

GO! 5

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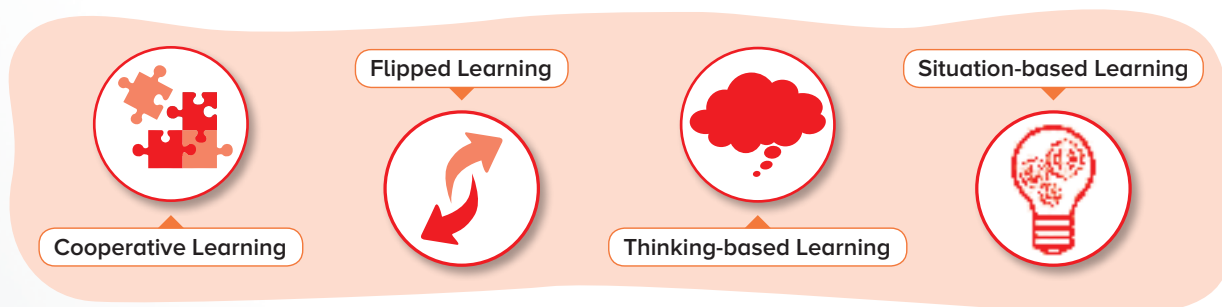


About this guide

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! 5 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**.

- **Situation-based Learning:** **ONE situation** is proposed in each unit.



Extra time per unit is needed. Depending on the situation, it may vary **between two and three extra lessons**.

**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 5 Contents and Sequence

Choose activities according to your timetable and methodology preferences



COOPERATIVE LEARNING



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

UNIT		LESSON	COOPERATIVE STRUCTURE
1	OUR WORLD	page 16	Lesson 6: Language consolidation
2	THE WEEKEND'S HERE!	page 17	Lesson 6: Language consolidation
3	BOOKS AND FILMS	page 18	Lesson 8: Language consolidation
4	WILD WORLD	page 19	Lesson 2: Language consolidation
5	WHEN I WAS YOUNG	page 20	Lesson 1: Language consolidation
6	INCREDIBLE INVENTIONS	page 21	Lesson 6: Language consolidation



To replace
Teacher's
Book
Lesson 3
proposals



FLIPPED LEARNING

UNIT		LESSON	UNIT		LESSON
1	OUR WORLD	page 26	Lesson 3	4	WILD WORLD
2	THE WEEKEND'S HERE!	page 27	Lesson 3	5	WHEN I WAS YOUNG
3	BOOKS AND FILMS	page 28	Lesson 3	6	INCREDIBLE INVENTIONS



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



THINKING-BASED LEARNING

UNIT		LESSON	THINKING TOOL
1	OUR WORLD	page 40	Lesson 8: warmer activity
2	THE WEEKEND'S HERE!	page 41	Lesson 5: extension activity
3	BOOKS AND FILMS	page 42	Lesson 4: extension activity
4	WILD WORLD	page 43	Lesson 1: extension activity
5	WHEN I WAS YOUNG	page 44	Lesson 4: extension activity
6	INCREDIBLE INVENTIONS	page 45	Lesson 5: extension activity



Extra
lessons
(2 - 3)
per unit
needed



SITUATION-BASED LEARNING

UNIT		LESSON	SITUATIONS TO SOLVE
1	OUR WORLD	page 50	Unit Review
2	THE WEEKEND'S HERE!	page 52	Unit Review
3	BOOKS AND FILMS	page 54	Unit Review
4	WILD WORLD	page 56	Unit Review
5	WHEN I WAS YOUNG	page 58	Unit Review
6	INCREDIBLE INVENTIONS	page 60	Unit Review



BOOKS AND FILMS

Use this structure for language consolidation.



COOPERATIVE LEARNING STRUCTURE • NUMBERED HEADS TOGETHER •

GENERAL DESCRIPTION

The teacher proposes a specific task (a question or a problem). The team finds the answer and must work to be sure that each team member is capable of correctly explaining the solution. A number is chosen at random and the member of each team with that number must explain the solution to the whole class. If they do it correctly, the praise is for the whole team.

LANGUAGE OBJECTIVES

- To revise books and film genres vocabulary.
- To revise language to express likes and dislikes.
- To give opinions on films genres.

COOPERATIVE GOALS



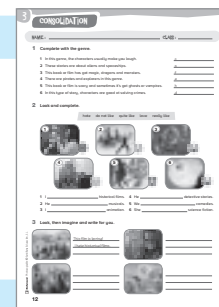
- Positive interdependence
- Equal participation
- Individual responsibility
- Simultaneous interaction

ACADEMIC PERFORMANCE

This structure **activates previous knowledge** and promotes the development of the children's **competence in processing information** and **solving problems**.

RESOURCES AND MATERIALS

- Student's Book, page 36
- A copy of Teacher's Resource Book Language worksheet, page 12 (1 per child)
- A copy of Team plan template, page 63 (1 per team)
- A copy of Team evaluation template, page 64 (1 per team)



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 8-9.
- 2 The **Recorder** collects a copy of the **Team plan** template to complete together as explained in the 'Getting started instructions' on pages 11-12.
- 3 The **Materials Manager** collects the copies of the worksheets for the team and hands them out.
- 4 Explain to the whole class how to complete the worksheet. Then, ask a child to repeat the instructions and check that everyone understands.
- 5 Give the children time to think and then do the first activity individually.
- 6 When each child has finished, they turn over their piece of paper and cross their arms until all their team has finished.
- 7 Call out *Heads together!* The teammates stand up, turn over their worksheet and show them to the rest of the team. They compare their answers.
- 8 If they have all written the correct words, they congratulate each other. If not, they help any teammate, who then corrects their work. When they have all written it down correctly, they sit down again.
- 9 Call out a number from 1 to 4. The member of the team with that number stands up, shows their answers to the rest of the class and then sits down.
- 10 Then follow steps 5-9 for Activities 2 and 3.
- 11 As the teams finish, the **Recorder** collects a copy of the **Team evaluation** template to complete and to evaluate their work together as explained in the 'Getting started instructions' on pages 12-13.
- 12 The team celebrates their success and hard work with a **Team High Five!**



TIPS

The worksheet can be corrected in various ways:

- Display the worksheet with the correct answers on the board so the teams can check their answers.
- When you give the signal, everyone holds up their worksheet for all the class to see.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



BOOKS AND FILMS

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



HOW TO FLIP THIS LESSON

LANGUAGE OBJECTIVES

- To revise language to express likes and dislikes.
- To revise books and film genres vocabulary.
- To practise listening skills by watching videos.

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 24

RESOURCES AND MATERIALS

AT HOME

- A copy of **Unit 3 Flipped worksheet**, page 68 (1 per child)
- **Unit 3 Grammar-in-context video: Books and films**
- **Grammar presentation: Expressing likes and dislikes**

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 2, track 2.7
- Activity Book, page 24
- GO Further! Booklet, page 6 – **optional**

E×TRAS

If time allows

- Complete **GO Further! Booklet**: This can be set as homework.
- **Oral practice**: Ask the children to sit in a circle, but make sure that there is one child who does not have a chair. This first volunteer goes to the middle of the circle and says a sentence about something they like or dislike, using the expressions from the unit (*love, really like, quite like, don't like or hate*). The children who agree with the sentence, stand up and look for another chair to sit on, at which point the first volunteer must also find a place to sit. The child who now has nowhere to sit, goes into the middle and repeats the game format.


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 **video Books and films** once so they can have the context for the task.
- 3 Then, they watch the **grammar presentation** as many times as they need (at least 3). Ask them to pay special attention to the different expressions for giving an opinion about films they like or don't like as well as the various degrees of like and dislike they show. Encourage them to repeat the sentences as they watch.
- 4 The children complete the **worksheet** to check their understanding of both the grammar rules and the content shown in the video.
- 5 The children watch the **video Books and films** again to consolidate the grammar rules in context in an amusing way.

AT SCHOOL

- 6 **GO Check! activity**: Ask the children if they watched the videos and completed the worksheet at home. They put the worksheets on their tables. Discuss the context: *What are the four friends talking about? What types of films are they talking about? Do you like those same kinds of films or different ones?* Watch the **video Books and films** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask a child to write the expressions from Activity 1 on the board. The rest of the class can help them. Then, in pairs or groups, the children correct Activity 2 and Activity 3. Ask the children what they think about the genres from the video **Books and films** and then ask them about other genres.
- 8 Watch the grammar presentation again, stopping at each of the examples and asking volunteers to say when they could use that expression. Reinforce how we form the expressions for the third person singular (he/she).
- 9 Complete the **Student's Book, Activity 3**  **2.7**. When the children have finished they pair up with someone else who has finished to check their answers.
- 10 **Continuous assessment**: The children complete the **Activity Book**. The children can work in pairs or groups to help each other complete the activities. As they work, resolve individual doubts and help the children who still have problems with the grammar structures. If time is short, they finish at home.



BOOKS AND FILMS

THINKING TOOL • ZOOM IN •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as an extension activity for the CLIL lesson.



LANGUAGE OBJECTIVES

- To revise key structures.
- To revise book and film genres vocabulary.
- To describe an image.
- To practise speaking skills.

THINKING GOALS

- To develop **hypothetical reasoning** by making inferences and interpreting information.
- To **think critically** and give reasons to distinguish between facts and opinions.
- To stimulate the children's **visual attention**.
- To stimulate **inductive reasoning** (from the particular to the general) understanding the part-whole relationship.
- To stimulate **cognitive flexibility**, as the children must change their ideas when faced with new information.

RESOURCES AND MATERIALS

- Images of posters or scenes from popular films or book covers available on internet
- Post-it notes
- **Teacher's i-solutions** – optional

MODEL LANGUAGE

Teacher:

What can you see?

What colour is it?

What size is it?

What do you think it is?

Can you guess the book or film?

Children:

I can see (a leg).

It's (white, dark...). It's (small, short).

I think it's (an animal, a person, a comic).

It's (a dog, Tintin).

HOW TO INTERPRET THE THINKING PROCESS

+ Cognitive flexibility: Encourage the children to change their initial thoughts by revealing information one piece at a time in order to develop their ability to think hypothetically.

+ Stop impulsiveness: Decisions made quickly or under pressure lead to errors. It is important to know how to keep calm and concentrated, to focus our attention on an activity and avoid impulsive reactions.

STEPS

- 1 Do this routine at the end of lesson 4.
- 2 Explain to the children that they are going to play a guessing game and so should not have their **Student's Book** or anything else on the table.
- 3 Explain the activity to the children: An image of a book or film is going to be revealed little by little and they have to describe what they see in each step and try to guess what the complete image is.
- 4 Choose some images of book covers or scenes from films and cover them with post-it notes. Show the first one to the children and ask: *What can you see?* Elicit the answer (nothing).
- 5 Remove some post-it notes and invite the children to look at the revealed section of the image. Allow time for careful observation. Ask again: *What can you see?* The children take turns to answer: *I can see (a hand, a leg, grass, a hat, hair). It is (red, green, dark, big, old, a picture, an old film, a comic).*
- 6 Then pose the questions: *What do you think it is? Can you guess?* Interpretations can be done individually, in small groups, or with the whole class.
- 7 Uncover more of the image. Ask the children to identify new details and describe them. Ask about their interpretations again.
- 8 Repeat the process until the image is fully revealed.
- 9 For further practice, use the **Game Generator** on the **Teacher's i-solutions** to play **Guess it!**:
 - Use the unit **flashcards** alone or choose to mix flashcards from previous units for a wider review of vocabulary.
 - Tap 'Stop' as the picture is revealed as many times as you consider necessary to give clues.
 - Every time you tap 'Stop', the children describe what they see and try to guess what the image is.

+ Knowledge transfer: The capacity to recognise similarities in one's environment and to transfer acquired knowledge to day-to-day situations contributes to a more meaningful learning experience.

- Complete description and tips for this routine → page 37



BOOKS AND FILMS

SITUATION-BASED LEARNING

• LET'S BECOME BOOKTUBERS! •

Use this situation as a consolidation activity for the unit.



CONTEXT

The librarian in charge of the municipal library has realised that there are fewer and fewer young readers who are interested in reading stories, novels, comics, etc. The librarian would like to find a way to reach young readers to help them explore exciting new worlds through fantastic or graphic stories. The librarian has heard about Booktubers who are helping young people find out about new material.

SITUATION TO SOLVE

How can we help the librarian to encourage young people to read more? We have talked about books that we like, so we can help the librarian to suggest interesting books using the Booktubers format.

TASK

To become Booktubers, recommend books for young people and create reviews of the chosen books with the option of recording videos in teams.

LANGUAGE AND SKILLS OBJECTIVES

- To review vocabulary and structures from Unit 3.
- To describe books and to express opinions about books.
- To choose books from a literary genre.
- To plan suitable short oral texts.
- To evaluate and promote the reading of literary texts through reviews and a video.
- To work in teams to solve the situation.

ACTIVATE PREVIOUS KNOWLEDGE

Do you know the word Booktuber? Can you guess what it means?

Does anyone know any Booktubers?

What is the connection between a Booktuber and the work done in the Writing lesson in the Student's Book?

RESOURCES AND MATERIALS

- **Teacher's i-solutions**
- Computer with internet connection (1 per team)
- A copy of the organiser, page 78 (1 per child)
- Student's Book (1 per team)



185'

STEPS

- 5' 1 Display the photo to the class on the **Teacher's i-solutions** to present the **context** and the **situation** to be solved. Hand out a copy of the **organiser** to each child.
- 5' 2 Ask the children to fill in the **Previous knowledge section** of the graphic organiser individually. Here they should include any knowledge they have that they consider useful to help solve the situation. At this stage, all answers are valid.
- 10' 3 Begin a **whole class discussion** so the children can share the information they have written. Direct the discussion using the questions suggested on the previous page in order to identify what they know about Booktubers.
- 10' 4 Introduce the **task** to the children and ask them to fill in the **Task ideas section** in the organiser. They can draw, describe or write ideas as they think of them, without any specific order. Individually, each child should imagine what the outcome of the task will be.
- 5' 5 Explain the **steps** to follow from this point on so the children can suggest possible alternative ways to approach the task.
- 10' 6 Divide the children into small teams, maximum four members per team, to work together throughout the entire activity. Ask them to fill in the **My Team section**.
- 10' 7 Ask the children to share the information they have written in the **Task ideas section** with their teammates.
- 20' 8 Then the teams search online to answer the following questions: *What is a Booktuber? What are the main features of their videos? How do they describe the books they suggest? What information should a book review have?* It would be useful to consult the **Writing lesson** in the **Student's Book**, page 35: A book review.
- 10' 9 The teams share the information they have collected and **agree on a script for the review**. This script should include at least:
 - Book title and name of the author
 - Genre
 - A brief summary of the book with an indication of what you liked most
 - Why this book is important
- 10' 10 Then, the teams choose **three books** and list them in order of preference. They share their lists to see if there are any books which are the same. The teams will only focus on their top suggestion. If two teams have the same book, one of the two teams should use their second option.
- 15' 11 The children write their script for their book review. It would be useful for them to consult the **Word list** and **Grammar of the unit**.
- 15' 12 Suggest a **peer evaluation** between the various team as they work. The teams swap their scripts for the review in order to check them and suggest improvements.
- 25' 13 The teams finish their reviews. Then each child fills in the **New learning summary section** in the organiser individually. This can be shared with the team in order to create an explanation that summarises the work they have done together.
- 25' 14 Each team gives a presentation of their work to explain the outcome of their task.
- 10' 15 Finally, the children fill in the **Self-assessment section** in the organiser individually.

OPTIONAL


Choose a **selection of the reviews** and make videos using the team's scripts. In order to make the recordings, you will need:

- A quiet, well-lit location such as the school library
- A video recording device, for example, a camera, tablet or mobile phone
- The books that are being reviewed in order to show them during the video
- A computer or phone app to edit the final video and be able to post it on the school website



BOOKS AND FILMS

INSTRUCTIONS:

- Watch the videos at www.go.richmonddigital.net/flipped/5/unit/3. 
- Grammar-in-context video: *Books and films*
- Grammar presentation: *Expressing likes and dislikes*
- Complete the activities.





1 Complete the table.

				
_____	_____	_____	_____	_____

2 Answer the questions.

- 1 What type of films does Daisy like? Well, she quite likes musical films.
- 2 Does Joel like science fiction films? _____ science fiction films.
- 3 Does Megan like detective films? Yes, in fact, _____ detective films.
- 4 Does Alfie like historical films? Not much, actually, _____ historical films.

3 Complete the table using expressions from the video.

				
Joel	<u>doesn't like</u>	_____	_____	_____
Megan	_____	_____	_____	_____
Alfie	_____	_____	_____	_____
Daisy	_____	_____	_____	_____