



THE LANGUAGE MAGICIAN

Five activities

3

Module

Age group	8 to 12	CEFR level	A1
Topic	Descriptions, food, numbers, clothes, animals, likes/dislikes	Task level	Word & Sentence
Learning objectives	<ul style="list-style-type: none"> - To develop interpersonal abilities and team work - To improve thinking and integrated skills, 		
Use of the language	<ul style="list-style-type: none"> o Questions and answers about physical appearance. o Basic vocabulary o Basic verbs use (can, to be, to have and so on) o Likes and dislikes 		
Type of activity	<ul style="list-style-type: none"> - Team building activities - Integrated activities 	Learning styles & multiple intelligences	Visual/ spatial, Bodily/ kinaesthetic & Verbal/linguistic
Grouping and spaces	- Whole class	Timing	Activities of 15 and 30 minutes.
Skills	Listening, speaking, reading and writing and interaction	Resources and materials	Song

The LANGUAGE MAGICIAN team offers you some ideas for end-of-year activities in the style of the game.

These activities are the following:

1. **Who is the Magician?:** listening and speaking.
2. **The conductor:** listening and speaking.
3. **I made a poison and I put ...:** listening and speaking.
4. **The spell went wrong and...:** listening and speaking.
5. **Using The Language Magician song for different purposes:** listening and speaking.



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1. Who is the Magician? 15'-20'. Whole class.

The teacher asks for a volunteer to stand in front of the class.

The volunteer thinks of one person in the class (without looking at them or indicating them!) to be the secret Magician and the rest of the class tries to work out who it is, by asking Yes or No questions. (Teachers may ask the whole class to stand up at the start of the game and then sit down when eliminated.)

For example:

Question: Is it a boy?
Answer : Yes (All the girls sit down).
Question: Does he wear glasses?
Answer: No (All the Boys with glasses sit down). etc.

The teacher keeps a count of how many questions are needed to find the person.

FRENCH

Q: C'est un garçon?

A : Oui

Q : Il porte des lunettes

A : Non

GERMAN

Frage: Ist es ein Junge?

Antwort : Ja (Alle Mädchen können sich hinsetzen).

F: Trägt er eine Brille?

A: Nein (Alle Jungs ohne Brille können sich hinsetzen) usw.

ITALIAN

Domanda: è un bambino?

Risposta: Sì (tutte le bambine si siedono)

D: porta gli occhiali?

R: No (tutti bambini con gli occhiali si siedono)

SPANISH

Pregunta: ¿Es un chico?

Respuesta: Sí (Todas las chicas se sientan)

P: ¿Lleva gafas?

R: No (Todos los chicos con gafas se sientan), etc.

Variation

At the start of the game everyone is standing up.

The volunteer makes statements such as :



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*You have two brothers.
You play football.
You like pizza ... and so on.*

(Statements about likes and dislikes, personal description, daily life etc.) If the statement corresponds to one of the pupils, they sit down.

The volunteer wins a point if he/she gets all the pupils sitting down.
(Teachers may limit the volunteer to 10 statements if wished.)

FRENCH

Tu as deux frères.
Tu joues au football.
Tu aimes la pizza

GERMAN

Du hast zwei Brüder.
Du spielst Fußball.
Du magst Pizza ... usw.

ITALIAN

Hai due fratelli.
Giochi a calcio.
Ti piace la pizza... e così via.

SPANISH

Tengo dos hermanos.
Juego al fútbol.
Me gusta la pizza, etc.

2. The conductor. 10'-15'. Whole class.

The whole class stands in a circle.

The teacher plays [The Language Magician song](#) doing this activity. Pupils join in saying or singing the words.

The teacher chooses one pupil secretly as the conductor. The conductor makes gestures which the rest of the circle imitates.

Another pupil is placed in the middle of the circle to guess who the conductor is.

This is done by observing the gestures that the circle make as they copy the conductor.

Once the conductor is discovered, two more pupils take over.



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3. I made a poison and I put... 10'-15'. Whole class.

In turn around the group / class, pupils complete the sentence " *I made a potion and I put in ...* ".

Each pupil adds on another ingredient (and the ingredients can be anything!)

The pupils first recall and repeat all of the previous ingredients before adding their own.

For example:

Pupil 1: *I made a potion and I put in a frog!*

Pupil 2: *I made a potion and I put in a frog and a chair!*

Pupil 3: *I made a potion and I put in a frog, a chair and some chocolate!*

Pupil 4: *I made a potion and I put in a frog, a chair, some chocolate and a horse's tooth!*

etc.



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FRENCH

Pupil 1: Je fais une potion et j'y mets une grenouille!

Pupil 2: Je fais une potion et j'y mets une grenouille et ... une chaise!

Pupil 3: Je fais une potion et j'y mets une grenouille et ... du chocolat!

Pupil 4: Je fais une potion et j'y mets une grenouille, une chaise, du chocolat et ... une dent de cheval!

GERMAN

Schüler 1: Ich habe einen Zaubertrank zubereitet und ich habe einen Frosch hineingetan.'

Schüler 2: 'Ich habe einen Zaubertrank zubereitet und ich habe einen Frosch und einen Zahn hineingetan.'

Schüler 3: 'Ich habe einen Zaubertrank zubereitet und ich habe einen Frosch und einen Zahn und einen Stuhl hineingetan.'

Schüler 4: 'Ich habe einen Zaubertrank zubereitet und ich habe einen Frosch und einen Zahn und einen Stuhl und ein Haar hineingetan.'

ITALIAN

Alunno 1: Ho fatto una pozione e ho messo una rana!

Alunno 2: Ho fatto una pozione e ho messo una rana e a una sedia!

Alunno 3: Ho fatto una pozione e ho messo una rana, a una sedia e un po' di cioccolata!

Alunno 4: Ho fatto una pozione e ho messo una rana, a una sedia, un po' di cioccolata e un dente di cavallo! etc.

SPANISH

Alumno 1: ¡Hice una poción y le eché arroz!

Alumno 2: ¡Hice una poción y le eché arroz y una rana!

Alumno 3: ¡Hice una poción y le eché arroz, una rana y chocolate!

Alumno 4: ¡Hice una poción y le eché arroz, una rana, chocolate y un diente de caballo!

4. The spell went wrong and... 10'-15'. Whole class.

The teacher chooses a pupil who will leave the room for few minutes.

The rest of pupils will decide to make a scene, or a short role play. The pupil comes back to the classroom and has to decide what kind of scene is it, or what is happening in the scene.

Variation

The scene will be a freeze frame and the chosen pupil will observe it for 1 minute. He will then leave the room and the scene needs to be slightly changed.

The pupil will come back and will need to discover what changes have been made.



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5. Using the song for different purposes. 30'. Whole class.

To excite pupils' creativity, the teacher asks them

- ◉ to invent together, in a group, or as a class, a choreography to accompany [The Language Magician song](#).
- ◉ alternatively they might dramatise the lyrics.
- ◉ or make a class video of them singing / performing the song.

In this way, pupils become familiar with the lyrics without noticing.

Teachers can also use the song for other purposes:

Listening discrimination – the teacher asks pupils to put up a hand, or do an action, when they hear key words in the song.

For example, when they hear the name of an animal they do an action to represent that animal.

Reading, listening, speaking, spelling – the teacher gives pupils a copy of the lyrics and asks them to follow the words as they are sung. The teacher then pauses the song occasionally to ask 'What is the next word?' or 'What was the last word?' 'How do you spell it?'

Writing – pupils use the copy of the lyrics to make a different version of one of the verses; they copy the words and replace 4 or 5 words with their own ideas.

Alternatively they copy their favourite line(s) from the song and make them into a poster with an illustration.

Recordings of the song in various languages are available on the website



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The Language Magician song

Crocodile and cat and bear,
you can help them, trapped up there!

Horse and lion, dog, giraffe
you can stop the Wizard's laugh.

Use your magic from, from the farm
save your friends from evil, from evil harm.

**Language has the magic, the magic power
save them from the Wizard's, the Wizard's tower.**

Crocodile and cat and bear,
You can help them, trapped up there!

Horse and lion, dog, giraffe
you can stop the Wizard's laugh.

Use your words to cast, to cast a spell
save them all, yes, the mouse as well.

**Language has the magic, the magic power
save them from the Wizard's, the Wizard's tower.**



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FRENCH

La magie du chapeau
Emprisonne les animaux
La girafe, la souris,
Tu dois sauver tes amis.
Où est le cheval ?
le crocodile ?
Où est le lapin ?
Mais où sont-ils ?
Ils sont dans la tour du Magicien
Tu peux les sauver; sauve le chien!
Ton pouvoir est dans la magie des mots
Sauve les animaux, prends le chapeau
Ils sont dans la tour du Magicien
La magie du chapeau
Emprisonne les animaux
La girafe, la souris,
Tu dois sauver tes amis.
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.
Befrei die Tiere, aber nicht mit Geld,
Sprache ist dein Tor, dein Tor zur Welt.
Die Kraft, sie ist im Zauberhut.
Du brauchst Glück und großen Mut.

ITALIAN

Nella torre alta e scura che fa un po' paura
Winivil potente mago gli animali ha incantato.
Liberali tutti con i tuoi amici
ascolta, leggi e scrivi, falli felici
La lingua e' la tua porta verso il mondo
Cattura le stelline, e' una magia magia
fantastica!

SPANISH

En la torre vive un mago
Winevil malvado.
Es muy malo y ha encerrado
al perro y al gato.
Usa tus poderes con tus amigos,
liberales a todos de su hechizo,
Escucha, lee, escribe y también habla,
salva a tus amigos, haz tu propia magia.