



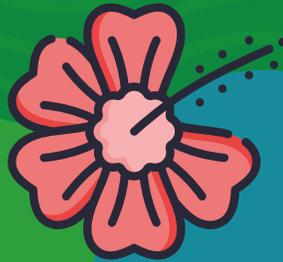
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**B1 Secondary
Student Materials**

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Getting ready for the food festival!, Student Materials
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Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** With these materials, you will learn English in a way that will help you explore, understand, and participate in your 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!** Con estos materiales, aprenderás inglés de una manera que te permitirá explorar, entender y participar en tus 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 Objective: By the end of this lesson, I will be able to express my opinion about food using adjectives and create instructions for cooking a traditional family dish using imperatives.





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

Brainstorm some words or sentences to answer the question below.



What is the relationship between culture and food?





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

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

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

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?

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





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

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

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.



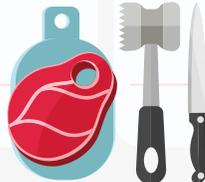
Ingredients

Handwriting lines for the ingredients section.



Preparation

Handwriting lines for the preparation section.





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.

A large rectangular area with a light gray background, containing 15 horizontal lines for writing. Each line is preceded by a small gray circle on the left side, serving as a bullet point or guide for the student's text.





Post-task

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



