



Erasmus+

THE LANGUAGE MAGICIAN



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LET'S SPEAK
LANGUAGES







Talking gets students to think, and thinking is needed for writing
(Jeff Zwiers, 2008)

Students don't understand a concept until they express it in their own words
(Swains, 1985)



SPEAKING MODULE

Assessment criteria (AC) for oral interaction and speaking skills

AC 1	AC 2	AC 3	AC 4	AC 5	AC 6
Engage in conversations about familiar topics close to one's interests for a communicative purpose within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologizing, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.	Participate in an interview about familiar topics close to one's interests for a communicative purpose and within a personal context.	Manage oneself in everyday language interactions for a communicative purpose, within a personal context: e.g.: -asking for a specific item in a shop; -at the doctor (naming body parts and so on).	Present ideas and information for a communicative purpose, about everyday topics or of one's interests like: - introducing oneself and others; -giving basic information about family, school or oneself; - talking about hobbies, interests and daily activities; - singing a song and reciting poems, using simple structures.	Give and exchange opinions in easy situations of communication (expressing likes and dislikes), using familiar vocabulary, phrases and basic language structures to a range of audiences within a personal context.	Describe people, places, things and actions for a communicative purpose using familiar vocabulary, phrases and basic language structures within a personal context.



SPEAKING MODULE

- **Engage in conversations about familiar topics close to one's interests for a communicative purpose within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologizing, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.**



Example of the Grading Scale

Assessment Criteria (AC)

Grading holistic scale (from slightly satisfied to completely satisfied)

D (0-4)

C (5-6)

B (7-8)

A (9-10)

Engage in conversations about familiar topics close to one's interests for a communicative purpose, within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help).

Has **many difficulties** to engage in conversations, even with help, showing **no** respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's

Has **some difficulties** to engage in conversations, even with **some** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is **quite** consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.

Has **few difficulties** to engage in conversations, even with **little** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.

Has **practically no** difficulties to engage in conversations, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's



C (5-6)

Has **some difficulties** to engage in conversations, even with **some** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is **quite** consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's

B (7-8)

Has **few difficulties** to engage in conversations, even with **little** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.

A (9-10)

Has **practically no** difficulties to engage in conversations, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.

The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about



SPEAKING MODULE Activities

Oral activities	Assessment Criteria	Assessment tools	Output (product)	Resources
The Magician's eye	AC4, AC5 & AC6	Interaction checklist	Description	File or printed version.
The magician convention ID	AC1, AC2, AC3 & AC4	Checklist (after the session)	Interview with video recording	Tablets and Magician ID template.
My magic potion	AC3, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Description	A pot, a magic cauldrom spoon, flashcards, realia and tablets.
The magic trick	AC1, AC2, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Dialogue, Role play	Flashcards, magic hat and tablets.
Language Magician Song	AC4	Small groups observations, checklist for pupils' performance	Small group song performance	Music player device



SPEAKING MODULE

Activity: The Magician Convention ID

Timing	Grouping	Materials	Roles	Description	Used structures
15min	Groups of three. Distributed separately along the class(for less noise interference during recording)	Tablets/ mobile phones and Magician ID Posters	Pupil A will record the conversation with the device. Pupil B will be the interviewer. (S/he is in charge of admissions in our Magicians' Convention) Pupil C will be the interviewee (A Magician who wants to enroll in the Convention). Teachers observe and use the provided assessment checklist.	This assessment activity consists of an oral interaction between pupils attending the conference. While pupil A is recording the conversation with the device, the interviewer (Pupil B) will ask some questions to the Magician. There are different strips with questions located inside a big magician's hat. Pupils B shuffles and takes out five questions randomly to ask Pupil C as an interviewee. Questions are about familiar topics, such as date of birth, place of residence, name, likes and dislikes, etc. Pupils take each role in turns.	<ul style="list-style-type: none"> - What's your magician's name? - How old are you? - What's your favourite pet? - What's your favourite colour? - Where do you live? - What sport do you like? - What's your favorite cartoon? - Do you practise any outdoor activity? - Have you got any brothers or sisters? - What kind of music do you like?

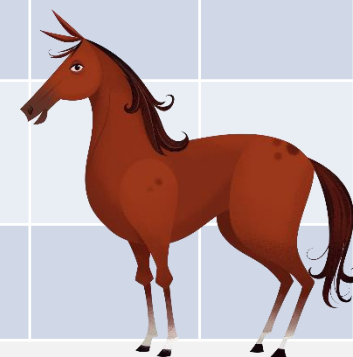


SPEAKING MODULE

The Magician Convention ID Assessment Practice

Assessment Checklist - The Magician Convention ID

Output: pupil's Interview video recording		Grades			
The pupil...		Tick as appropriate			
		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	... gets engaged in the interview				
2	... interacts and reacts to the questions in the interview following the different roles of the activity				
3	...uses familiar vocabulary and basic language structures for each role of the activity				
4	...understands and answers the questions related to the exchange of personal information				
5	...uses communicative strategies				



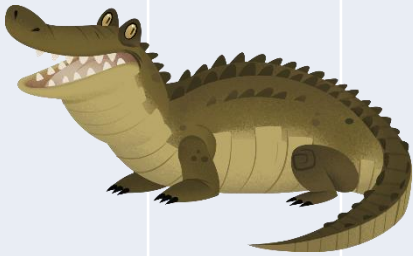
The Magician Convention ID Video



SPEAKING MODULE

Activity: The magic trick

Timing	Grouping	Materials	Roles	Description	Used structures
15 minutes	Groups of three	Flashcards, Magic hat and tablets/mobile phones.	<p>Pupil A will record the game with the tablet/mobile phone.</p> <p>Pupil B will be the mysterious character. Pupil C will be giving clues to pupil B to guess who s/he is.</p> <p>Teachers observe and use the provided assessment checklist.</p>	<p>This assessment activity consists of a dialogue and the exchange of basic information aiming to guess characters or vocabulary of the game.</p> <p>Flashcards with characters/vocabulary will be placed inside the magic hat. This hat will have some strips with sentences in order to scaffold pupils' speech.</p> <p>While pupil A is recording the conversation with the device, Pupil C picks a flashcard and Pupil B asks questions to discover who s/he is. Pupil C can give Pupil B clues if s/he needs some help.</p> <p>Pupils do the activity in turns.</p>	<p><u>Pupil</u></p> <ul style="list-style-type: none"> • Am I a? • Am I small? • Can I? • Have I got....? • Am I wearing? <p><u>Clues</u></p> <ul style="list-style-type: none"> • You have got no legs/eyes... • You have gothair. • You are big/small <p><u>Solution</u></p> <ul style="list-style-type: none"> • I am a/an _____!



SPEAKING MODULE

The magic trick Assessment Practice

Output: dialogue and role play		Grades			
The pupil...		Tick as appropriate			
		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	... gets engaged in the activity				
2	... interacts and reacts to the questions in the interview following the different roles				
3	...uses familiar vocabulary and basic language structures for the roles proposed				
4	...understands and answers the questions related to the exchange of information in the activity				
5	...uses communicative strategies				





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Vielen Dank

Thank you

Grazie mille

Merci

Muchas gracias

