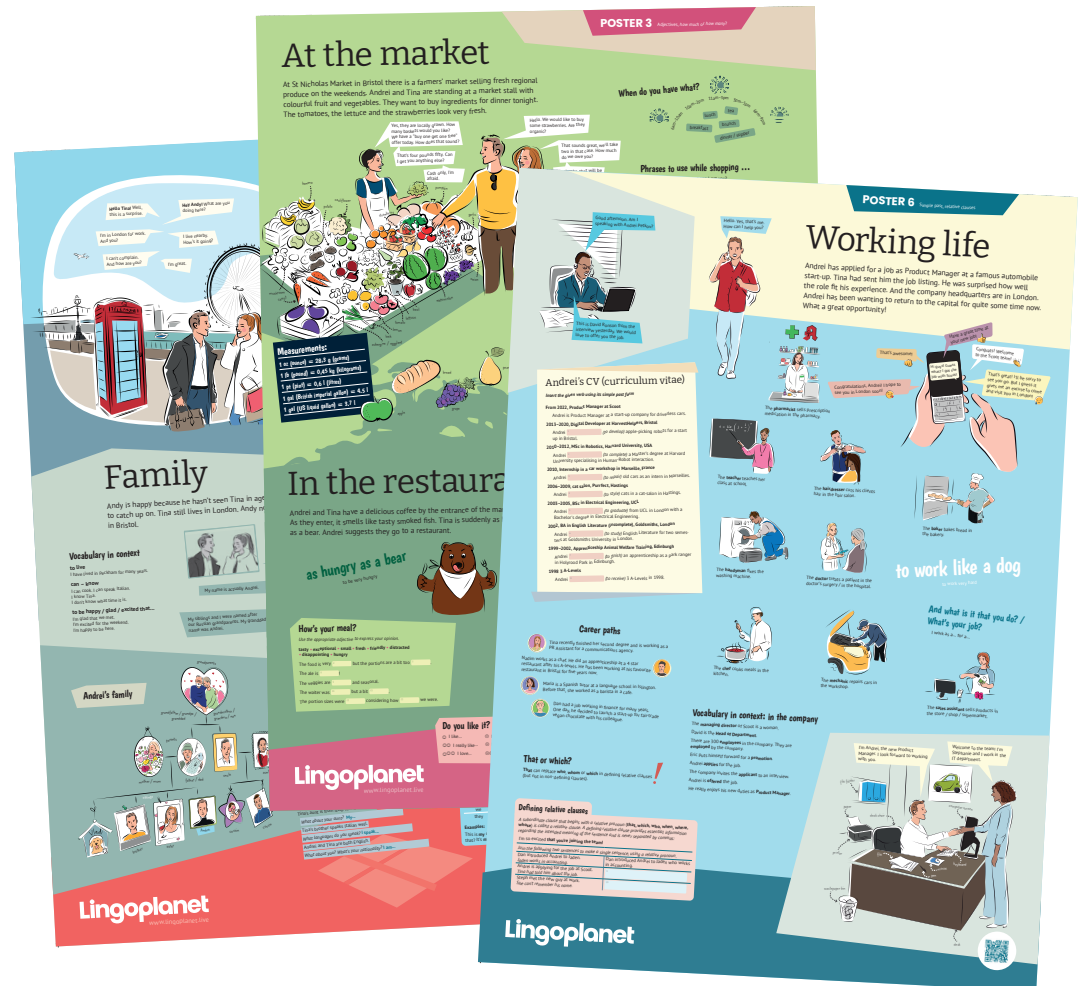


Material for the use of

Lingoposter Englisch

in the classroom



Hueber
Lingoplanet

Lingoplanet *.live*

Dear course instructors,

to help you integrate the Lingoposters into your lessons more effectively, we have created 3–4 group exercises for each poster in levels A2 and B1, accompanied by printable worksheets.

To show the posters in online courses or on the white board, please use the following link (34 MB, loading time approx. 5 seconds):

https://lingoplanet.live/files/Lingoposter_Englisch.pdf

Have fun and success!

Your Lingoplanet Team

[**www.lingoplanet.live**](http://www.lingoplanet.live)

Lingoposter 1: Greeting & Family

Please note:

- The long word **course participant(s)** is abbreviated **CP**.
- The language level indicated at the top right of each box is a recommendation only.

Activity 1

A2

Role play

Let the CP re-enact the poster dialogue in pairs or small groups, making their own variations and additions, e.g.:

"Hello Mike! What a surprise!"

"Hello Fiona! What are you doing here?"

"I am in London for a workshop. I live in Manchester. And you?"

"I live in London, nearby, in Kensington. I work here as a ..."

Activity 2

A2

Practising reported speech

Use the dialogue between Andy and Tina as a starting point for practising reported speech (indirect speech):

Andy: "Hi Tina! Well, this is a surprise!"

Andy says that this is a surprise.

Tina: "Hey Andy! What are you doing here?"

Tina wants to know what ...

Tina says that ...

Tina asks Andy how ...

Activity 3

B1

Using the idiom in conversation

After learning the meaning of the expression "Now it makes sense", the CP practise using it by incorporating it into their own dialogues, e.g.:

A: "Why do you always carry so many books with you?"

B: "I study literature at university."

A: "Ah, OK, now it makes sense."

Activity 4

A2

Present perfect or simple past

The CP make a list of (hypothetical) things that Andrei and Tina have done in the past, divided into "completed actions" and "actions started in the past and continuing in the present".

Example:

Andrei **moved** to Bristol in 2015.

Tina **has lived** in London for the last years.

→ **Print out PDF page 4.**

Completed actions

e.g. yesterday/last year/a month ago/in 1990

Actions started in the past and continuing in the present

e.g. up until now/since/for/already/not yet/

Lingoposter 2: Moving & Living

Activity 1

A2

Where is what? Practising prepositions of place

The CP describe the room on the poster, using prepositions of place to indicate where the objects are.

Activity 2

A2

Additional vocabulary

During a move, items are often damaged and need to be replaced. So you purchase some new items for your home and sell, give away or throw away others that you no longer need. The CP describe where they buy/sell/throw away things and learn new terms in the process.

→ **Print out PDF page 7.**

Activity 3

A2

Prepositions of time: in – on – at

The CP read the rule for prepositions of time on the poster. Then they ask each other questions containing prepositions of time. They can use the time expressions on worksheet 6 to form questions.

Example:

*A: "What time do you get up **in** the morning?"*

*B: "I get up **at** 6 o'clock **in** the morning."*

→ **Print out PDF page 6 for this activity.**

Activity 4

B1

Living in the city

The CP read the dialogue about Bristol at the top right of the poster. Based on this scene, they discuss the advantages and disadvantages of living in the city. Or they compare the city they are living in now to their home town / the place they are from.

Valentine's Day

5pm

the evening

the morning

the 1990s

| in | on | at |
|-------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| century decade year season month part of day | day of the week day of the month date holiday with "day" | specific time night holidays without "day" time of day (noon/midnight) night |

the 19th century

Saturday night

September

midnight

lunch

the 1st of January

the summer

the winter

Christmas

noon

Mondays

2017

half an hour

your birthday

pet shop

electrical shop

furniture store

charity

flea market

waste and recycling centre

online

SHOPPING MALL

FRIEND

garage sale

REPAIR SHOP

appliance store

flower shop

Lingoposter 3: Food & Shopping

Activity 1

A2-B1

Describing the taste of fruits and vegetables

The CP take a look at the variety of fruits and vegetables on the poster and describe the taste of the depicted foods.

→ **Print out PDF page 9 or 10, depending on the language level of the CP.**

Activity 2

A2

Practise everyday shopping dialogues

The CP take turns in playing the roles of the salesperson and the customer and practise selecting groceries, asking for the price and paying for the purchased items.

Activity 3

B1

Talking about quantities: how much/how many?

Example:

Customer: "How much are the apples?"

Salesperson: "35 pence each. How many would you like to have?"

Customer: "Five, please. Do you also have cheddar cheese?"

Salesperson: "Yes, how much would you like?"

Customer: "I'd like to have one pound."

Activity 4

B1

Writing a recipe

The CP choose one of the dishes featured on the poster – or think of their favourite dish – and write down the recipe in simple steps using imperative verbs:

- 1) **Take** an iceberg lettuce, **wash** it and **cut** it into 1-inch pieces.
- 2) **Chop** three tomatoes and **put** them in a big bowl.

sweet BITTER
salty

SOUR ...

hot mild

crunchy

sweet

BLAND

CRISPY

savoury

raw

SOUR

hot

salty

creamy

BITTER

buttery

smoky

fluffy

FRESH

...

juicy

mild

spicy

Lingoposter 4: Sports & Competition

Activity 1

A2-B1

Let's talk about sports!

The CP look at the poster and talk about different types of sports. Depending on their language level, they can practise different tenses, e.g. present perfect and future:

Example:

"Have you ever trained on the treadmill?"

"No, I haven't but I will try it out next week."

Activity 2

A2-B1

Who is more athletic?

Divide the CP into groups of 2 or 3. Give them 10 minutes to discuss and write down what they have in common in terms of sports and how they differ. Each group forms at least 8 comparison sentences.

Example:

- Lana is just as athletic as Brian because they both go to the gym regularly. But Brian plays football better than Lana.

- Tim has just as little time for sports as I do.

Activity 3

B1

My favourite athlete

Each CP writes a short text about an athlete that has inspired them. This can be a famous celebrity or someone they know personally. They read their text to the class and the other CP say whether they are also impressed by this person.

Lingoposter 5: Going Out

Activity 1

A2

Making plans to go out

If you have internet access in the classroom, check out online events calendars for activities in your city. Using the phrases from the poster, the CP practise arranging to go out to an event.

→ **Or print out PDF page 13.**

Activity 2

A2-B1

My favourite bar

The CP describe their favourite bar with the help of the vocabulary on the poster. This can be a bar that they used to go to or that they currently like to go to.

Depending on the time available, this activity can be as an oral or written exercise.

Activity 3

A2-B1

Irish Luck! Telling a story in the past

The CP describe a situation in their lives in which they were lucky using the simple past, past progressive, past perfect and past perfect progressive.

Activity 4

A2-B1

Nightlife in my hometown

The CP look at the illustrations on the poster and talk about the nightlife in their home town (or a city they used to live in) and how they get around there.

„There are many bars and clubs in the centre of my town. It's small, so you can walk everywhere.“

„When I lived in X, I had to take the bus downtown. Me and my friends liked to stay out late and shared a taxi to get home.“

POETRY SLAM

Open mic to all poets
and spoken word artists,
acts start at 8 pm

Globe Theatre
William Shakespeare, Twelfth Night
Fri 7pm (doors open 6 pm)

OLD TOWN BAR

STUDIO 54

**The Real Ale
Tavern**

Irish Pub

Riverside Restaurant

*Chicago - The Broadway Musical
at the Ambassador Theatre
Thu-Sat, 5 pm*

Cinema programme

FILM

Mission Impossible

Gran Turismo

Downton Abbey

The Little Mermaid

CINEMA

The Empire Cinema

BFI Southbank

Phoenix Cinema

ODEON

SHOWTIMES

5pm, 7:30pm, 9pm

6pm, 9:30pm

8pm

11am, 3pm

Lingoposter 6: Working Life

Activity 1

A2

Two curricula vitae

In small groups of 2–3, the CP write down the CVs of two very different fictitious people who meet and found a company together. They read the CVs to the others and describe the type of company that their characters have founded.

Which company is the most original or innovative?

Activity 2

A2–B1

Corporate structure: job positions in a company

The CP look at the organizational chart on page 15 and fill in the corresponding position names. Some can be used more than once.

→ **To do this, print out PDF page 15.**

Activity 3

A2–B1

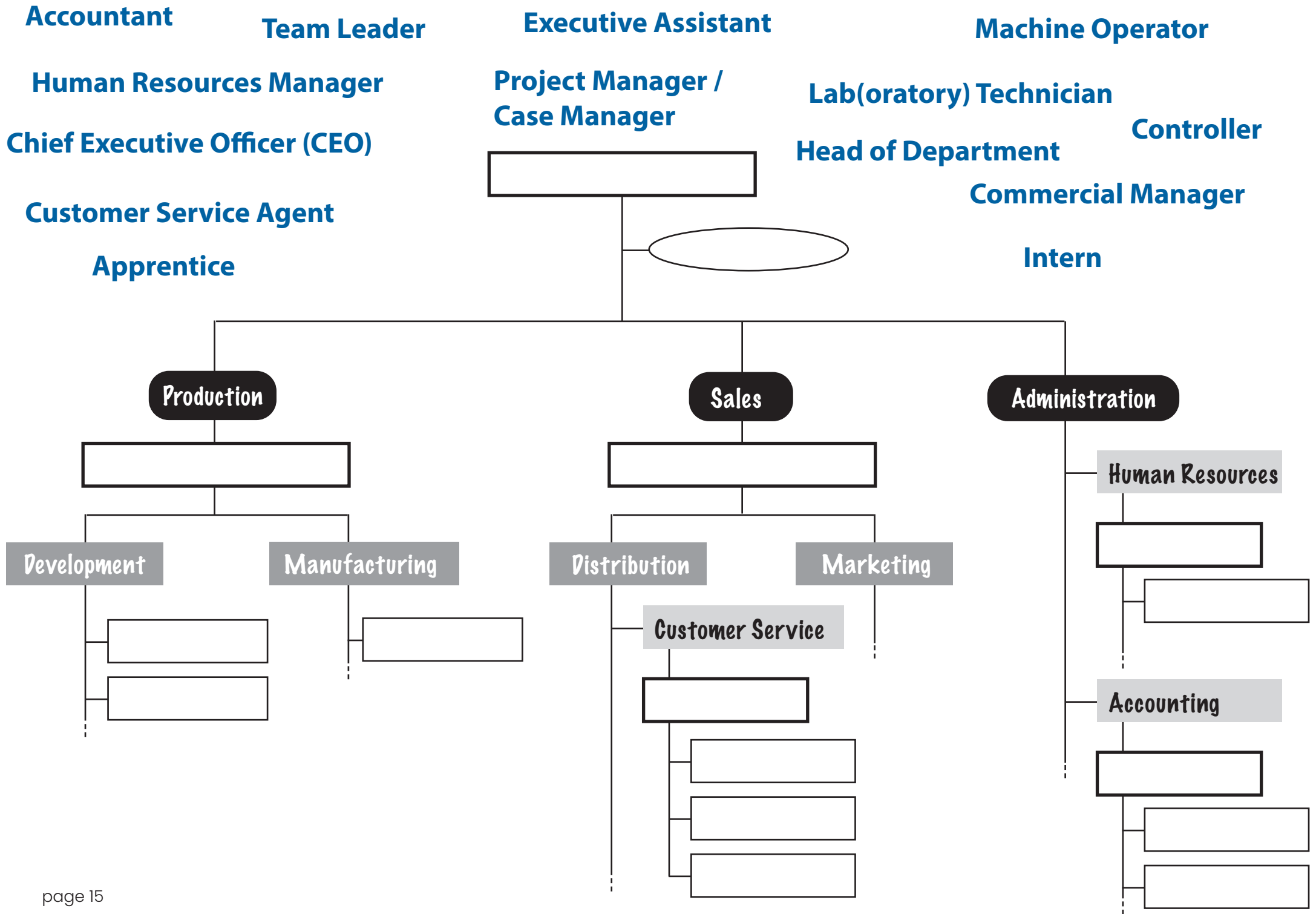
“That’s awesome!”

The CP create short dialogues in which they use the expression “awesome”.

Example:

A: “I won a trip to New York in the lottery.”

B: “Oh, that’s really awesome!”



Lingoposter 7: Travelling & Transportation

Activity 1

A2

Exploring the countryside with modal verbs

The CP imagine that they are going on a weekend trip to the countryside by train. They use modal verbs to discuss possibilities, probabilities and obligations.

→ **Print out a copy of PDF page 17 for each CP.**

Activity 3

A2-B1

A group trip to London

The CP want to go on a (hypothetical) group trip to London. They discuss which means of transport they could use for the trip and develop various alternatives.

Activity 2

A2-B1

Follow the directions

→ **Print out a copy of PDF page 18 for each CP.**

Read the following text to the class. Ask the CP to trace the route on the map. The starting point is the red dot at the bottom left.

“Go straight ahead. Pass the football field to your right and turn left onto a short path leading to the church. Walk halfway around the church. On the other side of the church, take the narrow alley that ends in front of the theatre. You will see a park to the right of the theatre. Cross the park to get to the river at the east exit. Behind the exit you will find a footbridge, which you cross. After the bridge, your final destination is the third house to the right.”

Has every CP reached the final destination? It is the large house with the porch on the right side of the river.

Ability

can
could

Possibility

may
might

Obligation

must
have to

Permission

can
may

Requests

could
would

Prohibition

can't
mustn't

Offers

will
would

Suggestions

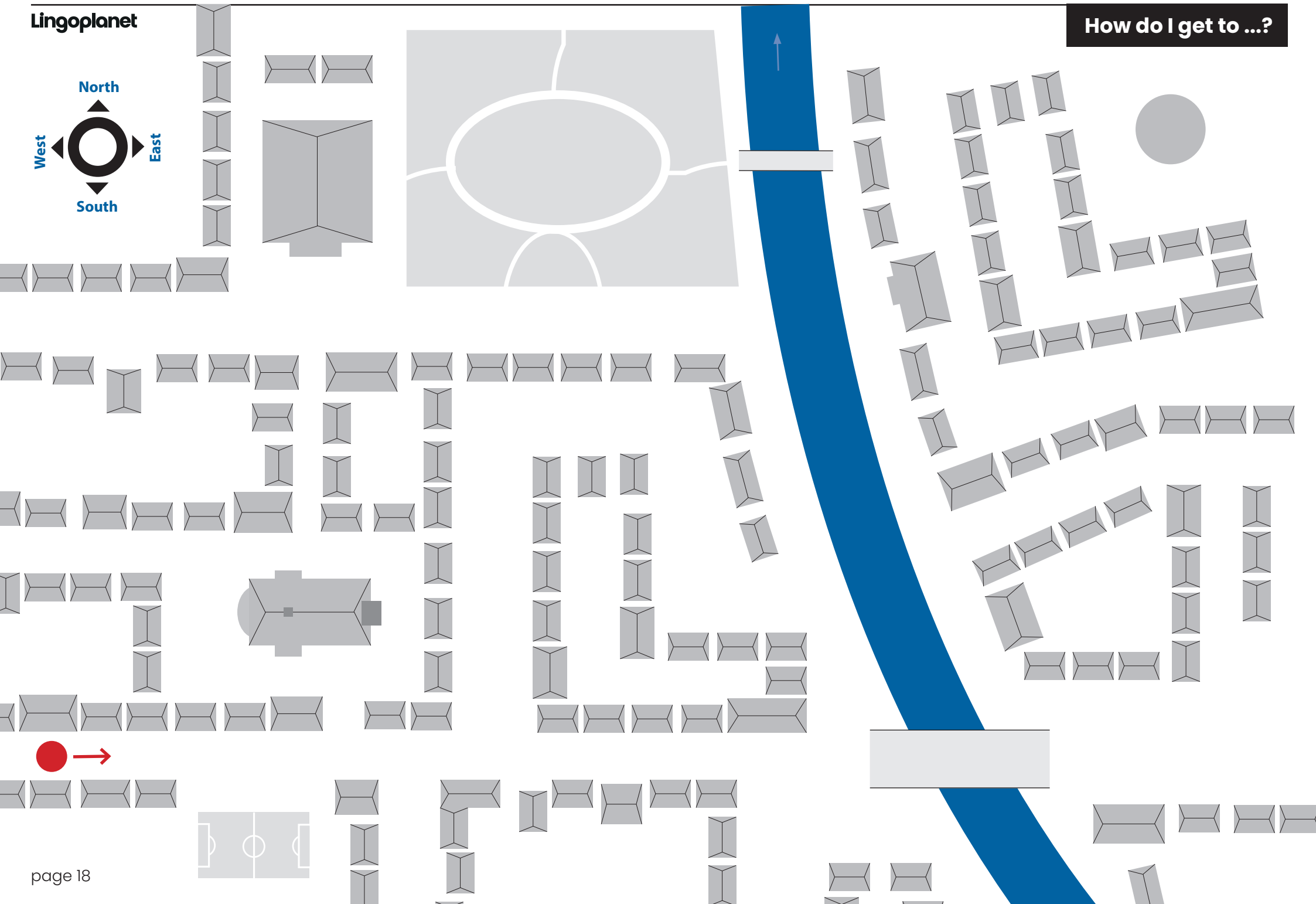
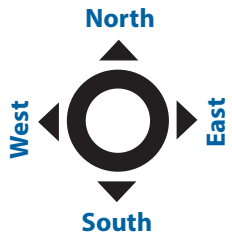
shall
should

Future probability

will
shall

Past probability

could have
would have



Lingoposter 8: Festivities

Activity 1

A2

What do you celebrate?

Each CP describes a festivity from their home country.

Activity 2

A2-B1

Demonstrative pronouns

*The CP point out and describe items in the classroom that are near or far away using singular and plural demonstrative pronouns:
this/that/these/those*

Example:

This pencil here is not very sharp.

I like the illustrations of **that** poster over there on the wall.

Activity 3

B1

Passive voice

The CP talk about their favourite film, book or song. They use the passive voice in their description.

Example:

*My favourite movie is Pulp Fiction. It **was directed** by Quentin Tarantino.*

Lingoposter 9: Future Plans

Activity 1

A2

Dreaming of the future

The CP read Andrei's dreams from the poster and say whether they would do the same things if they suddenly had a lot of money. Or what they would do instead.

Activity 2

A2-B1

Giving advice: conditional sentences

*The CP give advice to a person who wants to become a millionaire. They form conditional sentences using an **if-clause** or the modal verb **should**.*

Example:

***If** I were you, I would invest in stocks.*

*You **should** invent something and sell the patent for a lot of money.*

Activity 3

B1

Robots and AI in everyday life

The story and the poster of this unit feature a robot.

Let the CP discuss which machines already help them in their daily lives.

In which way does artificial intelligence (AI) affect them (e.g. Google Maps, language learning and translation apps, ChatGPT)?

What changes do they expect to see at work and in their private lives in the future?

Lingoposter 10: Media & Language

Activity 1

A2

What media do you use?

Everyone is constantly using their smartphone to read and write messages. What types of media do the CP use and for what?

Activity 2

A2-B1

Expressing the opposite

The CP each read out a sentence from the box “Vocabulary in context” in the poster and then express the opposite.

Example:

Many people look for potential partners on dating apps.

→ Few people don't look for potential partners on dating apps.

Activity 3

A2-B1

Internet lingo

People like to use certain abbreviations to communicate in social media and text messages. Do the CP know the meaning of these abbreviations?

→ Print out PDF page 22.

OMG ROFL

GOAT

ASAP

LOL

YOLO

BFF

AWOL

CU

TBA

XOXO

FAQ

AKA

FYI

BTW

THX

TBH

B2B

We hope that this guide will help you use the Lingoposters in your classroom effectively.

Please feel free to contact us if you have any questions or suggestions. We look forward to receiving your feedback at

contact@lingoplanet.live.

Lingoplanet .live

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