

# 2 Posters Notes

## POSTER 1 - Town scene

This poster accompanies *All Around New edition, Level 2*.

You may use this poster to present lexical and grammatical topics or to revise them. Here are some suggestions:

### Activity 1

#### Spell it out!

Explain to the class that you are going to spell out words that appear in the poster and they have to identify them. Tell students that the word can be the name of a street, place or means of transport. Divide the class into groups and spell out a word; for example: O-A-K S-T-R-E-E-T. Then, ask volunteers from the groups to come to the front to spell out a word for their group. If the student spells the word correctly, the group gets a point and, if they identify the word, they get another point.

### Activity 2

#### True or False?

Divide the class into groups. Invite students to look at the poster and direct their attention to different people. Describe what they have got and encourage students to identify if the information is *True* or *False*: *The children going to school have got school bags.* (True) *The woman walking on the beach has got a blue hat.* (False) *The dog sitting outside the pet shop has got a short tail.* (False) *The man talking to the tourist has got dark hair.* (False) Award a point for each correct answer. Then, encourage the groups to write six sentences with true and false information. Have the groups take turns to read the sentences aloud and decide if they are true or false.

### Activity 3

#### Have they got...?

Prepare slips of paper with parts of questions or write them directly on the board leaving a gap at the beginning: \_\_\_\_\_ *the man in the park got a guitar?* \_\_\_\_\_ *the children in the park got tablets?* \_\_\_\_\_ *the girl in the park got books?* \_\_\_\_\_ *the people in the park got hats?*, etc. Prepare cards with the words *Have* and *Has*. Divide the class into groups and invite different students to complete the questions with the correct word and stick the corresponding card on the board. Then, have the group answer the question. The groups get one point for the correct question and another point for the correct answer.

### Activity 4

#### Find

Write the word *school* on the board. Invite students to look at the poster and encourage them to write down all the words related to school. Tell them to pay attention to all the details and include people, objects and places: *uniform, tablet, magnifying glass, school, teacher, students, school bag, pen*, etc. Finally, invite different volunteers to read the words aloud and write them on the board to check spelling.

### Activity 5

#### Spot the professions

Have students look at the poster and identify the professions. Write the following questions in two columns on the board: *What do you do?* *Where do you work?* Ask students to copy the questions and write the answers; for example: *I'm a waiter. I serve food. I work in a restaurant. I'm a vet. I help animals. I work in a pet shop.* Check orally with the class and when the place has a name, encourage a volunteer to spell it: *Can you spell the name, please?* Yes, it's S-T-A-R-F-I-S-H. Encourage students to describe the location of the workplace: *The restaurant is next to the school.*

## Activity 6

### Where are you?

Have students work in pairs. Ask them to choose a place in the poster without telling their classmates. Explain that they have to describe the location of the place where they are so that their classmates guess it: S1: *It's next to the radio station and opposite the fire station.* S2: *Are you in the police station?* S1: *Yes, I am.* Determine a time limit for students to describe and guess the location of a place. The student who identifies more places wins.

## Activity 7

### Memo test

Ask students to look at the poster for one minute and try to remember as much as they can. Then, cover the poster or take it from the classroom wall. Read wrong sentences aloud and encourage students to correct them: *There is a post office between the school and the police station.* (Correct: *There is a post office between the school and the radio station.*) *There are three cats in the park.* (Correct: *There is one cat in the park.*) *There is a dog at the beach.* (Correct: *There isn't a dog at the beach.* / *There aren't any dogs at the beach.*)

**Variation:** Ask Yes / No questions to test students' memory: *Are there two buses in Oak Street?* *Is there an ambulance in front of the hospital?* *Is there a cat in the pet shop?*, etc.

## Activity 8

### Can you help me?

Direct students' attention to the tourist and the man in *Ash Street*. Encourage them to imagine where the tourist wants to go and invent a dialogue between him and the man wearing the suit. Take on the role of the tourist and invite a volunteer to be the man to demonstrate the activity: T: *Excuse me, I'm lost. Can you help me, please? I want to go to*

*the park. Where is it?* S: *It's...* Have students work in pairs and take turns to ask and answer about different places. Tell them to write the dialogues in their notebooks. Then, ask some volunteers to act out their dialogues. Finally, invite the class to reflect on the importance of being helpful to people in need.

## Activity 9

### How often...?

Encourage students to identify different actions. Help them by pointing to the pictures to revise specific words; for example: *play video games, play the guitar, go to school, do sports / exercise, have lunch, do the shopping / go to the supermarket, ride your bike*, etc. Then, tell students to imagine they are the people doing the actions. Have them work in pairs and encourage them to take turns to ask and answer questions; for example: *How often do you play the guitar?* *Do you usually ride your bike?* *How often do you do sports?*, etc. Then, ask students if they do these or similar activities with their friends or family and invite them to reflect on the importance of sharing their free time with the people they love.

## Activity 10

### Who says that?

Explain to the class that you are going to read what some of the people in the poster say about their clothes. Encourage them to identify the correct person by describing their physical appearance and location; for example: *I always wear a uniform at school.* (The girl with long dark hair in the park.) *I usually wear a jacket, a skirt and high heels when I go to work.* (The woman with straight blonde hair in front of the office block.) Then, have students write sentences to describe three people in the poster. Next, ask them to work in pairs and take turns to describe and identify those people in the poster.

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## Activity 11

### What's the weather like?

Invite students to analyse the weather in relation to the people's clothes. Write their ideas on the board: *It's sunny / hot.* Encourage the class to mention the clothes related to hot weather that they can see. Then, draw students' attention to other people who have warmer clothes and encourage them to find the old man with winter clothes crossing the street. Ask the question about the weather again and write the answer on the board: *It's (a bit) cold.* Elicit all the words related to this type of weather and write them on the board.

## Activity 12

### Daily routine

Invite students to choose one person from the poster. Tell them to write about them and include their personal information, physical description and daily routine. Copy this card on the board to guide them:

Name: .....  
Nationality: .....  
Age: .....  
Physical appearance: .....  
Occupation: .....  
Likes: .....  
Abilities: .....

#### Daily routine

Morning: .....  
Afternoon: .....  
Night: .....

Then, collect all the descriptions and redistribute them again. Ask students to read their classmates' ideas and identify the person in the poster. Invite some volunteers to share the information about the people they identified with the class and ask them more questions to learn what they think about the people's lifestyles: *Is the person very*

*busy? Does the person enjoy her / his free time? Is the person healthy? Do you like the person's job?, etc.* Remind students to listen to their classmates attentively and respect their opinions.

## Activity 13

### Personality types

Revise the personality adjectives with the class and have some volunteers write the words on the board to check spelling. Then, ask students to find people in the poster that they think have these characteristics. You may ask questions about specific pictures to help them: *What's the girl with the uniform like? She's (shy). Who's friendly?;* etc. Encourage students to give reasons for their answers.

## Activity 14

### Holiday activities

Direct students' attention to the beach. Invite students to write sentences describing what the people are doing but tell them to include differences from the pictures; for example: *A couple is walking towards the sea.* (The couple is walking along the sea.) Then, cover the poster or take it from the classroom wall and ask the class to work in pairs. Tell students to take turns to read and correct the sentences. Finally, invite some volunteers to read their sentences for the rest of the class to identify the wrong information. Ask the first student to correct the sentence to read a sentence for the class and so on.

## Activity 15

### What's happening?

Prepare slips of paper with actions that are illustrated in the poster: *play the guitar, ask for directions, go to school, ride a bike, lie in the sun, drive a car,* etc. Divide the class into groups and distribute the slips of paper. Determine a time limit and have students look at the poster and write down sentences using the words. Then, invite

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different volunteers to write the sentences on the board to check. Award a point for each correct sentence. Finally, ask Yes / No questions about other actions so that the groups can get extra points: *Is the dog running? Is the woman in the restaurant drinking coffee? Are the firefighters climbing up a tree?*, etc.

## Activity 16

### Bugs in the park

Encourage students to identify the bugs that are in the park: *ants, spider and butterflies*. Divide the class into groups and have a volunteer say a characteristic to describe one of the animals; for example: *They have got a pair of antennae*. Explain that the rest of the group has to identify the animal(s). The student who says the correct answer then describes a bug for the rest of the group. Tell students to award a point for each correct answer.

**This poster can also be used with *All Around New edition, Level 1*.**

## Activity 1

### Categories

Write the following categories on the board: *School objects, Pets, Actions, Colours*. Give students three minutes to look at the poster and write down words that belong to each category. Then, invite different volunteers to read the words aloud and write them on the board to check spelling. Encourage the rest of the class to add more examples if the words do not appear in the lists.

## Activity 2

### Clues

Divide the class into pairs. Ask them to take turns to ask and answer about the people in the poster. Tell students to choose one

of the people in the poster and describe a physical characteristic at a time; for example: *She's got long straight hair*. Explain that their classmates can ask up to three questions to try to identify the person: *Is her hair dark?* If they guess who the person is, they get a point. Then, have some volunteers describe a person and encourage the rest of the class to ask questions to identify the person.

## Activity 3

### Your abilities

Divide the board into two columns and write: *I can...* and *I can't...* Invite students to look at the poster and identify the actions that they can do and those that they can't do. Have them draw the two columns on their notebooks and complete them: *I can play video games well. I can't drive a car*. Then, ask the class to work in pairs and compare their sentences. Finally, encourage different students to share their ideas with the rest of the class; for example: *I can ride a bike and Emilia can ride a bike too. Emilia can surf but I can't*. Invite the class to reflect on the fact that we all have different abilities and encourage students to mention ways in which we can help each other to develop our abilities.

## Activity 4

### What can they do?

Tell students they are going to revise Yes / No questions to ask about abilities. Point to the people performing different actions in the poster and ask: *Can the old man crossing the street walk fast? Can the man in the park play the guitar? Can the man and the woman on the beach play volleyball? Can the boy with the magnifying glass see a ladybug?*, etc.

## Activity 5

### Find it fast!

Divide the class into groups. Prepare slips of paper with instructions to find specific



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pictures in the poster and put them in a bag or box. Invite a volunteer from one group to the front and ask her / him to take a piece of paper. Have the student read the instruction aloud and find the pictures in fifteen seconds. If the student finds the pictures, she / he gets a point for her / his group.

Suggestions: *Find... three dogs. / two school bags. / three chairs. / two suns. / two red cars. / a teddy bear.*

## Activity 6

### Make a sentence

Prepare cards with prompts related to the scene in the poster. Divide the class into groups. Have a volunteer from one group take a card and use the words to make a sentence about the poster; for example: Card: *long tail*. Sentence: *The cat in the park has got a long tail*. Ask the student to write the sentence on the board and tell the group to check grammar, spelling and punctuation. If the sentence is correct, the group gets two points: one for the correct description and another one for correct use of the language. Then, invite a student from another group to take a card and make a sentence. The group that gets more points is the winner.

Suggestions: *blond hair / curly hair / short ears / drive a car / fly / short tail / small beak / play video games / read*

## Activity 7

### What's for lunch?

Direct students' attention to the menu at the entrance door of the restaurant. Tell them to work in pairs and write down five food items or dishes; for example: *spaghetti, rice, fish, chicken and hamburger*. Then, invite students to work with other classmates and take turns to ask and answer about the food items and their likes: S1: *What's for lunch?* S2: *Spaghetti. Do you like spaghetti?* S1: *Yes, I do. / No, I don't.*

**This poster can also be used with *All Around New edition, Level 3*.**

## Activity 1

### Preferences

Have students work in pairs. Tell them to take turns to choose one person from the poster and describe what the person likes or doesn't like doing so that their classmates identify who she / he is. Encourage them to use different phrases: *She / He likes... / enjoys... / loves... / doesn't like... / hates...* Give an example to demonstrate the activity and have students guess: *He loves playing video games*. (The boy in the park.) Finally, invite some volunteers to share their descriptions with the rest of the class so that they identify the people in the poster. Ask some students about their preferences: *Do you like playing video games? Do you enjoy reading?* Make emphasis on the fact that we all have different interests and it is important that we respect others' preferences.

## Activity 2

### Visual memory

Divide the class into groups and have them look at the poster for one minute. Then, cover the poster or take it from the wall. Ask the groups questions using *Is / Are there...* and award a point for each correct answer.

Suggestions: *Are there any children at the beach? Is there a teacher outside school? Is there a supermarket next to the restaurant? Are there two people in the radio station? Is there a tourist? Are there any motorbikes in the streets? Is there a post office between the school and the radio station? Is there a red bus? Are there two firefighters in front of the fire station? Are there two boys sitting on a bench in the park? Is there a man playing the guitar at the beach?*

## Activity 3

### Rules in town

Divide the class into groups. Ask them to write rules for the different places that appear in the poster. Write columns on the board: *Beach, Park, Restaurant, Hospital, School*. Remind students to use *must* and *mustn't*. Then, have volunteers from the groups read their ideas aloud and write them on the board. Invite the class to reflect on the importance of respecting rules and give examples of dangerous situations that can arise for not following the rules.

## Activity 4

### Make comparisons

Prepare cards with adjectives and explain to the class that they are going to compare buildings, people, animals and objects in the poster. Divide the class into groups and invite a student to take a card and make a sentence using the adjective in the comparative form; for example: Card: *big*. Sentence: *The bus is bigger than the car next to it*. If the sentence is correct, the group gets a point. Then, have a student from another group take another card and make a sentence.

Suggested adjectives: *tall, old, fast, young, entertaining, dangerous, small, far, expensive*.

## Activity 5

### What do you think?

Ask the class questions about the pictures in the poster to revise the superlative form of adjectives. Have the students look at the poster and write their answers down. Then, tell them to work in pairs and compare their ideas with their classmates. Finally, invite different students to read their answers aloud and encourage the rest of the class to say if they agree or not and give reasons for their ideas.

Suggested questions: *Which is the fastest means of transport? Which is the most entertaining place? Who is the most active*

*person? Which is the most dangerous animal? Which is the most boring activity? Which is the heaviest object? Who's the youngest person? Which is the noisiest street? Which is the quietest place? Which is the most modern object?*

## Activity 6

### What did they do?

Invite students to imagine that the poster shows a photo of what happened yesterday in town. Point to specific people and have students write down their ideas. Give an example to demonstrate the activity and elicit more ideas from the class: *The woman in the van outside the supermarket did the shopping. / She went to the supermarket. / She bought food at the supermarket*. After asking about some people, invite volunteers to read their ideas aloud and compare them with the rest of the class. If a student has a different opinion, encourage her / him to correct their classmates and read their sentences aloud; for example: *The woman didn't do the shopping. She delivered the products that someone bought online*.

## Activity 7

### Old town

Encourage students to imagine what the town in the poster was like eighty years ago. Ask them to draw the town in a separate sheet of paper and label the places. Brainstorm ideas with the class to guide them: *Was there a radio station? Did tablets exist eighty years ago? Was there an office block? Was there a pet shop next to the fire station?*, etc. Tell students to draw people and animals too. Then, tell them to write a description with as many details as possible. Finally, ask students to work in pairs to ask and answer about their versions of the town.

## Activity 8

### Right now

Divide the class into two groups. Have them stand in lines at the back of the classroom. Prepare cards with verbs and place them on a desk at the front. Tell students to pick up a card, read the verb, identify the person(s) in the poster doing the actions and write down what they are doing; for example: *ride a motorbike: Two people are riding motorbikes.; make a sandcastle: A little girl is making a sandcastle at the beach.* When a student returns to the line, the next student can go and pick up a card to write a sentence. After all the cards are used, check the sentences with the class. Award a point for each correct sentence.

## Activity 9

### Scrambled plans

Explain to the students that they are going to order the words in some sentences to know what plans the people in the poster made earlier. Write scrambled sentences on the board and determine a time limit to unscramble them. Then, invite different students to read the plans aloud and identify the people in the poster.

Suggested sentences: *We're going to have lunch at the restaurant. I'm going to ride my bike. I'm going to look at some bugs. I'm going to do the shopping. I'm going to play my guitar in the park. We're going to walk along the beach. We're going to interview people and read the news.*

## POSTER 2 - In your family...

**This poster accompanies *All Around New edition, Level 2*.**

This poster contains phrases to help students reflect on their social and emotional competences. You may show the poster at the beginning of the school year to introduce students to the social and emotional issues they are going to reflect on during the classes and then, work on one phrase at a time. If it is possible, display the poster on a classroom wall as a reference for students. If not, show the poster when you want to work on a specific topic. It may be useful to assign a day of the week or month to discuss the ideas in the poster with the class and do activities to promote the different values.

## Activity 1

Explain to the class that they are going to reflect on their attitudes in relation to their families. Invite some volunteers to read the phrases in the poster aloud and check understanding. Then, divide the class into groups and ask students to add more phrases referring to good actions and behaviour towards their families: *Share your belongings with you sisters / brothers. Be responsible for your homework and extra activities. Don't be rude to your parents / siblings.,* etc. Finally, invite the groups to share their ideas with the rest of the class. Stick a piece of construction paper on the board and have students draw post-it notes as in the poster to write their phrases. Display the poster on the classroom wall.

## Activity 2

Read one of the notes in the poster aloud and ask a volunteer: *How often do you (help with household chores)?* Repeat the procedure asking about other notes to different students. Then, tell the class to use the phrases in the notes with adverbs of frequency to write sentences about their

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attitudes; for example: *I always respect others' space. I sometimes put my personal items away when I finish using them.* Ask students to work in pairs and compare their ideas. Encourage them to give examples and think of ways to do some things more often. Finally, hold an oral discussion with the class.

## Activity 3

Write the following adjectives on the board: *tidy, generous, reliable, honest, respectful* and *friendly*. Invite the class to match the adjectives with the notes that describe them in the poster. Then, have students work in pairs and exchange their ideas. Encourage the pairs to think of other situations with their families that refer to these adjectives. Invite different volunteers to the front and write the examples under the corresponding adjective.

## Activity 4

Direct students' attention to the following notes: *Spend time with your family.* and *Visit your grandparents.* Ask: *What do you usually do with your family? How do you spend time with them? Do you usually visit your grandparents? Do you have lunch together? If you don't live near them, do you contact them by video calls or chat with them?* Invite students to write down activities they often do with their families and describe how they share moments together. Then, distribute magazines and tell the class to make a collage with their ideas. Have students draw and cut out pictures from magazines and include key words as well. Finally, divide the class into groups and ask students to show their collages to their classmates and tell them what they usually do with their families. Walk around the classroom and monitor. Ask the groups if they do similar activities or if they would like to apply some of their classmates' ideas.

## Activity 5

Divide the class into groups. Prepare one set of slips of paper with prompts for each group so that they make questions about the notes in the poster.

What / household chores / do?  
How often / tidy your room?  
What / thank your family for?  
When / prepare your backpack for school?  
How / respect others' space?

Then, invite some volunteers to write the questions on the board to check. Have the groups answer the questions and then, share their ideas with the rest.

## Activity 6

Read the phrase *Say 'I love you' often* aloud. Ask students to mention on which special occasions they show their love to their families: birthdays, special dates like Mother's day or Father's day. Then, ask: *Do you say 'I love you' often?* Have them give examples of everyday situations in which they express their love to their families. Encourage them to share other ways in which they show their love and say how they feel when they show and receive affection.

## Activity 7

Ask students if they tell their parents about their friends and their activities. Have the class write about what their parents know about their friends. Encourage them to include as many details as possible: *name, age, hair colour, personality, favourite activity, etc.* For example: *Matilda is eleven years old... She's very generous. She always shares her toys.*



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This poster can also be used with *All Around New edition, Level 1*.

## Activity 1

Invite different volunteers to read the sentences in the poster aloud and clarify meaning if necessary. Divide the board into two and write *Yes* in one column and *No* in the other. Have students copy the columns and write the phrases under each corresponding word according to their behaviour and attitudes. Then, invite some volunteers to share their ideas with the rest of the class. As students read their answers, ask them for more information; for example: S: *Yes: Help with household chores*. T: *What do you do? Do you tidy your room?* When students read the sentences describing things that they do not do, encourage the class to give suggestions to start doing them; for example: *No: Visit my grandparents*.

Suggestions: *Make plans with them. Have lunch together. Call them.*, etc.

## Activity 2

Direct students' attention to the following note: *Prepare your backpack for the next school day*. Ask the class if they prepare their school bags and if they sometimes forget some school supplies. Tell them that they are going to make a list with the school objects they need to take so as not to forget them. Brainstorm vocabulary with the class and then, have students work on their lists. Ask them to write the list on a separate sheet of paper with the phrase *Remember!* as a title and tell them to add pictures of the school objects. Have students take their lists home and check them when they prepare their bags so that they make sure they have everything they need for the next day.

## Activity 3

Draw students' attention to the sentence *Help with household chores*. Revise the parts of the house and invite the class to brainstorm ways in which they can help to keep the rooms clean and tidy. Read another note in the poster as an example of what they can do: *Put your personal items away when you finish using them*. Then, write students' ideas on the board. Focus on their bedrooms and have them reflect on how they contribute to keep it in order. Ask: *Where are your toys / clothes / school objects? Have you got a desk? Is it tidy? Do you make your bed?*, etc. Encourage students to be helpful by keeping their belongings organised and taking responsibility for some household chores.

## Activity 4

Invite the class to think if they spend time with their families and relate this idea to the note *Visit your grandparents*. Have students mention how they spend time with their families and write their ideas on the board. Ask guiding questions to help them: *Do you play games / sports together? Do you read / listen to music / watch films? Do you go to the theatre / cinema? Do you have picnics / ride your bikes in the park? Do you cook together?* Then, have students draw the activity that they enjoy doing with their families and include a description: *My grandmother can play the guitar very well. I like listening to her music and singing with my family*.

## Activity 5

Direct students' attention to the notes *Respect adults' authority*. and *Be obedient*. Ask students to mention rules that their parents, grandparents or other adults in the family have. Write on the board: *Rules in my family* and have students use the imperative form to write sentences. Then, ask the class to work in pairs and compare their ideas. Invite different volunteers to read their rules aloud and encourage the class to explain why it is important that they follow the rules.

## Activity 6

Read the sentence *Tell your parents about your friends and daily activities*. Ask students if they talk with their parents about their friends and activities. Have them imagine that they have got a new friend at school and they describe her / him to their parents. Ask them to copy the following card in their notebooks and invent information to complete it:

Name: .....  
 Nationality: .....  
 Age: .....  
 Physical appearance: .....  
 Favourite colour: .....  
 Favourite food: .....  
 Pet: .....  
 Abilities: .....

Then, have students work in pairs and tell them to take turns to ask their classmates questions as if they were their parents: *What's your new friend's name? How old is she / he?*

**This poster can also be used with *All Around New edition, Level 3*.**

## Activity 1

Prepare slips of paper with examples in the imperative form to represent the ideas in the notes in the poster. Divide the class into groups and have them decide which ideas the sentences exemplify. After discussing in groups, invite some volunteers to share their opinions with the rest of the class. Encourage the other groups to say if they agree and support their views.

## Activity 2

Direct students' attention to the following note: *Respect others' space*. Ask different volunteers: *Do you share your room? Do you*

*have a favourite place at home to spend time alone? Do your family members have their own places at home? How do you respect others' spaces?* Read the note *Put your personal items away when you finish using them*. to illustrate the idea and encourage students to provide more examples.

## Activity 3

Invite the class to mention why it is worth spending time with their family and what they enjoy doing. Ask students if they have plans for the weekend: *Are you going to the cinema with your family? Are you going to cook a new recipe? Are you going to have a party?* Then, have students think about plans to spend time with their family. Write on the board: *This weekend, I'm going to...* and tell students to write five plans. Next, divide the class into pairs to share their plans. Encourage students to ask their classmates for more details: S1: *I'm going to watch a film with my family*. S2: *Which film are you going to watch?*

## Activity 4

Ask the class if they help with household chores and have them mention the tasks they must do at home: *I must feed my dog. I must wash the dishes. I must make my bed;* etc. Then, divide the class into groups to share their ideas and find tasks in common. Finally, invite some volunteers to report their findings: *All of us must tidy our rooms. Only two students must walk their dogs*. Invite students to reflect on the importance of cooperating with household chores and being responsible for the order and cleanliness in their houses.

## Activity 5

Invite students to imagine they are telling their parents what they did yesterday at school and with their friends. Write the following questions on the board as a guide:

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Which subjects did you have?  
Did you have a test? How was it?  
What did you do during the break? Did you have a snack?  
What did you do with your friends? Did you have fun?

Tell students to brainstorm their ideas and write down their answers. Then, explain that they are going to represent their dialogue with their parents. Ask them to divide a sheet of paper into squares and draw themselves talking to their parents. Help students plan their designs and brainstorm ideas with the class to include in their pictures: *place where they are, time of day, activity they are doing while they are talking (having dinner, walking, doing the shopping, relaxing in the living room, etc.)* Remind them to add speech bubbles with the questions and answers. Then, have students work in pairs to share their ideas. Finally, invite pairs to act out the dialogues for the rest of the class.

## Activity 6

Draw students' attention to the note: *Visit your grandparents*. Ask the class if they see their grandparents often and encourage them to describe their visits. Write guiding questions on the board: *How often do you visit your grandparents? Where do they live? What's special in their house? What are your grandparents like? What do you like doing with them? Why do you think it's important to visit them / spend time with them?* Have students write a description and share their opinions about why they value their grandparents' company.

## POSTER 3 - Digital Concepts

**This poster accompanies *All Around New edition, Level 2*.**

This poster can be used at the beginning of the school year to introduce students to the concepts or you may work on different words and phrases every week. If it is possible, display the poster on a classroom wall for reference.

## Activity 1

Direct students' attention to the emojis at the bottom of the poster. Have some volunteers read the abbreviations and their meanings. Ask the class if they are familiar with these words and if they use them when chatting with their friends. Encourage them to mention other emojis they use and their corresponding abbreviations. Then, spell out the abbreviations and encourage the class to say the complete words.

## Activity 2

Draw students' attention to the blog. Have a volunteer read the words in the boxes aloud and check understanding. Encourage the class to think of other websites in which they have to log in and log out and they can use an avatar: *emails, video call apps, online games, forums, social media (Twitter, Facebook, Instagram, etc.)*. Then, write prompts on the board and have students make the questions: *How often / log in? What social media / use? How many avatars / have? How many accounts / have? always / log out? Have / blog? participate in forums?* Divide the class into pairs and tell students to take turns to ask and answer the questions. Finally, invite different volunteers to share their ideas.

## Activity 3

Have students look at the girl and identify the social media she uses (*Instagram*). Ask the class: *What's her username? Has she got a Youtube account too? What does she post about? Why is she an influencer? Why does she use hashtags? (To identify the topics.) Has she got any comments from her followers?* Then, invite students to design their own Instagram account and draw a picture as if they were posting it during their holidays. Remind them to include all the features such as username, description / comment and hashtags. Ask them to leave a blank space under their descriptions. Then, divide the class into groups and have students exchange their posts and leave comments under the photos on their classmates' accounts.

## Activity 4

Direct students' attention to the photo of the girl in the phone and ask them to imagine they have swiped to see the other two photos that *Fashiongirl* posted. Encourage them to draw pictures of the clothes she photographed and describe them. Have them include the type of clothes, colours and the occasions, time of day or seasons to wear them. Then, tell them to work in pairs and leave comments about their classmates' posts.

## Activity 5

Divide the class into groups. Write the digital concepts with scrambled letters on the board. Determine a time limit and have students unscramble the words. Then, invite different volunteers to the front to write the words on the board to check. Encourage students to explain the digital concepts to get an extra point for their groups.

## Activity 6

Invite students to design a card with information about their friends with emojis. Write *BFF* on the board and have students copy it on a separate sheet of paper. Encourage them to draw the emojis that correspond to this concept at the top and write the name of their friends. Then, have the class complete the card only with emojis:

Personality: .....  
Family: .....  
Pet: .....  
Favourite subject: .....  
Favourite sport: .....  
Favourite season: .....

Ask students to work in pairs and exchange their cards. Explain that they have to write about their classmates' friends by decoding the emojis. Elicit some phrases that students can use to refer to their friends' favourite things and write them on the board as a guide: *Her / His favourite (subject) is...; She / He likes...; She / He loves...; She / He enjoys...; etc.* Tell students to ask their classmates questions to check they understand the ideas: *Does your friend like Geography? Has your friend got two sisters?; etc.* Finally, invite different volunteers to read the descriptions about their classmates' friends aloud.



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This poster can also be used with *All Around New edition, Level 1.*

## Activity 1

Prepare slips of papers with definitions for the digital concepts in the poster. Divide the class into groups and determine a time limit for them to identify the corresponding words. Then, ask different volunteers from the groups to say a concept and read the correct definition. Finally, ask students questions to check comprehension: *Have you got a handheld device? Have you got a blog or an Instagram account? What's your favourite emoji? Do you like any influencer / youtuber? What can she / he do?*

## Activity 2

Have students focus their attention on the mobile phone. Point to the girl and elicit who she is: *an influencer / a youtuber*. Then, ask: *Has she got a lot of followers? Does she use hashtags?* Invite the class to mention influencers they follow. Then, ask students to draw a mobile phone screen with the picture of their favourite *Instagrammer* or *Youtuber*. Have them copy the following card on a separate sheet of paper and complete it:

Influencer: .....  
Age: .....  
Nationality: .....  
Physical appearance: .....  
Hobby / Activity: .....

Collect the pictures and cards. Stick the pictures on the board and redistribute the cards. Have students read the information and find the corresponding pictures. Then, ask different volunteers to describe the influencer they have identified.

## Activity 3

Ask students to imagine that they are helping a relative create an account on a social media site. Tell them to decide which family member they are going to help and design an avatar with her / his characteristics. Ask them to use a separate sheet of paper to draw the picture together with personal information and a description. Tell them to include the person's name, age, hair colour, eyes colour, favourite colour, pet and ability. Then, divide the class into groups and have students sit in a circle and place all the sheets of paper at the centre. Encourage them to ask questions about their family members to identify the corresponding avatars and profiles.

## Activity 4

Prepare cards with the emojis that appear in the poster and cards with the abbreviations. Stick the cards with the pictures and letters facing the board. Divide the class into groups and have a volunteer turn over two cards. If the emoji and the abbreviation match, the group takes the cards. Award one point for each pair of cards that the groups have and ask students to say what the abbreviations mean to get an extra point. If the cards do not match, turn them facing the board again and invite a student from the other group to the front.

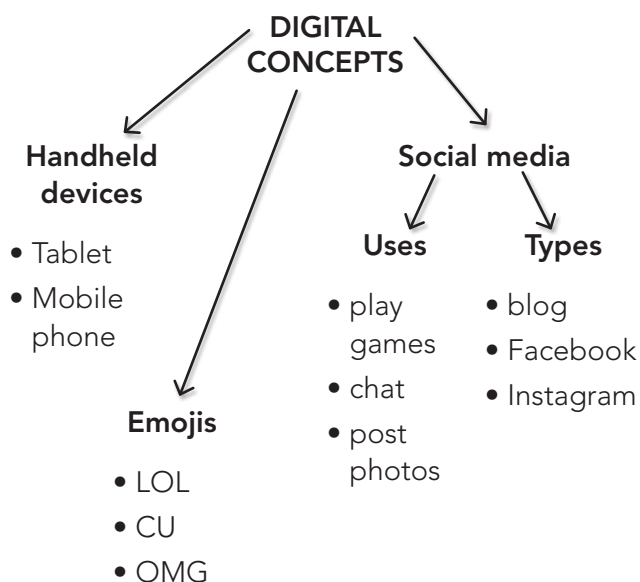
This poster can also be used with *All Around New edition, Level 3.*

## Activity 1

Invite students to look at the digital concepts the poster shows and design a mind map on the board. Encourage the class to recognise the handheld devices: *a tablet* and *a mobile phone*. Ask some volunteers if they have any of these devices and invite students to say what they use them for: *play games, chat, watch videos, call family and friends, send*

# 2 Posters Notes

messages, post photos; etc. Then, have the class identify the webpage and app: a *blog* and *Instagram*. Invite different students to mention the characteristics of these platforms by reading the words in the boxes and adding their own ideas. Elicit students' ideas regarding social media: *Do you like posting photos online? Do you play games online? Do you write or read blogs? Do you leave comments on other users' posts? Do you use too many emojis when you chat? Why are they useful for you?* Help them with vocabulary if necessary. Finally, have students copy the mind map.



## Activity 2

Encourage the class to use the concepts in the poster to revise safety and netiquette rules when using the internet. Divide the class into groups and have students write sentences with *must* and *mustn't*; for example: *You mustn't tell other people your passwords. You must log out after using a site. You must use privacy settings to share your content only with people you know. You must be respectful when you leave a comment;* etc. Invite some volunteers to read their rules aloud and support their ideas. Have the rest of the class give their opinions and vote on the five most important rules.

## Activity 3

Direct students' attention to the tablet. Ask them to work in pairs and write instructions using the Imperative form to create an account and an avatar for a blog. Elicit verbs that they can use and write them on the board as a guide: *Write, Invent, Choose, Enter email address, Post;* etc. Tell them to decide what their blog is about and invent a name. Have them draw a picture of their avatar and include a description. Finally, invite different pairs to read their instructions, say what their bog is about and describe their avatar for the rest of the class.

## Activity 4

Tell students to imagine they are organising a party and have them design cards with emojis to invite their friends. Encourage them to be creative and add as many emojis as possible. Ask them to think about the type of party they are going to have (costume, surprise, birthday, etc.), the time and place. Then, have them exchange cards with their classmates to decode the invitations.

## Activity 5

Have students invent an *Instagram* account to share photos of their favourite activity or sport. Ask different volunteers what they love doing and write ideas on the board. Then, tell the class to think of a user name related to the activity they like and design a logo for their account. Have them copy the mobile phone that appears in the poster and use the design of the account as a model. Encourage students to draw their logo where the photo of the influencer is. Then, ask them to draw a picture of the activity as if it were a photo and have them add a description. Finally, collect all the designs and stick them on the classroom walls. Invite students to look at the accounts and leave comments with emojis.

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## Activity 6

Invite students to design a glossary with all the words that appear in the poster. Have them work in groups and write definitions for the digital concepts and add examples to clarify the ideas when necessary. Tell students to write the words in alphabetical order and encourage them to add three more concepts they know. Finally, invite the groups to read their definitions aloud. You may bring a piece of construction paper and have the class write the glossary. Display the poster on the classroom wall.

## Activity 7

Ask students to imagine they have a blog about sports. Have them copy the design of the blog in the poster and invent an address and a name. Encourage students to include an avatar and facts about their favourite sportsperson: *name, nationality, date of birth, sport and height*. Remind the class of the website about football facts on page 30 in Unit 3 *Student's Book* so that they use it as a model. Then, divide the class into pairs and ask students to exchange their blogs. Tell them to use the information to write a description about their classmates' favourite sportspeople. Finally, invite different volunteers to show the blogs and read the descriptions aloud.