



# THE LANGUAGE MAGICIAN

## Seven activities

# 2

## Module

Age group	8 to 12	CEFR level	A1
Topic	Animals, colours, fruit, parts of the body, clothes, numbers	Task level	Word & Sentence
Learning objectives	<ul style="list-style-type: none"> <li>- To arouse pupils' curiosity and build confidence and knowledge about the magical game</li> <li>- To improve all skills, including thinking skills</li> </ul>		
Use of the language	<ul style="list-style-type: none"> <li>o Basic vocabulary about fairy tales, animals, colours and fruit. or clothes.</li> <li>o Basic verbs use (can, to be, to have and so on).</li> <li>o Basic prepositions.</li> </ul>		<ul style="list-style-type: none"> <li>o Simple sentence structure.</li> <li>o Reading for information.</li> </ul>
Type of activity	<ul style="list-style-type: none"> <li>- Enabling (introduction, development)</li> <li>- Assessing (development, revision, final)</li> </ul>	Learning styles & multiple intelligences	Visual/ spatial, Bodily/ kinaesthetic & Verbal/linguistic
Grouping and spaces	<ul style="list-style-type: none"> <li>- Individual, pairs, small groups and class group</li> <li>- Classroom</li> </ul>	Timing	6 sessions around 30 minutes.
Skills	Listening, Speaking, Reading, Writing and interacting	Resources and materials	Worksheets 14-18

**A**s a result of playing the game teachers will identify areas they would like to address to help their pupils improve (e.g. Listening, or Thinking skills). The next set of resources are those specific skills in 10-15 minute activities that can be used flexibly to focus on specific aspects of language learning. 'Teacher scripts' are available in each of the Languages in the Activities pdf document.

These activities are the following;

1. **Team memory:** reading, listening and writing.
2. **Running dictation:** reading, listening and writing.
3. **Beat Winivil:** reading, listening and writing.
4. **Complete the pictures:** listening and speaking.
5. **Spin it:** reading and writing.
6. **Put the words in order:** reading and writing.
7. **Read and compare:** reading, speaking, listening, writing.



# The Language Magician - module 2

## Seven activities

### 1. Team memory. 10'-20'. Small groups (4-5).

The teacher shows a text on screen (see sample below).

Pupils read the text aloud all together with the teacher's help; then they read it out aloud by themselves in their group.

The teacher then covers some of the text up (using e.g. graphics) and pupils start to read the text aloud again, filling in the gaps from memory; the teacher covers up more and more of the text.

When the text is more than half way covered up, pupils work in their group to write down as much of the text as they remember. They discuss what is missing and cannot be seen because it is covered; every member of the group should read out the information they have in order to complete the paragraph as a group.

Finally, the teacher reads the paragraph again slowly to enable the pupils to correct their work, and they can compare the original text with their version.



Sample  
Text

Winivil is an evil magician.

His beard is white and he has a big nose.

He wears a blue hat and a blue cape with yellow stars.

He does not like other magicians.

Winivil lives in a tower with five floors.

He likes black tea.

He does not like other magicians.



## The Language Magician - module 2

### Seven activities

#### FRENCH

Winivil est un méchant magicien.  
Il a la barbe blanche et un gros nez.  
Il porte un chapeau bleu avec des étoiles jaunes.  
Winivil habite dans une tour de cinq étages.  
Il aime boire le thé noir.  
Il n'aime pas les autres magiciens.

#### GERMAN

Winivil ist ein böser Zauberer.  
Er hat einen weißen Bart und eine große Nase.  
Er trägt einen blauen Hut und einen blauen Umhang mit gelben Sternen.  
Winivil wohnt im Turm mit fünf Etagen.  
Er mag schwarzen Tee.  
Er mag andere Zauberer nicht.

#### ITALIAN

Winivil è uno stregone cattivo.  
Ha la barba bianca e il naso grande.  
Porta un cappello blu e un mantello blu con le stelle gialle.  
Lui non sopporta gli altri maghi.  
Winivil vive in una torre di cinque piani.  
Gli piace bere il tè.

#### SPANISH

Winivil es un malvado mago.  
Tiene la barba blanca y una nariz muy grande.  
Lleva un gorro azul y una capa del mismo color con estrellas amarillas.  
Vive en una torre que tiene cinco plantas.  
No le gustan otros magos.

## 2. Running dictation. 15'-20'. Pair/Group work (4).

Pupils are divided into pairs, or groups of four.

The teacher explains that Winivil has left some magical texts with information on the walls. The pupils have to gather that information, but they have to follow some magical rules in order not to spoil the texts:

- only one pupil in each team can go and read the text;
- the partner will be ready with a pencil and a paper;
- the pupil who has gone to read the text will tell the pupil with the pencil the first sentence for them to write down, and then go to read and come back with another sentence.

This continues until they complete the whole text.

To differentiate, teachers could organise some pupils into a group of four, with different pupils fetching sentences each time.

Texts could also be different for each pair/ group (e.g. shorter or longer sentences) so an extension activity could be sharing the information gathered in the different texts.



## The Language Magician - module 2

### Seven activities

Sample  
Text

\* Winivil is an evil magician.

He can perform magic tricks but he uses his magic for evil purposes.

He lives in a big and haunted castle.

The castle is grey and has four towers.

His favourite tower is the tallest one.

There, he has his dark room and his lab.

Winivil made all the animals disappear.

It is good that some great learners wanted to fight him.

These students have worked hard to learn magic and English and defeated the evil magician.

#### FRENCH

Winivil est un magicien.

Il fait des tours de magie, mais il est méchant.

Il habite dans une tour.

Elle a cinq étages.

Il a un laboratoire.

Il a une bibliothèque aussi.

Il vole les animaux.

Les jeunes magiciens sauvent les animaux.

#### ITALIAN

Winivil è uno stregone cattivo.

Lui può fare tanti incantesimi, ma è cattivo.

Vive in una grande torre.

La sua torre ha cinque piani.

C'è un laboratorio e una biblioteca.

Winivil ha fatto sparire tutti gli animali.

I giovani maghi salvano gli animali.

#### GERMAN

Winivil hat ein paar eklige Zutaten in seinen Zauberkessel gemacht.

Er will seinen magischen Zaubertrank zubereiten.

Dann gibt er Kekse und Äpfel dazu. Er mixt alles zusammen.

Er hat stinkige Socken, tote Fliegen und Spinnenweben in seinen Kessel gemacht.

Danach hat er den Zaubertrank dreimal gekocht und den Zauberspruch gesagt. Der Zaubertrank war fertig.

#### SPANISH

Winivil es un mago malvado.

Puede hacer trucos de magia pero usa su magia para hacer el mal.

Vive en una torre grande y encantada.

La torre tiene cinco plantas.

Allí tiene su laboratorio y su habitación oscura.

Winivil hizo desaparecer a todos los animales.

Está muy bien que los aprendices quieran derrotarle.

Estos aprendices han trabajado duro para aprender español y magia para derrotarle.



## The Language Magician - module 2

### Seven activities

#### Suggested words

like	go	blue	bird
live	eat	name	six
house	street	tree	dog
brother	sister	cat	pen

and / or other vocabulary the class has met.

#### FRENCH

J'aime / je vais / bleu / cheval  
J'habite / je mange / je m'appelle / six  
Maison / jardin / fleur / chien  
Frère / soeur / chat / stylo

#### GERMAN

Mag / gehen / blau / Vogel  
Wohnen / essen / Name / sechs  
Haus / Straße / Baum / Hund  
Bruder / Schwester / Katze / Kuli

#### ITALIAN

Gonna / andare / blu / uccello  
Abitare / mangiare / nome / sei  
Casa / strada / albero / cane  
Fratello / sorella / gatto / penna

#### SPANISH

gustar/ ir / azul / pájaro  
vivir / comer / nombre / seis  
casa/ calle / árbol / perro  
hermano/ hermana / gato / bolígrafo

### 3. Beat Winivil. 10'-15'. Individuals.

The teacher, in the role of the Magician, gives out **mini-whiteboards** and **markers**.

The teacher will have a magician's **hat** or a **box**, containing **word cards** (See suggested words below). The teacher takes one word from the hat and reads it out loud.

Pupils have to write the word they hear in the 4 corners of the whiteboard and also in the middle. The first one to do it neatly without mistakes wins a reward.

The first one to gets 3 rewards, takes over as the game leader.



## The Language Magician - module 2

### Seven activities

#### 4. Complete the pictures. 15'-20'. Individuals.

Students will be provided with an incomplete picture ([worksheet 14](#))



The teacher describes the picture by inventing simple sentences such as

"There is a small cat next to the door".

Pupils have to draw what they hear.

Afterwards pupils work in pairs to check their work, saying what they have drawn. The teacher asks some pupils if they can add more details to the picture.

#### Variation

The teacher provides [worksheet 15 in the Activities pdf](#) - picture and text. The students have to complete the picture by following the information they read in the text.





## The Language Magician - module 2

### Seven activities

There is a lion in front of the door.  
There is a cake on the blue carpet.  
There are two birds reading the book.  
The giraffe is standing on the right.  
There are three mice under the stool.

#### 5. Spin it. 15'-20'. Individuals.

The teacher gives out [worksheet 16](#) featuring two spinners, and one paper clip to each pupil.

On the first wheel there are nouns, in the second one prepositions.

Pupils put the pencil tip holding the paper clip in the middle of the wheel and spin the clip. They will take the noun the clip points to when it stops, and the preposition they get from the other wheel and they have to draw a picture to illustrate what they get, e.g. Horse + Under . Draw: a **horse** under a **bridge** , or a cat **under** a **horse**.

Alternatively, they can write a sentence using both words.

#### 6. Put the words in order. 15'-20'. Individuals.

The teacher gives out [worksheet 17](#) featuring scrambled sentences.

(Teachers can of course make up their own sentences with appropriate language).

Pupils need to put in order the words to write the sentence correctly.

Afterwards they draw a picture that summarizes the sentences to show their comprehension.

#### Variation A

Sentence in a bag

- The teacher provides freezer bags with words of sentences on cards / slips of paper inside.
- Pupils open the bags and put the words in order to make a sentence.
- They record the sentences on a paper and draw a picture of it.
- Then, they exchange the bag with another pupil.





# The Language Magician - module 2

## Seven activities

### Variation B

Students are given a freezer bag and 6 small squares of paper

- They are asked to write a 6-word sentence, one word in each square.
- Then they put the squares in the bag and give it to a classmate for him/ her to order.

### 7. Read and compare. 10'-15'. Pairs.

The teacher gives each pupil half of [worksheet 18](#) so that they have different texts.  
(See example below.)

Pupils need to keep their text secret and read it to their partner in turns, one sentence at a time.

Partners listen for differences and write the words that are different in the text they hear into the space above their own text.

Later, they can rewrite another story together changing the words they want.

#### Pupil A

Winivil, the evil magician is making a potion.  
He is using a cauldron and a big spoon.  
He has the help of his black cat.  
He puts snakes and lizards in the potion first,  
and later on he adds strawberries and snails.  
The potion looks delicious, but the problem is it  
turns you into a horse!

#### Pupil B

Winivil, the great magician is making a soup.  
He is using a saucepan and a small spoon.  
He has the help of his red cat.  
He puts apples and carrots in the soup first,  
and later on he adds strawberries and potatoes.  
The soup looks disgusting and the problem is it  
makes you sleep!