



## LEARNING SHEETS



Erasmus+

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# Language Games – Learning sheets

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## Contents

I.	Introduction .....	3
II.	Word of caution .....	3
III.	Learning sheets 1 to 9 .....	4
	Language Game 1 - GREETINGS .....	5
	Language Game 2 - COLOURS .....	10
	Language Game 3 - NUMBERS .....	14
	Language Game 4 - ANIMALS.....	18
	Language Game 5 - FAMILY .....	22
	Language Game 6 - WORK .....	26
	Language Game 7 - BODY .....	30
	Language Game 8 - FOOD .....	34
	Language Game 9 - CLASSROOM .....	38

## I. Introduction

This document is a compilation of the Learning sheets to be used along the Languages games, they support the teachers in the use of the games, providing them with methodological guidance and additional ideas for further pedagogical exploitation of the software.

There are 9 Learning sheets for the 9 Language games and they are developed in a way to allow both progressive use (one after another) or individual use of the games in language lessons.

Language Games are intended for use in kindergartens and primary schools at initial levels of language teaching alongside other pedagogical materials.

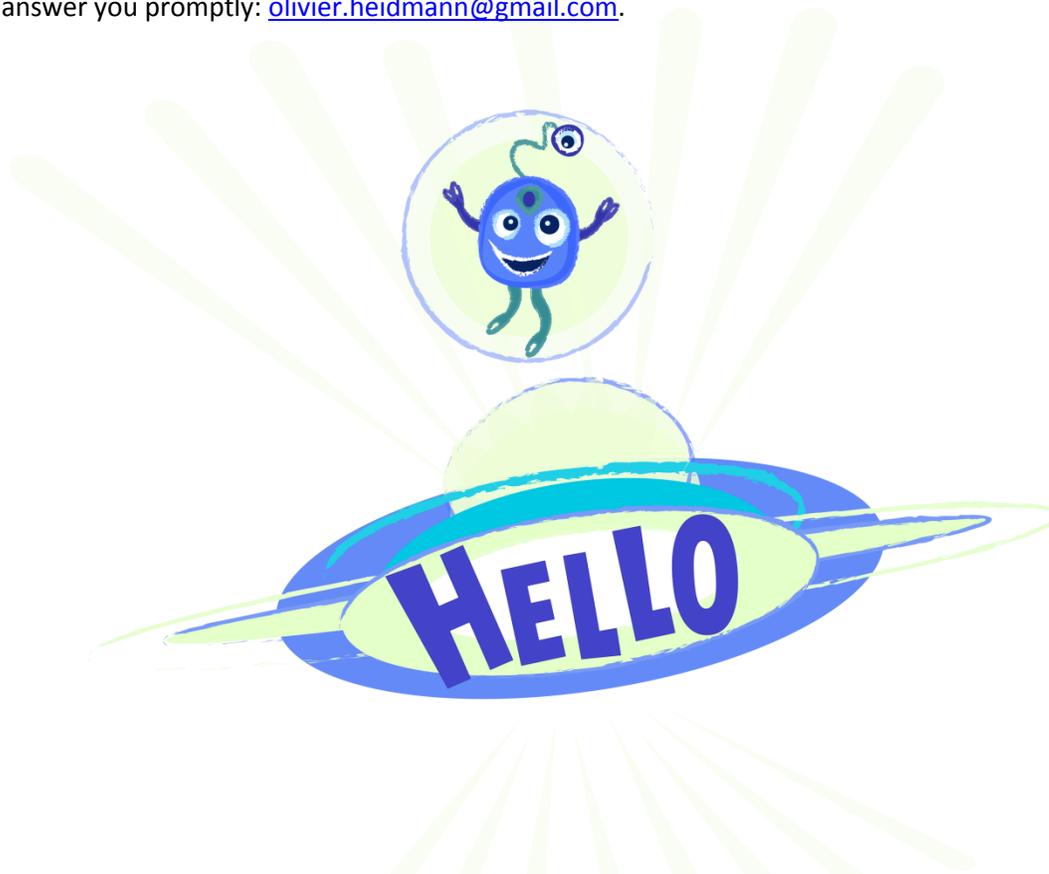
## II. Word of caution

The demonstrator is a work in constant progress. This means that the online version is updated very frequently in order to add new features and correct bugs, up to several times a day. So until the software reaches it's very final version, this manual is also a work in progress.

You might find for example that there are some discrepancies between some screenshots and the actual images included in the manual, or maybe some features in the software are not detailed in the manual. Don't worry, it just means that a new version of the manual is about to be published.

For detailed technical instructions on the use of Language Games, please, refer to the User Manual, which is a separate document.

If you have any question, please feel free to send an email to the lead developer at this email address, he will answer you promptly: [olivier.heidmann@gmail.com](mailto:olivier.heidmann@gmail.com).



### III. Learning sheets 1 to 9

Once a challenge is started, the user will be transported to the corresponding Introduction exercise. When the Introduction exercise has been completed successfully, the Consolidation exercise starts. Once this exercise has been completed, the next challenge Introduction exercise is launched. For example, if I succeeded in finishing the Consolidation exercise of the second challenge, I'll be able to start the Introduction exercise of the third challenge.

In the following pages the challenges are presented in modules and explained from the teacher's point of view, providing support and guidance on how to best use the software in order to maximize the learning potential among the learners. Some of the explanations are repeated in each module so that a game could be used independently from the other games should a teacher choose to use them loosely rather than in a structured way one after another.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 1 - GREETINGS
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 1 delivers the learning objectives of Game 1 – Greetings. It can be used as an individual learning tool to teach greetings and introduction phrases or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the first language game out of nine and there are no prerequisites. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: greetings, verbs (be, live), names and age
- ✓ To be able to greet a new acquaintance
- ✓ To be able to introduce oneself
- ✓ To provide basic information about oneself: what name, where from, what age

**Game structure:**

- **Introduction game:**  
Lingo appears on the screen and initiates a conversation with the children.
- **Consolidation game:**  
Lingo and the children practice the new phrases in a conversation.

### Delivery of teaching session step by step

#### Step 1: Launch the game

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

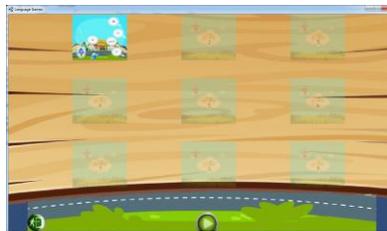
#### Step 2: Introduce the story

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 1 – Greetings.



#### Step 3: Play the Introduction Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo initiates the conversation and the children need to choose the right answer. In this Introduction Game, you need to teach them the meaning and the use of the expressions and phrases as they appear on the screen.

- The aim of the game is to answer Lingo correctly. There may be more than one choice, but only a correct one will take you to the next screen.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

**Step 4: Play the Consolidation Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. You will find four bubbles on each side containing learnt expressions. Now that the children understand them, they need to put together a conversation. This is the logical development of the game:

*Firstly appears Lingo’s bubble and we hear the sound.*

*Then the child chooses one of the four options to answer Lingo.*

*Secondly appears Lingo’s second bubble and we hear the sound.*

*Then the child chooses one of the three remaining options to answer Lingo.*

*Thirdly appears Lingo’s third bubble and we hear the sound.*

*Then the child chooses one of the two remaining options to answer Lingo.*

*Lastly appears Lingo’s last bubble and we hear the sound.*

*Then the child chooses the last remaining option to answer Lingo.*

- Please, see below the valid combinations of bubbles, so the sets of combinations can vary, but not the content of each combination. Lingo’s bubbles will always appear in the correct order one after another, but the child’s bubbles will appear in a randomly mixed order and if the answers are not correct, it should be able to reposition the bubbles until it gets it right.

Lingo	Child
Hello	Hi
My name is Lingo	My name is...
I am from Gamia	I am from...
I am 5 years old	I am ... years old.

Lingo	Child
Hello	Hi
My name is Lingo	My name is...
I am 5 years old	I am ... years old.
Nice to meet you.	Nice to meet you Lingo.

Lingo	Child
My name is Lingo	My name is...
I am from Gamia	I am from...
I am 5 years old	I am ... years old.
Good bye.	Good bye

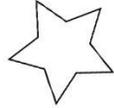
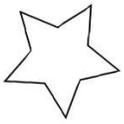
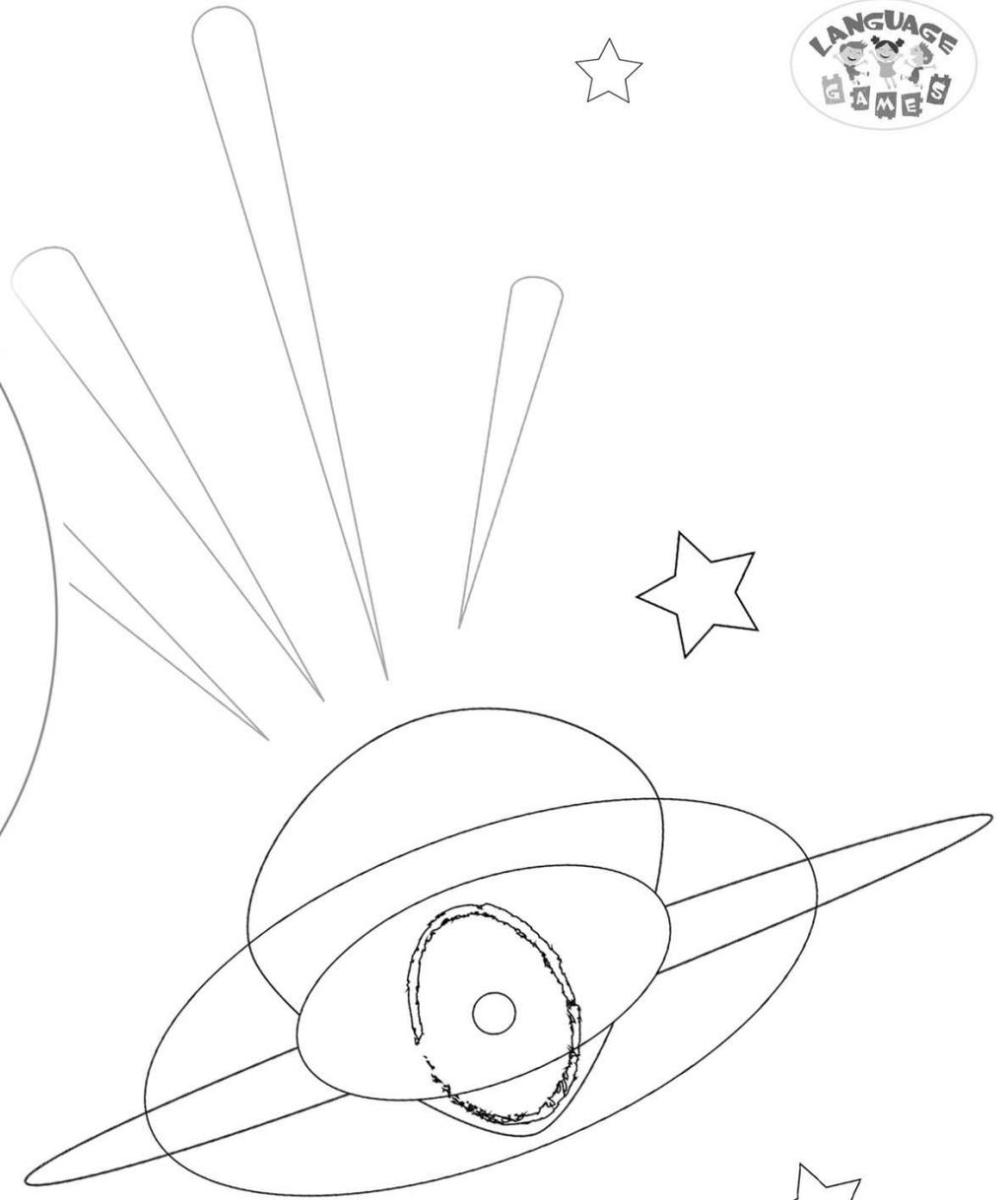
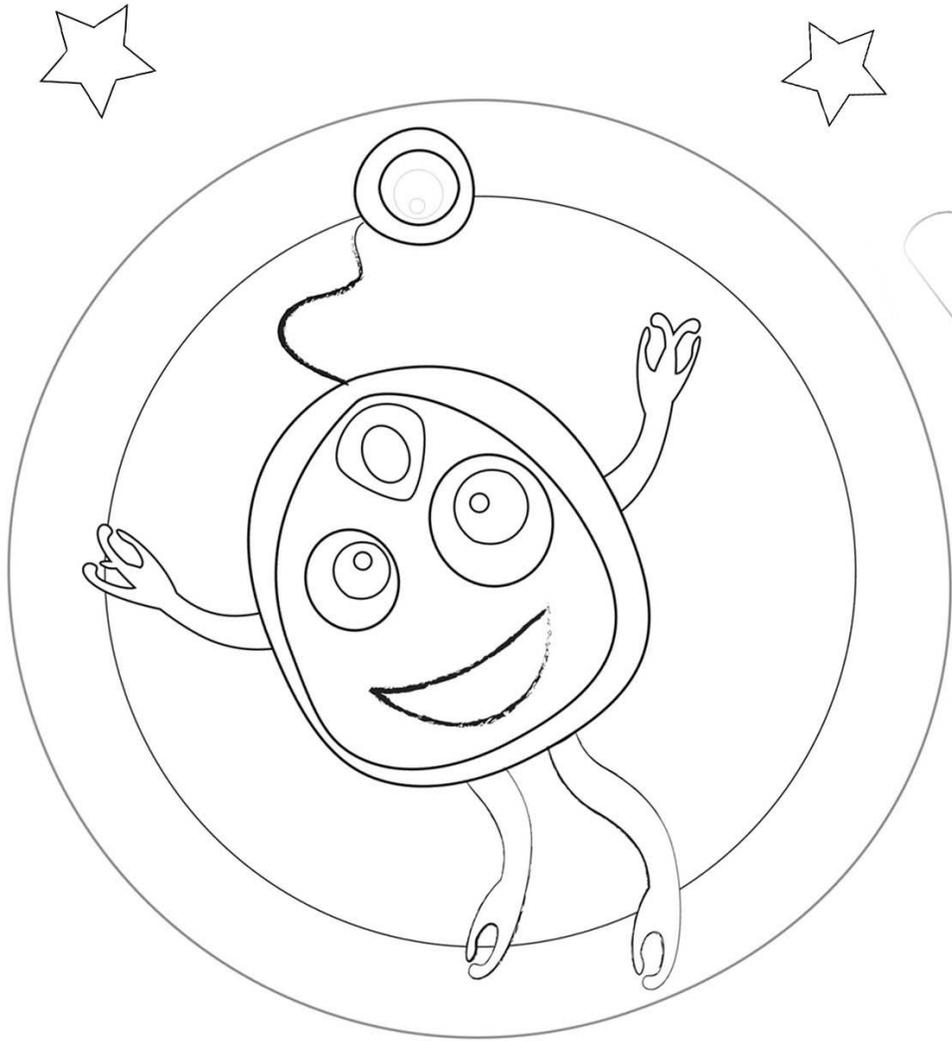
## LanguageGames

Lingo	Child
Hello	Hi
My name is Lingo	My name is...
I am from Gamia	I am from...
Nice to meet you.	Nice to meet you.

Lingo	Child
My name is Lingo	My name is...
I live in a spaceship.	I live in ...
I am 5 years old	I am ... years old.
Nice to meet you.	Nice to meet you Lingo.

### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out annexed colouring sheet for children to colour while you repeat the learnt phrases and the children answer accordingly while colouring. This activity links oral practice to physical action and improves the memorisation process.
  - Make children act out the conversations in pairs. You can create a blue cone hat to represent Lingo and one child could play Lingo and the other one just itself. They can switch roles.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 2 - COLOURS
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 2 delivers the learning objectives of Game 2 – Colours. It can be used as an individual learning tool to teach colours or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the second language game out of nine and there are no prerequisites. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: 10 colours, flower, butterfly
- ✓ To be able to distinguish and name colours
- ✓ To be able to describe objects by colour

**Game structure:**

- Introduction game:  
Lingo meets a new friend –Ropa, the butterfly and greets her with a flower
- Consolidation game:  
Children help Lingo to colour Ropa's wings

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 2 – Colours.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo meets Ropa, the butterfly, who looks sad because the colours on the wings are lost. Lingo decides to greet Ropa with a flower. A name of a colour appears and the children need to select the correct colour flower.

- For example, the word YELLOW appears, so the learner needs to click on the yellow flower. Ropa's wings become yellow and the butterfly flies away with a smile. This process is repeated for all the colours.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

#### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Ropa decides to show Lingo all the colours on the wings, but needs the help of the children for that. Coloured flowers need to be dragged and dropped into the circles with the corresponding name of the colour.
- If the learners can already read, then they need to read and pronounce the names of the colours, otherwise the teacher pronounces the colours and points at the relevant circle. The children repeat the colour and choose the flower to be dragged and dropped.
- The game ends once all the colours have been used.



#### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. The teacher pronounces the name of a colour, the children repeat it and then they colour one flower and one circle on the wing. The teacher checks all children and moves to the next one. This activity links oral practice to physical action and improves the memorisation process. Alternatively the teacher points at colours around the classroom, the children name the colour and then draw in the colouring sheet.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 3 - NUMBERS
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 3 delivers the learning objectives of Game 3 – Numbers. It can be used as an individual learning tool to teach colours or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the third language game out of nine and the only prerequisite for this game is to be able to count to 10. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Numbers 1 to 10, flower, pot
- ✓ To be able to count in English from 1 to 10

**Game structure:**

- Introduction game:  
Lingo counts flowers in flower pots
- Consolidation game:  
Children help Lingo to position the correct flower pots

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 3 – Numbers.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo followed Ropa, the butterfly from Game 2 into a flower shop. There are so many flowers in pots, so Lingo decides to count the flowers in each flower pot. At each click on a number, we can hear the number pronounced. The aim of the game is to start from 1 and continue up to 10, counting all the flowers in a pot.

- First we click on number 1, we hear “one”, so we point at the pot containing one flower and count “one”, then we drag and drop the number 1 onto the pot, until 1 appears on the pot.
- Then we click on number 2, we hear “two”, so we point at the pot containing two flowers and count the flowers: “one, two”. Then we drag and drop the number 2 onto the pot, until 2 appears on the pot.
- Learners repeat the same action of counting for each number until all the pots are numbered.
- There are alternative approaches subject to teacher’s creative skills.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

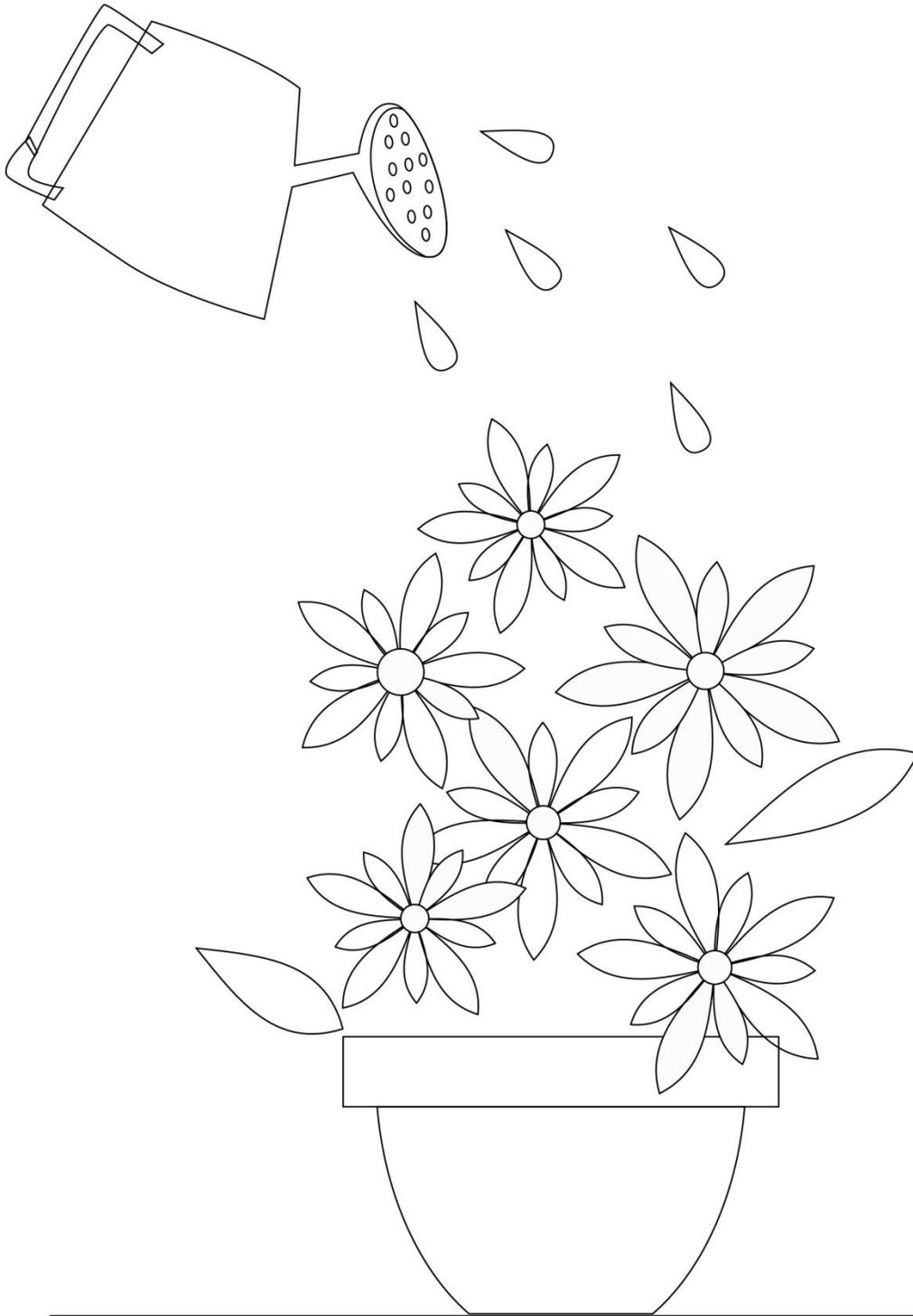
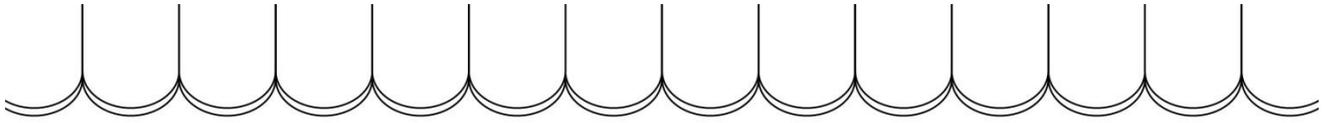
#### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo wants to put some order in the flower shop. There are numbered pots and bunches of flowers that need putting in the pots. Children will help Lingo put the flowers in the correct pots.
- Learners read the number on the pot. For example “4”. Then they look at the bunches and count the flowers in the bunches until they find the one containing 4 flowers. They need to drag and drop the right bunch of flowers into the correct pot.
- The game ends once all the pots have been filled.



#### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of colours and numbers. For example, the teacher can ask the learners to colour 1 petal red, 2 petals blue, 3 petals purple... The one who has all numbers of petals and colours right wins.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 4 - ANIMALS
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 4 delivers the learning objectives of Game 4 – Animals. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the fourth language game out of nine and it is recommended to make use of the colours learnt in Game 2. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Wild and Domestic Animals, Farm, Nature, to live
- ✓ To be able to name 5 wild animals and 5 domestic animals
- ✓ To be able to describe animals using colours (building on Game 2)

**Game structure:**

- Introduction game:  
Lingo meets new animal friends and learns their names
- Consolidation game:  
Children help Lingo understand where each animal lives – wild/nature ; domestic/farm

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 4 – Animals.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo continues exploring our planet and discovers wild and domestic animals. In an attempt to learn their names, the children will help Lingo match the animal with its name. They need to drag the correct name to the right animal and drop it. If it is correct it will stay, if not they need to try again. Every time the click on a

word it is pronounced and children should repeat it with the help of the teacher.

- Useful tip: The children have learnt colours in Game 2. Using colours to describe the animals will help them match the name with the animal. For example to identify the pig, the teacher can say: "The pig is pink".
- Learners repeat the name of the animal every time there is a match.
- There are alternative approaches subject to teacher's creative skills.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

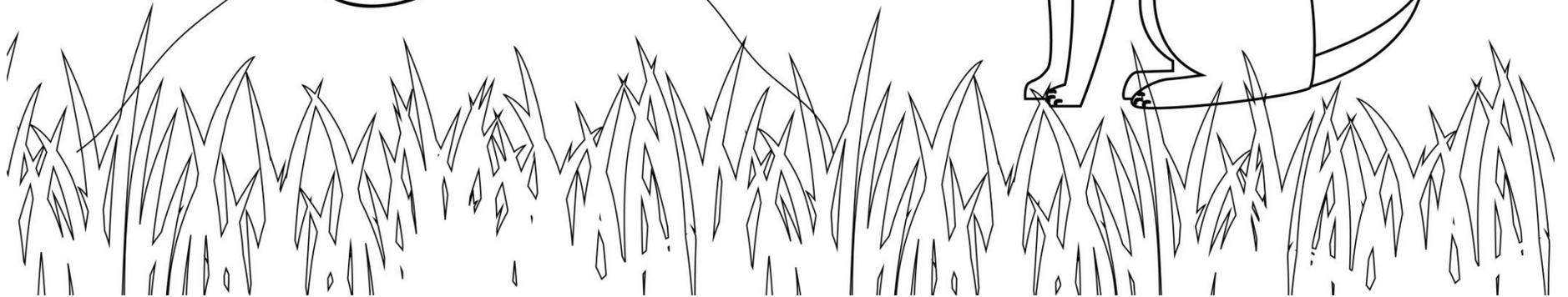
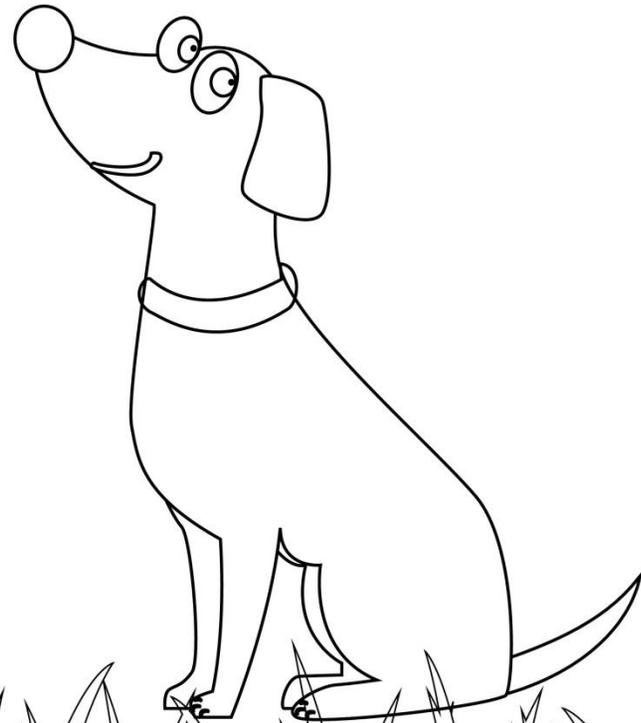
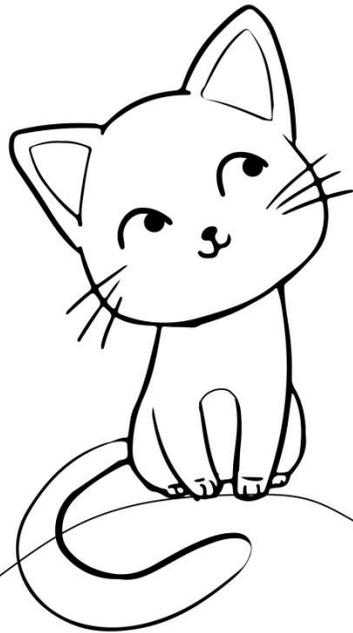
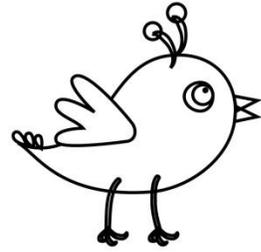
#### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo already knows the names of the animals and now wants to know where they live. 5 wild animals live in the nature and 5 domestic animals live on a farm. The children need to help Lingo put the animals in the right environment.
- The teacher will help the children by saying where each animal live. It will be a good way to practice the verb "to live" and the prepositions "in" and "on", as well as the words farm and nature.
- The game ends once all the animals have been placed in the correct environment.



#### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of colours and animals. For example, the teacher can ask each learner to colour the animals and the grass in specific colours and then the children can compare the different colours of animals saying: "My dog is blue, my cat is green, etc .
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 5 - FAMILY
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 5 delivers the learning objectives of Game 5 – Family. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the fifth language game out of nine and greetings from Game 1 can be used for practice. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Family members, descriptions
- ✓ To be able to name close family members
- ✓ To be able to describe family members

**Game structure:**

- Introduction game:  
Lingo meets Dia and her family
- Consolidation game:  
Children help Lingo understand family ties and place family members on the family tree

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

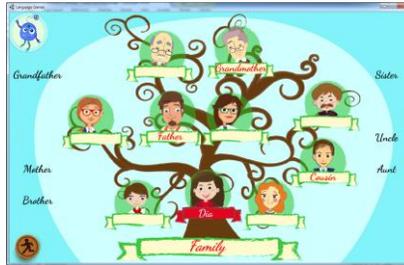
- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 5 – Family.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo meets Dia, a farm girl who introduces Lingo to her family. The children need to match the names of family members with the correct person on the family tree. This game will require help from the teacher if children are not familiar with a family tree structure. This is a Drag&Drop activity

- Useful tip: The children have learnt colours in Game 2. Using colours to describe family members, their hair and face features will be most helpful.
- Learners repeat the name of the family member every time there is a match.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

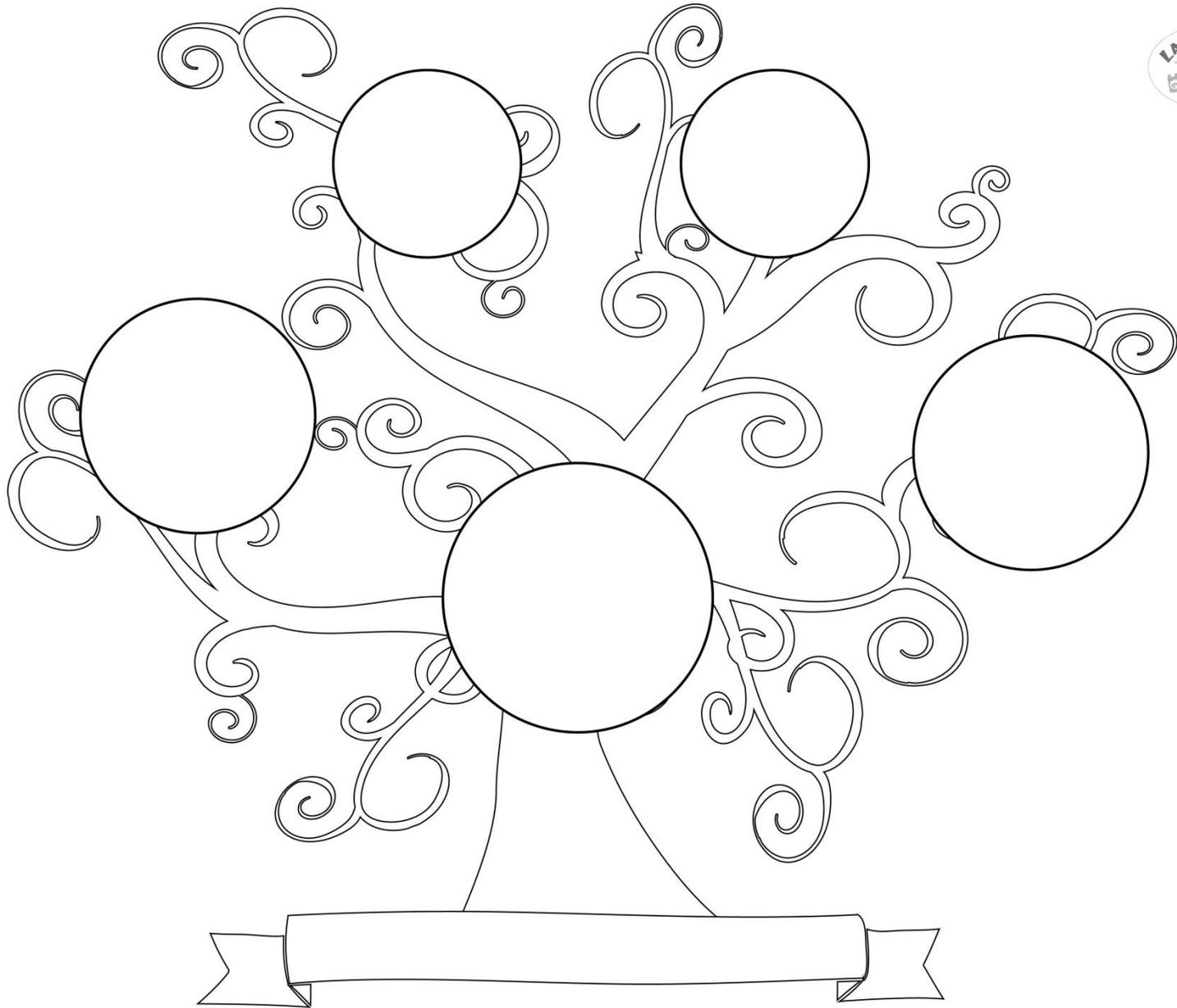
#### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo already knows the names of the family members and now wants to reposition them one by one on the family tree. The children need to help Lingo put the family members at their right places.
- The teacher can encourage the children to describe the face features of each family member, if their level of knowledge allows them to.
- The game ends once all the family member names have been placed at the correct place.



#### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. Children can colour the tree and draw their own family members into the family tree and possibly write their names.
  - Alternatively they can imagine Lingo's family and then describe them with colours. For example: "Lingo's father is green".
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 6 - WORK
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 6 delivers the learning objectives of Game 6 – Work. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the sixth language game out of nine and children should know the basic professions in their own language. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Professions and work tools
- ✓ To be able to name 10 professions
- ✓ To be able to describe people naming their professions

**Game structure:**

- Introduction game:  
Lingo discovers the Dia's family members' professions
- Consolidation game:  
Children help Lingo associate work tools with professions.

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 6 – Work.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo continues exploring our planet and discovers that people here need to work and that there are different professions. The children will help Lingo match the jobs with the people. They need to drag the correct job name to the right person and drop it. If it is correct it will stay, if not they need to try again.

## LanguageGames

Every time the click on a word, it's pronounced and children should repeat it with the help of the teacher.

- The teacher can start by identifying the professions in the native language and then help the children match the jobs with the people.
- Learners repeat the name of the profession every time there is a match.
- There are alternative approaches subject to teacher's creative skills.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

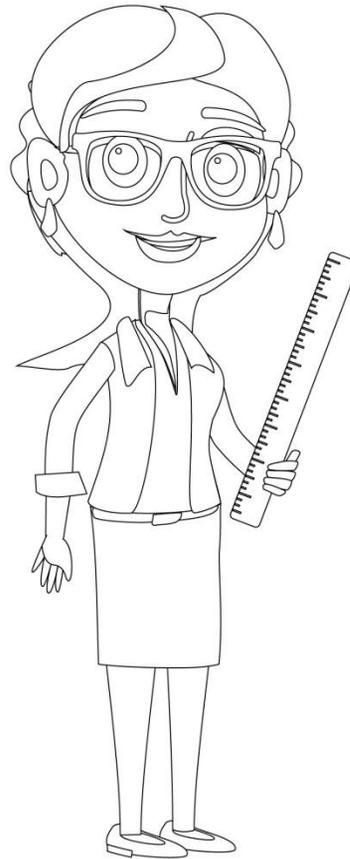
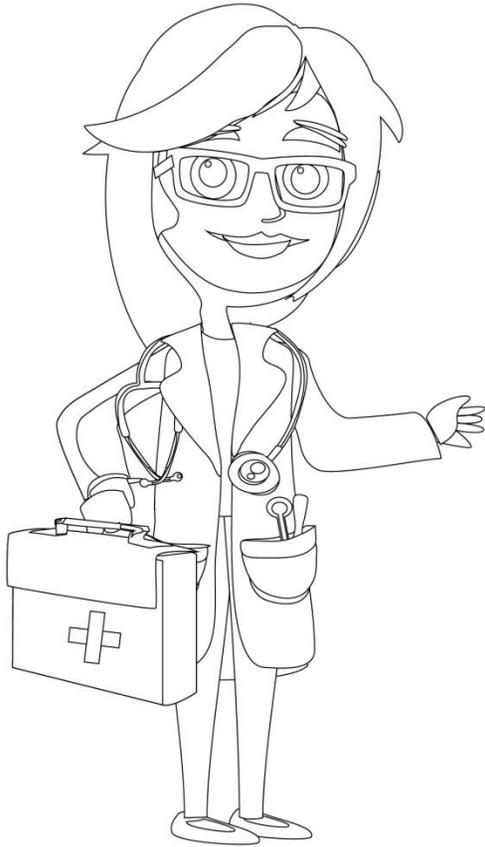
### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo associates the professions with their work tools. Each person is missing their work tool which needs to be dragged and dropped while repeating the profession name. The children need to help Lingo return the work tools back to their owners.
- The teacher will help the children by identifying the tools and adapting the game to their level.
- The game ends once all the tools have been returned to the appropriate professionals.



### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of professions, but also family members and colours. For example, the teacher can ask each learner to associate the individuals with family roles and then describe them.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 7 - BODY
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 7 delivers the learning objectives of Game 7 – Body. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the seventh language game out of nine and children should know the basic body parts in their own language. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Body parts
- ✓ To be able to name 11 body parts

**Game structure:**

- Introduction game:  
Lingo discovers that humans have different body parts than his own species
- Consolidation game:  
Children help Lingo reposition the body parts in the body

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

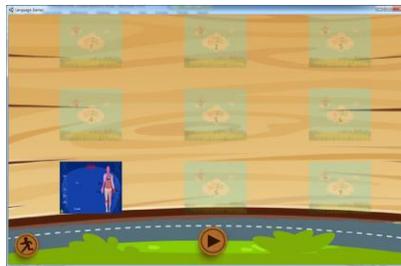
#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 7 – Body.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo finds out that his body is different from a human body. The children will help Lingo match the names of the body parts with the right parts. They need to drag the correct name to the right body part and drop it. If it is correct it will stay, if not they need to try again. Every time the click on a word, it’s pronounced and

## LanguageGames

children should repeat it with the help of the teacher.

- The teacher can start by identifying the body parts in the native language and then help the children match the names with the body parts.
- Learners repeat the name of the body part every time there is a match.
- There are alternative approaches subject to teacher's creative skills.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

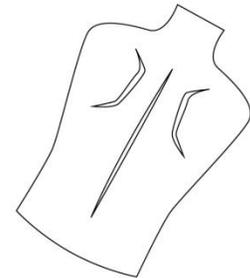
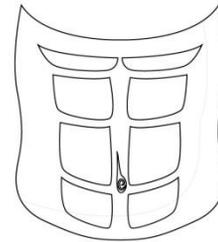
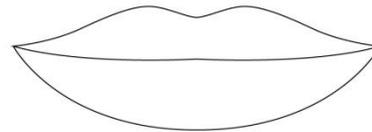
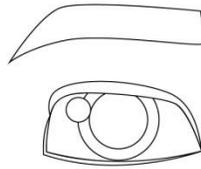
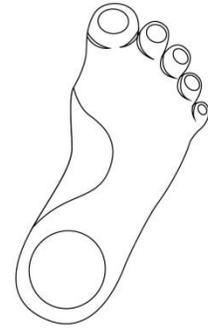
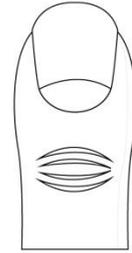
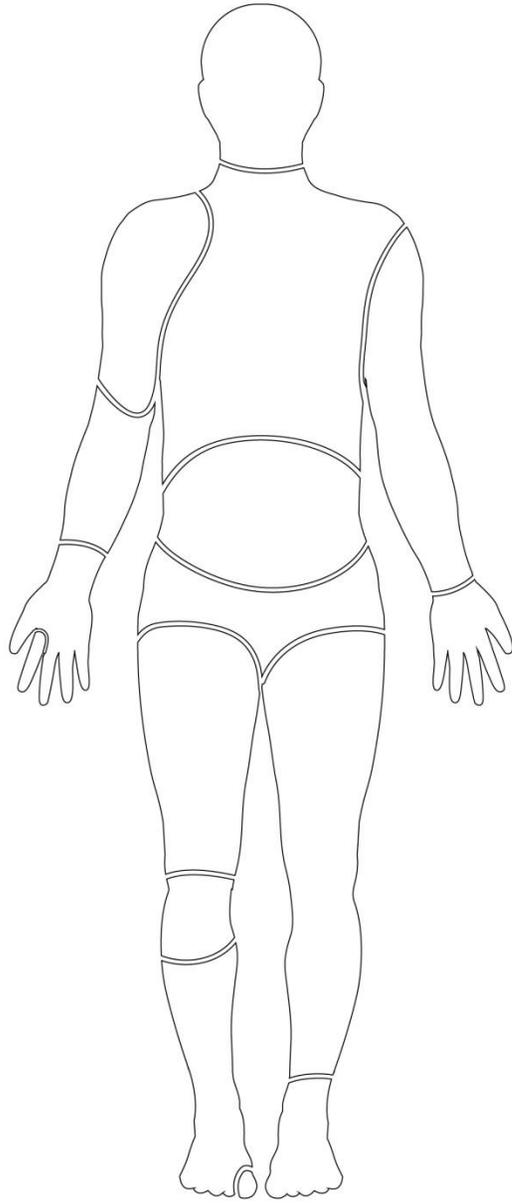
### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo is trying to reposition all the body parts in their correct places. The body parts need to be named and then dragged and dropped to the right place. The children need to help Lingo put the pieces together.
- The teacher will help the children by identifying the body parts and adapting the game to their level.
- The game ends once all the body parts have been repositioned in the body.



### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of body parts, but also to expand the vocabulary. The teacher can teach additional body parts present on the colouring sheet.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 8 - FOOD
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 8 delivers the learning objectives of Game 8 – Food. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the eighth language game out of nine and children should know the colours from Game 2. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Food, Fruit, Vegetables
- ✓ To be able to name basic kinds of food
- ✓ To describe food using colours and tastes

**Game structure:**

- Introduction game:  
Lingo discovers that humans need to eat in order to survive
- Consolidation game:  
Children help Lingo do his first shopping by placing food in a basket and describing its taste.

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 8 – Food.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo discovers that humans need food to live. The children will help Lingo match the names of the food with the right images. They need to drag the correct name to the right food and drop it. If it is correct it will stay, if not they need to try again. Every time the click on a word, it’s pronounced and children should

repeat it with the help of the teacher.

- The teacher can help identify the food by using colours.
- Learners repeat the name of the food part every time there is a match.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

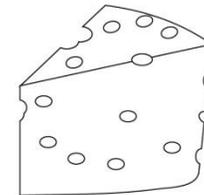
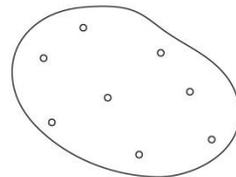
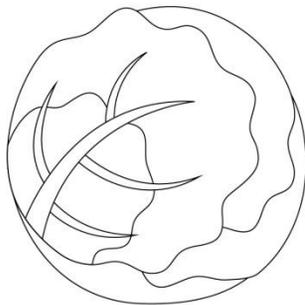
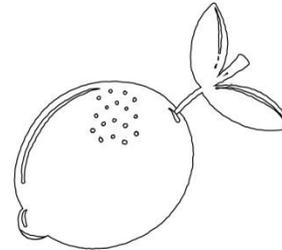
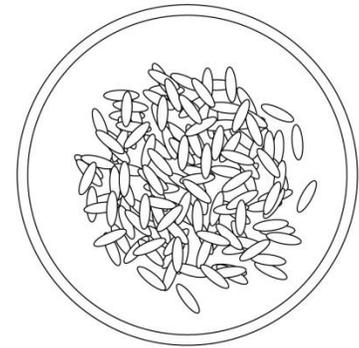
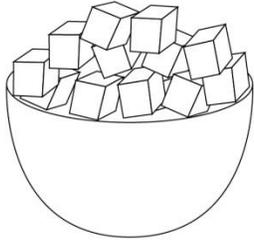
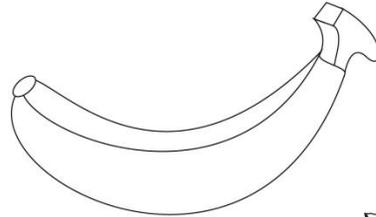
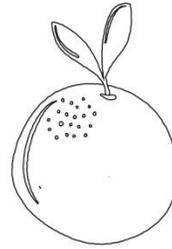
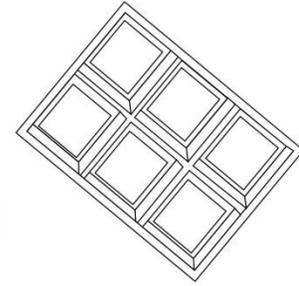
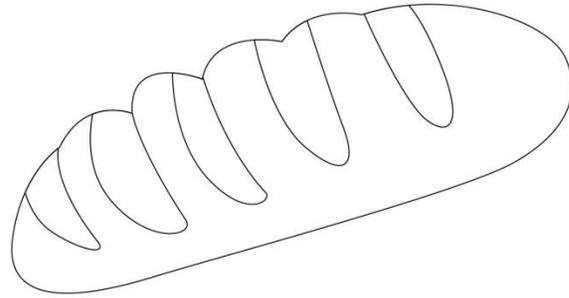
#### Step 4: Play the Consolidation Game

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo is shopping for food following a list appearing on the blackboard. Each item appearing on the board needs to be dragged and dropped in the basket.
- The teacher can teach tastes by describing each item as sweet, sour, savoury or bitter.
- The game ends once all the food items have been placed in the basket.



#### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of food and colours. The teacher can ask the children to colour the food items one by one specifying their colour. For example: "Colour the sweet, red fruit". The children will colour the strawberry.
  - Children can replay the games on their own as many times as they like.



	<b>Target pupils</b>	Pre-primary & Primary Learners – Level A1 (CEFR)
	<b>Learning module</b>	Language Game 9 - CLASSROOM
<b>Learning sheet</b>	<b>Language</b>	English

**Context of game module:**

Module 9 delivers the learning objectives of Game 9 – Classroom. It can be used as an individual learning tool to teach animals or in combination with other learning tools featured in the schools teaching programme. It is a creative and engaging way of delivering the new language skills and reaching the learning objectives.

This learning sheet aims to help the teacher deliver the game module in the most effective way.

**Prerequisites:**

This is the ninth language game out of nine and children should know the colours from Game 2. The teacher can adapt the approach according to the age of the first learner.

Where children still can't read or write, the approach will be purely visual and phonetic.

Where children can already read and write, reading and writing skills should be practiced alongside the game.

**Storyline:**

Lingo is an Earth crashed space kid who is eager to discover our culture, but first needs to learn some basics of the language in order to communicate with the locals. Lingo is neither a boy, nor a girl, so both boys and girls can identify with it. Lingo asks the kids for help on its discovery journey.

**Objectives:**

- ✓ To learn basic vocabulary: Classroom items
- ✓ To be able to name basic objects in a classroom

**Game structure:**

- Introduction game:  
Lingo is invited to school to observe how children learn on Earth
- Consolidation game:  
Children and Lingo tidy the classroom naming all the objects

### Delivery of teaching session step by step

#### **Step 1: Launch the game**

- Launch the game and choose the learning mode. Choose where you are from and what language you learn. You need to choose English at the bottom of the page.

#### **Step 2: Introduce the story** /skip Step 2 if the learners are already familiar with the background story/

- Start with introducing the story of Lingo, create compassion and desire to help amongst the children. They will be more motivated and will achieve better results if they are led to believe that they are teaching and caring for Lingo. Read or tell the story, which appears on the introduction screen of Language Games:



*“Something happened today. There was an accident in England. A strange blue space kid crashed its spaceship near London. It seems a bit lost and confused and it doesn’t speak the local language. Children, would you like to help?”*

- The children should agree and ask how they can help. You can explain that we can establish an online connection with the blue alien and help him learn some basic language in order to make his stay on Earth easier. And since he crashed in England, we will help him learn English.
- Follow onto the next screen and choose Game 9 – Classroom.



#### **Step 3: Play the Introduction Game**

- Depending on the age and ability of the children, you or the children will execute the tasks of the game. Lingo visits a school classroom. The children will help Lingo match the names of the items with the right images. They need to drag the correct name to the right item and drop it. If it is correct it will stay, if not they need to try again. Every time the click on a word, it’s pronounced and children should repeat it with the

## LanguageGames

help of the teacher.

- The teacher can help identify the classroom items by using colours, but also position words like left, right, etc.
- Learners repeat the name of the classroom item part every time there is a match.



- You can play the game several times, by choosing it again from the main menu until the knowledge is acquired.

### Step 4: Play the Consolidation Game

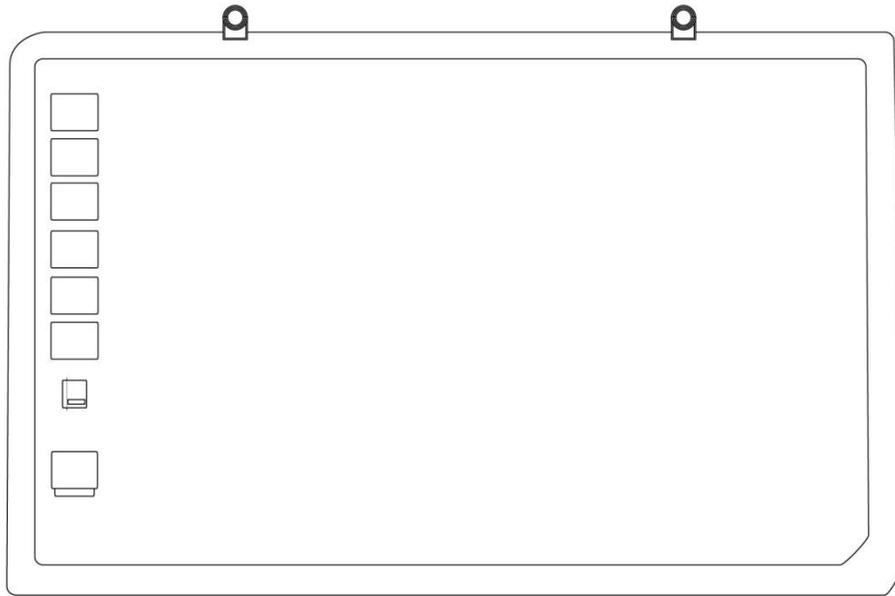
- Depending on the age and ability of the children, you or the children will execute the tasks of the game. In this game Lingo is helping the children tidy up the classroom while naming the different classroom items appearing in the middle of the room.
- The teacher can make use of the items in the real classroom, by pointing at those items and asking the children the names of the items.
- The game ends once all the classroom items have been named and placed.



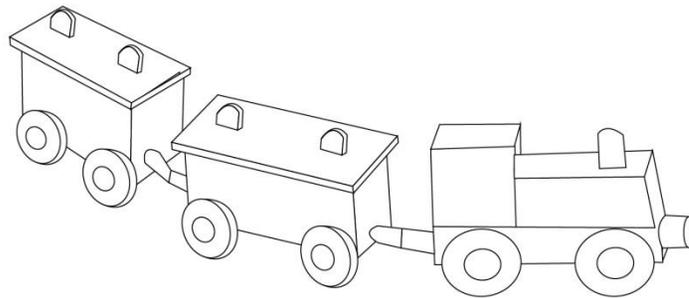
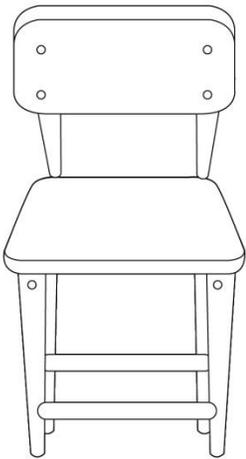
### Step 5: Follow-up activities

- Depending on the age and abilities of the children, there are several options for follow-up activities
  - Print out the annexed colouring sheet for children to colour. This exercise is suitable for revision of classroom items. While the children are colouring, the teacher can walk around the classroom, point at items and make the children name them.
  - Children can replay the games on their own as many times as they like.

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$$1 + 1 = 2$$





We sincerely hope Language Games will be most useful in early years language teaching and that these Learning Sheets will encourage you to make the best use of this product. For any additional information and future development, please, visit our website on [www.languagegames.eu](http://www.languagegames.eu)



**Erasmus+**

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