



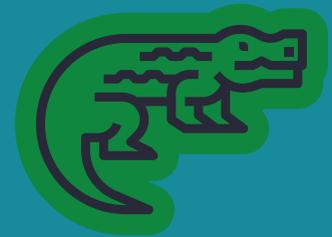
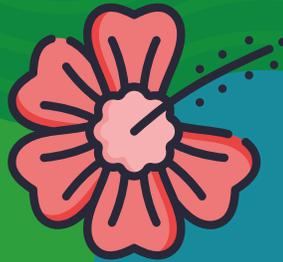
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA**



Soy **Bilingüe**

21st Century **KIDS**



**B1 Secondary
Teacher's Guide**

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Getting ready for the food festival!, Teacher's Guide
Colección 21st Century Kids

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Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Getting ready for the **food festival!**



Task: There will be a food festival at Luisa's school to celebrate cultural diversity in the city. Her teacher has asked all the students to bring a dish that represents their family's culture and traditions. Students need to share the recipe of the meal and explain its history and why it is traditional in their families. Luisa will ask her parents and grandparents for help to find this traditional recipe while learning how culturally diverse her family is.



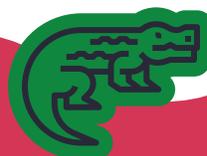


Learning objectives:

- Students will gain an understanding of the historical origins of family recipes, recognizing the diversity of their local contexts.
- Students will learn how to express their opinions about food through accurate use of adjectives.
- Students will create instructions for cooking a traditional family dish using imperatives.

DBA 10° Ciencias Sociales:

- 3.** Comprende que existen multitud de culturas y una sola humanidad en el mundo y que entre ellas se presenta la discriminación y exclusión de algunos grupos, lo cual dificulta el bienestar de todos.
- Explica la diversidad cultural y étnica como una característica de las sociedades actuales lo cual se constituye en una riqueza para la vida en comunidad.





Pre-task

Before completing her task, Luisa wants to know what the relationship between food and culture is. Do you think you can help her?



CULTURE

Activity 1

Synchronous: Start by asking the class this question: What is the relationship between food and culture? Ask students to write down some words or ideas to brainstorm their answer. Then, ask students to get together in pairs and compare their answers. After, students will report their answers to the class (10 minutes).

Asynchronous: Students write down their answers individually. They could also ask members of their extended family or share their answers with a friend (online). You can also create an interactive activity only where students contribute their answers and can see all the answers from their classmates as well.





Activity 1

Brainstorm some words or sentences to answer the question below.

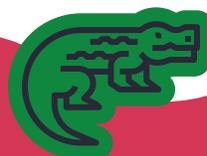


What is the relationship between culture and food?

Activity 2

Synchronous: Ask 1 or 2 students to read the text out loud to the class. Identify and go over any unfamiliar words. Ask students to summarize the main idea from the text using their own words. Then, ask students to individually answer the questions below. Finally, ask students to get together in pairs to share and compare their answers (10 minutes).

Asynchronous: Have students read the text individually. You should encourage students to look up unfamiliar words or concepts in the dictionary. If you want to have students practice the pronunciation of words, you could also send a recording of yourself reading it, so they can hear how the words are correctly pronounced.





Activity 2

Read the following text about food and culture and answer the questions that follow.



One of the elements that encompasses the meaning of culture is food, since through the recognition of different ingredients and recipes a particular culture can be identified. Food plays an important role in the identity of a culture and the individuals within that culture. An individual's cultural identity and personal beliefs can shape their food choices too. Food holds historical and cultural value and can serve as a reminder to upcoming generations of a culture's roots, traditions, and identity.

a. Do you think food is part of culture? Explain.

b. What culture are you from?

c. Do you think that the culture you belong to has traditional food? Mention examples.





Activity 3

Synchronous: Activity 3 can be completed with the whole class sharing answers and the teacher taking notes on the board. To do this, you must draw an umbrella on the board and ask the following question to the class: What are the examples of traditional Colombian food? Then, you can write down the students' answers underneath the umbrella. For Activity 4, you can ask the students to use the words from the umbrella brainstorm to classify them using the chart from Activity 4. Then, students can get together in groups of 3 students to compare their answers. Try to help students with the English translations of foods or dishes they write in Spanish (5 minutes).

Asynchronous: Students can complete Activity 3 and 4 individually. For Activity 3, students could ask members of their family to give them more examples. You could also consider having a digital space where students can add their examples from Activity 3, so all students can see everyone's answers. Try to help students with the English translations of food or dishes they write in Spanish. As this is asynchronous, you could create a list of common foods students posted in Spanish with their English translations and share it with them.

Activity 3

You will see an umbrella that represents Colombian culture. Under the umbrella write down as many examples as possible of traditional Colombian food that you believe represent our culture.





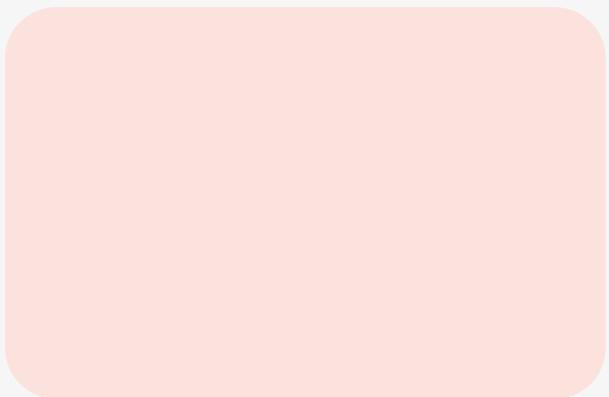
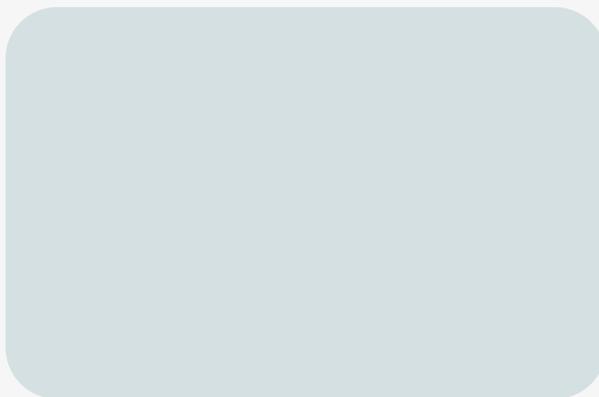
Activity 4

Synchronous: Start by asking the following questions to the class: What are adjectives? How do we use adjectives? After students answer the questions, you can ask students to mention a few examples of sentences using adjectives. Then, explain to students that adjectives can also be used to describe food. Activity 5 must be completed considering the adjectives chart below. Students can complete both activities individually, and then compare their answers with a partner (10 minutes).

Asynchronous: Students must read the information about adjectives individually. Activity 5 should also be completed individually. You could share a video of yourself (or from online) explaining adjectives to give students more support.

Activity 4

Classify the food examples you mentioned above using the chart below, identifying which ones do you like and dislike.





When expressing our opinions about food, we use **adjectives**. Adjectives are words that tells us more about or describe nouns.

Adjectives come **BEFORE NOUNS**:

green dress
interesting story
beautiful baby

Sometimes adjectives come **AFTER a VERB**:

My phone is **white**.
The storm was **scary**.
They are **pretty**.

There are different adjectives that you can use to express your opinion about food.

To describe **TASTE**

salty
bitter
sour
sweet
bland
spicy
rich
savory

To describe **TEXTURE**

crunchy
crispy
tender
chewy
creamy
moist
dry
smooth

To express your **OPINION**

good
great
tasty
delicious
bad
disgusting
unpleasant
awful





Activity 5

Use the adjectives from the chart above to describe some of the food examples you mentioned in Activity 4. Then, create 4 sentences: 2 to describe food that you like, and 2 to describe food examples you don't like.

For example: Ajiaco is delicious.

a. Food example 1:



b. Food example 2:



c. Food example 3:



d. Food example 4:





Task

Activity 1

Synchronous: Ask some students to read the story aloud. After, students could be asked to share unknown vocabulary found in the story and look up for the Spanish translation of these words in a dictionary or online. The question that follows in Task, Activity 1 should be completed in pairs. Then, students share their answers with the class. Be sure to highlight to students the adjectives present in the text (underlined> (10 minutes).

Asynchronous: Students read the story individually or listen via a recording of the teacher reading the story. Students should be encouraged to look up in a dictionary all the unknown words from the story. Activity 1 should be completed individually. You could use an online tool like Nearpod or Kahoot that can be used independently for students to answer the questions from Activity 1.



Luisa is now thinking about the meals she eats at home: fried fish (pescado frito) is delicious, an arepa is great, and fried plantains (patacones) are scrumptious. However, she thinks that white corn bollo (bollo limpio) with scrambled eggs is her favorite meal. Luisa has a lot of questions and decides to ask her grandmother "Abuela Inés" all there is to know about this Caribbean delight.





A Story by Abuela Inés

Bollo limpio is a traditional family meal. My beautiful mother, Ita, taught me how to prepare it when I was a little girl. Every afternoon when my mother was young, she walked around the streets of Barranquilla, in Barrio Abajo and Prado neighborhood, selling delicious bollos to all the families. My mother came from Palenque to Barranquilla to sell her famous bollos to all the Barranquilleros. In Palenque, she learned how to prepare bollos because it is a traditional dish from this community. My dear Luisa, I will tell you how to prepare bollo limpio, just follow my instructions.



Activity 1

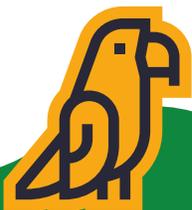
After reading the story by Abuela Inés, answer the following questions:

a. Adjectives can ONLY be used to describe food. TRUE FALSE

b. Who taught Abuela Inés how to cook bollo limpio?

Her mother Ita.

c. Ita learned how to prepare bollo limpio in Barranquilla. TRUE FALSE





Activity 2 and 3

Synchronous: Now, read the ingredients and the preparation for the Bollo Limpio recipe aloud to students. You could read twice. The first time reading could be for understanding/comprehension and the second time for students to identify unknown words or instructions. Afterwards, students should complete Activity 3 in pairs. Then, students should share their answers with the class and confirm they are correct (10 minutes).

Asynchronous: You could send a video to students showing them the different ingredients. You could also make a video or audio recording in which they read the recipe for students to practice pronunciation. Then, you can share the questions with students using an interactive sheet like a Google Form where they can receive immediate feedback.

Activity 2

Now read the following recipe for bollo limpio. Pay attention to how the instructions are given.



White Corn Bollo

(Bollo Limpio)

Ingredients

- 3 cups of white corn
- 4 cups of water
- 1 tablespoon of salt
- 1 tablespoon of sugar
- 3 tablespoons of butter



Preparation

1. Wash the corn.
2. Place corn, water, and salt in a pot.
3. Cook for an hour.
4. Drain it with a colander.
5. Grind corn in food processor.
6. Add butter, sugar, and salt until is smooth.
7. Take a small portion and mold it into a roll.
8. Simmer for 20 minutes in hot water.





Activity 3

To show your comprehension, choose the best answer to each question below based on the white corn bollo recipe from Activity 2.

a. The key ingredients used to make white corn bollo are:

- salt, water, white corn
- yellow corn and milk
- white corn, water, and butter

b. The final step of the preparation involves _____ the roll in hot water.

- boiling
- simmering
- grilling

c. A key ingredient in the recipe is _____, which is added after grinding the white corn.

- salt
- paprika
- butter





To create a recipe, we need to use imperatives. The imperative mood is a verb form that is used to give commands or instructions.

How to form the imperative mood? We should use the verb in the infinitive form without "to."

Infinitive form

To go
To add
To turn
To leave

Imperative Mood

Go to the store! → order
Add sugar to the cake. → instruction
Turn left then right. → instruction
Leave now! → order

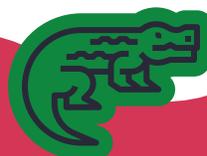
Activity 4

Synchronous: It is important that students complete Activity 4, because it will provide the verbs to be used when creating the recipe. After students have completed the task, you can verify if the answers are correct and could ask students to try to create sentences using the imperative mood (5 minutes).

Asynchronous: For this activity, you can create a "finding the pairs" activity using Nearpod. In this activity, students can match the words in English with the Spanish translation. After they finish, they can see the correct answers and how many they got right or wrong. Another tool that could be used for this is Quizlet.

Activity 4

Below you will find more examples of verbs in the imperative mood that you can use when writing a recipe. Find the Spanish translation of each of the examples and write it next to each of them.





Imperative mood	Spanish translation	Imperative mood	Spanish translation
Sift		Beat	
Whisk		Blend	
Pour		Boil	
Mix		Chop	
Heat		Cut	
Turn		Fry	
Cook		Peel	
Serve		Soak	
Bake			

Activity 5 and 6

Synchronous: For Activities 5 and 6, students should use the imperative, adjectives and the vocabulary learned in the lesson in order to create their recipes. Both activities should be completed individually (15 minutes).

Asynchronous: For Activities 5 and 6, you could use an online tool like Padlet or Jamboard, where students can add the ingredients of the recipe, and they can also write a story. Another tool that could be used is Google Documents, where students could have an assigned page and all the students can interact with their classmates products when finished.





Activity 5

Now it is your turn to write down a recipe of a traditional family dish. Make sure you add the list of ingredients and the preparation steps.



Ingredients



Preparation



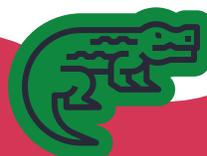
Activity 6

Now that you have written the recipe, it is time to write a short story about the history of the family dish of your choice.

When writing the story, make sure you provide information to answer the following questions:

- What is the origin of the recipe?
- Who knows how to cook the dish?
- Why is it traditional in your family?
- How can you describe the dish using adjectives?

You can look at the story in Task, Activity 1 to help you.





Post-task

Activity 1 and 2

Synchronous: Once students have created their stories and recipes, divide the class into groups of 3 or 4 students. In their groups, students will share their recipes and their stories. While listening, students will complete Activities 1 and 2 from the Post-task. Then, the class will be divided into new groups of 3 or 4 students, where they can share and compare their answers for Activities 1 and 2 (15 minutes).

Asynchronous: You should ask students to send their recipes and stories online. You can create a digital gallery to be shared with students using Padlet. Then, individually, students should read their classmates recipes and stories to complete activities 1 and 2.

Luisa shared her family recipe at the Food Festival and told the story to the class. The teacher was impressed by all the family recipes the students shared. Some families had Italian, Lebanese, Chinese, Cuban ancestors while other students had families that were originally from Mompox, Sincelejo, Bogotá, Ocaña, and other cities within the country. The teacher was surprised by how culturally diverse the classroom is. What about in your classroom?

Activity 1

Listen to your classmates share their recipes and fill out the chart below. Write down some examples of recipes that they mention, where they are from, and if you have tried the meals before.





Classmate's Name	Name of traditional meal	Origin	Have you tried it? YES / NO

Activity 2

After actively listening to your classmates' recipes, write a short reflection about the cultural diversity in your class.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

