

Jorge Gonçalves – Spanish

1. Words and context (the pupils already have some language knowledge – A2):

- a) Multiple choice;
 - b) Matching exercises - sentences;
 - c) Fill in exercises;
 - d) Synonyms.
- Throughout the worksheet, the words showed up in different contexts/ sentences. This way the pupils were able to understand them (their meaning) intuitively.
 - In the end, to check if the pupils had learned the vocabulary, they were given the definition of the word and they had to write the correct word for each definition.
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Isabel Fonseca - French

2. Noughts and crosses game

- The class was divided into 3 groups;
- The teacher drew the game on the board, writing a verb in each square;
- Each group had to fill in a line writing correct sentences with the verbs given;
- The group that wrote more correct sentences would win the game.

3. Word game

- The class was divided into 3 groups;
- The teacher chose a letter. With that letter the pupils needed to write correct words;
- Every time 2 or more groups wrote the same word, each group would win 1 point, if the words were different, they would win 2 points.

Note: These games were used to make revision on vocabulary previously taught.

Paula Araújo - English

4. The hangman

- The pupils were divided into groups. Each group chose a spokesperson.
 - The spokesperson was given a picture of a sport and the name of that sport. He/she had to draw small lines on the board. A line for each letter. The groups had to guess the sport. Each wrong letter, the spokesperson started drawing the hangman. Once the word was discovered, they showed the picture to the class and the group won some points.
 - At the end of the game, they were shown the pictures and had to remember the words.
 - As a final work, they had to make an oral presentation choosing the vocabulary they had learnt.
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5. Word and picture

- After talking about food and health orally (the teacher had translated words the pupils wanted to say into English) the teacher asked the pupils to associate some food words to the corresponding picture (in a worksheet) and then choose the vocabulary needed to present a healthy breakfast, lunch and dinner.
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6. Words and meanings – matching exercise

- After talking about food and health and cooking, the teacher presented some new words related to tastes and the pupils had to match them with their meaning. After that they were presented some pictures of dishes and had to say with flavour they would associate with that dish and why.