

GO! 2

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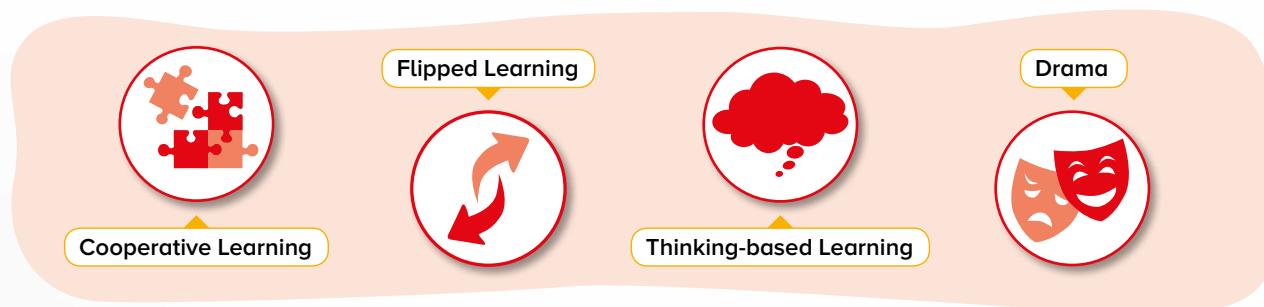


About this guide

From everyone here at Richmond we would like to help you, if you so wish, to **integrate the most innovative methodologies into your English classroom** in a simple yet structured, step-by-step way.

The **GO Innovate! Teacher's Guide** is an excellent tool for teachers to **apply the emerging learning trends to their teaching with GO!** It also serves as a model for teachers to become confident using the different methodologies, allowing them to work with any Richmond material in an alternative way.

This fantastic **optional resource** contains **four areas**:



Each area is divided into **two sections**:

- **Getting started:** First, you are presented with a **clear comprehensive outline** where you can learn **everything you need to know** to consider **each methodology**: Description and background information, principles and benefits, classroom organisation, specific objectives, teaching sequences, as well as tips and ideas for introducing each of the methodologies in the ELT classroom.

- **Step-by-step lesson notes:** Each area also includes **step-by-step guidance for a selection of lessons within each unit of GO!** These notes provide both **Language objectives** and **specific goals for each methodology**. This is to clearly highlight the children's English learning along with the development of a wide variety of **21st century skills and competences**.

All the proposals and strategies in this guide have been **carefully adapted to both the children's English level** as well as to their **cognitive age level**. The teaching suggestions evolve over the 6 levels of **GO!**, adapting to what the children are able to do at every stage.

In the **GO Innovate! Teacher's Guide**, the different methodologies occasionally **blend together** as they cannot be approached as isolated teaching systems. Keep in mind **the best way to build effective and meaningful learning is to combine different methodologies in the classroom**. Comprehensive education should include a balanced dose of each. It is also very important not to overuse them as the children will lose interest.



Different **time requirements** are set for each of the methodologies in **GO!** Depending on the type of work suggested, the children's age and their English level restrictions, the time and preparation needed may vary.

Each class is different and unique so make sure you adapt the proposed time frames and dynamics to each group.

- **Cooperative Learning: ONE structure** is proposed in each unit.



Extra time per unit is needed. Depending on the structure, it may vary **between 15 and 45 minutes**.

- **Flipped Learning: ONE dynamic** is proposed in each unit.



The dynamic **replaces the teaching suggestions in GO! 2 Teacher's Book** for the selected lesson.

- **Thinking-based Learning: ONE routine** is proposed in each unit.



Extra time per unit is needed. Depending on the routine, it may vary **between 30 and 45 minutes**.

- **Drama: TWO games** are proposed in each unit. Choose to consolidate key structures or vocabulary in each unit.



Extra time for each game is needed. Depending on the game, it may vary **between 15 and 30 minutes**.

**GO Innovate!
Teacher's Guide**
is 100% optional.
Choose activities
according to your
timetable and
methodology
preferences.



Take it easy

The type of work proposed in this guide is **a training process for the children's life skills**. It takes a while to train them, but the **long-term learning benefits** will make the effort worthwhile.

Handle Innovation with care!

Be careful not to overuse or misuse teaching innovation. The English learning objectives must always be guaranteed in any task you carry out in the classroom.

Teacher's Guide 2 Contents and Sequence

Choose activities according to your timetable and methodology preferences



COOPERATIVE LEARNING

| UNIT | LESSON | COOPERATIVE STRUCTURE |
|---|----------------------------------|-------------------------|
| READY, STEADY, GO! page 16 | Lesson 2: Spelling practice | Numbered heads together |
| 1 OUR HOUSE page 17 | Lesson 5: Language consolidation | One-two-four |
| 2 HOBBIES page 18 | Lesson 3: Language consolidation | Be my teacher |
| 3 CARNIVAL! page 19 | Unit review: consolidation | Word game |
| 4 ANIMALS EVERYWHERE! page 20 | Lesson 5: Language consolidation | Pencils in |
| 5 SUPERHEROES page 21 | Lesson 3: Speaking practice | Pair robin |
| 6 A DAY OUT page 22 | Lesson 5: Consolidation | Puzzle |
| END OF YEAR COOPERATIVE PROJECT page 23 End of year vocabulary review | | |



Extra time (15' - 45') per unit needed



THINKING-BASED LEARNING

| UNIT | LESSON | THINKING TOOL |
|-------------------------------|---------------------------------|----------------------|
| 1 OUR HOUSE page 42 | Lesson 3: extension activity | Green Thinking Hat |
| 2 HOBBIES page 43 | Lesson 4: extension activity | Mind Map |
| 3 CARNIVAL! page 44 | Lesson 2: extension activity | Green Thinking Hat |
| 4 ANIMALS EVERYWHERE! page 45 | Unit review: extension activity | Mind Map |
| 5 SUPERHEROES page 46 | Lesson 5: warmer activity | See-Think-Wonder |
| 6 A DAY OUT page 47 | Lesson 4: extension activity | Compare and Contrast |



Extra time (30' - 45') per unit needed



FLIPPED LEARNING

| UNIT | LESSON |
|-------------------------------|----------|
| 1 OUR HOUSE page 28 | Lesson 1 |
| 2 HOBBIES page 29 | Lesson 1 |
| 3 CARNIVAL! page 30 | Lesson 1 |
| 4 ANIMALS EVERYWHERE! page 31 | Lesson 1 |
| 5 SUPERHEROES page 32 | Lesson 1 |
| 6 A DAY OUT page 33 | Lesson 1 |



To replace Teacher's Book Lesson 1 proposals



DRAMA

| UNIT | LESSON |
|-------------------------------|-------------|
| READY, STEADY, GO! page 50 | Unit review |
| 1 OUR HOUSE page 50 | Unit review |
| 2 HOBBIES page 51 | Unit review |
| 3 CARNIVAL! page 51 | Unit review |
| 4 ANIMALS EVERYWHERE! page 52 | Unit review |
| 5 SUPERHEROES page 52 | Unit review |
| 6 A DAY OUT page 53 | Unit review |



Extra time (15' - 30') for each game needed



Use this structure
for consolidation.



COOPERATIVE LEARNING STRUCTURE • WORD GAME •

GENERAL DESCRIPTION

The children work together in their team to reinforce the vocabulary or concepts from the unit. The children start by working individually to make a picture which clearly shows the language covered. The team then looks at everybody's work together, in order to add more details if necessary. Finally, the team's work is displayed together on a mural for the rest of the class to see.

LANGUAGE OBJECTIVES

- To revise clothes vocabulary.
- To revise weather vocabulary.
- To practise the structures *It's ... I'm wearing ...*

COOPERATIVE GOALS

- Positive interdependence
- Individual responsibility



ACADEMIC PERFORMANCE

This structure **activates previous knowledge** and works to review the unit content. It also promotes **planning skills** and **teamwork**.

RESOURCES AND MATERIALS

- Student's Book, page 37
- Pieces of paper (1 per child)
- Pencils (1 per child)
- Crayons (1 set per child)
- Large card paper (1 per team)
- Glue (1 per child)

STEPS

- 1 Complete the Student's Book lesson with the children. Then the children sit in their teams as explained in the 'Getting started instructions' on pages 9-10.
- 2 The **Materials Manager** collects the material for the team and hands them out.
- 3 Explain that each team is going to work with one type of weather. Each team member is going to draw themselves wearing appropriate clothes for their weather.
- 4 Assign a type of weather to each team.
- 5 The children work individually. First, they write their type of weather at the top of the piece of paper, for example, *It's windy*. Then they each draw a picture of themselves wearing appropriate clothes. Finally, they list their clothes starting with, *I'm wearing ...*
- 6 The children show their work to the rest of their team.
- 7 The team members check each other's work and make any corrections.
- 8 When they are all happy with their collective work the **Speaker** from each team decides how to stick their pictures onto the card. Each team member sticks their own picture.
- 9 The children walk around the class to see each team's work.
- 10 The posters can stay in the class as a display.
- 11 The **Materials Manager** puts away all the material.
- 12 The team celebrates their success and hard work with a **Team High Five!**



TIPS

- Write model sentences on the board to help and also display the word cards.
- When checking each other's work the children should try to explain any corrections they make.



CARNIVAL!

This dynamic replaces lesson 1 in the Teacher's Book.



HOW TO FLIP THIS LESSON

LANGUAGE OBJECTIVES

- To introduce clothes vocabulary: *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt.*
- To revise colours: *black, blue, green, orange, pink, purple, red, yellow.*
- To practise listening and speaking skills.
- To practise the pronunciation of new words.

WHY FLIP THIS LESSON



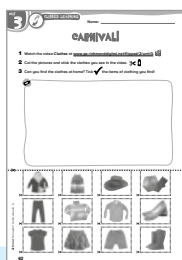
- To **train** the **children's memory** abilities.
- To **promote** the development of the **children's learning autonomy** by encouraging them to check the answers themselves.
- To **develop the children's thinking** and **study skills** by organising the key vocabulary in a chart.

Complete description of Flipped Learning benefits → page 26

RESOURCES AND MATERIALS

AT HOME

- A copy of **Unit 3 Flipped worksheet**, page 62 (1 per child)
- **Chant video: Clothes** – available on the **GO! website**



AT SCHOOL

- **Teacher's i-solutions**
- Unit 3 clothes Flashcards
- Student's Book, page 28
- Student's Book Audio CD 1, track 1.35
- Unit 3 poster
- Activity Book, page 16 – **optional**

STEPS

- 1 Give a copy of the **Flipped worksheet** to each child so they can complete it at home. Make sure it is clear what they have to do.

AT HOME

- 2 The children watch the **chant video** at home as many times as they need (at least 3). Encourage them to learn the lyrics before the class session.
- 3 While they watch the video, they must try to memorise the clothes. Then, they cut out the items of clothing at the bottom of the worksheet and glue the ones that appear in the video on the blank space above.
- 4 The children watch the video again and check if they chose the clothes correctly.
- 5 Once the worksheet is complete, they have to search their home looking for the items of clothing in their worksheet. They tick the ones they find.

AT SCHOOL

- 6 **GO Check! activity:** Ask the children if they liked the video and walk around the class to collect the worksheets. Draw a **Graphic organiser** on the board. Write the clothes words at the top and the colours on the left.

Give out the **flashcards** so the children can take turns to place them in the right square of the chart. They say what they've got: *I've got red trousers!* Print more clothes pictures, or cut them out from magazines, so all the children can participate.

- 7 Complete the **Student's Book, Activity 1** 1.35 Encourage the children to look at the picture and say which is their favourite costume. Play the audio for the children to point to and repeat the words. Play the audio again, pausing after each item, and tell them to match the numbered clothes in the picture to the pictures on the right.
- 8 Complete the **Student's Book, Activity 3** The children read the sentences and write the colours in the spaces. You can ask individuals to spell the names of the colours.
- 9 **Continuous assessment:** Display the **Unit 3 poster** and ask *Who's wearing a blue T-shirt?* The children say the name of the character in the poster. Continue until you have revised all the clothes.
- 10 To finish the lesson, if there is time, watch the **chant video** on the **Teacher's i-solutions** and encourage the children to chant along. *Note they may have difficulty keeping up to speed with the chant while pronouncing the words.*

EXTRAS

- Complete the **Activity Book:** The children look at the picture and write the words. This can also be used as the **assessment activity** for this lesson.



This unit is a good opportunity to talk about showing respect for how people dress.



CARNIVAL!

THINKING TOOL • GREEN THINKING HAT •

Type of work: Individual

Type of thinking: Creative thinking

Use this routine as an extension activity for the lesson.



LANGUAGE OBJECTIVES

- To practise the structures *What is (he) wearing?*
He's wearing (a hat).
- To revise clothes vocabulary.
- To describe a picture.
- To practise speaking skills.

THINKING GOALS

- To stimulate the children's **creativity** and **lateral thinking**.
- To **think about all possible options**, to look for alternatives and to choose the most appropriate combination of items to come up with ideas.
- To control the **flow of ideas** in order to be **organised** and **focused**.

RESOURCES AND MATERIALS

- A copy of the **Green Thinking Hat organiser**, page 69 (1 per child)
- Pencils (1 per child)
- Crayons (1 set per child)
- A green hat – **optional**

MODEL LANGUAGE

Teacher:

Let's be creative!

What is (she) wearing?

Children:

Carla is a (pirate).

She's wearing a black (hat).

The children are likely to draw situations they cannot describe in English. **Guide all the answers** by providing sentence starters and any missing vocabulary. Some children may offer just **single words** or answers in their native language, which the teacher **will recast in complete English sentences**.

STEPS

- 1 Explain the routine to the whole class: Put the green hat on and say *Let's be creative!* If it is the first time you are carrying out this routine, explain that when you bring the green hat into the classroom they have to use their **imagination** to invent something new.
- 2 Show the **Thinking organiser** and explain the activity: The children have to draw original costumes for Jasmine, Carla and Ryan. If time is short, ask the children to choose one of the characters and draw only one costume.
- 3 Hand out the copies of the Thinking organisers.
- 4 First, the children colour the hat green. Colouring the hat should be used as a sign of entering the **creative** mode.
- 5 Then, give them some time to think about the costume(s) they would like to draw. Make them aware that silence helps **concentration**.
- 6 Clap your hands when the time for thinking is up so the children are clear when they can start drawing.
- 7 While the children are drawing, walk around the class and help them with any additional vocabulary they may need to complete their costumes. Then, write the key vocabulary and structures on the board so that language models are available for the next step: *Ryan is a (clown). He's wearing (red) (trousers) and (big) (shoes).*
- 8 Fast finishers can look at their pictures and write as many words as they know in English at the bottom of their organisers. This can also be set as homework.
- 9 Clap your hands when the time for drawing is up.
- 10 The children take turns to describe their Thinking organisers to the class. They put on the green hat when it is their turn to speak. Alternatively, ask the children to exchange Thinking organisers and describe their classmate's picture: *I can see (Carla). She's wearing a (pink) (dress).*

HOW TO INTERPRET THE THINKING PROCESS

- ➕ **Cognitive flexibility:** Considering different alternatives and different idea combinations develops the children's capacity to rationalise in a flexible manner and helps them to move away from fixed or rigid thought processes.
- ➕ **Learn to give feedback:** Describing a picture drawn by classmates teaches the children to consider objectively what others think.
- ➕ **Evolution in reasoning:** Simple, schematic drawings without details or limited similarity to reality serve to indicate immature levels of reasoning. Fancy dress costumes that are rich in design, form and colour are a reflection of more sophisticated mental habits in the children.
- ➕ **Develop abstract thought:** Imagining multiple possibilities in order to design a costume contributes to planning and taking projects on board. It contributes therefore to symbolic thinking.

- Complete description and tips for this routine → page 38



Use the games as consolidation activities for the unit.



- Team A now open their eyes and ask: *Where's the (pencil)?* Each team offers a response: *The (pencil's) in the (bookcase)* their objective being to convince Team A that what they say is true.
- Team A must choose between the affirmations made to them. The team whose sentence is chosen gets a point, independently of whether their sentence is true or not. Their point is awarded for their capacity to convince. If Team A chooses correctly, they also get a point.

- Randomly choose one of the verb **flashcards** and a Yes or No card. Show the *(ride a bike)* card to the children and ask *Can you ride a bike?* Just as soon as they have processed the question, arbitrarily choose a Yes or No card and elicit this response from them combining both verbal and non-verbal communication.
- The fun for the children is in their being permitted to express extreme non-verbal reactions to accompany their sentences. A Yes answer (Yes, I can ride a bike.) should be accompanied by a sense of absolute celebration, fists in the air, jumping and shouting: *Yes! Yes! I can ride a bike. Yes, I can. I can ride a bike!* Similarly a No answer should lead to exaggerated grief and drama: *No, I can't. No! No! No! I CAN'T ride a bike!*
- When the dynamic of the game is clear you might choose to have volunteers choose the flashcards and pose the questions.

UNIT 2 HOBBIES

DRAMA GAME 1

KEY VOCABULARY

- dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing

RESOURCES AND MATERIALS

- A mirror

STEPS

- Use a mirror to discuss with the children the idea of mirror reflections. Then have them as a group reflect some movements of your own, like raising your hand, sticking your tongue out or making funny faces.
- Line the children up so that each child has a mirror reflection in front. Model the game with a volunteer as the 'mirror'. Say *I can (do karate)* and perform some convincing karate moves. Your 'reflection' should copy the same moves exactly.
- Continue the game interspersing the use of *can* and *can't* with the appropriate movements. For fun, add occasionally, *I can wiggle!* or make funny faces.
- When the children are familiar with the game, have volunteers choose the sentences for the line. Alternatively, allow the children to work in pairs. It is important also to alternate who says the sentences and who is the mirror reflection.

DRAMA GAME 2

KEY STRUCTURES

- I can juggle. I can't do karate.*
- Can you ride a bike? Yes, I can. / No, I can't.*

RESOURCES AND MATERIALS

- Unit 2 Flashcards
- Yes, No cards

STEPS

- Work with the children on the concept of non-verbal communication and practise with them all the ways you can transmit Yes or No.
- Prepare 2 cards to transmit Yes and No. These might contain just text or thumbs up, down symbols.

UNIT 3 CARNIVAL!

DRAMA GAME 1

KEY VOCABULARY

- coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, T-shirt, trousers; cloudy, cold, hot, raining, snowing, sunny, windy

RESOURCES AND MATERIALS

- Long ropes
- Unit 3 Flashcards
- At least two sets of clothes

STEPS

- Work with the children to see how they might visually interpret the different weather expressions.
- Divide the class into two groups and give each a long rope and a set of clothes.
- Explain that you will set up the **flashcards** in random order and each team needs to race to pass the rope through the different clothes items, reflecting the order of the flashcards.
- Call a sentence related to the weather: *It's (cold)*, they are to immediately stop in what they are doing and set to representing the weather visually while calling out *It's (cold)*. They can only take up the race again when you announce *It's not (cold)*.
- The first team to finish is the winner. Elicit the names and order of the clothes from them and check that they correspond to the flashcard order.

DRAMA GAME 2

KEY STRUCTURES

- What are you wearing?*
- I'm wearing a purple dress and green shoes.*
- What's the weather like? It's cold. It's sunny.*



Use the games as consolidation activities for the unit.



RESOURCES AND MATERIALS

- A large potato
- A large carrot

STEPS

- 1 Place the children in a circle and show them the potato. Explain that it is hot. Ask the children to pass it to each other as fast as they can, remembering that it is very hot.
- 2 Close your eyes and count silently to ten, then open your eyes and ask a question of whoever is holding the potato: *What's the weather like?* Or *What are you wearing?* The child must respond and not repeat a previous answer. Any delay or repetition means the child stands, although they will continue to pass the hot potato.
- 3 Choose to add a hot carrot to the circle, travelling in the opposite direction. When you open your eyes, say *Stop!* and the carrot holder is responsible for posing a question to the potato holder. Any delay with the question means the carrot holder stands, although they will continue to pass along the hot vegetables. The last child sitting is the winner.
- 4 Add some extra dynamism by adding a code word. *Vegetable soup!* means that everyone must change places as quickly as possible while conserving their standing or sitting status at their new place.

UNIT 4 ANIMALS EVERYWHERE!

DRAMA GAME 1

KEY VOCABULARY

- bat, bird, butterfly, duck, frog, hedgehog, lizard, squirrel; climb, fly, jump, run, swim

STEPS

- 1 Spend some time with the children considering how all the different animals move or can be represented. As bats, birds and butterflies all fly, you might invite the children to suggest sounds or specific ways of flying that could help distinguish them.
- 2 Ask the children to stand in a circle.
- 3 Pre-teach the use of *Let's* to make a suggestion. Say *Let's move like a frog*. Pre-teach also the use of *Let's* to transmit agreement: *Let's!* or *Yes, let's!* Elicit from them how they could support this oral agreement through body language. The more enthusiastic the body language the more fun the activity is. They could pump fists in the air, applaud, shows thumbs up for the suggestion, etc.
- 4 The game consists of you or a volunteer suggesting that everyone move in a circle round the room, imitating one of the animals. *Let's fly like a butterfly!* The other children all need to respond *Yes, let's!* and be vocally and visually enthusiastic about the proposal.

- 5 Then, they all begin to move around the room imitating the animal until you say *Stop* and change the animal.
- 6 You can change the direction of movement for each new suggestion.

DRAMA GAME 2

KEY STRUCTURES

- *Can it run? Yes, it can. / No, it can't.*
- *It can swim. It can't fly.*

RESOURCES AND MATERIALS

- Unit 4 Flashcards

STEPS

- 1 Discuss with the children the concept of non-verbal language and how there are lots of universally recognised visual words or concepts, like clapping to express appreciation.
- 2 Now explain that you are going to create a brand new visual language with the lesson vocabulary and structures. The children are to create their own codes for these and the objective is that they be entirely different from any existing visual prompts. E.g. the verb *swim* could be illustrated by placing the thumb on the nose and opening and closing the hand but should have no connection with a swimming movement.
- 3 Together with the children assign a visual code for each of the following words: *Yes, No, can, can't, swim, fly, run, it* – the sillier the visual code the better. Once the codes for individual words has been agreed, practise some simple visual code sentences: *Can it swim? It can't run. Yes, it can.*
- 4 When the children are comfortable with their new language, show them a (bat) **flashcard** and ask (using your new visual language): *Can it fly?* Elicit the answer in the new visual language format. The linguistic value here is that in order to respond the children will need to think very carefully about the sentence order. There is a pleasant bonding element also to sharing an exclusive language with your classmates, even if only for the duration of the lesson.

UNIT 5 SUPERHEROES

DRAMA GAME 1

KEY VOCABULARY

- clever, fast, invisible, scary, short, strong, tall, thin

RESOURCES AND MATERIALS

- 8 short musical recordings