

POSTER 1 - Beach scene

This poster accompanies *All Around New edition, Level 3*.

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

Activity 1

Description race

Invite the class to look at the poster and write sentences using *There is... / There are...* Explain to students that they have two minutes to make as many sentences as possible. Then, have students work in pairs to compare their ideas and check who wrote more correct sentences. Finally, invite some volunteers to read their sentences aloud and ask the class about more details; for example: S: *There is a band.* T: *Are there six members in the band?* S: *There is a museum.* T: *Is the museum next to a restaurant?*

Activity 2

Quick answers

Divide the class into groups and have them line up looking at the poster. Tell students that you are going to ask a question about the poster and the first student to raise their hand gets to answer. If the answer is correct, the group gets a point. After a student answers a question, she / he goes to the back of the line. Explain that they must give complete answers to get a point for their groups. Suggestions: *How many cars are there? Is there a souvenir shop? How many cats are there? Is there a green car? How many guitars are there? Is there a swimming pool next to the hotel? Are there any houses? Are there any archaeologists? Are there any dogs? Is there a cinema? Is there a ruin?*

Activity 3

Your preferences

Ask the class to write down six activities that appear in the poster; for example: *play the guitar, eat seafood, ride a bike, sail, take photos, visit the museum.* Then, tell students to write about the activities they like doing and they don't like doing. Elicit the verbs to express preferences and encourage students to use them; for example: *I love riding a bike. I don't like playing the guitar. I hate eating seafood;* etc. Then, divide the class into pairs and compare their ideas. Invite some volunteers to share their preferences with the rest of the class.

Activity 4

Rules

Read some rules aloud and ask students to identify the place(s) in the poster where they can find signs with them; for example: *Don't run! (the swimming pool, the museum, the church); Be quiet. (the museum, the church) Wear a life jacket. (swimming pool, beach) Throw the rubbish in the bins. (all places),* etc. Then, encourage students to think of more rules for the different places that appear in the poster and have them explain why they are important.

Activity 5

Predict the plans

Direct students' attention to different people in the poster and encourage the class to imagine what these people are going to do.

Suggestions: *Where are the people in the boat going? What's the man in the restaurant going to eat? What are the man and child outside the museum going to see? Who's the woman outside the souvenir shop going to give a present to? What are the archaeologists going to do with the bones? Where is the man with the parachute going to land?;* etc.

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Have students write their answers down and then compare their ideas with their classmates by asking and answering questions; for example: *Are the people in the boat going to an island?*

Activity 6

What's your opinion?

Write different categories with adjectives on the board and have students make sentences about the poster, using the adjectives in the superlative form. Suggestions: *old person, interesting place, exciting activity, fast means of transport, happy person, big animal, trendy person, dangerous activity, expensive gadget, old place, friendly animal*; etc. Then, ask different volunteers about their opinions: *Which is the most interesting place?* Write their ideas on the board and have the class vote on the most interesting place of all. Continue with the same procedure to learn about the most voted ideas for each category.

Activity 7

What's the difference?

Divide the class into groups. Direct students' attention to some people, animals, objects, places and activities in the poster and have them write as many sentences as possible comparing the pictures. Determine a time limit and invite some volunteers to share their comparisons. Have students write the sentences on the board to check grammar, spelling and punctuation. The group with the most correct answers wins.

Suggestions: *Compare: the two dogs at the beach; the two bicycles in the street; the old car and the red car; the guitarist and the bassist in the band; the old woman reading at the beach and the girl with the phone next to her on the right corner of the poster; etc.*

Activity 8

Bad memory

Divide the class into groups and have them look at the poster for a minute and try to remember as many details as they can. Cover the poster or remove it from the wall or board. Then, explain to students that you have a bad memory and you are going to dictate sentences with wrong information that they have to correct. Determine a time limit so that the groups write their sentences down. Finally, invite volunteers from the groups to read their sentences aloud to check. The group with more correct answers wins.

Suggestions: *There were six people in the swimming pool. There was a blue car in front of the museum. There weren't any fish. There was a black cat next to a boy at the beach. There was a church next to the hotel. There wasn't a crab at the beach. There were two archaeologists next to the pyramid. There was a yellow plane. There was a cruise ship in the sea. There were two waiters in the restaurant. There weren't any children in the museum. There was an old car behind the restaurant. There were five musicians on the stage.*

Activity 9

Amazing discovery

Direct students' attention to the archaeologists in the poster. Divide the class into groups and invite them to write about the discovery. Write questions on the board as a guide: *Where are the archaeologists from? When did they find the bones? How did they find the bones? How did the archaeologists feel when they discovered the bones? Where are they going to take the bones?* Tell students to write a draft and, after checking their works, have them write their final versions. Invite different volunteers to read the stories aloud.

Variation: You may also suggest that they write a dialogue between the archaeologists. Then, have the groups choose one of the

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students to be the narrator of the story and two other students to represent and to act out the dialogues.

Activity 10

Exhibition

Invite students to imagine that they went to the Natural History Museum to see the dinosaurs' exhibition. Ask them to mention what they can find in the museum and write their ideas on the board. Then, write the following sentence on the board: *Yesterday, I went to the National History Museum.* and tell students to write a short description of the exhibition. Have students continue with their descriptions using *There was...* and *There were...* and include what they liked about it. Then, divide the class into pairs and tell them to exchange their descriptions to check. Finally, invite some volunteers to read their descriptions aloud and draw a picture of what they saw at the museum.

Activity 11

Activities

Prepare slips of paper with the activities that appear in the poster with scrambled letters. Divide the class into groups and hand each of them the same amount of slips of paper. Determine a time limit for students to write the correct words. Then, invite different students from the groups to say the answers aloud and identify the activities in the poster. Award a point for each correct answer. Ask different students if they like doing the activities: *Do you like snorkelling? Do you like sailing?*

Suggestions: *make a fire, go sailing, go surfing, swim in the sea, play the guitar, eat seafood, lie in the sun, build a sandcastle, visit a museum, ride a bike.*

Activity 12

Last holidays

Divide the class into pairs. Ask students to choose one person from the poster and take turns to tell her / his classmates what she / he did last holidays. Encourage their classmates to ask *Yes / No* questions to recognise the person in the poster; for example: S1: *Last holidays, I played the guitar.* S2: *Did you play with a band?* S1: *No, I didn't. I was with my friends at the beach.* S2: *Have you got fair hair?*

Activity 13

Who are you?

Choose one person from the poster and tell students that they have to ask you questions to identify who you are. Explain that the poster shows an image of the place you visited on your last holidays. Have students ask *Yes / No* questions; for example: *Were you with your family / pet? Were you at the hotel? Did you lie in the sun?*, etc.

The student who identifies the correct person in the poster takes on your role and the rest of the class asks her / him questions to recognise the person she / he chooses to be in the poster.

Activity 14

Correct the mistakes

Tell students that you are going to describe the poster and they have to identify the mistakes you make. Point to the specific pictures in the poster so that students can identify them and give the right information. Explain that they have to say the negative version of your idea and then, say the correct sentence. Suggestions: *A man flew a helicopter. Paleontologists discovered fossils. A dog ran after a bird. An orchestra gave a concert. A little boy collected shells. The man with a white beard read a magazine. A cat slept in the street. A girl rode a small bike.*

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Activity 15

Accommodation

Invite students to imagine they are staying in the hotel that appears in the poster. Ask them to describe the bedroom where they are staying and the activities they can do at the hotel. Encourage them to add information about other places in the hotel and write questions on the board to help them: *Is there a gym? Is there a restaurant? Is there a playroom?* Have students draw a picture of the bedrooms in a separate sheet of paper and ask them to hand them in together with their descriptions. Stick the pictures on the classroom walls and redistribute the pieces of writing. Tell students to read the texts and identify the corresponding pictures.

Activity 16

Scrambled questions

Prepare slips of paper with scrambled questions about the scene in the poster. Divide the class into groups and give each of them a set of questions. Determine a time limit to unscramble the questions. Then, have different volunteers read the sentences aloud to check and award a point for each correct question. Have the group answer the question to get an extra point. The group with more points wins.

Suggestions: *Where is the church? Where is the restaurant? Is there a hospital? Is there a police station? Are there any dolphins? Are there any tents? Did the archaeologists find bones? Did the band give a concert? Is the waiter serving food? Is the grey cat sleeping?*

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

Activity 1

Find me

Invite students to choose one person from the poster and imagine that the person is a member of their family. Copy the following card on the board and ask the class to complete it with the corresponding information:

Name:.....
Age:.....
Hair:.....
Eyes:.....
Special ability:.....
Likes:

Then, divide the class into pairs and tell students to take turns to describe the person; for example: *My uncle's name is Alejandro. He's 45 years old. His hair is...* If their classmates cannot recognise the person after listening to the description, encourage them to ask questions: *Is he in the restaurant? Has he got green shorts?;* etc.

Activity 2

How many?

Divide the class into groups. Tell the class that you are going to ask them about the quantity of specific objects, animals, people, etc. that they can see in the poster. Start by asking a question to a group and if they answer correctly, they get a point. If their answer is incorrect, the other group can answer the question so that they get the chance to win an extra point. Then, ask the same group another question. If their answer is correct, they get a point. Next, it is their other group's turn to answer again.

Suggestions: *How many animals / bikes / cars / guitars / houses / people with long hair / bags / mobile phones / chairs / tables can you see?*

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Activity 3

Pets

Invite the class to look at the poster and identify animals that people can have as pets: *cats, dogs* and *tropical fish*. Have students write a description of one of the animals and tell them to include as many details as possible: *colour, size, long / short tail, ears*, etc. Then, divide the class into pairs and tell them to take turns to describe and identify the pets.

Activity 4

Abilities

Have the class sit in a circle. Direct students' attention to the actions the people and animals in the poster are doing. Say, for example: *The man on the plane can fly high*. Encourage the student next to you to repeat your sentence and add another idea: *The man on the plane can fly high and the dog at the beach can run fast*. Continue with the same procedure until a student cannot remember all the ideas. Ask that student a question about a person or animal in the poster to start a new chain; for example: *Can the boy in the band play the drums?*

Activity 5

Point!

Prepare slips of paper with words to revise vocabulary related to colours, animals, parts of the body, food, actions, etc. Divide the class into groups and have a volunteer take a slip of paper. Explain to students that they have to point to a specific picture in the poster that represents the words. Then, ask a volunteer from the other group to take a slip of paper. Award a point for each correct answer.

Suggestions: *red car, big dog, long hair, dark hair, long tail, white hat, blue cap, short legs, small child, swim, ride a bike.*

Activity 6

Adjectives

Write adjectives on the board. Ask students to find pictures in the poster and use the adjectives to describe them. Tell them to write a sentence with each adjective. Then, have the class work in pairs and exchange their ideas.

Suggested adjectives: *nice, beautiful, big, long, straight, naughty, healthy, hungry, amazing.*

Activity 7

Naughty pets

Revise vocabulary related to pets with the class and write the words on the board. Then, tell students to choose four animals and think of different places where their pets are hidden in the poster. Explain that they have to describe the specific location using the prepositions *in, on* or *under* and include the physical characteristics of the pet; for example: *My pet is in the yellow boat. It is white. It has got long ears and a short tail. It can jump but it cannot fly. (A rabbit.)* Then, divide the class into pairs and have students take turns to read and identify the pets and their locations in the poster. Finally, invite different volunteers to read their descriptions to the rest of the class.

Activity 8

I spy...

Divide the class into groups. Tell students that they are going to play *I spy...* Explain that you are going to mention different characteristics and they have to identify as many pictures as possible in the poster in thirty seconds and write down the words. Then, invite some students from the groups to read their answers aloud to check. Have them write the words on the board to check spelling. The group with more correct answers gets a point.

Suggestions: *I spy... a piece of furniture / sports / food and drinks / animals / something yellow / something big / an old person / means of transport*

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Activity 9

Likes

Divide the class into groups and have students sit in a circle. Tell them to look at the actions, food and places in the poster and ask Yes / No questions to their classmates to know about their likes. Demonstrate the activity by asking questions about the poster to different volunteers to check understanding; for example: *Do you like seafood? Do you like the museum? Do you like rock music?* Encourage students to provide complete answers and then, ask a question to the classmate next to them.

Activity 10

Twenty questions

Divide the class into groups. Explain that you are going to choose a place, animal or person from the poster and they have to ask you Yes / No questions to identify the specific picture; for example: *Are you a person? Have you got long hair? Can you play an instrument?;* etc. Have the groups take turns to ask you a question and encourage students to guess. When the groups have asked the twenty questions, have them say a word. The group that guesses correctly gets a point.

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

Activity 1

What's the word?

Divide the class into groups. Spell out words and have students write them down. Then, invite the groups to look at the poster and write sentences using the words to describe what they see. Finally, invite different volunteers to read their sentences aloud and write them on the board to check. Award a point for each correct answer.

Suggestions: *restaurant, museum, swimming pool, read, sunny, T-shirt, sail, church.*

Activity 2

Chinese whispers

Divide the class into groups and have them line up. Whisper a question to each student at the beginning of the lines and have them repeat it to the next student. Students continue whispering the question until they reach the last student. Tell the last students to say the question and look at the poster to answer it. The first line to answer the question correctly wins a point.

Suggestions: *Where is the church? Is there a swimming pool between the hotel and the museum? Are there people in the restaurant? Is there a stage behind the hotel? Is there a pyramid? Where is the red car? Is there an old woman in a boat? Is there a motorbike? Is there a fire station? Are there three bikes in the street?*

Activity 3

What are they doing?

Divide the class into groups. Determine a time limit and tell them to write sentences to describe what the people in the poster are doing. When the time is over, have some volunteers read their sentences aloud to check. Ask questions about the people doing the activities: *Is she tall? Has he got dark hair? Is he wearing a blue T-shirt?*

Activity 4

Routines

Invite students to imagine they are a member of the band playing on the stage at the beach. Ask them to write about them and their daily routines:

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Name:
Nationality:
Date of birth:
Physical characteristics:
Instrument:
Practice (time and days):
Concerts (frequency):

Then, invite students to work in pairs and take turns to interview each other. Revise the structure of the questions with the class and write prompts on the board: *What / name? Where / from? When / birthday? What / eyes? What / hair? What instrument / play? When / practise? How often / concerts?* Finally, invite different students to talk about their classmates and their routines as musicians.

Activity 5

Make questions

Write verbs or verb phrases on slips of paper and tell the class that they are going to practise *Yes / No* questions using the *Present Continuous* tense. Divide the class into groups and invite a volunteer to take a slip of paper and make a question about the poster; for example: *put on sunblock; Is the woman with a white hat putting on sunblock?* Award a point to the group if the student makes the correct question. Give a point to the first group that answers correctly. Then, invite another student to take a slip of paper and make another question.

Activity 6

Movement

Revise the prepositions of movement with the class and write them on the board: *along, towards, up, into, over, past, across, through*, etc. Then, write gapped sentences on the board and encourage students to look at the poster and complete the sentences with the prepositions. Finally, invite some volunteers

to write the answers on the board: *The cat and the dog are running the beach. A plane is flying the town. A man is walking the hotel. The girls with the boat are going the sea. The old car is going the church.*

Activity 7

Jobs and occupations

Invite the class to identify the jobs and occupations in the poster and write them on the board: *pilot, waiter, singer / musician, archaeologists*. Encourage students to mention jobs related to the places that appear in the poster, even if they cannot see the people: restaurant: *chef*; museum: *guide*; hotel: *receptionist, cleaner, manager*; souvenir shop: *shop assistant*. Then, have students choose one of the occupations and write a short paragraph. Write the following questions on the board as a guide: *Where do you work? What do you do? What time do you start work? What time do you finish? Do you like your job? Why?* Finally, invite some students to share their ideas with the rest of the class and have their classmates identify their jobs.

Activity 8

Complete

Attach the poster to the board and write gapped sentences describing the location of places and existence of objects, animals and people. Explain to the class that they have to complete the sentences using *There is / isn't...* and *There are / aren't...* Then, invite different volunteers to complete the sentences on the board to check.

Suggestions: *a big pyramid.*
..... *palm trees.*
..... *a small church.* *a restaurant*
..... *opposite the pyramid.* *any*
..... *animals on the stage.* *any*
..... *buses.* *children around a*

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fire. a swimming pool next to the hotel. a hospital.
..... a lot of people at the beach.

Activity 9

Scrambled plans

Have students sit in a circle. Say the alphabet to yourself and ask a student to stop you. Tell the class the last letter you thought about and encourage students to look at the poster and say a word starting with that letter; for example: *S: sail, swimming pool, stage*, etc. When a student cannot say a word, ask her / him to go through the alphabet silently until another student stops her / him to find out which letter they have to use. Continue with the same procedure to revise vocabulary.

Activity 10

Summer holidays

Have the class list the activities the people in the poster are doing. Then, ask students to copy the list and put a tick or a cross next to the activities according to the frequency in which they do them. Write the reference on the board: always: ✓✓✓; usually: ✓✓; sometimes: ✓; never: ✗. Finally, invite students to walk around the classroom and ask *Yes / No* questions about the frequency: *Do you always swim? Do you sometimes ride a bike?*

Activity 11

The alphabet

Divide the class into groups and have students sit in circles. Tell them to look at the poster and mention words starting with each letter of the alphabet. Explain that they must follow the correct order of the letters. Ask a volunteer from each group to start with the letter *A* and say a word: *archaeologists*. Then, tell the next students in each group to say a letter with *B*: *boat*. Have students continue with the rest of the letters. Finally, revise the alphabet with the class and invite different volunteers to write the words on the board to check.

POSTER 2 - In your town...

This poster accompanies *All Around New edition, Level 3*.

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

Tell the class that they are going to reflect on attitudes and behaviour towards others in their town / city. Encourage students to brainstorm ideas about how they can build good relationships in their community. Then, display the poster and invite different volunteers to read the phrases aloud and check they understand the vocabulary. Have students compare these phrases with their previous ideas and encourage them to think about examples to support them. Finally, divide the class into groups and assign them different phrases. Tell students to draw pictures to illustrate the examples.

Activity 2

Direct students' attention to the black board on the left of the poster. Invite students to write down the rules that they must follow in the different contexts. Then, divide the class into pairs and ask them to share and compare their ideas. Finally, invite different volunteers to mention the rules and list the most common on the board. Ask students if they always follow the rules and encourage them

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to mention reasons why they think they are important; for example: *to be safe, to respect others, to cooperate with others*; etc.

Activity 3

Divide the class into groups and have them discuss the ideas in the signs. Write the following categories on the board: *the most efficient way to help the elderly, the best way to take care of the environment, the safest way to ride a bike or skate in public places, and the most generous action to cooperate with community projects*. Tell students to share their opinions and finally vote on one idea to complete each of the categories. Write phrases on the board and encourage students to use them when sharing their ideas: *I think..., In my opinion..., In my view,...* Finally, invite different volunteers to report their ideas to the rest of the class.

Activity 4

Direct students' attention to the following notes: *Do your part to help take care of the environment. and Help to make your school, your community and your country a better place*. Have students write five sentences with their plans to put these ideas into practice. Give an example to demonstrate the activity: *Tomorrow, I'm going to walk to school to help the environment*. Then, divide the class into groups. Ask students to share their ideas and decide which five plans they are going to implement. Finally, invite the groups to tell their plans to the rest of the class.

Activity 5

Read the phrase '*Be a good neighbour*' and invite students to mention ways in which they can be good neighbours: *Don't make noise when it's late at night. Don't take out the rubbish at any time. Respect your neighbours' spaces.*; etc. Write the ideas on the board and have students copy the phrases in their notebooks. Then, ask them to tick the things

they do and the actions they must start taking to be a better neighbour.

Activity 6

Ask students why old people need help and if they are attentive to the elderly. If students answer positively, encourage them to refer to a specific situation when they helped an old person: *What happened? Why did the person need help? How did you help? How did the person feel after that? How did you feel?* Invite students to mention daily situations in which they usually help elderly people and what they do.

Activity 7

Read the following sentence aloud: *Treat others with respect and kindness*. Have the class brainstorm ways in which they can be kind in their homes, school and community. Encourage students to mention situations in which they have to ask for permission and have them make sentences to illustrate the examples: *Can I turn on the TV? (at home) Can I go to the toilet? Can I use your pen, please? (at school)*; etc.

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

Activity 1

Ask students if they are obedient and follow the rules of their families, school and community. Divide the board into three columns and write the following words as headings: *Family, School, Community*. Prepare cards with different rules and invite some volunteers to read them aloud. Encourage the class to decide where these rules apply and invite students to mention if they respect them. Then, have them make signs to represent the rules.



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Activity 2

Direct students' attention to the following sign: *Treat others with respect and kindness.* Invite the class to mention different aspects they must respect; for example: opinions and beliefs, physical appearance and clothes, interests and preferences; etc. Encourage students to be nice to others and develop positive relationships. Ask them to give examples of ways in which they can be nice to others: *ask for permission to take others' belongings, say 'thank you', apologise, offer help, share things and time with others, etc.*

Activity 3

Draw students' attention to the sentence *Be careful when riding your bicycle or skating in public places.* Ask some volunteers if they can ride their bikes or skate well / fast. Invite them to tell the rest of the class where they do the activities and if they use protective equipment. Encourage the class to mention measures to take so as to keep themselves and the rest safe. Write students' suggestions on the board and ask some volunteers if they implement the ideas: *Do you ride your bike more slowly when there are people around?*

Activity 4

Ask the class if they know or they are involved in a community project. Write the ideas on the board and encourage students to explain why the project is important; for example: *Because it helps people in need. Because it helps protect the environment.;* etc. Invite students to think about ways in which they can cooperate with a community project: *be a volunteer, donate food or things, promote activities;* etc. Invite the class to design leaflets to promote a project they are interested in to make other people become aware of its importance.

Activity 5

Read the following sentence aloud: *Do your part to help take care of the environment.* Write on the board: *At home, At school, In town.* Divide the class into groups and invite students to brainstorm ideas that they can implement in these different contexts. Then, have the groups share their ideas and write them on the board. Ask students to make a *To-do list* to start taking action and tell them to check what they do each day. By the end of the month, have students report their actions to the class: *I separate rubbish. I don't use plastic bags.*

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

Activity 1

Prepare cards with example situations. Invite different volunteers to read the examples aloud and encourage the class to identify the sign(s) they refer to; for example: *I usually help my grandma when she does the shopping. I throw the rubbish in the bin.* Encourage students to mention more examples for each sign and invite them to reflect on the importance of doing their part and the effects of their actions.

Activity 2

Revise personality adjectives with the class and write the words on the board: *generous, obedient, sociable, friendly, hardworking.* Encourage students to relate these attitudes to the ideas in the poster. Then, have students identify the adjectives that appear in the poster: *careful, responsible, honest, trustworthy, good.* Ask students to explain the meanings of the adjectives and give examples of what they do or how they behave to illustrate these ideas.

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Activity 3

Elicit *Wh-* words from the class and write them on the board. Then, invite students to make questions to learn about their classmates' attitudes in relation to the ideas in the poster. Write some questions on the board and ask them to different volunteers to demonstrate the activity: *How often do you help the elderly? What do you do to be a good neighbour? What rules do you always follow? When do you cooperate with community projects?* Divide the class into pairs and have students take turns to ask and answer the questions. Finally, invite some students to share their classmates' answers and reflect on their attitudes.

Activity 4

Invite the class to mention rules of their families, school and community and ask them to say why it is important that they follow them. Then, draw a table on the board with the rules that students have mentioned in one column and adverbs of frequency in the others; for example:

RULE	Always	Usually	Sometimes	Never
Do your homework.				
Tidy your room.				
Respect the traffic lights.				
Make your bed.				
Arrive on time.				

Invite students to work in pairs and take turns to ask and answer about the rules: *How often do you tidy your room? Do you always do your homework?* Finally, have some volunteers share their classmates' habits: *(Pedro) always does his homework. He's very responsible.*

Activity 5

Direct students' attention to the sentence: *Help to make your school, your community and your country a better place.* Invite the class to mention people, famous or not, who contribute daily to society in different areas. Tell students to choose one person to write about and include the way in which they help to make the place where they are better. Write the following points on the board to guide students:

Name:.....
Age:.....
Personal characteristics:.....
Actions:.....
Positive impact:.....

Then, ask students to write a paragraph and share it with the rest of the class. Encourage students to ask questions to know more about the person. Finally, invite the class to say which of the actions they heard about they can also take and encourage them to mention other ways in which they can contribute to make their places better.

POSTER 3 - Big Questions

This poster accompanies *All Around New edition, Level 3.*

This poster can be used throughout the year for revision, practice and evaluation. You may display the poster at the beginning of the school year to revise grammar, vocabulary and topics from the previous levels. Or, if it is possible, attach the poster to a classroom wall to practise the items after they have been introduced in each level and to use the questions for evaluation. Below, you will find more suggestions on how to work with the *Big Questions* in each unit of the different levels.

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Activity 1

Divide the class into groups and tell the class they are going to revise the topics and language from Levels 1 and 2 at the beginning of the school year. Give a dice to each group and explain that they have to throw it and answer the question that corresponds to that number. Tell students to start with *Level 1* and then, continue with *Level 2*. Explain that they have to talk for a minute about all the topics that are included in the box. Walk around the classroom and monitor. You can repeat the activity by the end of the year and include the questions in *Level 3* to revise all the contents.

Activity 2

Invite the class to work in pairs to revise the structure of *Wh-* questions and *Yes / No* questions. Tell students to choose one unit from *Level 1* or *2* and have their classmates ask her / him questions about the topic. Explain that they can read the points in the box under each unit to have ideas for making questions. Demonstrate the activity with a student to check understanding. First, invite the student to choose a level and a unit and then, ask her / him questions; for example: *Level 2, Unit 3 What do you usually do?* Possible questions: *Do you usually get up early? When do you practise sports? What do you have for lunch? What time do you go to bed?*; etc. Have students take turns to ask and answer questions about the units they choose. Then, invite different volunteers to talk about their classmates: *Sol gets up early every week. She has volleyball practice on Tuesdays and Thursdays.*

Activity 3

Direct students' attention to the big question in *Unit 1 Level 3: What do you like doing?* Tell students to take a piece of paper and write a short paragraph answering the instruction in the poster. Collect all the paragraphs and

redistribute them. Have students read the information they have aloud and encourage the class to identify the student who wrote it.

Activity 4

Invite the class to sit in a circle and tell them to say a sentence to answer the *Big Question* in *Unit 2, Level 3*. Have students mention rules and plans one after the other to make a chain with all the ideas. If a student makes a mistake or forgets the previous phrases, she / he gets out of the circle. The student who remains until the end is the winner.

Activity 5

Tell students to answer the question in *Unit 3, Level 3* by comparing the people and objects mentioned. Then, invite different volunteers to share their ideas and write them on the board. Divide the board into the different categories and write the corresponding words and names that students give. After that, ask the class to vote on their favourite people and objects and encourage them to give reasons to support their choices by using superlative adjectives. Write some suggestions on the board to help students support their ideas: *good player, funny person, trendy accessory, entertaining sport*, etc.

Activity 6

Invite students to complete a card with information to answer about their favourite music styles and bands in *Unit 4, Level 3*:

Name:.....
Nationality:.....
Style:.....
Famous albums:.....
Favourite song:.....

Ask students to use the information to talk about the topic and encourage the class to ask for more specific information; for

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example: *When was the singer born? What was the band's first album's name?*, etc.

Activity 7

Direct students' attention to the *Big Question* in *Unit 5, Level 3* and have students revise the information in the *Student's Book*. Invite them to write six sentences with mistakes about paleontologists, dinosaurs and ancient civilisations that appear in the unit. Then, tell students to close their books and read their sentences to their classmates. Have students correct the wrong information and award a point for each correct answer. Finally, invite different volunteers to read their sentences to the rest of the class so that they correct the information.

Activity 8

Read the *Big Question* in *Unit 6, Level 3* and invite students to write four sentences about their last holidays and four sentences about their dream holidays. Then, have the class work in pairs and tell each other about their holidays. Tell students to imagine that their classmates are going on their dream holidays and have them ask questions about their plans. Write prompts on the board as a guide:

Where / go?
When?
Who / travel with?
How / travel?
What / do?

Finally, invite different volunteers to talk about their classmates' plans.

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

Activity 1

After working with *Unit 1*, direct students' attention to the corresponding *Big Question* in the poster. Tell the class to copy the information in the box and interview three classmates. Revise the forms of the questions with the class and write them on the board: *What's your name? How old are you? What's your favourite colour / sport? What's in your school bag / pencil case?* Have students write the answers down and check if they have ideas in common.

Activity 2

Prepare slips of paper with physical characteristics and family members; for example: *long hair, curly hair, brown eyes, green eyes, mother, sister, tall, short*. Tell students that they are going to revise vocabulary from *Unit 2* and answer the *Big Question: What do you look like?* Invite a student to take a slip of paper and use the word to describe a person (a classmate, a friend or a family member); for example: *curly hair. My brother has got curly hair*. Encourage the class to say or guess if the answer is true or false. If the sentence is false, have the class ask questions to find out about the correct information: *Has your brother got wavy hair?* Continue with the same procedure to practise more vocabulary and structures.

Activity 3

Divide the class into groups and direct students' attention to the question in *Unit 3*. Tell students to describe their house and their pet. Have students describe the room where their pet is so that the rest of the group identifies the location. Encourage students to be very specific about the position of the pet in the room; for example: *My cat is under the desk*. Then, invite them to draw pictures to illustrate their descriptions.

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Activity 4

Have the class talk about their abilities and their friends' abilities. Then, invite students to mention special abilities or superpowers they would like to have and why. Invite them to draw themselves using their abilities and write a description under the picture. Then, ask different volunteers about their classmates' abilities: *What can Leo do? Why is that ability special? Would you like to have that ability? Why?*

Activity 5

Write on the board: *What's your favourite game?* and invite students to mention the games they like playing. Write the names on the board and have students vote on the three most popular games. Then, invite the class to write the instructions to play these games using the *Imperative* form.

Activity 6

Draw students' attention to the instructions in *Unit 6*. Invite different volunteers to the front to talk about a wild animal and share the corresponding information with the rest of the class. Encourage their classmates to identify the animal and add information or curious facts they may know.

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

Activity 1

Invite students to answer the *Big Question* in *Unit 1* by drawing pictures to represent their ideas. Then, have them exchange their pictures with their classmates. Have them look at the pictures, interpret them and talk about their classmates' ideas and preferences in relation to school. Encourage them to compare their ideas: *(Juli) likes Maths but I hate it. I love Science.*

Activity 2

Tell the class to think about a job they like and answer the *Big Question* in *Unit 2*. Ask them to include the location of the workplace in their town, describe the tasks the job involves and explain why they like the job. Then, have the class work in pairs and take turns to ask and answer about the jobs as if they actually did them: *Where do you work? Where is it? What do you do? Why do you like it?*

Activity 3

Direct students' attention to the instruction in *Unit 3*. Have them write about a typical day and include the times when they do their activities. Then, divide the class into groups and have them compare their routines. Encourage students to ask and answer *Yes / No* questions to check their ideas: *Do you have English lessons at 4 pm?* Finally, invite different students to talk about their routines and one of their friends' routines.

Activity 4

Write the following categories on the board: *Physical characteristics, Personality traits and Clothes*. Divide the class into groups and determine a time limit to brainstorm vocabulary. Then, have students read their words aloud to check and ask them to talk about a friend using some of the words.

Activity 5

Direct students' attention to the *Big Question* in *Unit 5*. Tell them to imagine they have won a contest and they are going to spend a day with their favourite artists. Have them write down ideas related to the artists' routines and imagine the activities they do and the food they eat. Then, tell them to use the information to write a post for a blog of one of the fan clubs in their country. Finally, have students exchange their pieces of writing and encourage them to leave comments under their classmates' posts.

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Activity 6

Have students bring a photo of their last holidays and describe it to their classmate so that she / he draws a picture of what she / he hears. Tell students to mention the place where they are, the people they are with, the clothes they are wearing and what they are doing. Encourage their classmates to ask questions for more details. After listening to the description and drawing the picture, have students compare the photo with the drawing. Invite some pairs to share the similarities and differences between their pictures: *In her picture, she's taller than her brother. In my picture, she's shorter than him.*