



# THE LANGUAGE MAGICIAN

## Three lesson plans

# 1

## Module

<b>Age group</b>	8 to 12	<b>CEFR level</b>	A1
<b>Topic</b>	Animals, colours, fruit, parts of the body, clothes, numbers	<b>Task level</b>	Word & Sentence
<b>Content</b> (focus on what students need to do to succeed in the game)	<b>Lesson 1:</b> Introducing Winivil. Imagining Winivil and Avatar. Questions and Answers. Wanted poster. Review	<b>Lesson 2:</b> Read the room (animals, fruits, colours) Getting to know Winivil (likes and dislikes: colours, fruits and animals). Poster about Winivil's likes and dislikes (post-its). Review	<b>Lesson 3:</b> Sound discrimination. Scrambled sentences. Magician's hat. Words in the hat. Hit it! Sort out the spell! Tidying your clothes! Review
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- To arouse pupils' curiosity and build confidence about the magical game that they will play later</li> <li>- To introduce the characters in the game.</li> <li>- To remind pupils of language they know and skills they have</li> <li>- To provide examples of communicative activities</li> </ul>		
<b>Use of the language</b>	<ul style="list-style-type: none"> <li>o Questions and answers to introduce oneself</li> <li>o Basic vocabulary about fairy tales, animals, colours and fruit. or clothes.</li> <li>o Like and dislike expressions. (I like/ I don't like) and basic verbs use (can, to be, to have and so on)</li> <li>o Write numbers</li> </ul>		<ul style="list-style-type: none"> <li>o Beginning, middle and ending sounds discrimination.</li> <li>o Simple sentence structure.</li> <li>o Developing listening skills</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>- Enabling (introduction, development)</li> <li>- Assessing (development, revision, final)</li> </ul>	<b>Learning styles &amp; multiple intelligences</b>	Visual/ spatial, Bodily/ kinaesthetic & Verbal/ linguistic
<b>Grouping and spaces</b>	<ul style="list-style-type: none"> <li>- Individual, pairs, small groups and class group</li> <li>- Classroom</li> </ul>	<b>Timing</b>	3 lessons of 45 to 60 minutes.
<b>Skills</b>	Listening, Speaking, Reading, Writing and Interaction	<b>Resources and materials</b>	Lesson 1: Worksheets 1-7 Lesson 2: Worksheets 8-10 Lesson 3: Worksheets 11-14

**K**NL. In each session the teacher reviews with the class

- what language they already **K**now, and what skills they have (e.g. problem-solving)
- what they **N**eed to succeed at the game (e.g. listening carefully)
- And (at the end of the module) what they have **L**earnt.

# Lesson 1

Teacher scripts are available in each of the Languages in the Activities' pdf.



# The Language Magician - module 1

## Three lesson plans

### FRENCH

Où est le cheval ?  
le crocodile ?  
Où est le lapin ?  
Mais où sont-ils ?

### GERMAN

Krokodil und Hund und Bär,  
alle rufen: Komm doch her.  
Winivil, mit Zauberei  
hält sie fest im Turm, oh wei.

### ITALIAN

Liberali tutti con i tuoi amici,  
ascolta, leggi e scrivi, falli felici!  
La lingua è la tua porta verso il mondo  
Cattura le stelline, e' una magia magia  
fantastica!

### SPANISH

En la torre vive un mago Winivil malvado.  
Es muy malo y ha encerrado al perro y al gato.

**T**he teacher introduces the game to the pupils by telling them part of the story.  
The teacher introduces the game to the pupils by telling them part of the story.

*Who remembers the evil Magician's name? (Winivil).  
And what do you think he looks like? Can you guess?*

- *Tall or small?*
- *Thin or fat?*
- *Glasses?*
- *Beard?*
- *Moustache?*
- *Hair- long or short?*
- *What about his clothes?*
- *Shorts or ...?*
- *Hat?*
- *What colour does he wear?*
- *Plain or patterned?*
- *Does he carry anything?*

#### FRENCH

Grand ou petit?  
Mince ou gros??  
Lunettes?  
Barbe?  
Moustache?  
Cheveux longs ou courts?  
Il porte ...  
Un short ou ...?  
Un teeshirt ou...?  
De quelle couleur est ... son chapeau?  
... sa cape?  
A la main , il porte ...?

#### GERMAN

Groß oder klein?  
Dünn oder dick?  
Brille?  
Bart?  
Schnurrbart?  
Haare - lang oder kurz?  
Was für Kleidung trägt er?  
Shorts oder ...?  
Einen Hut?  
Welche Farbe trägt er?  
Einfach oder gemustert?

#### ITALIAN

Chi ricorda il nome del mago malvagio?  
Come è? Prova ad indovinare.  
Alto o basso?  
Magro o grasso?  
Occhiali?  
Barba?  
Baffi?  
Capelli lunghi o corti?  
E i vestiti?  
Corti o..?  
Cappello?  
Che colore indossa?  
Tinta unica o fantasia?  
Porta con sé qualcosa?

#### SPANISH

¿Quién recuerda el nombre del mago?  
(Winivil).  
¿Cómo creéis que es?  
¿Alto o bajo?  
¿Delgado o gordo?  
¿Lleva gafas?  
¿Barba?  
¿Bigote?  
¿Tiene el pelo largo o corto?  
¿Cómo creéis que es su ropa?  
¿Lleva pantalones?  
¿Gorro?  
¿De qué color es la ropa?



**Mini version**



**Mini version**





# Lesson 1

## The Language Magician - module 1 Three lesson plans

*The game is about Winivil, an evil magician. He is a Language Magician, and so are you! You have a game avatar who needs to master the language skills to beat him. We will be getting some practice before you face the evil magician in the computer game.*

### KNL

The teacher reviews with the class

- what language they already **Know** about the content and what skills they have (e.g. problem-solving, speaking clearly)
- what they **Need** to do well (e.g. listening carefully to each other.)

## Activities

### 1. The story of the game. 5'-10'. Whole class.

The teacher tells more of the story: *The game you are going to play soon is about an evil Language Magician called Winivil. Your avatar is a young Magician who needs to gather language skills to beat him. Your avatar knows a few tricks and spells already. Let's practise one of them:*

*Crocodile and cat and bear,  
You can help them, trapped up there!  
Language has the magic power  
to save them from the Wizard's tower.*



# Lesson 1

## The Language Magician = module 1

### Three lesson plans

The teacher encourages children to join with saying the words. (They are lines from The Language Magician song; some teachers might like to prepare beforehand by listening to the tune. The lyrics of the whole song in all of the The Language Magician Project languages are included at the very end of this document).

To remind the class of language they know the teacher stimulates thinking by choosing from questions such as these:

If appropriate, the teacher might ask the pupils to write down their ideas before seeing the clue in the next activity.

## 2. The Language Magician picture puzzle. 5'-10'. Class group.

### Worksheets 1 and 2.

The teacher shows the class the uncoloured , rubbed-out picture of the magician ([worksheet 1 in the Activities pdf](#)) and asks for / introduces some ideas of vocabulary to describe the magician's appearance, clothes or belongings such as the hat or the wand. Pupils recall the names of parts of body if they know them.

Pupils then take [worksheet 2 in the Activities pdf](#) (Design your Avatar) and choose what to add to their picture; they then show and describe in pairs or to the class, e.g. 'My hat is red', 'I have long hair'. The teacher can input additional language to individuals or groups: colours, vocabulary, and ask questions, e.g. What colour is your avatar's hat?

After this activity the teacher explains that pupils will be able to choose in the game what their character avatar looks like, so they could use the colour scheme they have made, or invent another one when in the game.

## 3. The Daily Magic. 5'-10'. Groups/individually. Worksheet 3 and 4.

## Lesson 2

The teacher says *Winivil wears different things like we do, he appears in different outfits and shapes or even sometimes like a ghost, but usually he looks like this...*



The teacher shows the image of Winivil as he appears in the game on [worksheet 3 in the Activities pdf](#), the Newspaper article

The teacher compares the image with the pictures pupils have coloured and revisits language pupils already know to make contrasts (she can now also introduce words such as the hat, the robe or the wand if necessary).

To help the pupils learn something about the Magician, they take the Newspaper article and match the questions and answers that they see. In this way, they will not only get to know the evil magician better but also be reminded of basic questions.

**Newspaper article** ([worksheet 4 in the Activities pdf document](#))

**Mini-version** here:

THE DAILY MAGIC	
EXCLUSIVE INTERVIEW WITH THE EVIL MAGICIAN	
<b>QUESTIONS</b>	<b>ANSWERS</b>
-What is your name?	- I am fine thank you.
-How are you?	-My magical colour is blue.
-How old are you?	-I can make you disappear.
-What is your magical colour?	-I like bears.
-Where do you live?	-My name is Winivil.
-What animal do you like?	-I live in a tower.
-What is your superpower?	-I am eighty years old.



**Instructions**  
Match the questions with the correct answer.





## Lesson 2

### The Language Magician - module 1 Three lesson plans

#### 4. Questions and Answers. 8'-10'. Pairs/whole class. Worksheet 4.

The teacher divides the students into pairs. Then, using the Newspaper article text, pupils take turns to ask their partners questions, and give their own answers.

If relevant, the teacher could also asks pupils to write their answers.

#### Preparing for the game

The teacher tells the pupils some more of the story of the game.

#### KNL

The teacher reviews with the class

- what language they already **Know** about the content (animals, colours and fruit) and what skills they have (e.g. reading, listening carefully)
- what they **Need** to do well (e.g. joining in quietly, being tidy.)

*The game is about Winivil, an evil Language Magician. You are going to be playing as a young Language Magician, so you need to gather your language skills to beat him. You will solve some challenges and gather magic power.*

*We will be practising a bit before facing the magician in the computer game, so today we will learn how to cast a spell. In the game you do this by drawing a shape.*



# Lesson 3

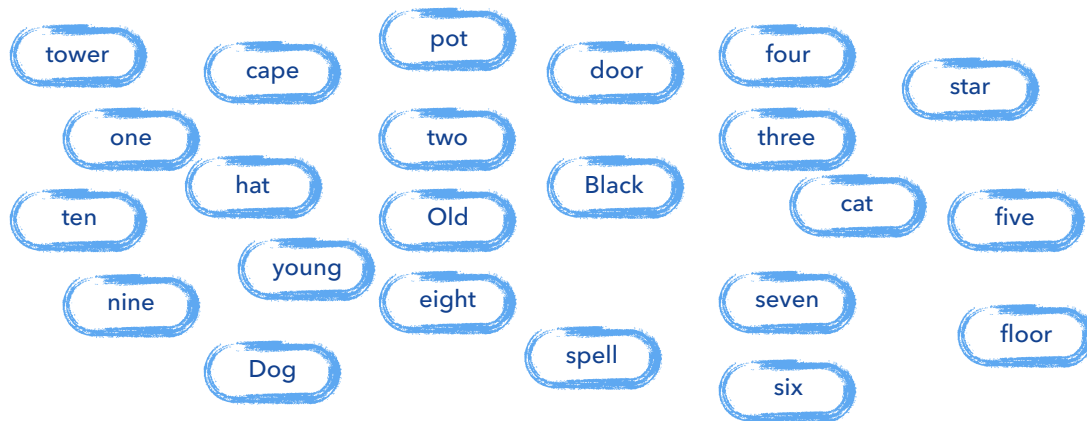
## The Language Magician - module 1 Three lesson plans

### 5. Casting a spell. 5'-10'. Class group. Worksheet 5.

Pupils draw a shape by joining up the **number words** in order.

#### Casting the spell (worksheet 5 in the Activities pdf document)

Look for the numbers in written form: Connect the numbers 1 to 10 in the right order with a thick crayon. If you get the right shape, you win and will receive a reward label. (A photocopiable sheet of labels/ stickers for rewards is included.)



### 6. Final activity. 5'-10'. Class group. Worksheets 6 and 7.

**Rewards:** A master sticker sheet (worksheet 6 in the Activities pdf document)



#### KNL

The teacher reviews with the class what they have **Learnt** about Winivil, the story, the game and the language.



# The Language Magician - module 1

## Three lesson plans

**Wanted poster** ([worksheet 7 in the Activities pdf document](#))

The Winivil Wanted poster can now be stuck on the wall as a reminder for the next activity.

The teacher chants the following verse and asks the students to repeat it. They can repeat the verse several times in different ways: quietly, in a whisper, in a loud voice, in an animal's voice, etc.

*Tidy this, tidy that;  
Everything back in the magic hat!*

#### FRENCH

Range ceci, range cela,  
Dans le chapeau - tout y va!

#### GERMAN

Räume schnell und räume gut,  
alles muss jetzt in den (Zauber)hut!

#### ITALIAN

Sistema qui, sistema là  
Nel cappello tutto va !

#### SPANISH

¡Recoge todo recoge rápido  
Mete todo en el gorro mágico!

**F**or activity 1, the teacher will need to place, in advance, different words on the classroom walls. Words are provided in [worksheet 8 in the Activities pdf document](#). In order to arouse interest, the teacher asks what the class remembers and then tells more of the story

*Winivil has been into the classroom! He is looking for animals he wants to take to his home, an old, dark tower. He is lonely here, so he plans to lock them up and turn them into door knockers, so that they can't escape! To help us prepare to meet him in the game we are going to have some practice with our reading and listening.*



## Lesson 3

### The Language Magician - module 1 Three lesson plans

#### Activities

Before starting activity 1, the teacher elicits vocabulary from the pupils about the animal, fruit and colour words they already know.

*When the Magician was here, remember he was thinking about animals. What animal names do we know?*

*He was in a hurry and left some things in the room. He made a mess - words are all around the room – some are upside down or sideways!*

#### 1. Read the room. 5'-10'. Whole class. Worksheet 9.

Before the lesson the teacher has placed different words around the classroom, maybe stuck to the walls – some upside down or face to the wall or vertically. The words are also provided on [worksheet 8](#), in the [Activities pdf document](#).

Pupils classify the words that have previously been placed around the room.

They are provided with the recording sheet and need to go around the classroom looking for words (and later tidying them up!) They write the words in the correct



# Lesson 3

## The Language Magician - module 1 The Language Magician - module 1 Three lesson plans Three lesson plans

category on the sheet. There are six words available per category but pupils need to find just four per category.

**Recording sheet and set of cards** ([worksheet 9, in the Activities pdf document](#)).

Recording Sheet looks like this:

Write the words for the following items and write them in the correct group

Fruits	Animals	Colours
Banana		

### 2. Favourites. 8'-10'. Individually and class group.

To practise expressions of like and dislike, the teacher gives an oral input. She tells the pupils that they are going to discover what Winivil likes among the items that students have found in the activity 1. Pupils use the same recording sheet to **circle**, or **underline** the words that they now hear.

The teacher invents sentences to say aloud, from the list above (for example: *Winivil likes bananas; Winivil likes the colour blue. Winivil does not like crocodiles.*

If the pupil has written the word in activity 1 she/he now circles it – using different colours for like / dislike.

### 3. Assessing: Writing activity. 10'-15'. Class group. Worksheet 10.

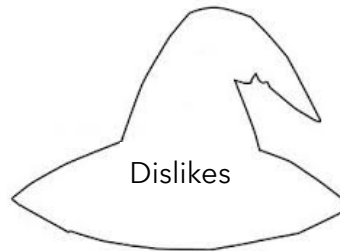
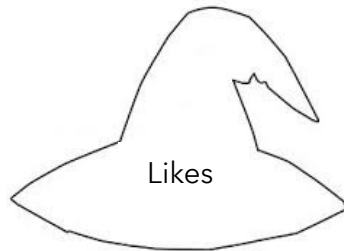
Pupils make a poster of Winivil's likes and dislikes using [worksheet 10 in the Activities pdf document](#) by writing words on in coloured pen/pencil or by using Post-It labels.

For extension pupils could write about their own likes and dislikes.



## Lesson 3

# The Language Magician : module 1 Three lesson plans



### KNL

The teacher reviews with the class what they have **Learnt** about Winivil, the story, the game and the language.

### 5. Chant. 5'. Class group.

The teacher chants the following verse and asks the students to repeat it. They can repeat the verse several times in different ways: quietly, in a whisper, in a loud voice, in an animal's voice, etc.

*Tidy this, tidy that,  
Everything back in the magic hat!*

#### FRENCH

Range ceci, range cela,  
Dans le chapeau - tout y va!

#### GERMAN

Räume schnell und räume gut,  
alles muss jetzt in den (Zauber)hut!

#### ITALIAN

Sistema qui, sistema là  
Nel cappello tutto va !

#### SPANISH

¡Recoge todo recoge rápido  
Mete todo en el gorro mágico!

**T**he teacher explains that *Winivil is making a spell to stop us overhearing what he says. So, in this lesson we are going to start by practising our listening skills, in order to beat him.*



## Lesson 3

### The Language Magician - module 1 Three lesson plans

#### KNL

The teacher reviews with the class

- what language they already **Know** about the content (phonics, words in sentences) and what skills they have.
- what they **Need** to do well (e.g. concentrate, try hard, cast spells accurately).

### Activities

#### 1. Magician hat. 5'-10'. Class group. Magician hat. Worksheet 11

To make it more exciting, in this lesson the teacher can use a magical resource inspired by the game - a 'magician's hat' - in the following activities.

The teacher could hide the hat and then reveal it slowly saying:

*What is this? O, what is that?  
Could it be a magic hat!*

#### FRENCH

Qu'est-ce que c'est ?

Regardez bien !

Le chapeau du magicien !

#### GERMAN

Was ist das? Seht, was sich hier tut!

Ist das nicht ein Zauberhut?

#### ITALIAN

Cosa è questo?

O cosa è quello?

Può essere un cappello magico?

#### SPANISH

¿Esto qué es? ¿Qué ves?

¡Un gorro de mágico es!

And ask the class to join in with the chant.

The teacher shows some slips of paper (hidden in the magic hat if available or other container) and says that ...



## Lesson 3

### The Language Magician - module 1 Three lesson plans

*Winivil has been in the classroom again! This time he was talking to his Aunt, the Witch, about the recipe for a spell. These scraps of paper were left behind. Maybe he got angry and tore up the spell; they are all mixed up. We are going to try to find the right words.*

#### **2. Words in the hat - Listen for the right word. 5'-10'. Individually.** **Worksheet 11 and 12. Magic hat (if available!).**

Pupils are provided with [worksheet 12 in the Activities pdf document](#) – lines of the spell with a choice of words to complete them. The words are a bit similar in sound, and pupils have to listen carefully so they circle the word that they hear the teacher say.

The teacher has put these sentences in the [hat](#) previously. She starts the game by taking a sentence at a time from the hat.

For English the full sentences to print and readout, in any order, are these:





## Lesson 3

### The Language Magician - module 1 Three lesson plans

Take a flower that is blue.  
Add a hair that comes from a cat.  
Catch a sheep and cut some wool.  
Think how the magic will work.  
Like a bird my spell will fly.  
Keep my secrets in this room.

#### Mini version

#### Odd one out - Circle the word you heard

1. Take a flower that is ...

blue                      glue                      bloom                      book

2. Add a hair that comes from a ...

pat                      car                      cat                      cap

3. Catch a ... and cut some wool.

teeth                      sheep                      feet                      meet

4. Think ... the magic will work.

house                      mouse                      hose                      how

#### The 'correct' sentences in English are:

1. Take      a flower      that is                      **blue.**
2. Add      a hair      that comes                      from                      a **cat.**
3. Catch      a **sheep**      and                      cut some      wool.
4. Think      **how**      the magic                      will work.
5. Like      a **bird**      my spell                      will fly.
6. Keep      my secrets in                      this **room.**

### 3. Hit it. 5'-10'. Individually. Worksheet 11.

In this activity, the teacher writes on the board the words from [worksheet 11](#).

(Alternatively the teacher sticks prepared word cards on the board, or projects the words on to a screen.)

Then, she gives two pupils a swatter, which they use to slap the word when they hear it spoken by the teacher. (If no swatter is available, they use the palm of their hand.)

Again the teacher does not dictate simple words but sentences. For example, if the word is blue, she might say "The car is blue" or use the sentences above.

#### The words in English are:

blue	glue	bloom	book
pat	car	cat	cap
teeth	sheep	feet	meet
house	mouse	hose	how
girl	pearl	bird	grill
room	rule	robe	broom

### 4. Sort out the spell! 8'-10'. Pairs/Small groups. Worksheets 13 and 14.

The teacher tells pupils that they are now going to use their memory as well as their reading skills to rebuild the words of the spell.

Pupils (in pairs or small groups) need to order sentences that they have already seen.

Print out the sentences on [worksheet 13 in the Activities in the pdf document](#) – enough for the number of pairs or small groups, and then cut them up as suggested.

Pupils try to remember which sentences go together. Teachers can differentiate by giving a smaller number of sentences, or just one sentence at a time.

Teachers are welcome, of course, to make up other sentences which use language relevant to the class.

### Version B

Alternatively, the teacher can print out the sentences on [worksheet 14](#) in the [Activities pdf document](#), to put them in the correct order.

### 5. Tidying your clothes! 8'-10'. Individually.

The teacher shows the class this list of items of clothing:

Hat Jumper Socks Scarf Trousers

#### FRENCH

Chapeau / Pullover / Chaussettes / Foulard /  
Pantalon

#### GERMAN

Hut / Pullover / Socken / Schal / Hose

#### ITALIAN

Cappello / Maglione / Calzini / Sciarpa /  
Pantaloni

#### SPANISH

Gorro/ Sudadera/ Calcetines/ Bufanda  
Pantalones

The teacher asks pupil to write the list in the order they would put them on - starting at their feet.

The order is likely to be:

Socks Trousers Jumper Scarf Hat



## Lesson 3

### The Language Magician - module 1 Three lesson plans

#### FRENCH

Chaussettes / Pantalon/ Pullover / Foulard /  
Chapeau

#### GERMAN

Socken / Hose/ Pullover / Schal / Hut

#### ITALIAN

Calzini / Pantaloni / Maglione / Sciarpa /  
Cappello

#### SPANISH

Calcetines / Pantalones / Sudadera / Bufanda  
Gorro

Then the teacher asks them to write the same list with the words in alphabetical order, hacking which word they think comes first between 'Scarf' and 'Socks'.

#### The order should be:

1) Hat      2) Jumper      3) Scarf      4) Socks      5) Trousers

#### FRENCH

Chapeau/ Chaussettes/ Foulard/ Pantalon/  
Pullover

#### GERMAN

Hose/ Hut/ Pullover/ Schal/ Socken

#### ITALIAN

Calzini/ Cappello/ Maglione/ Pantaloni/  
Sciarpa

#### SPANISH

Bufanda/Calcetines/Gorro/Pantalones/  
Sudadera

(The teacher might ask them to write them in alphabetical order also in their own language to see if the order is the same.)

#### 6. Final activity. 5'-10'. Class group.

The teacher chants the following verse and asks the pupils to repeat it. They can repeat the verse several times in different ways: quietly, in a whisper, in a loud voice, in an animal's voice, etc.

*Tidy this, tidy that,  
Everything back in the magic hat!*

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**KNL**

The teacher reviews with the class what they have **Learnt** about Winivil, the story, the game and the language.