

7 A magic spell

- Language focus** Vocabulary of recipes; *boil, add, stir, crush, put ___ in ___*; language of instructions; listening
- Thinking skills** Logical sequencing
- Age** 9–12
- Level** Elementary / A2 upwards
- Time** 30 minutes. Alternatively this activity could last over two lessons, with the second worksheet completed in the second lesson.
- Preparation** Bring to class a picture of a witch and a recipe book. Prepare a copy of Worksheets A and B for each student.

In class

- Show a picture of a witch. Ask: *Who is this? What does a witch have? What does a witch do?* Tell the students they are going to write magic spells.
- Hand out Worksheet A. Explain: *This is a witch. Her name is Cackler. She's making a spell. She has got some very big saucepans. She's stirring one of the saucepans.* Ask them to do the action of stirring.
- Read each sentence to the class in the right order, and ask them to number the pictures. Read them again as many times as necessary.

Recipe

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|---|--|
| 1 Boil some water in a saucepan. | 5 Add a hair from a horse's tail. |
| 2 Put 25 flowers in the water. | 6 Put 2 white feathers in the mixture. |
| 3 Add a spider's web. | 7 Stir well. |
| 4 Crush 15 beans and add them to the mixture. | 8 Say: 'Abracadabra, hey presto!' |
| | 9 The mixture turns into gold! |

- Now read the sentences again, and ask the class to mime each one. Then all shout: *Abracadabra, hey presto!* together.
- Tell them they will each make their own spell. Write on the board: *A spell to _____*. Ask for ideas and collect them on the board.
- Hand out Worksheet B and ask the students to write their own spells. This activity could be done in pairs. Tell them to ask you for any new words they need; this enables them to be imaginative. Write the new words on the board for the other students to use. Illustrate them where possible.
- Display their spells on the wall. Give them time to read each other's work.

Answers

5	4	9
2	6	8
3	7	1