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**Teaching Comparatives, Superlatives and Adjectives Through Food**

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**Acknowledgments (if any)**

**Author Biography**

*Julia/Raina/Sevy Biloon.*

The author has been working as a teacher for almost ten years, with six years of experience specifically teaching English in Ecuador.

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**Quick Guide**

* Keywords: Comparatives, Superlatives Taste Test, Potato Chips,

Food adjectives

* Learner English level: Pre-intermediate and above
* Learner maturity: High School and University
* Preparation time: 1 hour
* Activity time: 40 -50 minutes
* Materials: Handouts, potato chips

When reinforcing grammar it is always more efficient to have students complete a task which connects to real life or something students can relate to. This activity utilizes food to spark the students’ interest in grammar learning and language while helping them create authentic connections to something that they are interested in, food. This activity allows students to connect new language and grammar using an authentic tools inside the classroom.

Since the students are allowed the novelty of eating while learning this creates a more comfortable relaxed learning environment while also motivating the students to use the language and grammar they previously learned in authentic settings. The use of realia in the classroom ultimately creates connections between something the students know and new language being learned.

**Preparation**

**Step 1:** Pre-teach comparative and superlative forms, what adjectives are and how they are used.

**Step 2:** Discuss about food and food preferences they like to choose the food you will use for the taste test activity.

**Step 3:** Buy food or potato chips that will be used in class.

**Step 4:** Create two worksheets. One worksheet, which has a list of ten or twelve adjectives to describe food and another worksheet where students can complete the taste test. This worksheet should have the names of each type of food/ potato chip and space for students to write sentences for each food.

**Procedure**

**Step 1:** Give students a worksheet, which contains a list of adjectives they can use to describe food**. A:** review the adjectives with the students to make sure all of the vocabulary is understood. **B:** have students in pairs come up with two or three new adjectives to add to the list.

**Step 3:** Separate students into groups of 3 or 4 students and pass out three different types of chips (or other food like chocolate bars) to each the group and have students separate the chips and taste them.

**Step 4:** Allow time for a discussion to occur of how each chip tastes in groups. Ask students to use previously learned comparative and superlative forms with adjectives from the list to describe the chips.

**Step 5:** Complete a worksheet about the taste test where students will write sentences comparing the chips using the adjectives from their lists in comparative and superlative forms.

**Step 6:** Assess the students through the completion of the worksheet and the use of grammar and vocabulary.

**Conclusion**

This task-based activity not only aids in the students learning processes, but also motivates them to learn. Students tend to enjoy learning grammar and vocabulary more when you can connect it to something they are interested in. Using food in the classroom is an authentic way to help students remember new vocabulary and how to use the vocabulary correctly. After completing this activity it is clear students are more comfortable and can naturally use the grammar and vocabulary correctly when speaking and writing. This is the ultimate goal of this activity.

Dear Ms Sevy-Biloon

I am writing to inform you that you are scheduled to be published in the upcoming edition of My Space. Congratulations!

You will be able to find your article in the online edition 41.2 of The Language Teacher.

Best wishes,

Steven Asquith

Co-editor

My Share