



Erasmus+

THE LANGUAGE MAGICIAN

Speaking Activities



French speaking module

Oral communication

Magical Moments:
Let's get MAGICIANS to assess
speaking skills



From oral activity to standards

Step 1

Comparison of educational standards for foreign language learning at primary level

	Germany	Italy	Spain	UK	Common ground /Comments
Hours/years of language course	128 hours / 2 years	390 – 440 hours/ 5 years	Students of 8/9 years of age/ 3 years	100 hours/ 4 years	
Data based on	Recommendations of the 'BIG'-Group	Language programme of study at primary school	Tenerife standards	National curriculum - Languages programmes of study: key stage 2	
Listening Comprehension	<p>Students can</p> <ul style="list-style-type: none"> - tell the difference between the foreign language and other languages, - understand and follow simple everyday instructions in the classroom, - understand simple statements on familiar topics and react appropriately - recognize key words from spoken language with familiar topics, - understand, remember and demonstrate, verbally and / or non-verbally, their understanding of what they have heard. 	<p>Students can</p> <ul style="list-style-type: none"> - understand oral messages on familiar matters. - accomplish tasks following the teacher's instructions. 	<p>Students can</p> <ul style="list-style-type: none"> - understand essential of information in products advertisements of interest for children (games, computers, CD, etc.). - understand messages and public announcements containing instructions, directions or other information (e.g. numbers, prices, schedules at a station or in a department store). - understand the general meaning and essential information and distinguishes a change of subject in television programs and other audio-visual material within their area of interest, where young or known characters are interviewed about their likes, activities they do in their spare time, as well as in programs about issues like theatre, cinema, sport events, etc. - understand what is told in simple routine transactions (instructions, directions, requests, notices). - identify the subject of a predictable everyday conversation that takes place in their presence (for example, in a store, on a train). - understand essential information in short simple conversations in which he or she participates, in relation to familiar issues as for example, oneself, family, school, leisure, the description of an object or a place, etc. - understand the main points of simple and well structured presentations on familiar matters or areas of interest (eg, music, sports, etc.) containing images and illustrations and spoken slowly and clearly. 	<p>Students can</p> <ul style="list-style-type: none"> - understand facts and feelings in speech focused on familiar and routine matters using their knowledge of phonology, grammatical structures and vocabulary - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes - engage in conversations; ask and answer questions - appreciate stories, songs, poems and rhymes in the language 	<p>The two points which are mentioned in the description of all countries deal with the comprehension of statements / oral messages on familiar topics as well as with understanding and following instructions given by the teacher in the classroom. Emphasis in all countries is on practical communication.</p> <p>In addition, the Spanish standards cover situations in which the foreign language is used outside the classroom (television programs, conversations in a shop, on a train, etc.)</p> <p>UK standards also mention the development of learners' phonological knowledge of the target language.</p>

From oral activity to standards

Step 2

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, apologising, 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.



From standards to oral activities

Step 3

Assessment Criteria (AC)		Grading holistic scale (from slightly satisfied to completely satisfied)			
		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	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, 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 interests.	Has some difficulties to engage in conversations, even with some help, showing respect to others in terms of: greeting, introducing, 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, 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 interests.
	Participate in an interview about familiar topics close to one's interests for a communicative purpose, within a personal context.	Has many difficulties to participate in an interview, even with 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 interests.	Has some difficulties to participate in an interview, even with some help. The speech is quite consistent and fluent in basic language structures, about familiar topics close to one's interests.	Has few difficulties to participate in an interview, even with little help. The speech is consistent and fairly fluent in basic language structures, about familiar topics close to one's interests.	Has practically no difficulties to participate in an interview. The speech is consistent and almost fluent in basic language structures, about familiar topics close to one's interests.
	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).	Has many difficulties to manage oneself in every day language interactions, even with 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 interests.	Has some difficulties to manage oneself in every day language interactions, even with some 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	Has few difficulties to manage oneself in every day language interactions, even with little 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 when managing oneself in every day language interactions. 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 interests.

From standards to oral activities

Step 4

Oral activities	Assessment Criteria	Assessment tools	Output (product)	Resources
The magician convention ID	AC1, AC2, AC3 & AC4	Checklist (after the session)	Interview with video recording	Tablets and Magician ID template.
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.
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.
Language Magician Song	AC4	Small groups observations, checklist for students' performance	Small group song performance	Music player device



From standards to oral activities

Step 5

1. Magician Convention ID- Oral activity description

Timing	Grouping	Materials	Roles	Description	Used structures
15m	Groups of three. Distributed separately along the class(for less noise interference during recording)	Tablets and Magician ID Posters	Student A will record the conversation with the Tablet. Student B will be the interviewer. (He/she is in charge of Admissions in our Magicians' Convention) Student C will be the interviewed (A Magician who wants to enroll in the Convention)	This evaluation activity consists of an oral interaction between students attending the conference. While student A is recording the conversation with the device, the interviewer (Student B) will ask some questions to the Magician. There are 10 questions strips located inside a big magician's hat and Students B will shuffle and take out five questions randomly (Student C) as an interviewee. They will ask personal questions such as date of birth, place of residence, name, likes and dislikes, etc. This activity will be repeated 3 times so each student is in each role at least once.	<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 favourite cartoon? - Do you practice any outdoor activity? - Have you got any brother or sister? - What kind of music do you like?

Assessment Checklist - The Magician Convention ID

Every checklist is designed according to the products proposed and based on the assessment criteria

Output/Product: Student's Interview video recording		Grades			
		Tick as appropriate			
Items assessed		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	The student 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				

Assessing communication skills - acting in a dialogue situation

Magician Convention activity



Pupils' performance. Example from Tenerife



Interview mit Winivil

Comment t'appelles-tu ?	Je m'appelle Winivil
Comment vas-tu ?	Bien, merci. Ça va bien0, merci.
Quel âge as-tu ?	J'ai quatre-vingt ans.
Quelle est ta couleur magique ?	Ma couleur magique est le bleu.
Wo wohnst du?	J'habite dans un château.
Quel est ton animal préféré ?	Je préfère les ours.
Quel est ton super-pouvoir?	Mon pouvoir est de te faire disparaître !

Assessing pronunciation + intonation

Tututututu - Tututututu

La magie du chapeau

Emprisonne les animaux

La girafe, la souris,

Tu dois sauver tes amis.

Où est le cheval ?

Le crocodile ?

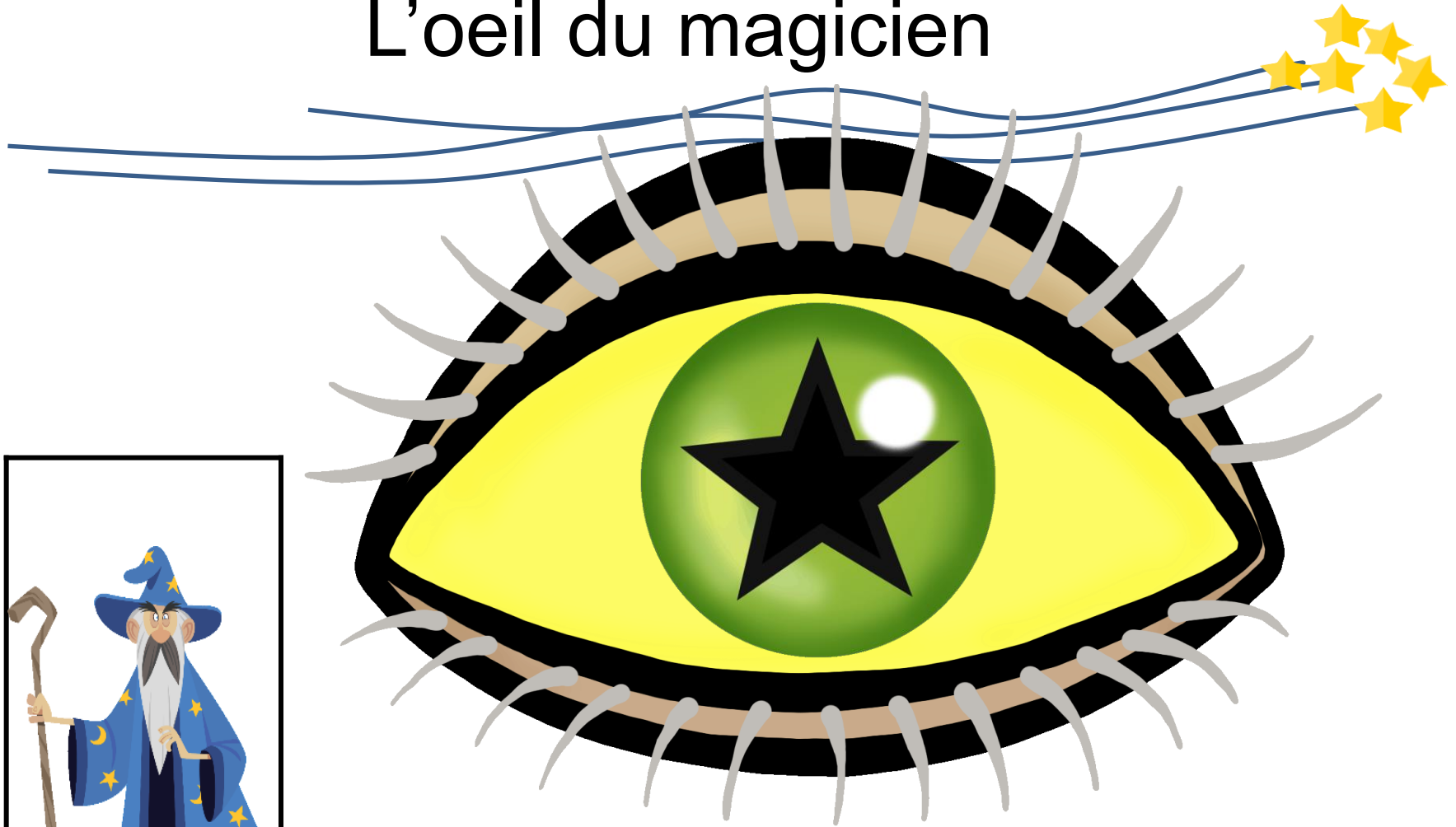
Où est le lapin ?

Mais où sont-ils ?

La chanson du Magicien des langues

The Magician's Eye

L'oeil du magicien



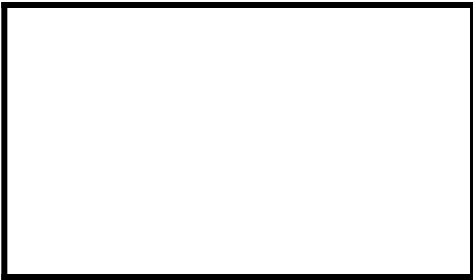
The Magician's Eye



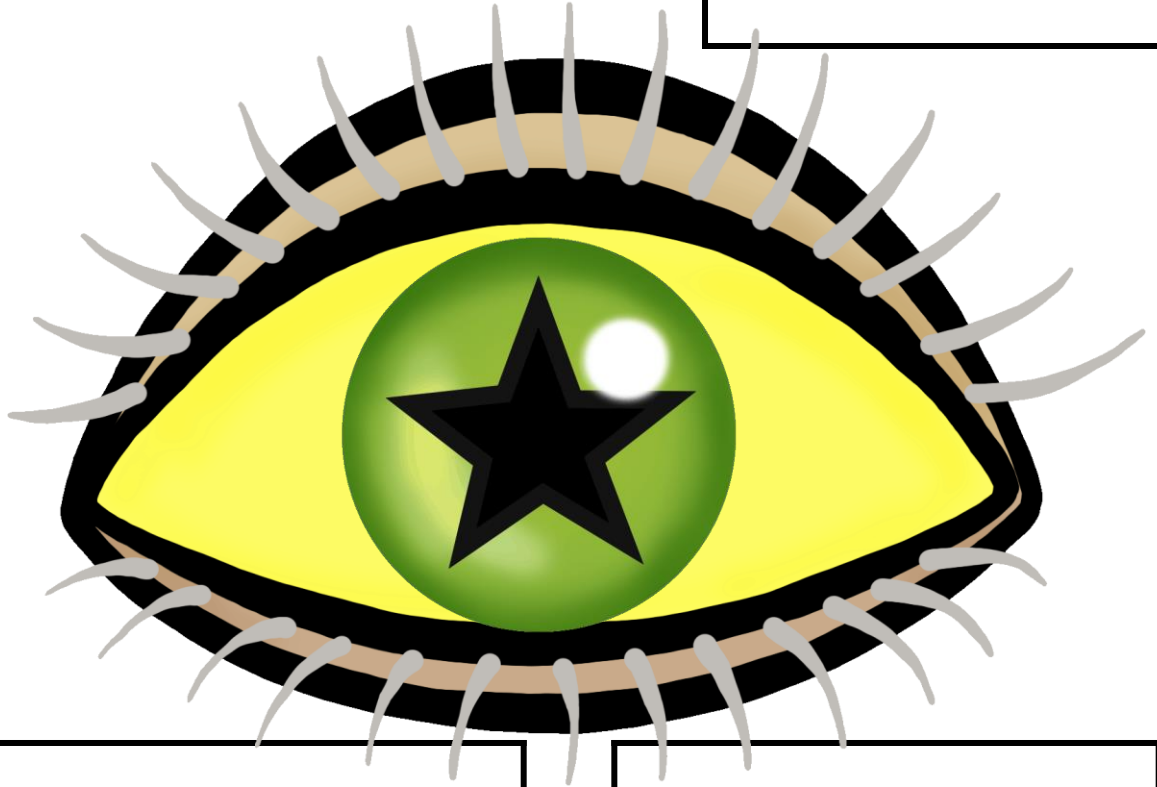
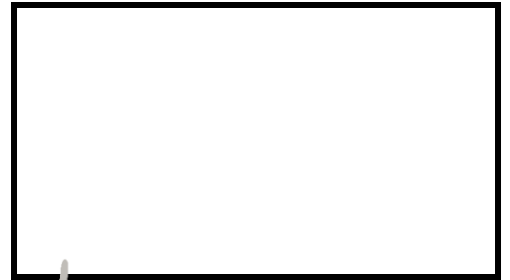
These activities

- use graphics to help form visual memory links without the interference of Literacy barriers
- support pupils in developing some common linguistic structures
- Link a teaching activity with an assessment activity



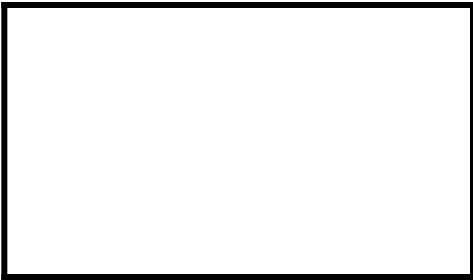


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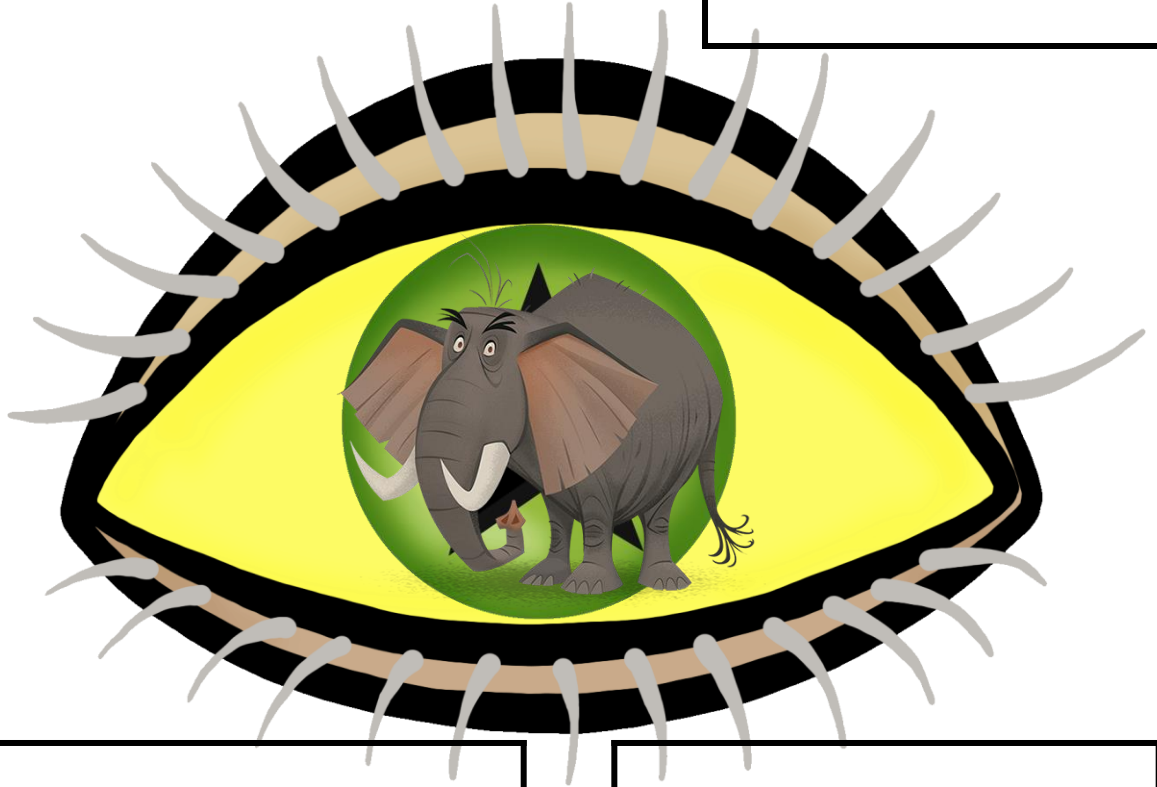
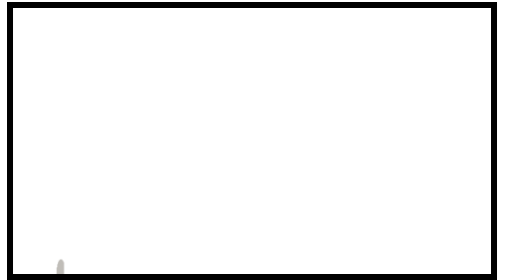


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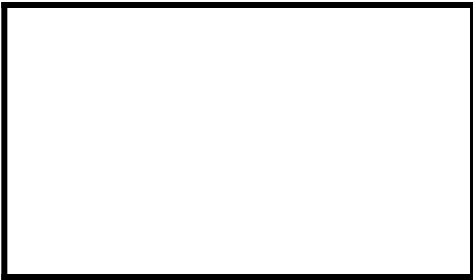


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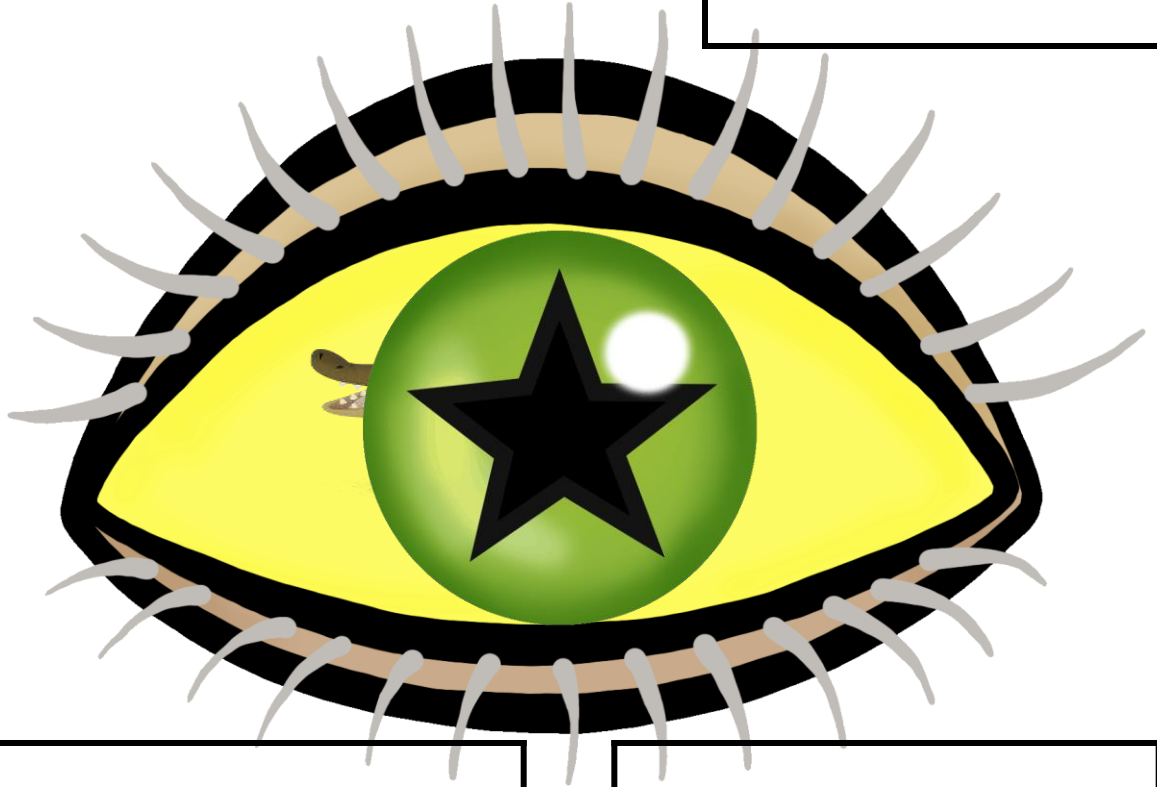
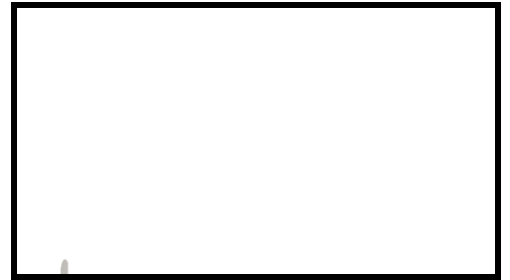


Je pense....





Je vois...



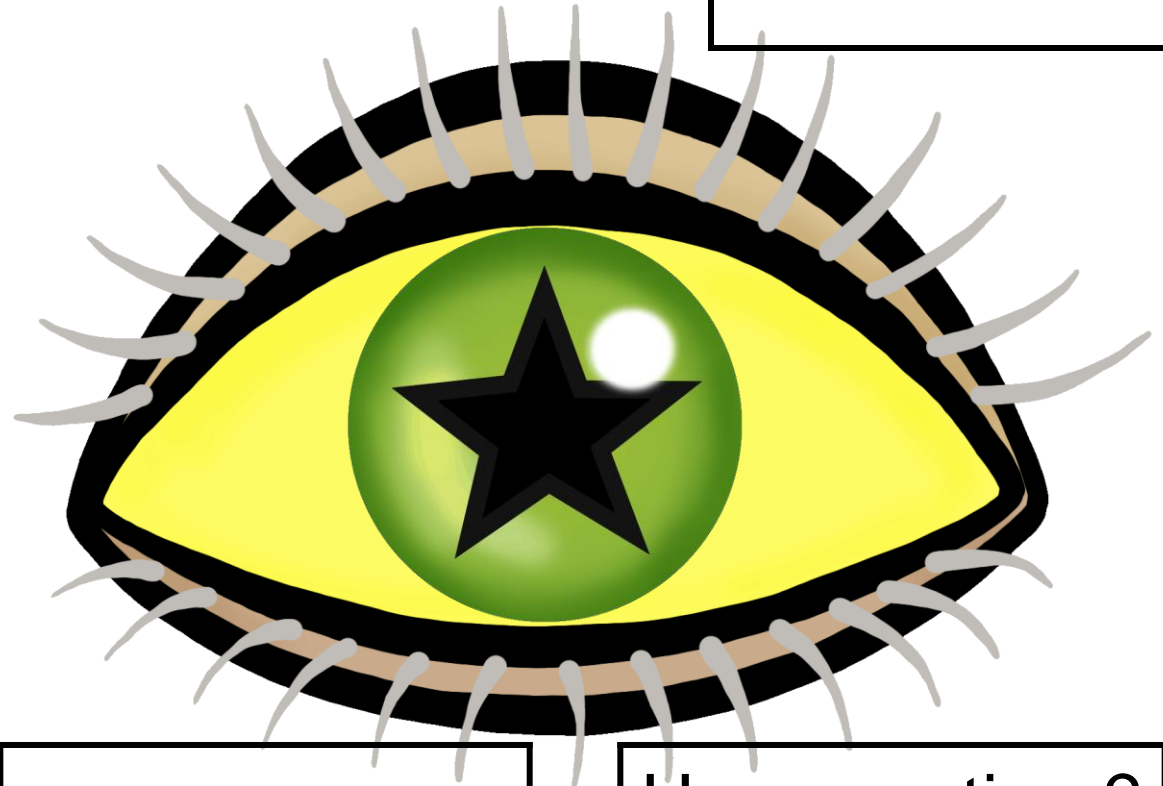
Je pense....



Aide-moi,
s.t.p.

Je vois...

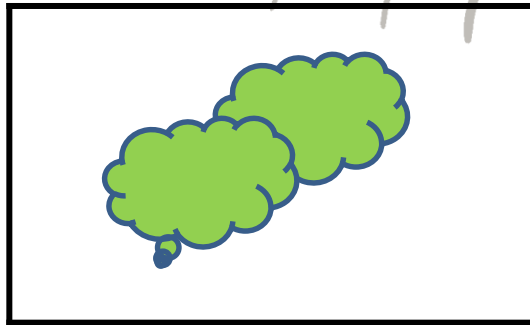
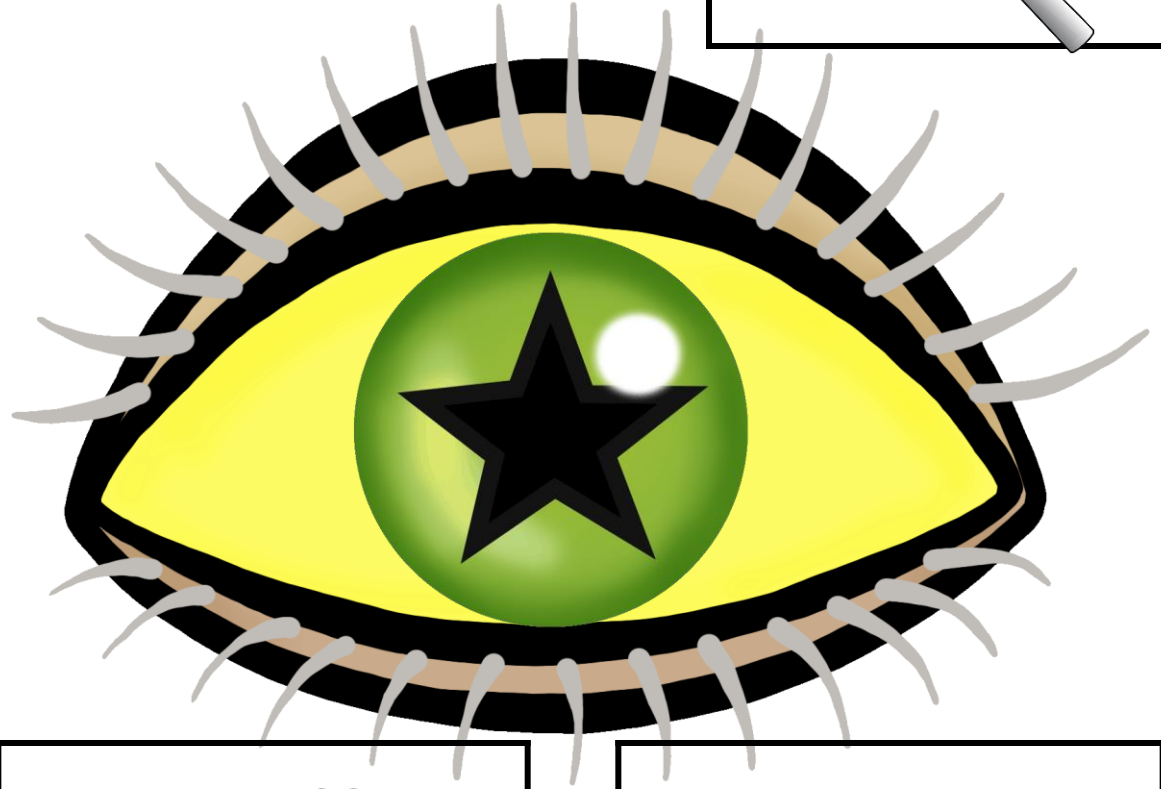
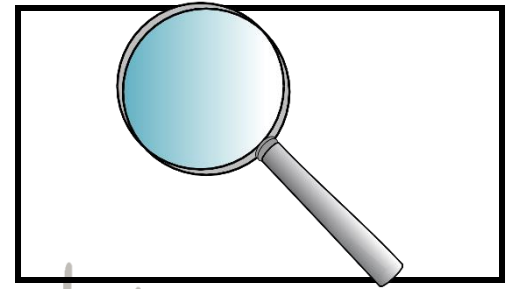
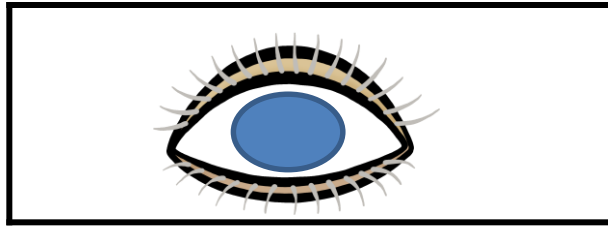
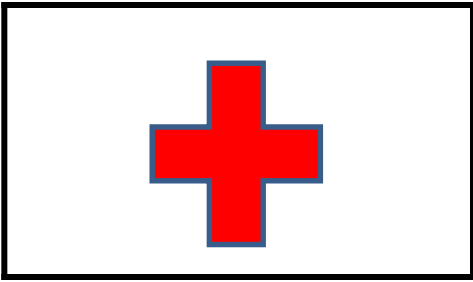
Décris...



Je pense....

Une question ?

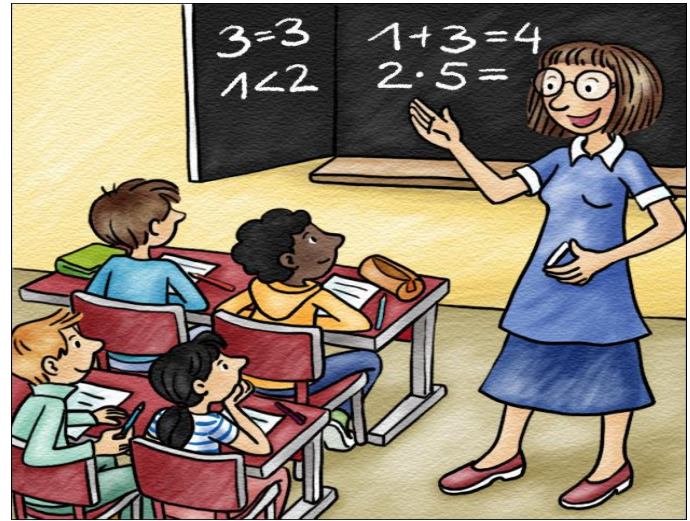
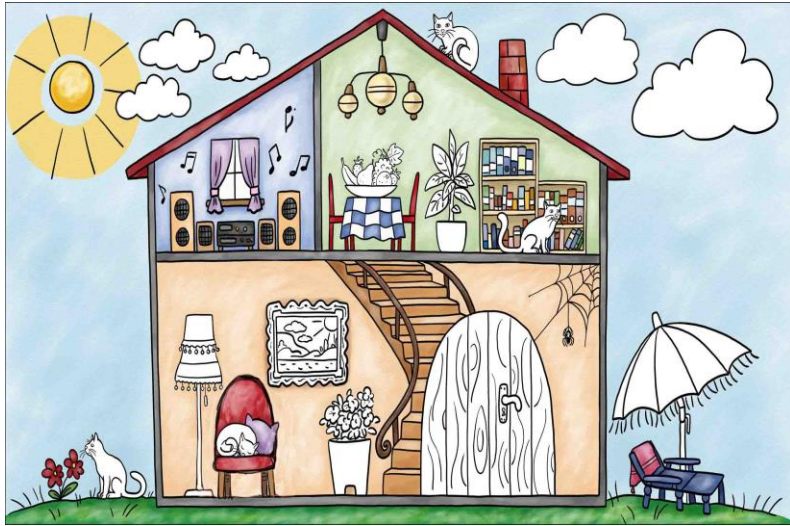




Other sample images





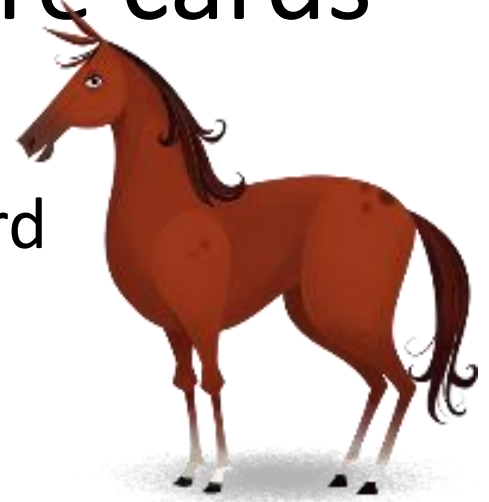




Speaking tasks with picture cards

Games with cards:

- Turn over picture cards and say the word
- Turn over word cards and say them
- Turn over words cards and spell
- Turn over picture cards – say and spell
- (Pelmanism) Find a pair and say the word
- In pairs: say the names against the clock
- In a group – each say if you like the thing on the picture / which is your favourite
- Say a sentence using the picture card



Using picture card and matching word cards

Speaking games with cards:

1. Turn over picture cards and say the word
2. Turn over word cards and say them
3. Turn over words cards and spell
4. Turn over picture cards – say and spell
5. (Pelmanism) Find a pair and say the word
6. In pairs: say the names against the clock
7. In a group – each say if you like the thing on the picture / which is your favourite
8. Say a sentence using the picture card

Reading games with cards:

1. Read individual words from the screen and grab/hold up the card
2. Put the cards in the order you see them in a longer text
3. Sort word cards into dictionary order



Listening games with miniflashcards:

1. Listen (to simple utterances) and grab/hold up the card
2. Listen (to a story) and grab/hold up the card when you hear its name
3. Put the cards in the order you hear
4. Listen to a spelling and hold up the card

Writing games with miniflashcards:

1. Stick them on a poster / in your book and write labels
2. Write down the words you like best in your own language and the new language
3. Write the words in dictionary order
4. Write a sentence using the picture word

