



LA PATUM

Teacher's Guide: Primària 1



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La Patum: 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:



La Patum Lyrics:

Boom, boom, it's La Patum

The big drum beats

Eagle dance, dragon dance

Fire in the streets

Hundreds of people in the square

Wind instruments play music

Dwarves wave their hands in the air

Giants twirl and kick

Boom, boom, it's La Patum

The big drum beats

Eagle dance, dragon dance

Fire in the streets

Fire devils wear red and black masks

And a headdress of leaves and horns

It goes dark, firecrackers start

It's a fire storm

Boom, boom, it's La Patum

The big drum beats

Eagle dance, dragon dance

Fire in the streets

Jump and dance, jump and dance

The crowd goes crazy

Eeeeeeeeeeeeeeeee

Boom, boom, it's La Patum

The big drum beats

Eagle dance, dragon dance

Fire in the streets

Lyrics in Catalan

Boom, boom, it's La Patum

Bum, bum, és La Patum

The big drum beats

Toca el gran timbal

Eagle dance, dragon dance

ball de l'àguila, ball del drac

Fire in the streets

Foc als carrers

Hundreds of people in the square

Centenars de persones a la plaça

Wind instruments play music

Els instruments de vent toquen música

Dwarves wave their hands in the air

Els nans moven les mans a l'aire

Giants twirl and kick

Els gegants giren i donen cops de peu

Boom, boom, it's La Patum

Bum, bum, és La Patum

The big drum beats

Toca el gran timbal

Eagle dance, dragon dance

ball de l'àguila, ball del drac

Fire in the streets

Foc als carrers

Fire devils wear red and black masks

Els diables de foc porten màscares vermelles i negres

And a headdress of leaves and horns

I un casc de fulles i banyes

It goes dark, firecrackers start

Es fa fosc, comencen els petards

It's a fire storm

És una tempesta de foc

Boom, boom, it's La Patum

Bum, bum, és La Patum

The big drum beats

Toca el gran timbal

Eagle dance, dragon dance

ball de l'àguila, ball del drac

Fire in the streets

Foc als carrers

Jump and dance, jump and dance

Salta i balla, salta i balla

The crowd goes crazy

La multitud es torna boja

Eeeeeeeeeeeeeeeee



Boom, boom, it's La Patum

Bum, bum, és La Patum

The big drum beats

Toca el gran timbal

Eagle dance, dragon dance

ball de l'àguila, ball del drac

Fire in the streets

Foc als carrers

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 La Patum. 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 ‘eagle,’ raise your hand. If someone hears the words ‘dragon’ 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, or you can do it together as a whole 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 ‘dra’?” (dragon), “Do you remember this word? It starts with ‘dru’?” (drum). 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 song. 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. Ask the students to go through the song while pointing to the correct flashcards.

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 / Team game with image flashcards / Bingo with images	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.

3. Bingo with images

Print out the bingo cards (page 1 and 2) and cut them up. Print out the bingo sheets. There are 20 different bingo sheets in total. You will need counters to place on the bingo squares. You can use lego blocks, coins or plastic counters. Alternatively, the students can place a small dot or number with a pencil on a bingo square when that particular image is called out. They can then erase the pencil marks at the end so that the bingo sheet can be reused.

The children must be familiar with the images used for the black and white flashcards. Before playing the game, go through the flashcards with the class to remind them what each image means. If they have difficulties identifying an image, sing them the part of the song for that image (and they will identify the image quickly).

Play the game. Go through the bingo cards. Find different ways to elicit the vocabulary for each image. Do the hand movement for that image. Or, sing part of the song and leave a gap for the image card, or ask a question, for example: “what is the opposite of light? (dark)”

There are two winners: the first person to make a line and the first person to get all the images on the bingo sheet.

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 / Teacher Says	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 easier. **Reading worksheet b** is more challenging. This time, they need to find the vocabulary in the photos. If there is time, the students could invent their own questions, in pairs or in small groups, based on these photos or other photos from this work module. Then you could have a class quiz in teams.

2. 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 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.

3. Teacher Says

Another game that the children love is 'Teacher Says'. This is like 'Simon Says' but with the name of the teacher, in my case we play "Geni Says". Tell the students to stand up, and then go through a range of instructions. Say, "Teacher says: stand up", "Teacher says: sit down", "Teacher says: eagle dance", "Teacher says: boom, boom, it's La Patum". Go through all the hand movements, and add other simple instructions such as jump, hop, put your hands in the air, etc. When you say, "eagle dance" without saying "teacher says," any student who does the action is out (eliminated), and must sit down. Tell them that they can continue to do the hand movements even though they are out of the game, sitting down.

Please note, once the students are familiar with the game and the vocabulary from this song, try adding in instructions based on the LaLaFolk songs they did in term 1 and term 2. It's a really good way of reviewing vocabulary they have already learned, and you'll be surprised at how much they remember!

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 / Hangman	Writing Worksheet	Writing Oral communication	30
End-of-unit Activity	Film children singing song		Oral communication	10

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.

2. Team game with black and white **picture and word** flashcards. See optional activity for session 3.
3. Hangman. This is a good game for students to practise the alphabet and also learn how to spell particular words. If you want, you are welcome to use the Alphabet Song I have recorded for older children, available on Soundcloud.

https://soundcloud.com/lalafolk/alphabet-chant/s-ifoW68LrO1w?si=b15edabd764f4f2d88219c1d08a7af2f&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

End-of-unit optional activity:

Film the students singing the song with the playback. Tell them that is for their parents to watch. 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 done this song with a range of classes, try to film all of the students singing the song. The more people singing, the more comfortable students feel. IT's also best to stand students in an informal huddle, rather than line them all up as you would for an official performance. 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.