you recommend it?]            “Make a poster with your review. Add drawings or pictures. Tomorrow, you’ll present!”</p>	15 mins
<p>Self-Reflection</p>	
<p style="text-align: center;">Students’ complete reflection checklist.</p> <p>Teacher Script:            “Now open your books and complete the self-checklist: Can you talk about entertainment using past tense?”</p>	10 mins

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Name:	Lunica Mae Logronio	School:	Strisuksa School	Week #:	8-9				
Program:	EC	Level:	M3	Subject:	English	Unit #:	Units 1–3 Combined	Topic:	Entertainment, Hobbies, and Home Remedies (Review)
1 <sup>st</sup> Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1.	Recall and apply key vocabulary from Units 1–3				Entertainment		PDF File		
2.	Use appropriate grammar structures (past simple, present simple/continuous, “used to”, “can”)				Hobbies		Ipad		
3.	Demonstrate listening comprehension across different contexts				Home Remedies		Speaker for Listening		
4.	Speak fluently in structured conversations and storytelling tasks								
5.	Work collaboratively to review and present information								
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
<p>Teacher Script: “Let’s power through Units 1, 2, and 3 together! Think of one word from each unit. Let’s build a word wall on the board.”</p> <p>Activities: - Vocabulary Brainstorm by theme (insects, health, entertainment) - Charades or Quick Draw (teams act/draw words) - Students categorize vocabulary by unit</p>							20 mins		
Grammar & Sentence Practice							Time		
<p>Teacher Script: “Time to flex those grammar muscles. I’ll say a sentence—what tense is it? Can you fix it if it’s wrong?”</p> <p>Activities: - Mixed Tense Sorting: past, present, present continuous, “used to” - Partner practice: each pair writes 3 correct sentences using structures from Units 1–3 - Share and correct as a class</p>							20 mins		
Listening & Comprehension							Time		
<p>Teacher Script: “We’re going to listen to 3 short audio clips—one from each unit. Let’s see what you remember.”</p> <p>Activities: - Play 1-minute audio or read transcripts from each unit - Students complete a quick matching or fill-in-the-blank task per clip - Pair discussion of answers and corrections</p>							20 mins		

<b>Speaking &amp; Role Play</b>	
<p>Teacher Script:  “Now it’s your time to shine. Let’s bring the themes to life!”</p> <p>Activities:  - Group of 3: Each student represents one unit/topic and shares something surprising from that topic  - Then/Now Role Play (used to vs now): “Back then I watched DVDs... now I stream everything!”  1. - Short Pair Interviews: “What insect/health tip/movie did you learn about?”</p>	30 mins
<b>Game &amp; Wrap-Up</b>	
<p>Teacher Script:  “Let’s end strong with a team game and a reflection on what you can do.”</p> <p>Activities:  - Team Quiz Game (Kahoot, Quiz Cards, or Whiteboard Relay)  - “I Can” Checklist: students fill in checkboxes for each unit goal  - Group Reflection: What was the most fun or interesting thing you learned in Units 1–3?</p>	20 mins

**Strisuksa School**  
Foreign Language Department

Teacher: Lunica Logronio

M3 – S.Y. 2026– 2027 Term 1

## After Midterm

### UNIT 5 – TECHNOLOGY

Page 46 | Grammar: will vs. going to | Pronunciation: Short E vs Long A  
(gem/make)

WEEK 1 (50 minutes)

Section	Details
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. Identify and understand technology and cybercrime vocabulary.</li><li>2. Correctly use <i>will</i> and <i>going to</i> for predictions and plans.</li><li>3. Participate in structured conversations about technology.</li></ol>
<b>Vocabulary</b>	technology, robot, cybercrime, computer, password, future, internet, smartphone
<b>Materials</b>	Canva slides (Unit 5), Student Book p.46, audio track, flashcards, whiteboard, markers
<b>Warm-Up (5 min)</b>	Teacher displays images of technology (smartphone, robot, computer). Students guess what it is, then share which ones they use daily. Prompt discussion: “Why do we use this technology?”
<b>Vocabulary Teaching (10 min)</b>	<ul style="list-style-type: none"><li>• Introduce words with flashcards and pronunciation focus.</li><li>• Students repeat words chorally and individually.</li><li>• Play <i>Guess the Picture</i>: students describe a flashcard without saying the word; others guess.</li></ul>
<b>Grammar Introduction (10 min)</b>	<ul style="list-style-type: none"><li>• <b>will</b> = decisions, promises, predictions made at the moment</li><li>• <b>going to</b> = plans or predictions made earlier</li><li>• Examples:<ul style="list-style-type: none"><li>– I will open the door.</li><li>– I’m going to play games later.</li></ul></li><li>• Activity: Teacher reads sentences, students hold up “WILL” or “GOING TO” cards.</li></ul>
<b>Guided Practice (10 min)</b>	<ul style="list-style-type: none"><li>• Sentence strips activity: students sort sentences under <i>will</i> or <i>going to</i>.</li><li>• Pair work: each student writes 2 sentences (1 will / 1 going to) about</li></ul>

	their plans.
<b>Conversation Activities (10 min)</b>	<p><b>Bubble 1:</b> A: What are you going to do after school? B: I'm going to play on my tablet. A: What game will you play?</p> <p><b>Bubble 2:</b> A: Will we have flying cars in the future? B: Yes, I think we will!</p> <p><b>Bubble 3:</b> A: Is cybercrime dangerous? B: Yes! We need strong passwords.</p>
<b>Listening Activity (10 min)</b>	<p>Audio clip: Cybercrime safety tips.</p> <p>Tasks: Circle words heard (internet, password, danger), answer 3 comprehension questions, draw one safe internet rule.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Vocabulary matching worksheet.</li> <li>• Small-group oral check (students create sentences using <i>will</i>/<i>going to</i>).</li> <li>• Exit ticket: Write 1 sentence with <i>will</i> and 1 with <i>going to</i>.</li> </ul>

## WEEK 2 (50 minutes)

Section	Details
<b>Review (10 min)</b>	Quick review game: “Will or Going To?” relay. Pronunciation focus: <i>gem</i> / <i>make</i> .
<b>Main Task (25 min)</b>	<b>Future Technology Poster Project:</b> Students draw a future invention and write: <ul style="list-style-type: none"> <li>– Sentence using <i>will</i></li> <li>– Sentence using <i>going to</i></li> </ul>
<b>Pair Presentation (10 min)</b>	Students present invention to the class: “This robot will...” / “We’re going to use it to...”
<b>Assessment (5 min)</b>	Poster rubric: grammar, creativity, presentation skills.

**Strisuksa School**  
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M3 – S.Y. 2026– 2027 Term 1

**After Midterm**

**UNIT 6 – RURAL AREAS**

Page 56 | Grammar: from...to, until, since, for | Pronunciation: Short A, E, U

WEEK 1 (50 minutes)

Section	Details
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. Describe natural surroundings in rural areas.</li><li>2. Use prepositions of time accurately.</li><li>3. Practice simple conversational exchanges about rural areas.</li></ol>
<b>Vocabulary</b>	forest, river, mountains, fields, farm, animals, nature, village
<b>Materials</b>	Canva slides, Student Book p.56, photos of rural areas, audio about national parks, markers
<b>Warm-Up (5 min)</b>	Show photos of rural areas; ask: “Have you visited a forest or farm before?” Students share experiences.
<b>Vocabulary Teaching (10 min)</b>	Flashcards and interactive games: <ul style="list-style-type: none"><li>• Students point to the picture when the teacher says the word.</li><li>• Categorize words: Places vs. Animals.</li></ul>
<b>Grammar Introduction (10 min)</b>	Prepositions of time: <ul style="list-style-type: none"><li>• from...to = duration → “I stayed from Monday to Wednesday.”</li><li>• until = up to a point → “I waited until 5 o’clock.”</li><li>• since = starting point → “I have lived here since January.”</li><li>• for = length of time → “I studied for 2 hours.” Practice: Complete sentences orally.</li></ul>
<b>Conversation Activities (10 min)</b>	<b>Bubble 1:</b> A: Where did you go? B: I went to the mountains. A: What did you see? B: Many trees. <b>Bubble 2:</b> A: How long did you stay? B: I stayed from Monday to Wednesday. <b>Bubble 3:</b> A: Do you like rural areas? B: Yes, they are quiet and beautiful.

<b>Listening Activity (10 min)</b>	Audio: National park description. Tasks: Tick items heard (birds, river, animals), sequence events.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Draw and label a rural scene.</li> <li>• Grammar fill-in-the-blank sheet.</li> <li>• Listening comprehension checklist.</li> </ul>

## WEEK 2 (50 minutes)

<b>Section</b>	<b>Details</b>
<b>Writing Task (15 min)</b>	Students write 4 sentences about a rural area using from...to, until, since, for.
<b>Story (20 min)</b>	Teacher reads <i>The Angry Wolf</i> . Students discuss characters, setting, and moral.
<b>Group Activity (10 min)</b>	Share and compare sentences about their rural experience.
<b>Assessment (5 min)</b>	Check accuracy of sentences, participation in discussion.

**Strisuksa School**  
Foreign Language Department

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M3 – S.Y. 2026– 2027 Term 1

## After Midterm

### UNIT 7 – EDUCATION

Page 66 | Grammar: Comparative Adjectives | Pronunciation: better, harder, biggest

WEEK 1 (50 minutes)

Section	Details
<b>Objectives</b>	1. Use comparative adjectives to compare school subjects and routines. 2. Recognize education-related vocabulary. 3. Discuss past vs present school experiences.
<b>Vocabulary</b>	subject, teacher, classroom, homework, easy, hard, study, test
<b>Materials</b>	Canva slides, Student Book p.66, audio clip, comparison charts, markers
<b>Warm-Up (5 min)</b>	Show old vs modern classroom pictures. Ask: “Which is better? Why?”
<b>Vocabulary Teaching (10 min)</b>	<ul style="list-style-type: none"><li>• Categorize words: subjects vs objects</li><li>• “Find the Word” interactive game</li></ul>
<b>Grammar Introduction (10 min)</b>	Comparative rules: <ul style="list-style-type: none"><li>• big → bigger</li><li>• smart → smarter</li><li>• good → better</li><li>• fun → more fun</li></ul> Practice: Compare 2 subjects using pictures.
<b>Conversation Activities (10 min)</b>	<b>Bubble 1:</b> Math is harder than English. <b>Bubble 2:</b> Which class is more fun? PE is more fun than Science. <b>Bubble 3:</b> Was school easier before? Yes, I think so.
<b>Listening Activity (10 min)</b>	Audio about students’ study routines. Students answer T/F questions.

<b>Assessment</b>	Worksheet: comparative adjectives, pair speaking rubric, 5-item quiz.
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## WEEK 2 (50 minutes)

<b>Section</b>	<b>Details</b>
<b>Writing Activity (15 min)</b>	Students write 3 comparative sentences about subjects and routines.
<b>Story (15 min)</b>	Read: <i>Let's Get to It</i> . Comprehension and discussion.
<b>Mini-Project (15 min)</b>	"All About Schools and Learning" poster: past vs present comparisons.
<b>Assessment (5 min)</b>	Check sentences, project completion, and oral participation.

**Strisuksa School**  
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M3 – S.Y. 2026– 2027 Term 1

## After Midterm

### UNIT 8 – TRAVEL

Page 76 | Grammar: Superlatives | Pronunciation: isn't, wasn't, can't

WEEK 1 (50 minutes)

Section	Details
<b>Objectives</b>	1. Use superlative adjectives to compare places. 2. Learn travel and safety vocabulary. 3. Give simple warnings and prohibitions.
<b>Vocabulary</b>	travel, airport, safest, longest, best, bring, danger, warning
<b>Materials</b>	Canva slides, Student Book p.76, travel audio, flashcards
<b>Warm-Up (5 min)</b>	Ask: "Where is the best place you have visited?" Students discuss.
<b>Vocabulary Teaching (10 min)</b>	Match words to pictures, "Pack Your Bag" game.
<b>Grammar Introduction (10 min)</b>	Superlatives: • big → biggest • easy → easiest • good → best • interesting → most interesting Practice comparing 3 locations.
<b>Conversation Activities (10 min)</b>	<b>Bubble 1:</b> What is the safest way to travel? Train is the safest. <b>Bubble 2:</b> What is the best place to visit? The beach is the best. <b>Bubble 3:</b> You can't run at the airport. Okay, I won't run.
<b>Listening Activity (10 min)</b>	Audio: Travel tips. Students complete checklist: passport, safety, no running.

<b>Assessment</b>	Worksheet, oral warning activity, exit ticket: 1 warning + 1 superlative sentence.
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## WEEK 2 (50 minutes)

<b>Section</b>	<b>Details</b>
<b>Review (10 min)</b>	Superlative bingo game
<b>Story (15 min)</b>	Read: <i>Good Times in Hawaii</i> . Students discuss favorite parts.
<b>Role-Play (20 min)</b>	“At the Airport”: students practice role-play using props (passport, luggage).
<b>Assessment (5 min)</b>	Observe role-play accuracy and listening comprehension; correct use of superlatives.