

# Colour your world

## TEACHER'S NOTES

We hope you enjoy using the “*Colour your world*” set of classroom posters. There are many ways you can use these posters in your classroom, not only to practice language, but to develop the 4 ‘C’s of 21<sup>st</sup> century learning: critical thinking, collaboration, creativity and communication. So here are just a few ideas you can use in your classroom...

### VOCABULARY RACE

Why not start a lesson by putting students into teams for a vocabulary race. Set a certain amount of time (1-3 minutes depending on the level of your students) for students to race around the classroom and write a list of things in English that they can see in the poster(s).

When the time is up, ask the teams to take turns reading one word from their list at a time:

- If every other team has the same word then everybody crosses it off and the next team reads a word.
- If not all teams have the word then every team who has it scores a point.
- If no other team has the word and the teacher agrees that it is in the poster then the team who wrote it scores 5 points.

Tip: with large classes, with many teams, it can be better for all the teams to mix and mingle and score their points going around the class and checking, rather than in a class plenary.

### MEMORY GAME

Another variation of a brainstorming activity. Let students look at the poster for one minute, then turn the poster over. Students have to write down, in English, all the objects they remember seeing in the poster.

### Using the “*Colour your world*” - QUESTION CARDS

When using the questions cards that come with each poster it's important to explain to the students what learning skill the activity is focussing on: communication, collaboration, critical thinking or creativity.

This will affect the way the activity is run.

- Generally, questions that ask for opinions, or are information-gap questions, are best suited for communication skills.
- Questions that encourage multiple responses are ideal for developing collaboration.
- Tasks that require a solution are good for generating critical-thinking.
- Using open-ended questions is perfect for developing creativity.

You can also use the empty question cards to add your students' own ideas that can complement each set.

### Example 1

*"What pictures do you have in your room?"* – this is an information-gap question and is therefore best suited to communication. One student might ask a partner and then respond to the answer by asking a follow-up question or giving an opinion (e.g. *'I have a picture of Liverpool football team'* – Follow up question – *'Why, do you support them?'* – Opinion – *'Oh, I really like them, have you ever watched them live?'*). Communication questions are best done in pairs or groups of three.

### Example 2

*"Is this a boy's or a girl's room?"* – this is a question that requires a solution and so is best for critical thinking – here students should use language of speculation and justification (e.g. *'I think it must be a boy's room because...*)

### Example 3

*"What would you like to change in this bedroom?"* – this is a question that can have multiple responses and so it is good to have students discuss them in groups of four or five where they have to use a lot of interactive language to reach a consensus (e.g. *'I quite like green for the curtains, what do you think? Wouldn't a digital alarm clock be better?'*).

### Example 4

*"What can you tell about the person who lives here?"* – this is an open-ended question and so it is good to have students work in small groups of three or four. Encourage them to be creative by giving them some prompts (e.g. *Is the person happy or sad? Is the person rich or poor? Is the person young or old?*). Also encourage them to try and justify both (*The person could be poor and this might be a room from the government or this person could be rich and this is their study room*) again place the emphasis on creativity and highlight speculative language.

Tip: These poster questions work best if you provide students with functional exponents beforehand so they know what language you expect them to use when answering. You could have the students working in closed pairs with the person next to them, or in open pairs where they work with one partner and then compare answers with another. Alternatively, working in groups or even mixing and mingling as they walk around the classroom.

Think about your classroom management and about the medium used (i.e. *do the students write or speak? If they write do they all write or does one take notes?*). Remember that if you are using the book, you could use the poster questions both before you have covered the unit and then again afterwards to see whether ideas have changed, and if responses use more of the lexis connected to the topic that was introduced in the unit.

## FOR TEACHERS USING GOLD EXPERIENCE 2<sup>ND</sup> EDITION

Each poster image comes from a different level of the course and they appear as unit openers in particular units in the Student's Book. In this way, if you have a poster displayed you could use it as a prediction exercise to elicit what the students think will be covered in the upcoming unit and (certainly for higher levels) have them discuss what other poster ideas might be appropriate to introduce the theme of the unit. They might even work in groups, creating an alternative poster and you can vote on which group's poster is best if you have time. You could also use the posters as a revision tool, to help prompt the students to remember what was covered in the unit long after you have finished covering it.