

GO! 3

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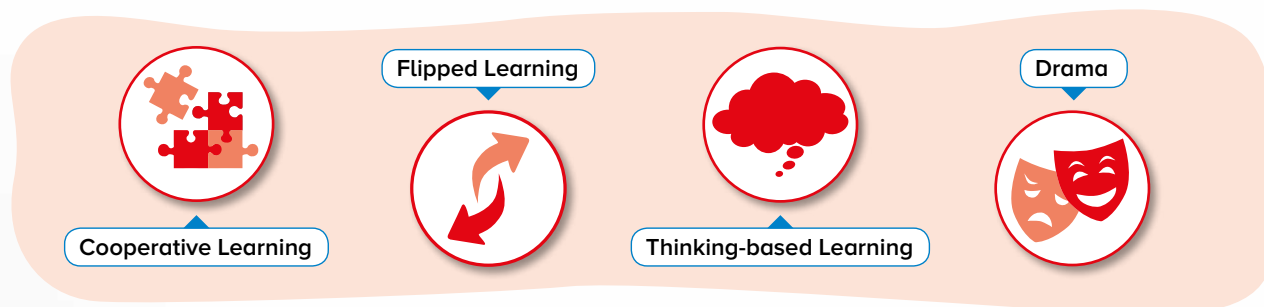


About this guide

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! 3 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 3 Contents and Sequence

Choose activities according to your timetable and methodology preferences



COOPERATIVE LEARNING

UNIT	LESSON	COOPERATIVE STRUCTURE
READY, STEADY, GO! page 16	Lesson 4: Language consolidation	Numbered heads together
A BUSY DAY page 17	Lesson 5: Language consolidation	Pencils in
SCHOOL IS COOL! page 18	Lesson 2: Language consolidation	Pair robin
OUR TOWN page 19	Lesson 3: Language consolidation	Puzzle
ANIMAL MAGIC page 20	Lesson 5: Language consolidation	One-two-four
FUN TIME! page 21	Lesson 7: Phonics review	Think-pair share
FABULOUS FOOD page 22	Lesson 3: Language consolidation	Numbered heads together
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
A BUSY DAY page 42	Lesson 4: warmer activity	Think-Puzzle-Explore
SCHOOL IS COOL! page 43	Lesson 1: extension activity	Compass points
OUR TOWN page 44	Lesson 6: extension activity	Compare and Contrast
ANIMAL MAGIC page 45	Lesson 4: warmer and extension activity	Generate-Sort-Connect-Elaborate (GSCE)
FUN TIME! page 46	Unit review: extension activity	Red Thinking Hat
FABULOUS FOOD page 47	Lesson 6: extension activity	See-Think-Wonder



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



FLIPPED LEARNING

UNIT	LESSON
A BUSY DAY page 28	Lesson 3
SCHOOL IS COOL! page 29	Lesson 3
OUR TOWN page 30	Lesson 3
ANIMAL MAGIC page 31	Lesson 3
FUN TIME! page 32	Lesson 3
FABULOUS FOOD page 33	Lesson 3



To replace Teacher's Book Lesson 1 proposals



DRAMA

UNIT	LESSON
READY, STEADY, GO! page 50	Unit review
A BUSY DAY page 50	Unit review
SCHOOL IS COOL! page 51	Unit review
OUR TOWN page 51	Unit review
ANIMAL MAGIC page 52	Unit review
FUN TIME! page 52	Unit review
FABULOUS FOOD page 53	Unit review



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



Use this structure for language consolidation.



COOPERATIVE LEARNING STRUCTURE • PUZZLE •

GENERAL DESCRIPTION

The children complete a task with the help of all the members of the team and in this case, with the help of all the teams in the class.

LANGUAGE OBJECTIVES

- To recognise the vocabulary: *cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station.*
- To practise the structures *Is there a...?*
Yes, there is. / No, there isn't.

COOPERATIVE GOALS

- Positive interdependence
- Simultaneous interaction



ACADEMIC PERFORMANCE

This structure promotes **teamwork** and especially whole **class cooperation**, which will develop **class bonding**.

RESOURCES AND MATERIALS

- Student's Book, page 30
- A copy of Student's Book, page 28 (1 per team)
– available to project on the **Teacher's i-solutions**
- Pencils (1 per child)
- Crayons (1 set per child)
- Pieces of paper (1 per child)
- Glue (1 per child)
- Large card paper (1 per team)



STEPS

- 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.
- The **Materials Manager** collects all the material for the team and hands it out.
- Explain that the Number 1 from each team chooses one of the pictures to draw. Number 2 then chooses a different one and so on until they have all chosen a picture (a total of 4).
- Each child draws and colours their chosen picture on their piece of paper.
- When each team member has finished, they stick their pictures on the card.
- The **Speaker** from the first team stands up with their team's card and shows the rest of the class except the members of the next team who take turns to ask *Is there a (cinema) in your town?* The **Speaker** replies: *Yes, there is* or *No, there isn't*. When all four members have asked a question, their **Speaker** stands up and the next team asks them questions.
- The teams continue in order asking or answering questions until every team has had a turn.
- The **Materials Manager** puts away all the material.
- The team celebrates their success and hard work with a **Team High Five!**



TIPS

- It is important to give the teams enough time to finish their pictures and to practise the questions so they know how to answer.
- Since the structure involves movement, it is important to remind the **Silence Monitors** to control their team's noise levels.



OUR TOWN

This dynamic replaces lesson 3 in the Teacher's Book.



HOW TO FLIP THIS LESSON

LANGUAGE OBJECTIVES

- To practise *There is/There isn't*.
- To introduce '*Is there*' questions.
- To practise places in town.
- To practise speaking skills by asking and answering questions.
- To practise pronunciation and intonation in questions, statements and short answers.

WHY FLIP THIS LESSON

- To develop the children's **Learning to learn competence**.
- To train the children's **attention abilities**.
- To **increase the practice** of the new structures in class.
- To invest more time on feedback and assessment tasks to **identify individual problems**.
- To have the chance to **personalise the children's learning process**.

Complete description of Flipped Learning benefits → page 26

RESOURCES AND MATERIALS

AT HOME

- A copy of **Unit 3 Flipped worksheet**, page 61 (1 per child)
- **Unit 3 Comic video**
- **Grammar videos:** *There's/There isn't* and '*Is there*' questions

The videos are available for the children on the **GO! Website**.

AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 30
- Student's Book Audio CD, track 1.42
- Activity Book, page 24
- GO Further! Booklet, pages 6 and 7 – **optional**
- Unit 3 places in town Flashcards – **optional**

EXTRAS

If time allows

- Complete **GO Further! Booklet**: This can be set as homework.
- **TPR activity**: Use the **flashcards** to play and evaluate. Show a flashcard to the whole group and say *There's a (hospital)*; *There isn't (a cinema)*. If what you say matches the flashcard, the children must stand up, if it doesn't, they remain sitting. This is a good way to see at a glance which children know and understand the key vocabulary and structures. For **self-evaluation**, the children can write a tick on their notebook every time they are right so they can keep a track of their correct answers.


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. Insist that they must watch 3 videos this time.

AT HOME

- 2 The children watch the **comic video** once so they can have the context for the task.
- 3 Then, they watch the **grammar videos** as many times as they need (at least 3). Ask them to pay special attention to contractions and to how the words change position to form questions. Encourage them to repeat the sentences as they watch.
- 4 The children complete the **worksheet** to check their understanding of the grammar rules as well as the content in the videos.
- 5 The children watch the **comic video** again to consolidate the grammar rule in context in an amusing way.

AT SCHOOL

- 6 **GO Check! activity**: Ask the children if they have watched the videos and completed the worksheet at home. They put the worksheets on their tables. Discuss the context: *Where is Greg? What's the problem?* Revise places in town vocabulary and watch the **comic video** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the worksheet: Ask a child to write the contraction forms on the board so everybody can check if they are correct. Then, watch the **comic video** to validate answers for Activity 2. Make sure the children are able to spell the places in town correctly.
- 8 The children use the grammar tables in their Student's Books as a model to correct Activity 3. Practise the correct intonation for questions.
- 9 Solve problems or doubts the children may have before moving on to the next step.
- 10 Complete the **Student's Book, Activity 2**  1.42 Ask the children to look at the streets and name all the buildings on each one. Ask questions to check: *Is there a train station on Rain Street?* Play the audio and pause after the first description, ask the children to name the street. Then the children in pairs take turns to choose a street and answer questions in order for their partner to identify it.
- 11 **Continuous assessment**: The children complete **Activity 2** in their **Activity Book**. They put the words in order to form questions and then they look at the picture and choose the correct answer. Resolve individual doubts and help the children who still have problems with the grammar structures. The children complete the rest of the activities on the page. If time is short, they finish at home.



OUR TOWN

THINKING TOOL • COMPARE AND CONTRAST •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as an extension activity for the lesson.



LANGUAGE OBJECTIVES

- To revise adjectives.
- To practise the structure *There's/There isn't*.
- To revise place names.
- To practise speaking skills.

THINKING GOALS

- To encourage **global thinking** and to discover the parts that make up the whole. (Reinforce the understanding of the parts-whole relationship).
- To learn to **classify** and **categorise** based on common criteria.
- To learn to make a **comparative analysis** considering the most important similarities and differences.
- To expand the focus of **one's thoughts** through listening to the **analysis** and **arguments** of others.
- To stimulate the process of **cognitive attention**.

RESOURCES AND MATERIALS

- **Compare and contrast Class organiser** – available on the **Teacher's i-solutions**
- A copy of the **Compare and contrast organiser**, page 68 (1 per child)
- Photos of cities and villages – **optional**

MODEL LANGUAGE

Teacher:

What can you see?

What can you do in a (village)?

Look for similarities/differences.

How are they the same/different?

Children:

I can see a village and a city.

I can (ride a bike) in a city and in a village.

There's a (park).

HOW TO INTERPRET THE THINKING PROCESS

- + **Learn to make decisions:** Considering the different alternatives that one choice offers as opposed to another and being able to compare similarities and differences improves your capacity to make a choice.
- + **Think efficiently:** Thinking in a rigorous way, striving for precision and clarity means our resulting thoughts are efficient and reflexive.

STEPS

- 1 Explain to the children that they are going to work together to **COMPARE a city and a village**.
- 2 Display the **Compare and Contrast Class organiser** on the **Teacher's i-solutions** and hand out the copies of the **Thinking organisers**. If no IWB is available, draw the Thinking organiser on the board and use photos of a city and a village you have prepared beforehand.
- 3 Ask the children to observe the 2 pictures on the Class organiser and look for **similarities**. This can be done individually, in pairs or small groups.
- 4 Walk around the class to help the children with any additional vocabulary they may need and write this new vocabulary on the board. The children write the similarities on their organisers.
- 5 Clap your hands when time for individual work is up. The children take turns to share the similarities they have found with the class: *I can see houses in the city and in the village*. Recast the answers and encourage them to repeat after you. Use the **Richmond i-tools** to write the keywords (*house*) on the Class organiser as they speak.
- 6 Then, ask the children to go a step further and think of common things you can do or find in both places. Again, record their answers on the Class organiser.
- 7 The children observe the pictures again looking for **differences** this time to **CONTRAST** them. Provide an example: *The city is big and the village is small*. Write *big* and *small* on the corresponding boxes under each item.
- 8 Give the children enough time to think and write down the **differences** on their organisers (transport, air pollution, etc). They may find it difficult so walk around providing ideas if needed.
- 9 Clap your hands when time for individual work is up. The children share their findings with the rest of the class. Use the **Richmond i-tools** to write the keywords for differences on the Class organiser.
- 10 Once the Class organiser is completed, the children copy any missing information onto their organisers.
- 11 Then, focus the children's attention on the box labelled **Conclusion** at the bottom of the organiser and ask them to work in pairs to compare and contrast the information: They discuss and decide the **most relevant similarities and differences** between cities and villages.
- 12 The children stick their Thinking organisers on the classroom wall so their classmates can consider alternative options.

- Complete description and tips for this routine → page 41



Use the games
as consolidation
activities for the unit.



Really? What time do you get up?
Oh, I get up at six o'clock.

- 4 You could also ask each small group to present their own role play and see if the others recognise the context.

UNIT 2 SCHOOL IS COOL!

DRAMA GAME 1

KEY VOCABULARY

- Art, English, IT, Maths, Music, PE, Science, Spanish;
- atlas, cookbook, comic book, dictionary, joke book, storybook

RESOURCES AND MATERIALS

- A whistle

STEPS

- 1 Tell the children they're going to take a trip on the 'Vocal train'. Have the class rearrange themselves into a long train. They can be four abreast with a space in the centre for the aisle. You might also choose for them to get off and wait for their train on the platform.
- 2 To simulate the sound of a train: Divide the class into 6 sub-groups and attribute some words to each. Each group begins their words after the previous group has said their phrase once. The number of times they say their phrase is broken down into 7, 6, 5, 4, 3, 2. For example, *English, English, English...*
English x7
Art and Maths x6
IT and PE x5
Music and Drama x4
Science and Spanish x3
School x2 (sound drawn out to imitate a train's whistle)
- 3 The passengers board the train miming storing their bags away, taking off coats, settling down and so on. The driver blows the whistle and the vocal train begins.
- 4 Repeat the game with the book types vocabulary or for as long as the children are engaged by the activity.

DRAMA GAME 2

KEY STRUCTURE

- *Have you got Art on Friday? Yes, I have. / No, I haven't*
- *What have you got today? I've got English and PE.*

STEPS

- 1 Divide the class into groups. A group of eight, for example, provide eight identical schedules. The other groups do the same, resulting in several sets of different schedules. All the schedules are then randomly distributed.
- 2 Create a context of a new school for the role play. It is the first day, everyone is nervous. Add backpacks for authenticity. Explain they have got their new schedules

and now they need to find their classmates! Explain that there are (four) different classroom groups. To find each other, they need to wander around asking questions.

- 3 Model the game. Ask *Have you got (Art) on Friday? What have you got today? I've got (English) and (PE).*
- 4 Extend the role play to include more appropriate dialogue. *My name's (Ali). I'm very nervous today.* Continue until everyone is grouped correctly.

UNIT 3 OUR TOWN

DRAMA GAME 1

KEY VOCABULARY

- cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station; city, country, town, village

RESOURCES AND MATERIALS

- Pieces of card

STEPS

- 1 Talk about the concepts of form and content when speaking and practise Yes and No. How many tones and gestures can the children come up with to transmit these two words?
- 2 Take one of the vocabulary items (*fire station*) and establish different ways to enunciate the word: whispering, staggering the syllables *FI – RE – STA – TION*, beginning the word very loudly and then fading away, etc. Each one must be associated with a number, for example whispering = 1, and so on.
- 3 Give each child a small card with a vocabulary item and a number on it. The children then circulate repeating their vocabulary item with the proper enunciation style. They listen to other words while trying to identify those who enunciate the same as them to create a group. They cannot compare numbers until the groups are formed.
- 4 Redistribute the word cards and repeat the game for as long as the children are engaged by it.

DRAMA GAME 2

KEY STRUCTURE

- *There's a museum.*
- *There isn't a swimming pool.*
- *Is there a fire station?*
- *Yes, there is. / No, there isn't.*

STEPS

- 1 Discuss non-verbal language with the children. Elicit examples and explain how effectively deaf people communicate with sign language. Tell them that sign language changes from one country to another like other languages.
- 2 Have the class decide together on signs for *Is there?*, *There is* and *There isn't*. Tell them to create signs for the 'places in town' vocabulary items.



Use the games
as consolidation
activities for the unit.



- 3 Put the class in pairs. One is the oral interpreter for the other's signs. Model the game. Your partner signs a sentence and you say it aloud: *Is there a swimming pool?*
- 4 Have the children circulate in pairs and exchange sentences, first with the signing and then with the partner's oral interpretation. The observing partners see if they can guess before they hear the verbal confirmation.

UNIT 4 ANIMAL MAGIC

DRAMA GAME 1

KEY VOCABULARY

- crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger; climb, drink, eat, fly, jump, run, swim; beak, claws, fur, tail, teeth, wings

STEPS

- 1 Discuss the concept of gossip. For the purposes of the game we are not interested in any social media, only gossip as idle, personal information about someone.
- 2 Create a context. Tell the children they all live beside a zoo and they see 'what goes on there' every day, they have interesting information about the animals! Ask them what kind of body language you use to transmit truly interesting information to a friend when you don't want anybody else to hear.
- 3 For this game they are to stand back to back with the person they are gossiping with. They turn their heads, put their hands to the side of their mouth and share the vital information. Once they have shared the information they find someone else to gossip with.
- 4 Prepare the gossip ahead of class. Have at least three pieces of information on strips of paper. The fun is in how ridiculous the information is.

The crocodile has pink fur. The crocodile is eating spaghetti. The crocodile is running a marathon. Groups could be assigned to write the sentences.

- 5 After an appropriate time stop the gossiping and see who has managed to accumulate the most information either as a group or as an individual.

DRAMA GAME 2

KEY STRUCTURE

- *Is it jumping? Yes, it is. / No, it isn't.*
- *It's running. It isn't swimming.*
- *It's got a tail.*
- *It hasn't got wings*

RESOURCES AND MATERIALS

- Toy binoculars
- An assortment of adult clothing
- A recorded bus motor sound

STEPS

- 1 Explain to the children that they are on a bus on safari.

The children represent four seats abreast with a centre aisle. Simple hats and scarves will help them to get into character and contribute more fully in the role play. A recorded bus sound adds further authenticity.

- 2 They take turns to be the driver and the binocular holder. The others have to react to everything they hear about the animals outside both verbally and non-verbally.
- 3 Model the dialogue and elicit very excited reactions from the children. They should strain to look out the window, hands over their eyes, pointing to where the binocular holder sees the animal. Elicit occasional repetitions of what you say also:

Children: *Is it jumping?*

Teacher: *Yes, it is.*

Children: *Ooooh! Yes, it is. It's jumping*

Teacher: *Now it's running.*

Children: *Aaaaah, It's running! Is it swimming?*

Teacher: *No, it isn't. It isn't swimming.*

Children: *Aw, it isn't swimming.*

Teacher: *It's got wings.*

Children: *Wings! Wings! Aaaaah, it's got wings!*

Teacher: *I can see another animal!*

- 4 This is the cue for someone else to take the binoculars and continue the safari. A specific sound can be the cue for everyone to get off the bus, take some photos, comment on what they see and get back on board!

UNIT 5 FUN TIME!

DRAMA GAME 1

KEY VOCABULARY

- doing exercise, going to the park, listening to music, playing the recorder, reading comics, rollerblading, using the internet, watching TV

RESOURCES AND MATERIALS

- Straws
- Rings

STEPS

- 1 Each child needs a straw and each group needs a ring. The function of the game is to work on spontaneity and on the children losing any sense of the ridiculous, which is vital for being comfortable speaking. It is also fun, in keeping with the unit theme.
- 2 Divide the class into groups, they form lines leading to the classroom blackboard. Demonstrate the game by putting a straw in your mouth and allowing a ring to slide to the bottom. They must pass the ring to the next person in the line by aligning two straws. The ring must safely travel to the end of the line for the next step to take place. If it falls, it must go back to the beginning.
- 3 Assuming the ring arrives well, the first person in the line shouts to the last, *What are you doing?* The last person then responds, *I'm doing exercise*, and quickly mimics doing exercise. They then run to the start of the line and the activity begins again. The first team to say all eight activities is the winner.