



LET'S EAT CALÇOTS

Teacher's Guide: Primària 2



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Let's Eat Calçots: Teacher's Guide

Introduction:

The goal of LaLaFolk is to teach children to use English to talk about Catalan culture. Our understanding of Catalan culture is extensive, inclusive and diverse. It ranges from traditions like the *Castanyada*, *els Reis* and *Sant Jordi* to other more general traditions, such as tending an allotment, eating *calçots* and *La Mona* at Easter. Any child that goes to school in Catalonia will be familiar with most of these traditions, independently of where they were born.

The method we use is based on two main principles.

First, **Catalan traditions**. In primary education, curiosity and motivation are the drivers of learning. Children in pre-school and primary school are constantly exposed to the Catalan traditions that take place throughout the year. These traditions often have a special significance for children, and can act as a driver of their learning.

Catalan culture represents a rich and everyday opportunity to work on children's English. Through using the children's emotional connection with these cultural traditions, a spark is created in the children's minds associated with the English they use to talk about these traditions.

Second, **music**. Music is a powerful tool, and catchy songs get inside children's heads. In our experience, music enables children to learn English almost automatically. That's why we use a song about a Catalan tradition as the main teaching tool. Other educational resources are then used as a support for the song, which include images, videos, worksheets, games and activities.

Method:

To do this song, we recommend using approximately twenty minutes of your English class for five sessions or more. We've also suggested some optional activities for each session if you want to spend more time doing it.

Teacher's Materials:

Let's Eat Calçots**Teacher's Resources**

- 1.Teacher's Guide
- 2.Games & Activities
- 3.Training Video

Music Resources

- 1.Song
- 2.Video with Hand Movements
- 3.Karaoke Video
- 4.Playback with Melody
- 5.Playback without Melody
- 6.Lyrics
- 7.Lyrics in Catalan (Illa en català)
- 8.Sheet Music (partitura)

Activity Resources

- 1.Photos without Words
- 2.Photos with Words
- 3.Flashcards
- 4.Word Search
- 5.Gap-Fill
- 6.Reading Worksheet_Primària 2a & 2b
- 7.Writing Worksheet_Primària 2a & 2b

Let's Eat Calçots Lyrics:

A sunny day in winter or spring

Cook calçots on a fire

When the flames are burning high

Ay-ay-ay-ay

Let's eat calçots, long onions like shallots

Let's eat calçots, long onions like shallots

A lunch-time party,

let's get dirty

In the open air

Yeah, yeah, yeah

Stand up around a table

Pull off the burnt skin

Dip it in sauce

And lower it in

to your mouth

Let's eat calçots, long onions like shallots

Let's eat calçots, long onions like shallots

A lunch-time party,

let's get dirty

In the open air

Yeah, yeah, yeah

Next there's grilled meat

What a treat!

and Crème brûlée

Yay, yay, yay

Let's eat calçots, long onions like shallots

Let's eat calçots, long onions like shallots

A lunch-time party,

let's get dirty

In the open air

Yeah, yeah, yeah

Lyrics in Catalan:

Let's Eat Calçots

Mengem Calçots

A sunny day in winter or spring

Un dia assolellat a l'hivern o a la primavera

Cook calçots on a fire

Cou els calçots al foc

When the flames are burning high

Quan les flames cremen molt

Ay-ay-ay-ay

Ai-ai-ai-ai

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

A lunch-time party,

Una festa a l'hora de dinar,

let's get dirty

embrutem-nos

In the open air

A l'aire lliure

Yeah, yeah, yeah

Sí, sí, sí

Stand up around a table

Posa't al voltant d'una taula

Pull off the burnt skin

Treu la pell cremada

Dip it in sauce

Suca'l en salsa

And lower it in

I acosta'l

to your mouth

a la teva boca

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

A lunch-time party,

Una festa a l'hora de dinar,

let's get dirty

embrutem-nos

In the open air

A l'aire lliure

Yeah, yeah, yeah

Sí, sí, sí

Next there's grilled meat

A continuació hi ha carn a la brasa

What a treat!

Quin luxe!

and crème brûlée

i crema catalana

Yay, yay, yay

Ja, ja, ja

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

Let's eat calçots, long onions like shallots

Mengem calçots, cebes llargues com escalunyes

A lunch-time party,

Una festa a l'hora de dinar,

let's get dirty

embrutem-nos

In the open air

A l'aire lliure

Yeah, yeah, yeah

Session 1

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	5
Main activity 1	Listen to the song	Song	Oral communication	3
Main activity 2	Listen to the song, raise their hand if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity 3	Listen to the song, stop the song after each word, say the words as a class	Song	Oral communication	7
Optional Activity	Invent hand movements	Flashcard sheet	Oral communication	15

Show the children the colour images of the vocabulary in the song (**photos without words**). Elicit the vocabulary. “Does anybody know what this is?” If a child knows a word, tell them to say it out loud and share it with the class. Ask everyone to repeat the word. If there is any vocabulary you can't elicit, tell them the words. Make everyone repeat the words. Tell the students that you're going to listen to a song about “*calçots*”. Then play the song.

Tell the children you're going to listen to the song again. If they hear any of the words you elicited in the first activity, the children should raise their

hand. “If someone hears the word ‘party,’ raise your hand. If someone hears the words ‘table’ raise your hand.” Go round the class and ask them at the end of the song to say what word they have heard. “Tell me what word you heard”. Play the song again and make sure they are able to identify the words. Then show them the images again. See if they can identify the words from the song using the colour images. Do the optional activity if you have time.

Optional Activity

Ask students to invent their own hand movements for the song. They can work in small groups and then show their ideas to the rest of the class. At the end of the session, decide what hand movements you think are best. Then watch the **Video with Hand Movements** and compare what Geni does with your students’ ideas.

Session 2

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary and structures	Photos	Oral communication	5
Main activity	Listen to the song	Song	Oral communication	3
Main activity	Listen to the song, the children raise their hand if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity	Encourage the children to sing the song and do hand movements	Song Video	Oral communication	7
Optional Activity	Word search Sequencing with picture flashcards	Worksheet Flashcards	Oral communication	20-30

Before you start, ask the students if they remember the song. “Do you remember the song we sang last time?” Ask them if they remember any of the vocabulary. Use the colour images without words. You can prompt them using clues, “Do you remember this word? It starts with ‘ta’?” (table), “Do you remember this word? It starts with ‘lo’?” (long). Then listen to the song again.

Play the song again and encourage them to sing the song. You can use the **Video with Hand Movements**, or just the MP3. If you have time, do the optional activity.

Optional Activity

Choose one of the following optional activities:

1. Word search. Look at the words and photos again and then hand out the word search worksheet. Tell the students to find the words individually. Then ask them to match the images with the words and write the correct word underneath each image. Some of the younger students might want to colour the images.
2. Sequencing with picture flashcards. Print out the black and white **picture** flashcards so that students can work in pairs or small groups.

Ask them to identify what word each picture flashcards represents. Listen to the song and ask them to point to the correct flashcards as they hear the words in the song. Keep the song playing on repeat in the background.

Ask the students to put the flashcards in order, based on the song. Then ask them to point to each flashcard and follow the song sequence as you listen to the song. The students can work on the floor, or join tables together to have more room. Check that each group has put the picture flashcards in the correct order.

Session 3

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	5
Main activity 1	Encourage the children to sing the song and do the hand movements	Song Video	Oral communication	5
Main activity 2	Listen to the song while watching the karaoke video	Karaoke video	Oral communication	5
Main activity 3	Encourage the children to sing the song while watching the karaoke video	Karaoke video	Reading comprehension Oral communication	5
Optional Activity	Gap-fill Team game with picture flashcards	Worksheet Flashcards	Writing Oral communication	20+

Elicit the vocabulary and/or structures from the song. Repeat the vocabulary and structures out loud as a whole class. Play the song and encourage the children to sing along. Listen to the song while watching the karaoke video. Play the karaoke video again and encourage the children to sing along. If you have time, do the optional activity.

Optional Activity

Choose one of the following activities:

1. Gap Fill Worksheet: Tell the students to listen to the song and fill in the gaps with the right words. Go over the answers as a class. Then ask students to find words from the song to describe the images on

the gap fill worksheet. Ask them to write the correct words underneath the images.

2. Team game with black and white **picture** flashcards.

Print out two copies of all the picture flashcards. Spread out all the picture flashcards face up, in two different areas of the classroom, one area for each team. Tell the class that you are going to play a team game. Split the class into two teams. Each team can give themselves a team name in English. Write the team names on the electronic white board.

Number all the children in each team. The teacher then says “Students number 1, are you ready?” The students from each team need to answer, “Yes.” The teacher then shouts out a word from the flashcards and says, “Ready, steady, go!” Both students that are number 1 in their teams have to run to each area of the room to get a picture flashcard that matches what the teacher has called out. They then have to leave the flashcards in a designated place (on the teacher’s desk, for example) and return to their team. The team who does it first wins a point.

Play the game for 20-30 minutes, or until all the students on each team have had a turn. The team with the most points wins. At the end of the game, write on the white board “XX team – winners” / “XX team – runners-up). Explain that a “runner-up” is someone who comes second.

Note: if there is an uneven number of students, you can nominate one student to be the caller, instead of the teacher. Help the caller choose what word to call out if they are unsure.

Tip: to make this game more fun, the children have to do something different each time. For example, instead of running to find a flashcard they have to jump, hop, skip, crawl, move foot to toe, etc.

Session 4

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Get Ready for the Kings	Oral communication	5
Main activity 1	Sing the song	Song	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional Activity	Reading activity Sequencing with word flashcards	Worksheet Flashcards	Reading comprehension Oral communication	30

Elicit the vocabulary and/or structures from the song. Play the song and encourage the children to sing along. Play the karaoke video and encourage the children to sing along. Do the optional activity if you have time.

Optional Activity

Choose one of the following activities:

1. **Reading worksheet:** Read the text together as a class. Make sure everyone understands what they have read. Ask the students to answer the questions individually or in pairs. Then discuss the answers as a whole class.

Note: there are two reading worksheets. **Reading worksheet a** is shorter and simpler. The questions only have two options for the multiple-choice answer. **Reading worksheet b** is longer and the questions have three options for the multiple-choice answer.

3. **Sequencing with word flashcards.** Print out the black and white **word** flashcards so that students can work in pairs or small groups.

Ask them to identify what picture each word flashcard represents. Listen to the song and ask them to point to the correct word flashcards as they hear the words in the song. Keep the song playing on repeat in the background.

Ask the students to put the word flashcards in order, based on the song. Then ask them to point to each flashcard and follow the song sequence as you listen to the song. The students can work on the floor, or join tables together to have more room. Check that each group has done it correctly.

Session 5

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Get Ready for the Kings	Oral communication	5
Main activity 1	Sing the song	Song	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional Activity	Writing Team game with picture and word flashcards Film children singing song	Writing Worksheet	Writing Oral communication	30

Elicit the vocabulary and/or structures from the song. Play the song and encourage the children to sing along. Play the karaoke video and encourage the children to sing along. Do the optional activity if you have time.

Optional Activity

Choose one of the following optional activities:

1. Writing worksheet: There are two writing worksheets: **Writing worksheet a** is shorter and easier. **Writing worksheet b** is longer and more challenging.

Hand out the first page of the writing worksheet and ask the students to complete the words by filling in the gaps with the correct letters, using the words at the top of the page. Then tell them to match the images with the words, and to write the correct words underneath each image.

Then hand out page 2. Ask the students to fill in the gaps with the correct words, using the words at the top of the page. Finally, ask the students to unscramble the sentence/s at the bottom of the page.

If there is time play Hangman, using words from the song.

2. Team game with black and white **picture and word** flashcards. See optional activity for session 3.

Extra optional activity:

Film the students singing the song using the playback with melody. Tell them that their parents will watch it. Consider filming the song in a different location from where you do classes normally, either outside or in the school entrance. That way, it will seem more special for the children and they will probably sing the song with greater enthusiasm. If you have parent's authorisation, send the families the recording. If you'd like to share the video with us, please do so! We'd love to see it! If you'd like us to feature any of your photos or videos on the LaLaSchools Instagram, please let us know.

Ideas for further activities

If you want to work on a more ambitious project with the children after studying this work unit, consider making a video recording of the children talking about *calçots* in English. Please note that this is more challenging than previous activities.

Make a list of questions that you can use in the video recording.

Here are some examples below.

- What are *calçots*?
 - *Calçots* are long onions like shallots
- What is a *calçotada*?
 - A *calçotada* is a lunch-time party where you eat *calçots*

- What food can you eat?
 - You can eat *calçots*, long onions like shallots
 - You can eat grilled meat
 - You can eat *crema catalana* or crème brûlée
- When can you do a *calçotada*?
 - You can do a *calçotada* in the winter or spring
 - You can do a *calçotada* at lunchtime
- Where can you do a *calçotada*?
 - You can do a *calçotada* in the open air or in a restaurant
- How can you cook *calçots*?
 - You can cook *calçots* on a fire
- How can you eat *calçots*?
 - Peel off the burnt skin, dip it in sauce and lower it in to your mouth
- Do you like *calçots*?
 - Yes I do, No I don't

Give each student or group of students one question. Make sure they understand the question. Ask them to use the song lyrics to think of the correct answer. Make them write the correct answer. Practise saying the questions and answers.

In another session, film the students asking the questions and saying the answers. You can film them with your mobile phone, and then send the recordings via WeTransfer to a computer. Ask the students to translate the English into Catalan and write it down, which you can then use for subtitles.

Use a video editor program to make a video with all the recordings. We recommend using Filmora, although there are many video editor programs available. Please note that this activity will require you to spend time (2 hours) editing the video material after class. If you use a green screen and would like to use the *calçots* backdrop from this work unit, please get in touch and we'll send you the image to use in your video.