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THE LANGUAGE MAGICIAN





The Language Magician **Classroom resources**

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¿Qué es The Language Magician?

- Un juego
- Un manual
- Una guía rápida
- Un video tutorial
- Recursos para el aula
- Un módulo de expresión oral
- Una canción





Objetivos de los recursos de clase

- ◉ Incrementar la curiosidad de los niños y crear confianza sobre el juego.
- ◉ Presentar los personajes del juego.
- ◉ Repasar los conocimientos que tiene el alunado en LE.
- ◉ Proporcionar ejemplos de actividades comunicativas





Vamos a comenzar con un poquito de historia

Winivil

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



¡Aquí está!





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The Language Magician

Recursos para el aula

- **Módulo 1:** Three introductory lessons which teachers might like to use, or adapt and use, before the first time pupils play the game.
- **Módulo 2:** As a result of playing the game at either level teachers will identify areas they would like to address to help their pupils improve their scores. This group of resources target those specific skills in 10-15 minute activities that can be used flexibly.
- **Módulo 3:** The Language Magician team offers you some ideas for other activities (e.g. for the end of the school year) in the style of the game.
- **The Language Magician song!**





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Módulo 1

- **Lección 1. 6 actividades**

(Introduction, description, listening, speaking, casting a spell etc..)

- **Lección 2. 5 actividades**

(likes/dislikes,, listening, speaking, reading and writing)

- **Lección 3. 6 actividades**

(phonological awareness, listening, speaking, reading and writing)





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Estructura de los módulos

- ▶ Edad
- ▶ Nivel lingüístico
- ▶ Contenidos
- ▶ Objetivos de aprendizaje
- ▶ Uso de la lengua
- ▶ Tipo de actividad
- ▶ Tipos de aprendizajes
- ▶ Inteligencias múltiples
- ▶ Agrupaciones y espacios
- ▶ Temporalización
- ▶ Destrezas
- ▶ Recursos y materiales

¿Qué nos planteamos?

Module

1

Age group	8 to 12	CEFR level	A1
Topic	Animals, colours, fruit, parts of the body, clothes, numbers	Task level	Word & Sentence
Content (focus on what students need to do to succeed in the game)	Lesson 1: Introducing Winivil. Imagining Winivil and Avatar. Questions and Answers. Wanted poster. Review	Lesson 2: 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	Lesson 3: Sound discrimination. Scrambled sentences. Magician's hat. Words in the hat. Hit it! Sort out the spell! Tidying your clothes! Review
Learning objectives	<ul style="list-style-type: none"> - To arouse pupils' curiosity and build confidence about the magical game that they will play later - To introduce the characters in the game. - To remind pupils of language they know and skills they have - To provide examples of communicative activities 		
Use of the language	<ul style="list-style-type: none"> o Questions and answers to introduce oneself o Basic vocabulary about fairy tales, animals, colours and fruit, or clothes. o Like and dislike expressions. (I like/ I don't like) and basic verbs use (can, to be, to have and so on) o Write numbers 		<ul style="list-style-type: none"> o Beginning, middle and ending sounds discrimination. o Simple sentence structure. o Developing listening skills
Type of activity	<ul style="list-style-type: none"> - Enabling (introduction, development) - Assessing (development, revision, final) 	Learning styles & multiple intelligences	Visual/ spatial, Bodily/ kinaesthetic & Verbal/ linguistic
Grouping and spaces	<ul style="list-style-type: none"> - Individual, pairs, small groups and class group - Classroom 	Timing	3 lessons of 45 to 60 minutes.
Skills	Listening, Speaking, Reading, Writing and Interaction	Resources and materials	Lesson 1: Worksheets 1-7 Lesson 2: Worksheets 8-10 Lesson 3: Worksheets 9-10

K_{NL}. In each session the teacher reviews with the class

- what language they already **Know**, and what skills they have (e.g. problem-solving)
- what they **Need** to succeed at the game (e.g. listening carefully)
- And (at the end of the module) what they have **Learnt**.

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





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Estructura de la lección

- ▶ Título de la actividad
- ▶ **Tiempo de la sesión**
- ▶ **Tipo de agrupamiento**
- ▶ **Recursos y materiales**



Lesson 1

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.

The game is about Winvil, 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 practicing 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.

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 photocopyable sheet of labels/ stickers for rewards is included.)





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Estructura de la lección

▶ Chant

▶ KNL



Lesson 3

The Language Magician - module 1 Three lesson plans

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

The order should be:

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

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

7. 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!*

KNL

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





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Actividad 3 -3. Worksheet 11

▶ Instrucciones



Worksheet 11

The Language Magician - module 1
Three lesson plans

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





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Estructura de la lección

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- ▶ Destrezas
- ▶ Recursos y materiales

¿Qué nos planteamos?

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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"> - To arouse pupils' curiosity and build confidence and knowledge about the magical game - To improve all skills, including thinking skills 		
Use of the language	<ul style="list-style-type: none"> o Basic vocabulary about fairy tales, animals, colours and fruit, or clothes. o Basic verbs use (can, to be, to have and so on). o Basic prepositions. 	<ul style="list-style-type: none"> o Simple sentence structure. o Reading for information. 	
Type of activity	<ul style="list-style-type: none"> - Enabling (introduction, development) - Assessing (development, revision, final) 	Learning styles & multiple intelligences	Visual/ spatial, Bodily/ kinaesthetic & Verbal/linguistic
Grouping and spaces	<ul style="list-style-type: none"> - Individual, pairs, small groups and class group - Classroom 	Timing	6 sessions around 30 minutes.
Skills	Listening, Speaking, Reading, Writing and interacting	Resources and materials	Worksheets 11-15

As 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.

1 | The Language Magician I

1.542 palabras





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Estructura de la lección

- ▶ Título de la actividad
- ▶ **Tiempo de la sesión**
- ▶ Tipo de agrupamiento
- ▶ Recursos y materiales



The Language Magician - module 2

Seven activities

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.

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.





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Actividad 6. Running dictation

▶ Instrucciones



The Language Magician - module 2
Seven activities

Activity 2

Ready,
steady, go

Running Dictation

Winivil put some horrible ingredients in the pot. He wanted to make his magic potion.

Then, he added biscuits and apples. He mixed everything together.

He put smelly socks, dead flies and spider webs into the pot.

After that, he cooked the potion three times and said the magic words. The potion was ready.





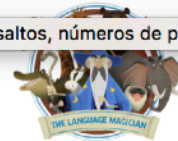
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- ▶ Recursos y materiales

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THE LANGUAGE MAGICIAN

Five activities

Module

3

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.

1 | The Language Magician I

1.104 palabras





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Actividad 1

▶ Instrucciones



The Language Magician - module 3

Five activities

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.

Variation

At the start of the game everyone is standing up.

The volunteer makes statements such as :

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.)

2 | The Language Magician I

1.104 palabras





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Actividad 3

▶ Instrucciones



The Language Magician - module 3

Five activities

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.

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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The Language Magician Canción



THE LANGUAGE MAGICIAN





Al finalizar cada sesión

- The teacher reviews with the class what they have **Learnt**:
- About Winivil
- About the story
- About the game
- About language





Juego en línea

- There is a certificate at the end
- And a wand and stickers if you can get them





¿Dónde encontrar más información?

- <https://www.thelanguagemagician.net/>
- Everything will be there
- Training events in the ALL Primary Hubs
- <https://www.all-languages.org.uk/project/the-language-magician/>



www.thelanguagemagician.net

Muchas gracias

