D-ESL

Pedagogical sequence/Introductory sheet

The Hunter

Language level	A2 (first act) , B1(second act)
Skills	Reading, Listening, Writting
By the end of the sequence, students will be able to...	Better understand simple fiction and sentences. Understand oral dates Using should, must Change negative sentences into positive ones and vice versa. Use positional prepositions
Inclusiveness	The game is inclusive and adapted for students with Specific Learning Disorders (SLDs) - see the accessibility section of this document
Operating system	Windows, Mac OS, Linux, web browser

Where to find the game

Best experience is ensured with the desktop versions of the game. However, for simplicity, "The Hunter" is also available online: https://d-esl.itch.io/the-hunter

Hosting the game sessions

Accessibility

English level

A2: Up until the monster attack on the village

B1: Act 2, from the end of the monster attack till the end of the game, features more advanced grammar and vocabulary

For both levels, you can organize discussion about the characters and the hero's behavior.

Accessibility features

The in-game font is adapted for learners with specific learning disorders (sans-serif, aligned left, large size, contrast).

- For technical reasons, the player cannot adapt the font settings in the game themselves, however.
- The game must be played with sound

The game is controlled by a keyboard and/or a mouse, but other game controllers cannot be configured in the game settings.

The explorer and the steles enigma in the second act test students' oral understanding. Students with auditory disabilities should rely on the player guide for this part of the game.

Advice for specific student profiles

The game features monster combat and implicit, non-realistic violence (PEGI 7).

Classroom organisation

Duration

The game should take between **45 - 60 minutes to complete**.

You can **split the game** into several sessions, based on the roadmap below. This will allow to discuss with the students at different steps of the game. **The game progression can be saved** in the menu for the next sessions.

If your time is limited, be careful that your students are not stuck on a step of the game for too long, and give them hints if they need it. You can also ask your students to **turn on the "always dash"** option in the "Options" menu, so that players will move faster.

The player's guide will also help students find their way in the game and will be particularly adapted for less proficient students.

Single-player mode

Solo

There is only one game character to control; therefore this game may be best suited to be played in solo mode (one student per computer).

To launch the game, first download and extract the file "The Hunter… .zip" (depending on the operating system the game will be run on). In the extracted folder, double-click on "Game".

locales	09/09/2022 21:22	File folder
swiftshader	09/09/2022 21:22	File folder
www	09/09/2022 21:22	File folder
credits	14/04/2022 16:15	Firefox HTML Docu...
d3dcompiler_47.dll	14/04/2022 16:15	Application extension
ffmpeg.dll	14/04/2022 16:15	Application extension
Game	14/04/2022 16:15	Application
icudtl	14/04/2022 16:15	DAT File
libEGL.dll	14/04/2022 16:15	Application extension

It should launch the game and bring you to the title screen

In Group

There is not multiplayer mode for this game.

However, students can play in groups of 2 (or 3) on the same computer. Students could then have different roles: one would remember what to do and the other would be in charge of the action. Then, they should regularly switch roles, for instance at every new step in the game story, or every 5 minutes, for instance. There is an enigma in the game so students can think together too.

Play as homework

You could also ask them to play this game or it's second act (after the village attack) at home and, if the level of your students is adapted, to make a small report on the story. There are different endings depending on the player choices so student should be invited to explain their choices.

Make sure that students are aware of the expected duration of the game, so that they can manage their time accordingly. For the homework activity, it is also advised to give them the player's guide, so that they can find help if they are stuck at a step of the game.

Briefing

Pedagogical requirements

The game is tailored for **A2 and B1 learners**. However, in the game dialogues, they may be exposed to more complicated vocabulary, less important for the resolution of the game.

To help them, students can be allowed to use the player's guide and the included vocabulary list.

In terms of grammar, in order to understand the story in details, students should have basic grammar knowledge:

- Some modal verbs (can, must)
- Simple present
- Simple past
- Simple future
- Possessive 's
- Dates
- Positional prepositions
- Superlatives: "easier"
- As … as: "easier"
- Irregular verbs
- Quite: "It would give you quite an advantage"
- Subjunctive mood: "If that were true"
- Passive form : "Were added to your inventory"
- Present continuous: "It is getting closer"
- Prepositions of position: "It is getting closer"

- Simple present
- W Questions
- Past continuous: "I was travelling..."
- To be forced to: "I was forced to leave the road"
- Pronouns: "myself"
- Possibility: "Great dangers might come out of ..."
- W questions: "What is going on, why are you transparent?..."
- Negation: "I don't, We don't..."
- Obligation: "We had to help each other... I must..."
- Past continuous: "What he was talking about..."
- Future (negative): "The creature won't follow you"
- To be forced to: "You are forced to flee"
- Negation (future): "It won't follow..."
- To lie in: "Your salvation lies in the waterway"
- Past continuous: "What he was talking about..."
- Future (negative): "You'll find..."
- Necessity: "I have to"
- Negation (future): "Isn't it..."
- Possessive "...the villagers' too"
- Time for, time to...
- Questions: " Are you..."
- If...
- Modal verbs: "one should..., you can find..., we should, we shouldn't, he might have...
- It would be a pity if..."
- Future: "you'll need"

- Simple Past: "When I hit it…"

- When "when comes its…"

- Keep "I keep saying…"

- Possessive: "Malicia's house"

- Modal verbs: "I wouldn't be so sure"

- Necessity: "We need to, we must, you will have to, I must stay, "

- Going to: "More monsters are going to come"

Explanations to give before playing

Explain to your students that:

- they are going to play a game that will make them practice their English;
- The language should be in keeping with their level but they can use a vocabulary list if they don't understand some words;
- They should pay attention to the story and dialogues as they are key to the progression

Emotional security and other warnings

- The game has cartoony yet darkish fantasy elements, like vampires.
- One or two important characters may die depending on the player's decision.

Follow-up and Post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no final score of how the players performed at the end of the game, but they have to understand the story and what is asked of them in order to win the game.

You can ask your students what steps felt the most difficult for them and why. It may help them identify their own language difficulties and make them aware of what they should focus on.

Lesson plan using the in-game content learned

Prepare your students **before the game session**, to make sure that they have the basic skills to understand the basics of the story. Training them already on some of the vocabulary and grammar that they will encounter in-game will help them memorize more efficiently.

For the game activity, a **player's guide** is available in several languages. The guide comes with tips to advance in the game, in case students don't understand well what is expected. It also comes with a **vocabulary list**, that students can look at when they encountered new words. Distributing the player's guide to your students, in English or in your student's native language, with or without the vocabulary list, will depend on how you plan to use the game and the level of your student.

In order to really fix the vocabulary and grammar that will have been encountered in the game, also reuse the learned material in another activity of your choosing.

Debrief or production based on the game session

Have a debriefing after the game session(s) to evaluate what students understood of the story, and what end of the game they were faced with (depending on their choices during the game).

If you choose to give this game as a homework, you could also ask them to write a short essay about the story of the game and what they understood of it.

Did their character change throughout the story?

It's important to have your students' feedback on the activity in order to see if it was enjoyable for them and if it fulfilled the goal of making them practice English in a safe environment.

As a follow-up activity, you can ask students to write a small essay about the past events written in the runes (steles enigma).

The game

Context and story

Plot

Gideon is a monster hunter who believes only in strength and doesn't do selfless actions. Because of this, he refuses to help an endangered stranger, unleashing a new breed of monsters upon the world. Gideon will have to learn to use his smarts instead of his brawn to defeat them.

Lore – game world

Long ago a rift to another reality opened and unleashed a powerful Dragon upon the world as well as monsters. Humans defeated the dragon only to realise it was regulating the monster population. When he deisapepeared they created a portal to bring another one, to help them. Nowadays, it is believed that drinking the dragon's blood will make one the strongest person in the world. This is Gideon's quest. But he will (maybe) realise he mustn't alter the balance.

Characters

Protagonist(s)

	Gideon – The Monster Hunter Gideon is the main character. • **Game objectives**: save Prospero from the monsters to close a portal • **Goals**: Become the strongest hunter by drinking dragon blood, possibly changing into helping others against the monsters

	Malicia – Gideon's Master Malicia is a legendary Hunter who trains Gideon, both in morals and skills.

Antagonist(s)

	The Dark Presence (Vampire Warlord) It comes out of the portal and will possess Prospero and lead the monster army.

Other characters(s)

	Collin The village carpenter will test Gideon's morality.

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	Spoiler: An important choice that will decide if Malicia survives in the end.
	Prospero A mage and scholar that needs Gideon's help to reach and close the monster portal.
	The naturalist Warns about the importance not to kill the dragon. Can brew potions and has books about monsters.
	The explorer Encourages Gideon to kill the dragon and become stronger. She can help find the legendary DragonSlayer sword.
	The Villagers Gideon will (more or less willingly) help protect villagers.

Gameplay

Gameplay 1: Exploration and interactions

The game gives a top-down view that the player navigates using the following controls:

	🖱	⌨
Move	Left click	← ↑ ↓ →
Action button	Left click	Spacebar
Open/ close menu	Right click	Esc
Going backward inside a menu	Right click	Esc

Players can read some items of their inventory by using them. In the menu go to Item>Item > pick the item you want to read.
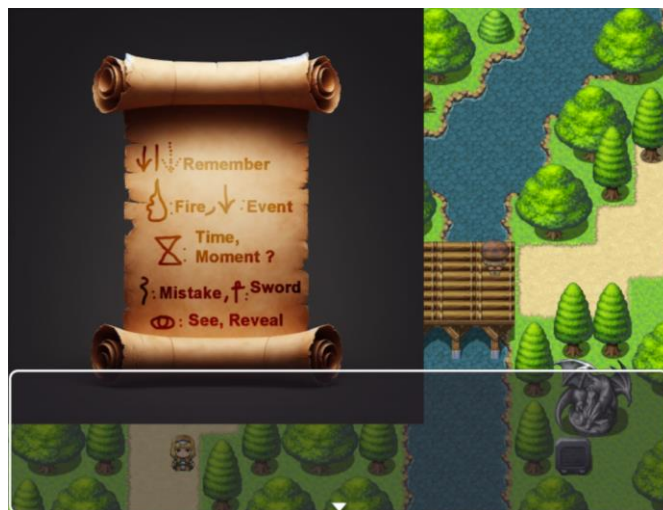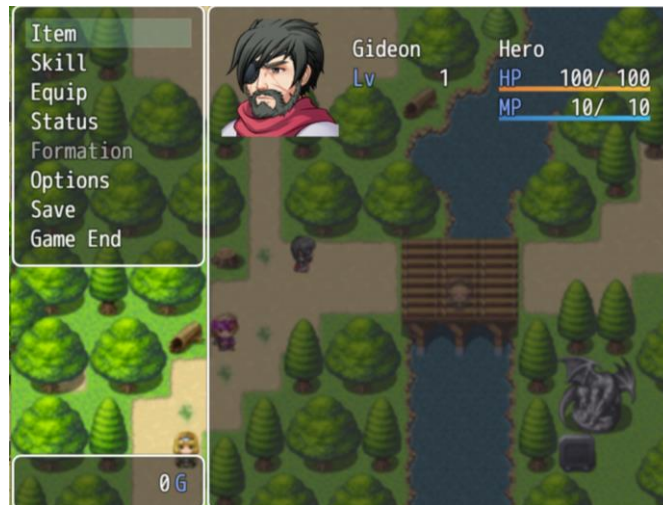
Gameplay 2: Combat

Fights with monsters are an important part of the game. But they require English tests or preparation (that required English practice).

To go backwards inside menus, use the ESC key.

Pedagogical impact

Interacting with objects and characters will have the player read English texts that explain what happens in the game.

Combats, as well as other steps in the game, make sure that the players have collected the correct items.

Roadmap and solutions

Phase A – Player's exposition of the story and controls

Initial situation

The game starts with a cutscene and a fight that introduces the character and the plot.

Objective

The player has to win a fight by using a strength potion.

Doing the same thing in the second fight doesn't work and the player is forced to flee, which launches the second part of the story, after arriving at the village.

Conclusion

When phase A ends, the players know their role in the story and the goal of the game.

A.1. Game basics

Gideon must speak to the man and defeat the monster.

- **Goal 1:** Drink a strength potion and defeat the monster

The player is exposed to the following aspects:

Grammar:

- Simple present
- W Questions

Step A.2 – Prospero and the portal are revealed

Gideon meets Prospero. He is in danger and requires help but doesn't have money to pay. Gideon refuses to help, which will trigger the antagonism of the game.

The player is exposed to the following aspects, through the dialog:

Grammar

- **Past continuous**: "I was travelling…"

- **To be forced to**: "I was forced to leave the road"

- **Pronouns**: "myself**"**

- **Possibility**: "Great dangers might come out of …"

- **W questions**: "What is going on, why are you transparent?…"

- **Negation**: "I don't, We don't…"

- **Obligation**: "We had to help each other… I must…"

Vocabulary

- South, East, further, deserve, money, payment, charity, to be surrounded by, come out of

Step A.3 – The portal opens and problems begin

Gideon discovers the portal and the fact that new monsters are no beatable by brute force. He is forced to run.

The player is exposed to the following aspects, through the dialog:

Grammar

- **Past continuous**: "What he was talking about…"
- **Future (negative)**: "The creature won't follow you"
- **To be forced to**: "You are forced to flee"
- **Negation (future)**: "It won't follow…"
- **To lie in**: "Your salvation lies in the waterway"

Vocabulary

- Shelter, waterway, to lie in, to flee, to shoot out, breath, flame, salvation

Phase B – Learning to become a better hunter

Initial situation

Gideon meets the villagers and suffers their disapproval for his lack of charity. Gideon, ashamed of loosing against a monster stronger than him wants to train with master Malicia. She will teach him to fight with his brain and feeling good about helping others.

B.1 – Dialogue with villagers and Malicia

Gideon's lone-wolf attitude and brute-force approach are challenged.

Grammar

- **Past continuous**: "What he was talking about…"
- **Future (negative)**: "You'll find…"
- **Necessity**: "I have to"
- **Negation (future)**: "Isn't it…"
- **Possessive** "…the villagers' too"
- **Time for, time to…**

- **Questions:** " Are you..."

- If...

Vocabulary

- To be washed on the shore, shore, to grab, to spit, scholar, exhausting, remotely, (how) shameful, fisherman, farmer, to realise the gravity of a situation, to expect, a fair price, wooden, garden, entrance, crowd, angry, insult, come on -> common, take them, threaten, to weigh, to respect

B.2 – The village attack

The monster that defeated Gideon earlier in the game is now attacking the village. Gideon must investigate to discover how to beat it using his smarts instead of his brawn.

By observing the monster and questioning witnesses, Gideon realises that he can set a fire to attract the monster and walk past it. He can then get a bucket of water from the carpenter.

The carpenter will ask for payment to push Gideon's buttons to try to show he is a brute. If Gideon indulges in violence, later on, the carpenter won't be available to make a crucial tool, which will cause Malicia's death.

It also permits to save the hurt villager and acquire more information on the monster's fighting pattern.

The monster is sensible to water. During 2 turns, every damage inflicted to it will be mirrored back at the player on the third turn. Water must be thrown at him just before it shoots fire on the third turn.

Grammar

- **Modal verbs**: "one should…, you can find…, we should, we shouldn't, he might have…
  It would be a pity if…"
- **Future**: "you'll need"
- **Simple Past**: "When I hit it…"
- **When** "when comes its…"
- **Keep** "I keep saying…"
- **Possessive:** "Malicia's house"

Vocabulary

- Manage to, throw, container, inhale, exhale, hurt, nephew, easily, dying, pattern, prey, heat, to sell, a pity, to spread, to adopt

B.3 – Dialogue with villagers after the attack

Gideon feels good about what he did and is sent to rescue Prospero.

The player is exposed to the following aspects:

Grammar

- **Modal verbs**: "I wouldn't be so sure"
- **Necessity**: "We need to, we must, you will have to, I must stay, "
- **Going to:** "More monsters are going to come"

Vocabulary

- Redeem oneself, citizens, fellow, trust

Phase C – Rescue mission in the forest

C.1 – Meeting the explorer and the naturalist

Gideon finds an explorer in bad shape. He also meets a naturalist who can provide healing potions, which can be used to save the explorer.

The explorer can be healed with a potion from the naturalist. Next to her lies a parchment of animal communication that will be very useful for fighting monsters in the area. She is looking for a legendary sword, DragonSlayer and encourages Gideon to kill the dragon with it, drink its blood and become strong enough to fight monsters. She warns Gideon about a vampire general northwest, he summoned an army of bats and is interested in the dragon too. It must be stopped!

The naturalist, on the other hand, explains that the dragon plays a regulatory role in the ecosystem and must be preserved. The naturalist was travelling with his gear and very useful books about monsters can be obtained by going back northeast.

The player is exposed to the following aspects:

Grammar:

- **Modal verbs** "you must help!, monster population would multiply"

- **To be forced to**: "I was forced to leave the road"

- **Past continuous**: "As I was watching…"

- **Simple Past**: "it raised its hands"

- **As…as**: "as strong as it?"

- **Present perfect:** " time has passed, have you heard about…"

Vocabulary:

- To lie on…, clothes, tainted, to notice, bite marks, neck, necklace, to feature, fang, shape, gear, parchment, further, surrounding, whispers, headache, nearby, to focus, noisy, a party, to crumble, to vanish, a glow, to approach, to reckon, healthy, frightened, to roam, to clear the way, plant-based, to cry out, coordinated, there is something about…, rift, extinct, ancestors, unleash, evolve, to drop something, to act as, to acquire, barely, abnormaly

Irregular verbs:

- Write -> written, find -> found,

C.2 – The black blood and the sword

Reaching the naturalist's book requires going through several fights with bats where the player learns how to beat them: they are hurt by fire, and they can be more efficiently touched if the player gives a preposition reverse to those they use to coordinate themselves.

Bats won't attack the player if their life is low and they have a torch.

The book provides a recipe for "Black Blood", a potion that poisons vampires that attack the drinker. The naturalist can make the black blood but requires some dragon blood.

By talking to the explorer, Gideon discovers that the dragonslayer sword was made using some dragon blood. It can be destroyed to create the black blood.

To find the sword, Gideon must solve the enigma in the old statue garden, southeast.

A stele at the entrance and lyrics from the bards' songs, given by the explorer,

The text is written in runes you can't understand.

I heard songs from the Bards that can help. But the lyrics are very different from version to version. One of them is the way to find the sword.

As well as her notes:

... explain what must be done:

the fires near each statue must be lit in the correct order of historical events.

The explorer orally gives the player historical events with their dates (listening test).

Using her translation notes:

The player can understand which stele represents which event and light the torches in the correct order.

Grammar

- **Quite**: "It would give you quite an advantage"
- **Subjunctive mood**: "If that were true"
- **Passive form** : "Were added to your inventory"
- **Present continuous**: "It is getting closer"
- **Prepositions of position**: "It is getting closer"

Vocabulary

- Mistake, events, reveal, to disturb, advantage, to suck, to dodge, to stay (close to), each other, chicken, to be pushed away , to match, recipe, to hold information, a scroll, components, a cure, stake (object against vampires), to be attracted by, to be sensitive to, a weapon, to try to…,

C.3 – Combating the vampires

Once the Black Blood potion is created, fighting the vampire general at the end of the road to the northwest will be easier.

The player can use what they learned about bats: keeping a low health with the torch permits to avoid fighting bats on the way. Before the fight with the vampire, they can use their potion to heal completely.

The vampire general will try to hurt Gideon mentally by saying sad sentences. The player must turn the negations into positive sentences.

The player can counter only if they activate their "focus" ability.

The black blood potion will turn the vampire healing into damages.

Once the fight is over, a haunted Prospero will arrive: the vampire warlord/dark presence possesses him!

Malicia will intervene to save Gideon, if the stake is available, she will be saved. After some dialogues, the player can choose to drink or mix the dragon blood. Drinking it will permit to kill the warlord but also Prospero in the process: bad ending.

Mixing it with the black blood will permit to both defeat the vampire and cure Prospero of vampirism.

Grammar

- **Superlatives**: "easier"
- **As ... as**: "easier"

Vocabulary

- To feel something, within, a massive amount, pain, petrified, to engage someone (in combat), to realise, victorious, the only one, capable, to reach, to cure, enhanced, thanks to, barely, someone's chest, swarm, roar, to bite, to scratch, to grab, to strike, a wound, to heal, to throw, a vial,

Irregular verbs

- Bring -> brought

References

The game has been realised with **RPG studio MV**, with the assets of the program.

Additional assets

Visual assets

Displayed images and transition landscape images were generated using DALL-E2 from OpenAi, which is available for free on the Bing search engine inside the Edge web browser.

Sounds

Sound effects from Pixabay

Voices were generated using text-to-speech AI https://elevenlabs.io/

Ambiant sounds made with ambient mixer

Music

Autumn Forrest by Olexy from Pixabay

Battle Ship by Hot_Dope from Pixabay

Scary Creepy Dark Ambient Cinematic Lullaby by Dmitry Taras from Pixabay

Medieval Fantasy by Aleksey Chistilin from Pixabay

War is coming Music by Musictown from Pixabay

Mysterious Dramatic orchestra by Apollo Audio Finetune Music from Adobe stock

Post Apocalypse Music by Oleg Fedak from Pixabay

Dark Meadow Music by Noru from Pixabay

Lone Wolf Music by Guilherme Bernardes William from Pixabay