

POSTER 1**House and garden scene**

This poster accompanies *All Around New edition, Level 1*.

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

Activity 1**Match**

Prepare slips of paper with words that refer to objects, people and animals represented in the poster. Divide the class into groups and invite a volunteer to take a slip of paper. Have the student read the word aloud and point to the corresponding picture in the poster; for example: *school bag, birds*. When the student finds the correct picture, ask her / him to say the complete sentence: *It's a school bag. They're birds*. Continue with the same procedure with the other groups. When students answer correctly, they win a point. If the answer is incorrect, the next group can try to find the picture and get a point.

Activity 2**What colour is it?**

Invite students to look at the poster. Point to different objects they know and ask them to identify the colour: *What colour is it? Is the rabbit brown? Are the chairs in the living room green? Has grandad got white hair?* Invite some students to take on your role and ask questions to the rest of the class.

Activity 3**How many?**

Divide the class into groups. Write a list of words on the board and explain to students that they have to look at the poster and

write the corresponding number of items. Determine a time limit and then check with the class. Invite volunteers from each group to write the numbers in words on the board to check spelling. The group with the most correct answers wins. Suggestions: *children, big animals, balls, food items, pieces of furniture, photos, trees, etc.*

Activity 4**Who are you?**

Write the following information on the board:

Name:
Age:
Hair:
Location in the house:
Action:

Invite the class to choose one of the people in the poster and complete the information. Encourage them to invent the name and age of the person. Then, have students walk around the classroom asking and answering questions to identify who their classmates have chosen; for example: *What's your name? How old are you? Have you got blond hair? Are you in the kitchen? Can you play the guitar?*

Activity 5**Correct me**

Divide the class into groups. Say wrong sentences to describe the poster and have students correct them; for example: *The school bag is black. The boy in the garden can dance very well. The cat is in the bedroom*. The groups get a point for each correct answer. Then, invite the groups to write their false sentences and exchange them with other groups so that they write the correct versions. Finally, invite different volunteers from the groups to read the sentences aloud.

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Activity 6

Spot it!

Ask the class to find elements with specific characteristics; for example: *Find something blue in the bedroom / objects in the shape of triangles in the house / people with dark hair*, etc. After each instruction, have students share their answers. Write lists of the words they mention under the corresponding headings; for example: Blue things in the bedroom: *door, bed, desk*, etc. Invite the class to reflect on the tidiness of the rooms: *Are the rooms tidy? Can you see objects that are not in the correct place? Do you think all the members of the family help to keep the house tidy? Why is that important?*

Activity 7

What can they do?

Determine a time limit and encourage students to write down all the actions they can see. Then, have the class share their answers and write the words on the board: *watch TV, play football, cook, play the guitar, do homework, ride a bike*, etc. Ask the class if the people in the illustration can do the actions: *Can the boy in the bedroom watch TV? Can he write? Can the girl in the garden play the guitar?* Invite some students to ask questions to their classmates. Finally, direct students' attention to the girl with the bike on the floor and ask: *What's the problem? What's her friend's reaction? In what situations do you help your friends?* Then, draw students' attention to the boy dancing: *Can he dance well? Is that a problem? Is he happy?*

Activity 8

Wild animals

Have students identify the wild animals in the poster: *Can you see something strange in the poster? Do wild animals live in houses?* Encourage them to mention the natural habitats where the animals in the poster live:

Where do these animals live? They live in the jungle and the grassland. Invite the class to give reasons why animals must remain in their natural habitats and not kept in captivity. Then, say different characteristics that the animals have got and ask the class to mention the corresponding animal(s): *It has got small ears. Giraffe, monkey and lion.* Invite some students to take on your role but this time, have them mention abilities so that their classmates identify the animal(s): *It can run / fly.* Finally, ask students to choose one of the animals and write a description.

Variation: Invite the class to compare the animals. Write prompts on the board to guide them; for example: *lions / elephants / ears: Monkeys have got small ears but elephants have got big ears. Monkeys / Giraffes / climb up trees: Monkeys can climb up trees but giraffes can't (climb up trees).*

Activity 9

My pet

Ask students to choose one of the pets and write a riddle: *My pet is (small). It has got (long) ears and (big) eyes. It can (run fast).* When they finish, have them work in pairs taking turns to read their descriptions and identify the pets. Encourage students to ask their classmates for more information: *What's your pet's name? Is it a naughty pet? Where is it? Is it on an armchair?* Finally, ask the class if the people in the poster take good care of their pets and encourage them to give reasons for their answers. Invite students to mention if they have got any of these pets and ask them to give examples of how they take care of them: *take the dog for a walk, play with the animals and feed them, take them to the vet*, etc.

Activity 10

Memory game

Divide the class into groups and show them the poster for one minute. Then, cover the poster or take it from the classroom wall. Tell

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the groups that you are going to describe the poster and they have to say if the information is *True* or *False*: *The carrots are in the sink. Five birds are on the roof. The baby is in the living-room.* The groups get a point for each correct answer and they get an extra point if they can correct a false sentence.

Variation: Instead of saying right or wrong information, ask Yes / No questions: *Is the house big? Are all the children in the house? Is the giraffe in the garden? Has a boy in the garden got a tablet? Can the two girls ride bikes well?*

Activity 11

Have the class identify the pets they can see in the poster: *tortoise, rabbit, dog, cat.* Invite students to mention other pets they know: *fish, parrot, hamster, tarantula.* Then, ask students to draw a pet and write a description. Have them include the specific place where the pet is. Finally, invite different volunteers to show their pets and read their descriptions aloud without saying the location of the animal. Encourage their classmates to ask questions to guess where the pet is in the poster: *Is your pet in the garden? Is it between the rabbit and the boy who is dancing? Is it next to the swimming pool?*

This poster can also be used with *All Around New edition, Level 2.*

Activity 1

ABC

Tell the class that they are going to write examples for each letter of the alphabet. Ask students to look at the poster and find a place, an object, a colour or an animal that starts with one of the letters: *armchair, butterfly, cooker, etc.* Check the answers with the class and encourage students to use the words to make sentences: *The cat is sleeping on the armchair. The butterfly is flying. The cooker is in the kitchen.*

Activity 2

Clothes and accessories

Divide the class into groups. Determine a time limit and have them find and write down as many clothing items and accessories as they can. Then, invite different students from the groups to read the words aloud and write them on the board to check spelling. Ask the class to identify the person(s) with the clothing item or accessory: *Who has got earrings? Who has got gloves?* Encourage students to describe the location of the person or the activity that the person is doing in the poster: *The woman on the sofa in the living-room. The boy playing football.*

Activity 3

Locations

Divide the class into groups. Write the following prepositions on the board: *behind, next to, between, in front of.* Determine a time limit and ask the groups to describe the locations of people, animals and objects in the poster; for example: *The lion is behind the tree. The baby is between the man and the woman. The ball is next to the bed.* Then, invite the groups to read their sentences and write them on the board to check. The group with the most correct sentences wins.

Activity 4

What is happening?

Divide the board in two columns and write: *In the house* and *In the garden.* Divide the class into groups and ask students to describe what the people and animals are doing. Determine a time limit and invite the groups to read their sentences aloud. Then, analyse the different situations with the class and encourage them to share their ideas: *Do you spend time with your friends and family? What do you do? Do you spend too much time on the mobile phone or tablet? Do you play sports or do activities outdoors? Do you help your friends?*

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Activity 5

Guess who

Have the class work in pairs. Invite students to choose a person in the poster and take turns to give clues about her / him. Encourage students to describe the physical appearance and clothes, give information about what the person is doing and finally, where the person is. When students guess who the people are, they choose other persons to describe and identify. Walk around the classroom and monitor.

Activity 6

Speculations

Invite students to invent missing information about some situations in the poster. Ask students questions to guide them and encourage them to be creative: *What time is it? What's the weather like? What subject is the boy in the bedroom studying? What's in the boy's school bag / pencil case? What are the people watching on TV? Why is the dog standing on two legs? What is the woman cooking? What type of music is the girl with the guitar playing? What is the boy doing with the tablet? Why are the children having a picnic? Why are there wild animals in the house? Why is the lion running? What is there behind the house?*

Variation: Ask students to write about the time and frequency in which the people and animals do the activities. Have them invent their answers and then compare their ideas with the classmates to find if they have similar opinions. Suggested questions: *How often does the boy study? How many hours a day do the people watch TV? What time does the woman start cooking? How often do the children play football? When does the man in the bathroom have a bath? What time does the cat wake up? How often does the dog go for a walk? When does the tortoise eat?*

Activity 7

What are they like?

Focus students' attention on the people in the poster. Encourage the class to look at what the people are doing and describe the people's personalities. Ask questions to help them: *What's the boy in the bedroom doing? He's studying / doing homework. What's he like? He's hardworking. He's tidy, too.*

Activity 8

Test your memory!

Divide the class into groups. Have them look at the poster for one minute. Then, cover the poster and write words on the board: *microwave, two butterflies, flowers, a piano, a carpet, four lamps, a cellar, etc.* Determine a time limit for students to remember which of the objects are in the poster. Finally, invite some volunteers to share their answers aloud: *There isn't a microwave. There are two butterflies.*

Variation: Divide the board into two columns and write Yes and No. Have students copy the table and write the words in the corresponding column. In order to check their answers, ask: *Is there a microwave? Are there two butterflies?* and encourage students to answer using the complete form: *No, there isn't. / Yes, there are.*

Activity 9

Where are you?

Invite students to imagine that they are part of the scene. Ask them to describe where they are, what they are wearing and what they are doing. Explain that they may be interacting with the people in the poster or they may be alone doing a different activity. Have the class write their descriptions and exchange them with their classmates to check. Then, invite some volunteers to share their ideas. Finally, tell them to draw a picture of the part of the poster where they are and include all the details that they wrote in their descriptions.

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Activity 10

Spot the differences

Invite students to describe one of the people in the poster. Tell them to include three sentences with wrong information. Explain that they have to write about the physical appearance, clothes and action or activity. Read a description and encourage the class to look at the poster to identify the person and find the differences; for example: *Mum is in the living room. She's sitting on the sofa. She has got curly hair. She's wearing a T-shirt and a skirt. She's playing video games.* Have students correct the wrong sentences: *She hasn't got curly hair. Her hair is straight. She isn't wearing a skirt. She's wearing jeans. She isn't playing video games. She's watching TV.* Then, ask students to write their descriptions with wrong information. Tell them to work in pairs and take turns to read and identify the differences.

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

Activity 1

Describe it!

Have students work in pairs. Tell them to describe a room so that their classmates identify it: *In this room, there is a picture on the wall. There are four chairs...* Then, encourage students to ask each other questions about the rooms: *Is there a lamp in the bedroom? Is there a microwave in the kitchen? Are there curtains in the living-room?*

Activity 2

Who says it?

Explain to the class that you are going to dictate or write sentences describing preferences on the board and they have to look at the poster and match the ideas with the people. Suggestions: *I love cooking. I like*

playing the guitar. I don't enjoy riding a bike. I hate doing homework. I don't enjoy dancing. I prefer listening to music. I love playing football. Then, encourage students to invent their own sentences. Have some volunteers read their ideas aloud and ask the class to identify who expresses that preference in the poster.

Activity 3

Predicting plans

Have students focus on the people and imagine their plans for later in the day. Ask questions to guide students: *What is the boy going to do when he finishes his homework? What is the girl on the floor going to do when she stands up? What is the man going to do when he goes out of the bathroom? What are the children playing football going to do when they get tired?*

Activity 4

Not alike

Invite the class to look at the poster and compare people, animals and objects. Give suggestions to help students make their comparisons: *butterflies, chairs, lamps, men in the house, children dancing, lion and monkey, giraffe and elephant.* Invite some volunteers to read their sentences aloud. Then, ask questions and encourage the class to compare more than two people, objects or animals: *Who is... the oldest / youngest / tallest / shortest person? Which is... the trendiest / heaviest / most comfortable / most modern object? Which is... the smallest / biggest / fastest / slowest / strongest / most dangerous animal?, etc.*

Activity 5

Curious eyes

Divide the class into groups. Ask students to look at the poster for one minute. Then, cover the poster or take it from the wall and ask the groups to write about specific elements

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in the poster. Determine a time limit for the groups to answer. Finally, display the poster and check the answers with the class. The group with the most correct answers wins. Suggestions: *How many chairs were there in the house? Which school supplies were there on the boy's desk? How many animals were there in the garden? Which food items were there on the kitchen table? How many bikes were there? What was there on the roof? Which animal was there on the armchair? How many people were there in the bathroom? How many musical instruments were there in the poster?*

Activity 6

Messy house

Explain to the class that the house was very messy yesterday and the family decided to clean and tidy it. Invite students to choose a room in the house and tell them to draw the messy version of the room. Then, ask students to exchange their pictures and write sentences to describe and compare the two versions of the room; for example: *Yesterday, there were clothes on the bed and the floor. Today, there aren't any clothes on the bed. There is a ball and there are slippers next to the bed.*

Activity 7

Why did it happen?

Direct students' attention to specific situations in the poster and invite them to explain the causes. Ask the class questions to guide them and encourage them to use their imagination: *Why is the girl with the bike on the floor? (She fell off the bike.) Why is the boy studying? (He didn't pass an exam.) Why is the woman cooking? (She wanted to try a recipe.) Why is the cat sleeping? (It played and ran a lot last night.) Why is she playing the guitar? (She learnt how to play a new song an hour ago.) Why are they watching TV? (They were bored.)*

Variation: Prepare slips of papers with the causes. Divide the class into groups and give each of them the sentences. Ask a question about one of the situations and have students identify the correct cause. Then, encourage the groups to write their own ideas.

Activity 8

Last weekend

Divide the class into groups. Explain to the students that the poster shows what the people did last weekend. Have the groups write five *Wh-* questions and five *Yes / No* questions about the illustration in the poster. Write prompts on the board and elicit the questions to demonstrate the activity; for example: *rain? (Did it rain last weekend?), sport / boys with a ball / play? (What sport did the boys with the ball play?)* Walk around the classroom to monitor and help if necessary. Then, cover the poster or take it from the wall. Invite a group to ask a question to another group. Award a point for each correct question and answer. Continue with the same procedure until all the groups have asked and answered the questions.

Activity 9

Categories

Explain to students that they are going to revise vocabulary. Write different categories on the board; for example: *food items, actions, clothes, furniture, parts of the house*. Determine a time limit for students to look at the poster and write down the words on their notebooks. Finally, invite some volunteers to read the words aloud and encourage the rest of the class to add vocabulary. As students say the words, ask them questions about the objects in the poster: *Parts of the house: kitchen. Is the kitchen big? Who is in the kitchen? What's she doing? Is there a table in the kitchen? What's your favourite room in the house?*

Activity 10

Adjectives

Write scrambled adjectives on the board to revise with the class; for example: *surprising, happy, enormous, interesting, entertaining*. When students unscramble the adjectives, invite them to look at the poster and encourage them to use the adjectives to describe an object, person or activity; for example: *The boy is playing an entertaining game with his tablet.*

POSTER 2 - In the classroom...

This poster accompanies *All Around New edition, Level 1*.

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

Introduce students to all the social and emotional topics in the poster. Explain that they all refer to the attitudes and behaviour expected in the classroom. Bring pictures showing situations that illustrate each of the sentences. Read a sentence aloud and show the corresponding picture. Encourage students to describe each situation. Finally, invite students to reflect on the importance of adopting these attitudes in the classroom and how that helps to create a calm atmosphere.

Activity 2

Prepare cards with short dialogues or examples illustrating situations in the classroom. Invite different volunteers to read the ideas aloud and invite the class to identify the corresponding sentence(s) in the poster. Suggestions: S1: *This activity is very difficult.* S2: *Do you need help?*; S1: *Can I use your ruler, please?* S2: *Here you are!* S1: *Thank you!;* S1: *I like your idea for the poster. It's great!* S2: *Thank you!;* S1: *I'm sorry for shouting. Do you want to play the game again?* S2: *Ok. Let's play.;* S1: *We have a Maths test tomorrow.* S2: *Let's study together.*

Activity 3

Every week or month, ask students to reflect on their attitudes in class during those days. Encourage them to think of situations in which they put the ideas in the poster into practice; for example: *Work cooperatively in a group. Help a classmate with an activity.,* etc. In this way, students will keep a record of their attitudes and will become aware of how they treat themselves and others and behave in class.

Activity 4

Invite students to brainstorm aspects in which they are different from their classmates: *interests and preferences, appearance, opinions,* etc. Remind students that these are our distinctive features and they make us all unique. Then, ask them to think of situations in the classroom in which they accept and respect differences: *when sharing ideas and opinions, when working together, when playing games,* etc. Raise awareness of the importance of respecting differences and encourage them to give reasons.

Activity 5

Divide the class into groups. Organise an activity in which students have to make decisions together and work cooperatively.

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For example, ask them to invent an avatar character and have them complete the card below. Write the following information on the board:

Name:
Age:
Hair:
Eyes:
Favourite colour:
Favourite sport:

Then, have students illustrate the avatar in a piece of construction paper. Determine a time limit and walk around the classroom observing students' behaviour. Finally, tell the groups to choose a member to present their ideas. At the end of the presentations, invite students to reflect on their attitudes during the activity. Refer the class to the sentences in the poster to check the different points and to guide students in the discussion.

Activity 6

Focus students' attention on the sentence: *We know it's ok to make mistakes.* Divide the class into groups and ask: *What can we learn from making mistakes?* Write the following sentences on the board:

When we make mistakes...

...we can find new ways of doing things.

...we can become aware of what we need to revise or improve.

...we can ask for help or advice.

...we learn to be tolerant by accepting that we are wrong.

Invite the groups to discuss the ideas and say if they agree with them or not. Hold a class discussion and encourage students to add more reasons and examples.

Activity 7

If you introduced students to all the sentences in the poster at the beginning of

the school year, invite them to revise their ideas before winter holidays and check if they have adopted those attitudes. Encourage students to mention what they would like to work on or improve during the rest of the school year and raise awareness of these points when they are in class. Finally, invite the class to reflect again by the end of the school year and recognise how they have changed and how their behaviour has positively influenced their relationships.

Activity 8

Invite students to mention situations in which they say *Please* and *Thank you*. Highlight the importance of being polite. Guide the class by asking questions or giving examples and write their ideas on the board: *Say please and thank you when asking others for supplies / help / permission;* etc. Then, have students represent the situations and include the appropriate classroom language they need to use; for example: S1: *Can I have your pen, please?* S2: *Here you are!* S1: *Thank you!* Display the pictures on the classroom walls and encourage students to be kind and grateful.

Activity 9

Direct students' attention to the idea of asking for help and helping others in the poster. Encourage them to mention situations in which they need help and ways in which they can be helpful. Divide the board into two columns: *Need help* and *Be helpful* and write students' ideas below; for example: *Need help: Don't understand an activity. Be helpful: Explain the activity to my classmate or give her / him an example.* Make a poster with the ideas and invite students to add more situations and suggestions throughout the year.

Activity 10

Read the sentence from the poster aloud: *We encourage and compliment each other.* Invite the class to think of how they feel when others recognise their good attitudes or

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achievements: *supported, valued, enthusiastic, happy*; etc. Ask students to brainstorm words or phrases they may use to encourage or compliment others: *Well done! Great work! You're a generous classmate! Excellent job! Thanks for your support!* Then, have students design cards to give to their classmates to compliment and encourage them when working together, either in groups or in pairs.

This poster can also be used with *All Around New edition, Level 2*.

Activity 1

Invite different volunteers to read the sentences aloud. Encourage the class to think of specific situations in the classroom to illustrate the ideas. Give an example and encourage students to add others: *We accept and respect our differences by listening to our classmates attentively when they express their views and opinions / by considering ideas that are different from ours.* Have students explain why these attitudes are important in the classroom. Ask: *How do our attitudes impact on the relationships and the classroom atmosphere?* Finally, divide the class into groups and ask them to make a poster to illustrate each situation.

Activity 2

Have students work in pairs to do an info-gap activity. You may adapt texts from the unit you are working with and prepare two cards (A and B) with missing information; for example:

STUDENT A

Name: *Amelie*
Surname:
Age:
City / Country: *Paris, France*
Family: *one brother and*
Pets: *dog*
Special ability:

STUDENT B

Name:
Surname: *Lemaire*
Age: *12*
City / Country:
Family: *and one sister*
Pets:
Special ability: *play football*

After students have completed the activity, encourage them to identify the social and emotional skills they applied: *work cooperatively, ask for help and help others, participate actively.* Ask students questions to guide an oral discussion with the class and encourage them to mention how applying these skills contribute to the interactions and relationships in the classroom.

Activity 3

Focus students' attention on the sentence *We take responsibility for our own learning.* Write the sentence on the board and ask the class to brainstorm ways in which they take responsibility. Then, tell students that they are going to reflect on their learning habits. Draw the following table on the board and have students tick the adverb that best represents their ideas:

	Never	Sometimes	Usually	Always
Bring materials to class				
Participate in class				
Do homework				
Study for tests				
Look up words in the dictionary				
Read books in English				
Watch series / films in English				

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Activity 4

Invite students to work in pairs and brainstorm words they associate with cooperation: *help, teamwork, collaborate*, etc. Then, have the class share their ideas and write the words on the board. Ask students to choose a word or phrase and draw a picture illustrating a situation in class. Finally, collect all the pictures and display them on the wall.

Activity 5

Invite students to reflect on how they feel when they receive compliments on their achievements. Explain that it is nice to acknowledge one's and others' accomplishments and that has a very positive effect. Ask the class to think of words and phrases to give encouragement and compliments: *Well done! Congratulations! You've done a great job! Your poster is great!* Have students make colourful signs with the words and phrases. Bring a piece of construction paper and write at the top: *We encourage and compliment each other.* Have students glue the words and phrases below the sentence.

Activity 6

Tell students that they are going to read situations in the classroom in which they need help. Have them work in pairs taking turns to ask for help and be helpful. Walk around the classroom and monitor. Then, invite different volunteers to share their opinions and act out the situations. Encourage the class to add more ideas and say if they apply them at school. Suggestions:

- you don't understand an activity;
- you don't have all the necessary materials to work;
- you can't finish an activity on time;
- you need to tidy your desk after a group activity;
- you need to revise for a test.

Activity 7

Direct students attention to the following sentence in the poster: *We apologise and forgive*. Invite students to reflect on negative attitudes that do not help create a friendly atmosphere in the classroom. Elicit examples and encourage students to mention common situations that affect their relationships: *not listening to each other, taking your classmates' supplies without permission, not sharing, answering rudely*; etc. Have the class think of situations in which they affect others unintentionally. Ask students if they apologise to their classmates and change their attitude. Hold a class discussion on how apologising and forgiving can make a difference: *Do you say you are sorry? Why is it important? Do you accept apologies from your classmates? How do you feel after that? Are you on good terms with your classmates after their apologies?*

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

Activity 1

Read and analyse the sentences in the poster with the class. Have them reflect on the ideas that they find difficult to implement and encourage them to suggest ways in which they can overcome these difficulties. Then, ask students to add more social and emotional skills they can use in the classroom. Tell them to support their ideas and give examples of how they could apply them.

Activity 2

Prepare descriptions of problematic situations in the classroom and have students identify the cause of the conflict and the idea in the poster that should be promoted. Divide the class into groups to share their views and then, hold a discussion with the class.

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Suggested situations:

- Two students are arguing because they both need a specific school supply and there is only one.
- In a group of five students, there are only two working on an activity while the other three are talking to each other.
- One student hasn't got the necessary material to work because she / he lent that material to a classmate but that student forgot to bring it back to class.
- Two students disagree on how to decorate a poster so they stop working and talking to each other.
- A student looks worried because she / he finds an activity difficult to do.

Variation: Ask students to invent dialogues to illustrate the conflicts and the resolutions of the problems. Have them practise reading the dialogues aloud and invite students to act out the situations for the class if they want to.

Activity 3

Tell the class that they are going to work on the idea of being kind and grateful in the classroom. Write on the board: *I'm grateful for...* Encourage students to write as many ideas as they can and compare them with their classmates. Then, ask the class to share their opinions. Stick a piece of construction paper on the board and write: *I'm grateful for...* at the top and invite different volunteers to write the ideas below.

Activity 4

Direct students' attention to the sentence: *We work cooperatively*. Elicit ideas of how students can work cooperatively in groups: *divide the tasks, help each other, share materials, contribute ideas, clear up classmates' doubts*, etc. Have students copy the list and ask them to check the points when they work in pairs or in groups so that they are aware of their attitudes. Have them reflect on the aspects they should improve.

Activity 5

Direct students' attention to the sentence in the poster: *We participate actively*. Draw a table on the board and have students copy it in their notebooks:

Interact with my classmates.	
Share ideas with the class.	
Bring information related to the topics discussed.	
Listen attentively.	
Be a class helper.	

Explain to students that, at the end of the class, they are going to check how much they have participated by ticking the sentences that best describe their actions. By keeping a record, students will become aware of their attitude and commitment to work in class.

Activity 6

Read the following sentence in the poster aloud: *We accept and respect our differences*. Encourage students to mention why this is important and ask them to brainstorm positive consequences this has in the relationships in the classroom; for example: *We learn about new things. We understand each other in a better way. We can complement each other.*

Activity 7

Encourage students to help each other when working in class. After completing a unit or learning a new lexical or grammatical item, invite them to complete a card with their ideas. You may copy the card on the board or hand one copy to each student:

What I know well:

 What I need to revise:

Have students interact to share their ideas and find classmates who can help them with the points they need to revise and get together with classmates who need their help.

POSTER 3 Classroom Language

This poster accompanies *All Around New edition, Level 1*.

This poster can be used at the beginning of the school year to introduce students to classroom language. If it is possible, display the poster on a classroom wall as a reference. Encourage students to use these expressions when they interact with you and their classmates.

Activity 1

Direct students' attention to the illustrations on the left side of the poster. Invite students to describe each picture and identify the people and school materials. Ask questions to guide the class: *What can you see in the first picture? Is this a board? Is she a teacher?* Then, read the example dialogues aloud and model pronunciation. Invite some volunteers to read the dialogues aloud to practise. After that, draw students' attention to the pictures on the right. Analyse the pictures with the class and mime the actions as you read the words aloud. Make sure students understand the meaning of the expressions and verbs. Finally, explain to students that you are going to say one of the sentences or phrases and they have to point to the correct picture.

Activity 2

Direct students' attention to the first illustration on the left where the teacher is talking with two students. Read the example dialogue aloud and then ask the questions to a student. Invite that student to ask the

questions to a classmate. Continue with the same procedure so that all students ask and answer the questions. Finally, invite students to invent a name and age and write the information on a piece of paper. Draw their attention to the second picture in the left column with the teacher and the boy and ask this question to some students:

T: *How are you?* S: *Fine, thanks. And you?*

Ask students to walk around the classroom asking and answering about their invented information and saying how they are today.

Activity 3

Write each expression in the dialogues on the left side of the poster on a slip of paper. Prepare four envelopes with the same expressions. Divide the class into four groups and hand each of them an envelope. Cover the poster or take it from the wall and determine a time limit for the groups to order the expressions and make the dialogues. Then, invite different volunteers to act out the dialogues to check.

Activity 4

Write some of the sentences from the poster with missing words on the board; for example: name's Anita.
How are you? You welcome. How do you cuaderno in English? How you? May I to the toilet? Ask students to fill in the blanks without looking at the poster. Have them work in pairs to check their answers. Finally, ask some volunteers to read the complete sentences aloud and write the missing words on the board.

Activity 5

Play a game similar to *Simon says* to practise the verbs in the poster. Tell the class that you are going to give them instructions and they have to mime the actions. Explain that if you don't say *please*, they don't have to move: *Open your books, please.* (Students

mime the action.) Say *hi*. (Students don't perform the action.) Invite some volunteers to take on your role and give instructions to the rest of the class.

Activity 6

Have students work in pairs and take turns to ask for different school supplies. Demonstrate the activity by asking a volunteer:

T: *Can I have your (ruler), please?*

S: *Here you are!*

T: *Thank you!*

Emphasise the importance of using the words *please* and *thank you*. Walk around the classroom to monitor. Students may also ask for food items to practise these words.

Activity 7

Direct students' attention to the pictures of the boy holding the eraser and the boy raising his hand. Elicit what they are doing: asking for permission. Highlight the use of *May I* and write the phrase on the board.

Encourage students to complete the question with their ideas. Then, invite different volunteers to read their questions:

May I open the window / close the door / stand up / read?

Activity 8

Cover the verbs under the pictures on the right side of the poster. Point to the different illustrations and elicit the corresponding verbs.

Variation: Write the verbs with scrambled letters on the board. Determine a time limit for students to order the letters. Then, invite some volunteers to read the verbs aloud and identify the corresponding picture in the poster.

Activity 9

Divide the class into groups and ask students to stand in lines at the back of the classroom. Whisper a verb to the first students and ask them to whisper the word to the next student.

Have the last students in the lines perform the actions of the verbs they hear.

Activity 10

Have students practise vocabulary from the units by testing their classmates. Tell students to close their books and, in pairs, take turns to ask about a specific word by using the phrase: *How do you say (sandía) in English?* Walk around the classroom and monitor.

Activity 11

Prepare cards with instructions to revise the expressions in the poster. Divide the class into groups and have students take a card, read the situation and say the corresponding expression. If the answer is correct, the student takes the card. If it is incorrect, the next student can say the phrase. Suggestions for the cards: *Ask for a pencil / ruler / eraser / sharpener. Ask a classmate about her / his age. Ask a classmate how she / he is feeling. Ask for permission to open the door / write on the board / close the window.*

This poster can also be used with *All Around New edition, Level 2*.

Activity 1

Prepare slips of papers with the sentences in the poster and cut out each of the words. Divide the class into groups and give them the scrambled words. Determine a time limit and ask students to order the words to make the sentences. Finally, invite different volunteers to read the sentences aloud to check.

Activity 2

Invite individual students and pairs to the front of the class to act out the phrases and dialogues in silence. Have students mime the situation and encourage the rest of the class to guess what the students are saying.

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Ask the student(s) who guesses / guess correctly to go the front to represent another expression.

Activity 3

Direct students' attention to the pictures illustrating the verbs on the right. Encourage students to add more verbs that they know and draw pictures to illustrate the actions; for example: *ask and answer, draw, pay attention, spell, complete, raise your hand*, etc.

Activity 4

Divide the class into groups. Tell students that you have forgotten how to say some words in English and they are going to help you. Draw students' attention to the poster and have them identify the question you need to ask: *How do you say (bombero) in English?* Ask the question to one group and when students tell you the word, ask the next group to spell that word: *Can you spell firefighter, please? Yes, F-I-R-...* Continue with the same procedure and ask about vocabulary students need to revise. Award one point for each correct answer and spelling.

Activity 5

Direct students' attention to the verbs on the right side of the poster. Mime an action and have students say the corresponding word; for example: *Listen*. Invite a student to mime another action: *Open the book*. Ask the class to remember the previous verb and form a chain with the verbs that are represented: *Listen, open the book*. Continue with the same procedure until students make a mistake or forget one of the verbs. Encourage students to add verbs related to classroom language that do not appear in the poster: *look at the board, sit down, be silent*, etc.

Activity 6

Have the class look at the poster to revise the words and phrases in each picture. Then,

describe the pictures and encourage students to identify them and say the correct word or expression; for example: T: *A boy is using a pen*. S: *Write*. T: *A girl is showing a ruler*. She's asking a question about it. S: *How do you say *regla* in English?* Invite different volunteers to take on your role and describe the pictures for the class to recognise them and revise the language.

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

Activity 1

Focus students' attention on the pictures and invite them to recognise the situations without reading the words in the poster. Ask, for example: *In which picture is a student closing a book? In which picture is the teacher asking questions? Who needs to go to the toilet? Who wants to clean the board? Who is writing?*, etc. When students identify the picture, read the dialogue or sentence aloud to revise the language.

Activity 2

Encourage students to add more expressions and verbs that they now know. Since students at this level talk about rules, revise imperative forms and encourage the class to make sentences using *must* and *mustn't*; for example: *You must raise your hand. You must tidy your desk / the classroom. You must be silent when others talk. You mustn't eat or drink / run / shout in the classroom*.

Activity 3

Ask the class to sit in a circle. Tell them that you are going to say the first word of a question from the poster and each of them has to continue adding a word to make a complete question. Say, for example: *May* and have the student next to you add a word: *May I*. The student sitting next to that student

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adds another word and so on. When the question is finally complete, the next student has to start a new question by saying the first word, for example: *How*.

Activity 4

Divide the class into groups. Cover the sentences and questions in the speech bubbles that are on the left side of the poster. Encourage students to identify one of the situations and have them say the corresponding sentence or question. If the words are correct, the group gets a point. If the answer is incorrect, the other group has the chance to say the sentence or question. The groups with more points is the winner.

Activity 5

Invite students to think of more situations in which they may ask the questions or say the sentences on the left side of the poster. For example: *May I turn on the lights? Can I have your red pen, please? Here you are! Thank you!* Have students brainstorm ideas and write them on the board. Then, invite the class to choose one of the situations and draw a picture to represent it and write the corresponding sentences or dialogues.

Activity 6

Revise the verbs and phrases on the right side of the poster and encourage students to think of more words for giving instructions in the classroom. Write their ideas on the board and invite students to design cards illustrating the actions they have mentioned. Ask them to draw the pictures that are on the right side of the poster as well. Then, have students write the corresponding verbs or phrases in other cards. Explain to the class that they are going to play a memory game to match the pictures to the corresponding phrases. Collect all the cards and stick them with the pictures and words facing the board. Divide the class into groups and tell them to choose two cards.

If they match, the group takes the cards. If the cards do not match, turn over the cards and continue with the next group. The group matches more cards is the winner.

Activity 7

Direct students' attention to the situations on the left side of the poster. Invite some volunteers to read the dialogues and expressions aloud. Then, have the class think of more examples to add and write the ideas on the board; for example: *Can you repeat the word, please? Can you spell the word, please? What does ... mean? What page is it? May I stand up?* Then, divide the class into groups and ask them to illustrate a situation for one of the expressions. Tell them to use the poster as a guide and include the dialogue or phrase. Finally, display the pictures on the classroom walls.