



GO!

Cooperative Learning  
Flipped Learning  
Thinking-based Learning  
Situation-based Learning

6

GO Innovate!  
Teacher's Guide

**Richmond ®**

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# GO! 6

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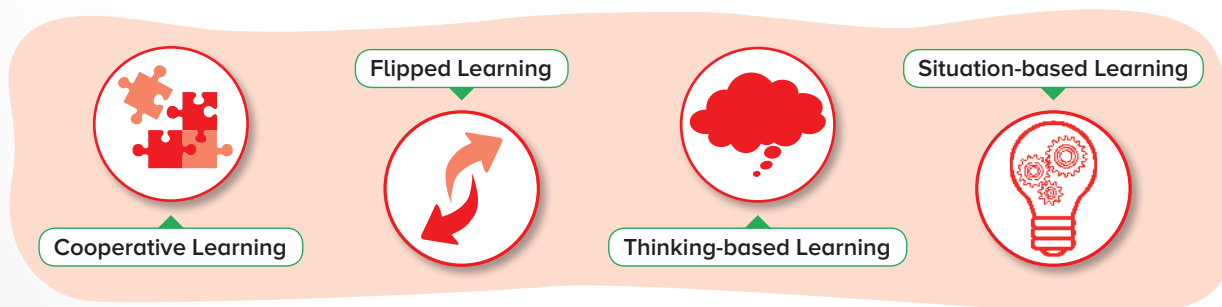


# About this guide

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 **21<sup>st</sup> 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! 6 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.

# GO Innovate!

## Teacher's Guide 6 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 SCHOOL DAYS page 16	Lesson 8: Language consolidation	Cooperative research
2 FOOD FOR FRIENDS page 17	Lesson 2: Language consolidation	Think-pair-share
3 WORLD RECORDS page 18	Lesson 7: Language consolidation	Pencils in
4 THE FESTIVAL page 19	Lesson 8: Language consolidation	Cooperative research
5 ANCIENT ROME page 20	Lesson 4: Language consolidation	One-two-four
6 ADVENTURE CAMP page 21	Lesson 6: Language consolidation	Cooperative research



### FLIPPED LEARNING



To replace Teacher's Book Lesson 3 proposals

UNIT	LESSON	UNIT	LESSON
1 SCHOOL DAYS page 26	Lesson 3	4 THE FESTIVAL page 29	Lesson 3
2 FOOD FOR FRIENDS page 27	Lesson 3	5 ANCIENT ROME page 30	Lesson 3
3 WORLD RECORDS page 28	Lesson 3	6 ADVENTURE CAMP page 31	Lesson 3



### THINKING-BASED LEARNING



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

UNIT	LESSON	THINKING TOOL
1 SCHOOL DAYS page 40	Lesson 2: extension activity	Compare and Contrast
2 FOOD FOR FRIENDS page 41	Lesson 4: warmer activity	Think-Puzzle-Explore
3 WORLD RECORDS page 42	Lesson 6: warmer activity	See-Think-Wonder
4 THE FESTIVAL page 43	Lesson 7: extension activity	Mind map
5 ANCIENT ROME page 44	Lesson 1: warmer activity	Zoom in
6 ADVENTURE CAMP page 45	Lesson 8: extension activity	Green Thinking Hat



### SITUATION-BASED LEARNING



Extra lessons (2 - 3) per unit needed

UNIT	LESSON	SITUATIONS TO SOLVE
1 SCHOOL DAYS page 50	Unit Review	Who is who in school?
2 FOOD FOR FRIENDS page 52	Unit Review	What would you like to eat?
3 WORLD RECORDS page 54	Unit Review	Our school records
4 THE FESTIVAL page 56	Unit Review	Reporters for a day!
5 ANCIENT ROME page 58	Unit Review	Impact of history on life today
6 ADVENTURE CAMP page 60	Unit Review	Where are we going on holiday?



# COOPERATIVE LEARNING

## GETTING STARTED

If you want to go fast, go alone.  
If you want to go far, **go together.**

*African proverb*



## WHAT IS COOPERATIVE LEARNING?

All teachers want to get the best from their students, to give lessons where the class learn the course content and simultaneously have fun. They want to see the children leaving happily after having shared great experiences together. And all this without losing control of the class! However, more and more teachers are realising that the traditional model of teaching and learning that focuses solely on the transmission of content is no longer valid. It is ever more necessary to prepare the children to solve problems in an increasingly changing and complex world.

The children are used to having numerous stimuli in their daily lives, many more than teachers can offer in the purely traditional teaching environment. Teachers need to find ways to hold the children's attention and increase their motivation for classroom activities. One effective way to do this is through **Cooperative Learning**, since **one of the best stimuli a child can find in the primary classroom is their own classmates**. Note that even though the children play together and interact in the classroom, they do not arrive at school automatically knowing how to work cooperatively, they need to be taught and trained how to do it. They have to **develop the social skills** necessary to produce cooperative results. **There is so much more to Cooperative Learning than putting the children into groups and asking them to work together!**



Cooperative Learning is a structured teaching method where the children carry out specific tasks or activities, called cooperative structures, in small teams in which each member has a specific role. The objective is that each team works together as a whole and celebrates team rather than individual success.

## COOPERATIVE LEARNING BASICS

The children need **variety and regular changes of activity** to keep them stimulated, so it is important to combine **whole class teaching** with **individual work** and also **teamwork**. When working as a team, the main thing is to **encourage cooperation** between the members so that **both the team and the individual succeed**.

If the children are to work cooperatively, then lessons must be planned to include activities that generate cooperative work. **It is not necessary nor advisable to do these activities every day**, but **frequently enough** so that the children are trained properly and learn how to carry out each role.

Cooperative Learning means:

- Working in **small and varied base groups (teams)**.
- Working towards the success of **all team members**.
- Ensuring what benefits one team member, **benefits all**.
- **Celebrating success as a team**, rather than as an individual.
- **Assessing** the children's performance according to **pre-established goals**.



## ► Cooperative Learning Principles

Within **Cooperative Learning** there are **five basic principles** that must interact together in order for this type of learning to happen:

- **Positive interdependence:** This means that all the members of a team must work together to complete a task. The teacher explains a clear task and a group goal. **Team members should understand that their own efforts benefit both themselves as well as the other team members.**
- **Individual responsibility:** The team accepts the objectives and each member is responsible for fulfilling their part, because if not, the whole team will be affected.
- **Simultaneous interaction:** Team members work together at the same time on a task. This promotes the success of others, makes the team share their resources, as well as help, support and encourage each other. This important principle means that **all the members of a team feel supported, valued and respected by the rest.**
- **Equal participation:** Every child should have the opportunity and also be obliged to participate on an equal basis. To ensure this, teachers have to give time for individual work, randomly choose which team member gives the answer and **guarantee that responsibilities and roles change on a regular basis.**
- **Group evaluation:** To ensure that all team members are committed to the task and to the success of all the members, a **group evaluation is carried out instead of individual evaluations.** This type of evaluation aims to **reward teamwork and cooperation and avoid competitiveness.** All aspects of teamwork, as well as the results themselves, are evaluated. Team members must subsequently determine what actions are positive or negative and make decisions about the behaviours they must modify or keep.

These five principles will ensure the correct **development of the children's social skills** when using **Cooperative Learning** in the classroom.

## ► Benefits of Cooperative Learning

There are many benefits to applying **Cooperative Learning** to the classroom:

- It develops **positive attitudes towards learning.**
- It encourages **interaction** between the children, **autonomy** and **interdependence**; each child is given a sense of responsibility with the role that they are assigned.
- It promotes the **integration** of all the children, as it develops **positive relationships.**
- It encourages **respect, tolerance, flexibility** and the **ability to listen and give opinions.**
- It encourages the children **to learn to share responsibilities, to organise and divide tasks, and to carry out these tasks diligently in order to achieve a better outcome.**
- It allows the children to **overcome any difficulties** they may have through the support of the members of their team, while at the same time **it enhances the talent of each member.**
- It aims to **solve conflicts** that may arise in the classroom from a **constructive viewpoint.**
- It **improves the children's academic performance and increases self-esteem and motivation.**
- It promotes the **development of the children's communication and social skills.**



## ● HOW TO GET STARTED

### ▶ Classroom organisation

To work cooperatively, the classroom needs to be organised in such a way that all the activities can be carried out easily.

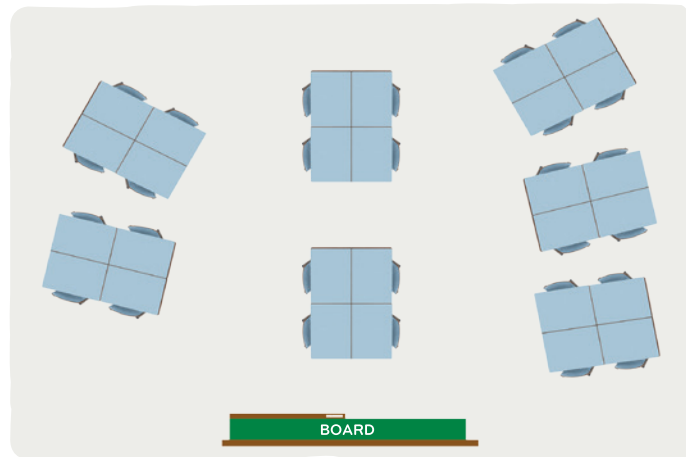
Ideally, the school would agree that all the teachers of the key stage should work cooperatively in order to maintain the classroom layout throughout the day. However, if this is not the case, it is still possible to incorporate **Cooperative Learning** into the English class.

The children need to learn to prepare the classroom, get themselves into their teams and assume their roles before the lesson starts.



### Table positions

When using **Cooperative Learning** in the classroom, the children must be seated so that they can easily interact with their classmates. Depending on the classroom furniture, we can create various teams. If the desks are individual, group them in fours. If the tables are longer, they can be used for different teams. If the classroom has available floor space, the children can sit with their team members in a square.



### Class bonding

During the first few sessions, it is important for the children to feel comfortable and to do **group bonding activities**. Even though the children probably know each other already, they may have not worked in teams before or there may be new children in class. Some class bonding activities can be:

#### ● Two Truths and a Lie

Tell each child to think of two true facts about themselves and one lie. Invite the children to walk around the room freely until you call out *Stop!* The children pair up with the person next to them. Give them one minute to take turns to say their three sentences. The listener tries to identify the other person's lie. Play again several times so the children have a chance to speak to a variety of classmates.

#### ● Catch the Egg

Divide the class into groups, they can be as large or small as necessary to suit your class. Give each group the same materials, for example, a shoe box, newspaper, string, paper plates, etc. The aim is for each team to build a device to catch an egg without it breaking when dropped from high up. Give the teams a time limit and then test the egg catchers. It is a good idea to put down plastic sheeting or newspaper below each one in case the egg breaks. Encourage them to be positive about the other groups' work. If an egg is too messy then you could use a small packet of biscuits and insist no biscuits must break. The children can then eat the biscuits.

#### ● First Day of School Puzzle

Before class cut a large piece of card into puzzle shaped pieces so there is one per child. Make sure you mark which is the back and the top of each piece. Tell the children to decorate the front of their puzzle piece, they can add colours, pictures, photos and any information about themselves that they want to share. When they have all finished, fit the puzzle back together as a wall display. Explain that they all fit together as a class and every member is needed to make a full picture.

## Classroom rules

At the start of the year, it is important to establish some **general classroom rules** which will help with classroom management and promote a good relationship between each member of the class. These rules need to be **agreed by the whole class**. It is important that everyone is able to follow these general rules in every class activity.

The rules should use simple language that the children can easily read and understand in order to be able to follow them:



## How to form Cooperative Learning teams

When **forming teams** for **structured Cooperative Learning**, there are certain criteria to follow in order to create the most **heterogeneous** teams possible.

Ideally, **teams should be made up of 4 members**, but depending on the classroom furniture, space and number of children, the teams could have 3 or 5 members.

When organising the children into teams, it is advisable to use the register and to classify the children using symbols according to the following criteria:

- **Circle:** The children with a good level of learning capable of helping others. ○
- **Square:** The children with a medium level and able to perform the tasks independently. □
- **Triangle:** The children who need help in carrying out the activities. △

When we have the list of children with the corresponding symbol, we can form the teams so that there are **two squares, a triangle and a circle in each one**. It is necessary to take into account the behaviour of the children and the relationships between them.

It is also important to **balance girls and boys** within the teams.

Other criteria can also be taken into consideration depending on the class. The important thing is that **each team represents as closely as possible the whole class**.

The advantage of forming groups this way is that in each of the teams there are children who can help or clarify ideas so it greatly facilitates the completion of activities and the consolidation of learning.

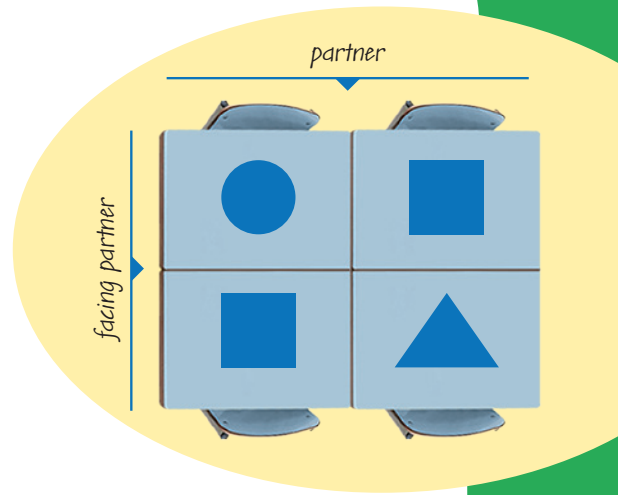
When sitting the children in their teams, make sure that the triangle and the circle are always diagonal so that, when doing pair activities, the child in front of them or next to them is closer to their level.

Now that the teams are formed, it is time to work on **team bonding**. For this, **each team is given an identity via a name**. Ask the team to choose a name for their team and create an **identity card** using the **Photocopiable material** at the back of this guide. Encourage them to design a logo for their team and draw it on their team identity card. Once the teams have their identity card ready, they can display it in the middle of their table.

Once the children are placed in their new team, they introduce themselves to their teammates and can ask a round of questions to get to know each other better: favourite colour, favourite animal, favourite film, etc.

After **team bonding activities**, it is time to work on the **feeling of belonging**. Ask each team to think of a way to **celebrate together**, for example, giving a high five, a Mexican wave or hands in the middle that they then raise together. They will do their special celebratory action whenever they do a task correctly or when the teacher encourages them to do so, especially when they have completed a **Cooperative Learning structure**.

After observing how each team works, it is possible to make small changes, though this should be avoided. Normally the children will establish good relationships within their team and all teams should work harmoniously in the classroom.



**Ideally, keep the same teams for 5 to 7 weeks.** When rearranging teams, keep in mind the basic criteria, but now additionally make sure to mix the children so they do not stay with the same teammates.

## Number assignment

Give each team member a **number which will help them to identify themselves**. These numbers will help with organising general class work as well as with **Cooperative Learning structures**. Stick the numbers clockwise in the corner of each table so that each team has the same layout.

## Cooperative Learning roles

Once the teams have been formed and each child has been assigned a number, each child needs to be given a **role within their team**. There are five roles:



### SPEAKER

Encourages each team member to work and also speaks on behalf of their team presenting the project or task to the class, talks with the teacher and asks questions.



### RECORDER

Collects, organises and explains any information the team is asked for while they are carrying out a task. Writes everything down for the group, records all data, makes sure everyone is doing their best and helps to decide.



### MATERIALS MANAGER

Collects and puts away all the necessary materials and ensures that everything is tidy. Makes sure materials are treated well.



### SILENCE MONITOR

Controls the team's noise levels ensuring it is appropriate for the task they are doing. Makes sure the group is quiet.



### TIME KEEPER

Keeps track of time and lets the team know how much time is left to finish the activity. Uses a watch or a sand timer to display the time given for the activity.

If the teams have **4 members** as indicated, **roles can be merged**. Ideally, the role of the **Silence Monitor** can be carried out by one of the other roles. If some teams have **more than 5 members** then repeat the roles, for example, have 2 **Materials Managers** or 2 **Silence Monitors**.



**Change the roles regularly.** It is recommended to keep the same roles during the time that the teams are together, in order to train them how the role works. When the new teams are formed, the children then change to a new role. After some time using Cooperative Learning, the roles can be changed every week. This way, the children have a new role within their team and this increases their motivation, concentration and their dedication.

Establishing roles within a team also helps with classroom organisation:

- It encourages the children to **get involved** with managing the classroom.
- It helps the children **develop social skills** linked to teamwork.
- It provides **opportunities to participate** for every member of every team.
- It **improves the teaching-learning process** to the extent that work is more effective.

### Set the class for Cooperative Work

The ideal scenario is that the teams stay together throughout the whole school day. However, if this is not the case, the children need to be trained to get ready for cooperative work in the quickest time possible: The **Materials Managers** need to show their **team identity card** on their table and the children have to get organised according to the plan displayed on the **Classroom Management poster** on the **Teacher's i-solutions**<sup>1</sup>. On this poster, **the team member numbers and the roles they have to carry out are clearly displayed**.

<sup>1</sup> If no projector or IWB are available, it is possible to make a poster which meets the same objective.

## EVALUATION OF COOPERATIVE TEAMWORK

Evaluation is a key stage in every learning process so it is important to evaluate how the children work together as a team. The evaluation of cooperative work benefits learning at both the individual and group level.

In order to carry out an effective evaluation of teamwork, the teams need to be together for at least 5 to 7 weeks.

The **GO Innovate! Teacher's Guide** includes **what they have in common** for the evaluation, which can be found as **Photocopiable material** at the back of this guide: The **Team plan** and **Team evaluation** templates.

### ► Team plan

The children have to be aware of **what they have in common**, so they clearly understand that together they can **learn more and learn better**.

Filling out the Team plan template before the start of the cooperative work contributes to **teamwork planning**. Once the children have finished the activity, it is then used as a tool to **reflect and assess whether the objectives in their original planning have been fulfilled** and to what extent.

First, the children write their **team name** and the **objectives** they promise to fulfil as a team. The template includes **two basic objectives**:

- Progress in learning
- Help each other

These are the basic goals that a team has to achieve. Progress in learning and the establishment of mutual peer support are both vital in order that the various cooperative activities are carried out with the greatest possible success.

In addition to the two basic objectives, the plan allows each team **to add more objectives**. The other objectives can be directly related to the specific unit content or to teamwork skills.

Team name:	Year:
Date:	Class:

OBJECTIVES	
1	Progress in learning
2	Help each other
3	
4	

Within the Team plan template, there are other sections to be filled out by the children. Each child must write their **name** and the **role** that they have within their team, as well as their **personal commitment** during the teamwork, and they must sign to officially agree to the commitment.

NAME AND ROLE	PERSONAL COMMITMENT	SIGNATURE

In the personal commitment section, the children must include what they promise to do when working as a team. Some examples might be:

- Help my teammates
- Get on with my teammates
- Take turns to speak
- Use my best handwriting

These commitments are important because each child indicates here in what areas they can improve. Later, when they carry out the evaluation, they have to check to what degree they have achieved their commitment. These promises are personal so **each child has to think about how they can improve their own daily work.**

## ► Team evaluation

Once the **Cooperative Learning structure** for the unit has been completed, **it is time to evaluate the new learning and the teamwork.** To get the children to reflect upon their learning and their involvement in teamwork, **they need to do a teacher-guided assessment** in order to achieve a more objective perspective towards team evaluation and self-evaluation. Use the **Photocopiable material** at the back of this guide to carry out the team evaluation in your classroom.

The **Team evaluation** template in **GO!** should be used as follows:

- The children write their team name and the date.
- A team appraisal is made, with the teacher as a guide, to **reflect on what they have learnt and how.** This is the assessment of the children's new language acquisition.
- The cooperative lesson and a **discussion on which aspects to improve** to carry out.

Team name:	Date:
What have we learnt? How?	
Evaluation of the lesson and what to improve	

Although we recommend that the teacher acts as a guide, we must ensure that the different criteria involved in the evaluation of cooperative work are assessed by the children themselves so that they learn to **regulate their own learning independently**.

Within the Team evaluation template, the team members assess **the achievement of the objectives** together, marking in the corresponding box if they have achieved them or not, and writing any **observations** that they consider appropriate for the established objectives in their Team plan template.

ACHIEVEMENT OF THE OBJECTIVES	YES	NO	OBSERVATIONS
1 Progress in learning			
2 Help each other			
3			
4			



It is important that the teacher explains to the children that they should **be as objective and accurate as possible** when making their **observations**. At first, the children will not know how to complete an evaluation form, so the teacher will have to help with examples. Eventually, when the children become more used to evaluating themselves and to reflecting on their achievements, they will be able to complete the charts independently.

So far, the focus has been on the **evaluation of the whole team**. However, we also need to provide tools to help the children **assess** and **analyse** their **individual performance**. This time, the children take turns to write their **name** and **role** and complete the **self-assessment chart**, indicating what they **have done well and what they can improve**.

NAME AND ROLE	WHAT I DID WELL	WHAT I CAN IMPROVE

Then each child has to **assess personal commitment** they agreed to in the Team plan template and indicate whether they have fulfilled it or not.

NAME	PERSONAL COMMITMENT	YES	NO



The regular use of the templates for teamwork plan and evaluation included in **GO!** will help the children learn how to **plan their teamwork better, reflect on the joint learning and regulate their own contributions to the team correctly**.

## COOPERATIVE LEARNING IN GO!

The **Cooperative Learning structures** proposed in **GO!** have been carefully adapted to the primary age group and are distributed into six levels depending on the difficulty and the content being covered. These suggestions are **optional** and are offered as an **alternative** or as a **supplement** to the methodology in the **Teacher's Book**.

In **GO Innovate! Teacher's Guide 6**, there is a **structure** of cooperative work **per unit**, with detailed instructions of the steps to follow and the necessary material. Each structure includes both **Language objectives** and **Cooperative goals** to clearly highlight the children's English learning along with the development of their social skills.

The use of **Cooperative Learning structures** in the classroom **should not mean extra work for the teacher**. It is true it will take a while to train the children to follow the work dynamics at the beginning but, as the children work with the proposed structures, they also develop the strategies of **Cooperative Learning** which they will apply to their work with different or more complex **Cooperative Learning structures** in the future.

### ► Cooperative Learning structures used in GO! 6

The **Cooperative Learning structures** used in **GO! 6** are shown in this chart. The structures **have been carefully adapted to work with the specific content and materials from GO! 6**. Many of these structures also adapt their degree of complexity to the different levels of **GO!** It is possible to do other structures or to swap them around, as long as the learning content is respected.

UNIT	COOPERATIVE LEARNING STRUCTURE	LESSON
1 SCHOOL DAYS	Cooperative research	Lesson 8
2 FOOD FOR FRIENDS	Think-pair-share	Lesson 2
3 WORLD RECORDS	Pencils in	Lesson 7
4 THE FESTIVAL	Cooperative research	Lesson 8
5 ANCIENT ROME	One-two-four	Lesson 4
6 ADVENTURE CAMP	Cooperative research	Lesson 6



Keep in mind the **Student's Book** lesson in each unit needs to be **completed before** using any of the **Cooperative structures** provided in this guide to ensure the children are ready to work with the content in this alternative way.



Extra time  
(15'- 45')  
is required

to do the Cooperative Learning structure suggested for each unit.



## ► Cooperative Learning structures general description

### COOPERATIVE RESEARCH

The children work together as a team to make a blog entry or a poster. Each member of the team must do their part in order to complete the task. Each member knows exactly what they have to do, but there must be a group consensus about the final result.

### ONE-TWO-FOUR

The children in each team start by working individually (ONE) to decide what the correct answer is to the question or questions posed by the teacher. Then the children pair up (TWO) to exchange ideas about the answer. Finally, the whole team (FOUR) discuss the answers and choose the most appropriate one.

### PENCILS IN

The team has to work together to solve a problem or complete a task. One member of the team suggests a solution and asks the rest of the team for their opinion. All the while, their pencils remain in the middle to show that they should be talking and listening, not writing. When everyone understands exactly what they have to do or how to complete the activity, they each take their pencil and do it.

### THINK-PAIR-SHARE

The teacher explains the task to the whole class. Each child thinks about what they have to do individually. The children form pairs and each child explains to their partner what they have to do to complete the task the teacher has set. If they both understand perfectly what they have to do, they start working. If not, they explain the task again. If they are still not clear, they ask the teacher for help.



**Handle  
Cooperative Learning  
with care!**

Keep in mind the best way to build effective and meaningful learning is to combine different methodologies in the classroom. It is then very important **not to overuse Cooperative Learning** dynamics, as the children will lose interest. Where there are structures which include several rounds or where the teacher decides the time frame, it is advisable not to give too much time so the children remain interested and motivated the next time they do them.



Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • COOPERATIVE RESEARCH •

### GENERAL DESCRIPTION

The children work together as a team to make a blog entry. Each member of the team must do their part in order to complete the task. Each member knows exactly what they have to do, but there must be a group consensus about the final result.

### LANGUAGE OBJECTIVES

- To practise vocabulary related to school routines.
- To practise writing skills.

### COOPERATIVE GOALS



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

### ACADEMIC PERFORMANCE

This structure **allows** each team member to work on a different task in order to **reach a common goal**. The final outcome for the team depends on the individual work of each member.

### RESOURCES AND MATERIALS

- Student's Book, page 16
- Books or printed resources about school in different countries
- Computers or tablets (1 per team)
- 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 all the material for the team and hands it out.
- 4 Write the names of the different countries on the board (these are the countries that have previously been researched): *Russia, France, Germany, Ireland, England*.
- 5 Each team is appointed a country. Give out the countries or alternatively, the team names can be put in a bag and when they are chosen the **Recorder** selects a country.
- 6 Tell the teams that on their blog entry they should present the most important information about the schools in their chosen country. Give them some ideas. The tasks for each student are:
  - Student A selects the information from the computer or tablet. This person searches for what might be useful such as definitions, illustrations and so on. Student B researches the text. They decide what information should be included on the blog entry. Student C writes the information. This person alone writes everything that has to be written. Student D creates the illustrations. This person alone does all the necessary drawings for the blog entry. Each team decides who will carry out which role depending on their skills.
- 7 When the time is up, the **Speaker** from each team shows their team's blog entry and talks about school in their chosen country.
- 8 As the teams finish, the **Recorder** collects a copy of **Team evaluation** template to complete and to evaluate their work together as explained in the 'Getting started instructions' on pages 12-13.
- 9 The team celebrates their success and hard work with a **Team High Five!**



### TIPS

- Help the teams to research the information and make sure the children fully understand their individual task and what their choices entail for others. Remind them that the final result is a team effort, approved by all, it is not individual work.
- If teams are struggling to appoint roles, the teacher should help them decide.
- Remind the teams that the members who have already finished their task may continue researching information.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • THINK-PAIR-SHARE •

## GENERAL DESCRIPTION

The teacher explains the task to the whole class. Each child thinks about what they have to do individually. The children form pairs and each child explains to their partner what they have to do to complete the task the teacher has set. If they both understand perfectly what they have to do, they start working. If not, they explain the task again. If they are still not clear, they ask the teacher for help.

## LANGUAGE OBJECTIVES

- To practise *There is/are, There isn't/aren't* with countable and uncountable nouns.
- To revise the use of *some* and *any*.
- To revise food vocabulary.

## COOPERATIVE GOALS



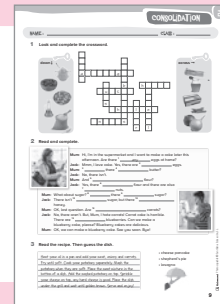
- Positive interdependence
- Equal participation
- Individual responsibility
- Simultaneous interaction

## ACADEMIC PERFORMANCE

This structure **activates the understanding of a task** and promotes the development of the children's **planning skills, independent work** and **self-discipline**. It also helps the children complete the task successfully and **increases motivation**.

## RESOURCES AND MATERIALS

- Student's Book, page 19
- A copy of Teacher's Resource Book Language worksheet, page 9 (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 Form pairs within the teams by getting them to touch shoulders with the child sitting next to them.
- 6 The children spend some minutes thinking about what they have to do. If they are unsure, they ask their partner.
- 7 The children complete the worksheet individually.
- 8 When both partners have finished, they compare their work and check that they have both done it correctly.
- 9 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.
- 10 The pairs celebrate their success and hard work with a **Pairs High Five!**



## TIPS

- If there is an odd number of children in the class and someone does not have a partner, some groups can have 3 children.
- Remind the children that they must help each other, not do their partner's work.
- If there is time, ask the children to draw their favourite food on the back of the worksheet. Fast finishers can also write all the food words that they know in English.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



# WORLD RECORDS

Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • PENCILS IN •

### GENERAL DESCRIPTION

The team has to work together to solve a problem or complete a task. One member of the team suggests a solution and asks the rest of the team for their opinion. All the while, their pencils remain in the middle to show that they should be talking and listening, not writing. When everyone understands exactly what they have to do or how to complete the activity, they each take their pencil and do it.

### LANGUAGE OBJECTIVES

- To revise environmental features vocabulary.
- To practise superlative adjectives.

### COOPERATIVE GOALS



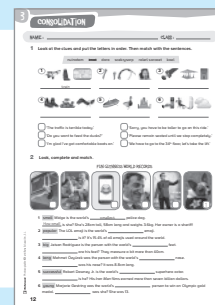
- Positive interdependence
- Equal participation
- Individual responsibility
- Simultaneous interaction

### ACADEMIC PERFORMANCE

This structure **activates previous knowledge** and promotes the development of the children's **competence in solving problems**. It also helps the children complete the task successfully and **increases motivation**.

### RESOURCES AND MATERIALS

- Student's Book, page 35
- 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 Each team member puts their pencil in the centre of the table.
- 6 Ask the children to look at Activity 1. The team members discuss how to complete the activity until they are all clear what to write.
- 7 Each child then picks up their pencil and completes the activity as previously agreed on by the group.
- 8 Read and explain Activity 2. The children repeat steps 5-7. Then do the same for Activity 3.
- 9 The teams put their pencils back in the centre when they have finished.
- 10 The **Speaker** from each team comes to the front with their worksheet to show the team's work. If necessary, correct it and the **Speaker** returns to their team to show the correct answers.
- 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

- It is important to train the children not to pick up their pencils until every team member understands exactly what to do.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • COOPERATIVE RESEARCH •

### GENERAL DESCRIPTION

The children work together as a team to make a blog entry. Each member of the team must do their part in order to complete the task. Each member knows exactly what they have to do, but there must be a group consensus about the final result.

### LANGUAGE OBJECTIVES

- To practise the Past Simple of regular and irregular verbs.
- To revise free time vocabulary.

### COOPERATIVE GOALS



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

### ACADEMIC PERFORMANCE

This structure **allows** each team member to work on a different task in order to **reach a common goal**. The final outcome for the team depends on the individual work of each member.

### RESOURCES AND MATERIALS

- Student's Book, page 46
- Books or printed resources about different festivals
- Computers or tablets (1 per team)
- 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 all the material for the team and hands it out.
- 4 Write the names of different festivals on the board (these are the festivals that have previously been researched): *Notting Hill Carnival, April Fool's Day, Christmas, Halloween, etc.*
- 5 Each team is given a festival to write about an imaginary weekend spent there. Give out the festivals or alternatively, the team names can be put in a bag and when they are chosen the **Recorder** selects a festival.
- 6 Tell the teams that on their blog entry they should present the most important information about their imaginary weekend at a festival. Give them some ideas.
- 7 The tasks for each student are: Student A selects the information from the computer or tablet. This person searches for what might be useful such as definitions, illustrations and so on. Student B researches the text. They decide what information should be included on the blog entry. Student C writes the information. This person alone writes everything that has to be written. Student D creates the illustrations. This person alone does all the necessary drawings for the blog entry. Each team decides who will carry out which role depending on their skills.
- 7 When the time is up, the **Speaker** from each team shows their team's blog entry and talks about their imaginary weekend at a festival.
- 8 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.
- 9 The team celebrates their success and hard work with a **Team High Five!**



### TIPS

- Help the teams to research the information and make sure the children fully understand their individual task and what their choices entail for others. Remind them that the final result is a team effort, approved by all, it is not individual work.
- If teams are struggling to appoint roles, the teacher should help them decide.
- Remind the teams that the members who have already finished their task may continue researching information.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • ONE-TWO-FOUR •

### GENERAL DESCRIPTION

The children in each team start by working individually (ONE) to decide what the correct answer is to the question or questions posed by the teacher. Then the children pair up (TWO) to exchange ideas about the answer. Finally, the whole team (FOUR) discuss the answers and choose the most appropriate one.

### LANGUAGE OBJECTIVES

- To practise reading skills.
- To revise ancient Rome vocabulary.
- To revise irregular Past Simple forms.

### COOPERATIVE GOALS



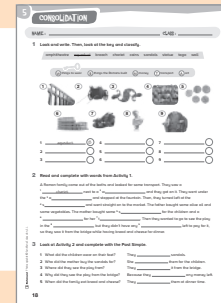
- Positive interdependence
- Equal participation
- Individual responsibility

### ACADEMIC PERFORMANCE

This structure **activates previous knowledge** and works to revise the lesson content.

### RESOURCES AND MATERIALS

- Student's Book, page 51
- A copy of Teacher's Resource Book Language worksheet, page 18 (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 Then they compare their work with the child sitting next to them and check that they have both done it correctly.
- 7 The pairs then check their answers with the rest of their team. They say the answers out loud and check they all have the words spelt correctly.
- 8 Walk around checking on pronunciation.
- 9 When all the teams have checked their work, the **Speaker** of each team stands up to show their work to the rest of the teams.
- 10 The children then work in the same way to complete Activity 2 and Activity 3.
- 11 As the teams finish, the **Recorder** collects a copy of **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

- If there is an odd number of children in the class and someone does not have a partner, some groups can have 3 children.
- Remind the children that they must sit in silence while the **Speaker** of each group talks on behalf of their team.
- Since the activity initially involves the children working individually, the time they each need will be different. So, it is important to tell them when they should start to complete the activities. It is also important to work with the children on learning to wait patiently whilst their teammates finish their work.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



# ADVENTURE CAMP

Use this structure for language consolidation.



## COOPERATIVE LEARNING STRUCTURE • COOPERATIVE RESEARCH •

### GENERAL DESCRIPTION

The children work together as a team to make a poster. Each member of the team must do their part in order to complete the task. Each member knows exactly what they have to do, but there must be a group consensus about the final result.

### LANGUAGE OBJECTIVES

- To revise modal verb *should/shouldn't*.
- To revise nature vocabulary.

### COOPERATIVE GOALS



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

### ACADEMIC PERFORMANCE

This structure **allows** each team member to work on a different task in order to **reach a common goal**. The final outcome for the team depends on the individual work of each member.

### RESOURCES AND MATERIALS

- Student's Book, page 64
- Books or printed resources about popular parks
- Computers or tablets (1 per team)
- Large card paper (1 per team)
- 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 all the material for the team and hands it out.
- 4 Write the names of the different parks on the board (these are the parks that have previously been researched): *Hyde Park, Central Park, Washington Square Park, High Line Park, Domino Park, etc.*
- 5 Each team is appointed one of the parks. Give out the parks or alternatively, the team names can be put in a bag and when they are chosen the **Recorder** selects a park.
- 6 Tell the teams that on their poster they should present the most important information about their park. Give them some ideas: park rules, general description, etc.
- 7 The tasks for each student are: Student A selects the information from the computer or tablet. This person searches for what might be useful such as definitions, illustrations and so on. Student B researches the text. They decide what information should be included on the poster. Student C writes the information. This person alone writes everything that has to be written. Student D creates the illustrations. This person alone does all the necessary drawings for the poster. Each team decides who will carry out which role depending on their skills.
- 7 When the time is up, the **Speaker** from each team shows their team's poster and talks about the park they have researched, describing its feature, what people can and can't do there etc.
- 8 As the teams finish, the **Recorder** collects a copy of **Team evaluation** template to complete and to evaluate their work together as explained in the 'Getting started instructions' on pages 12-13.
- 9 The team celebrates their success and hard work with a **Team High Five!**



### TIPS

- Help the teams to research the information and make sure the children fully understand their individual task and what their choices entail for others. Remind them that the final result is a team effort, approved by all, it is not individual work.
- If teams are struggling to appoint roles, the teacher should help them decide.
- Remind the teams that the members who have already finished their task may continue researching information.
- Discuss with the children from each group what they wrote on the **Team evaluation** template in order to help and encourage them to improve.



# FLIPPED LEARNING

## GETTING STARTED

Don't just flip your class,  
**transform it!**



## WHAT IS FLIPPED LEARNING?

Aaron Sams and John Bergman, two high school teachers in the US, are the drivers and creators of this organisational system. **Flipped Learning** is not a methodology but a **work dynamic**. Its use in the classroom creates a new environment open to creative methodologies and a **teaching-learning process more akin to 21<sup>st</sup> century needs**.

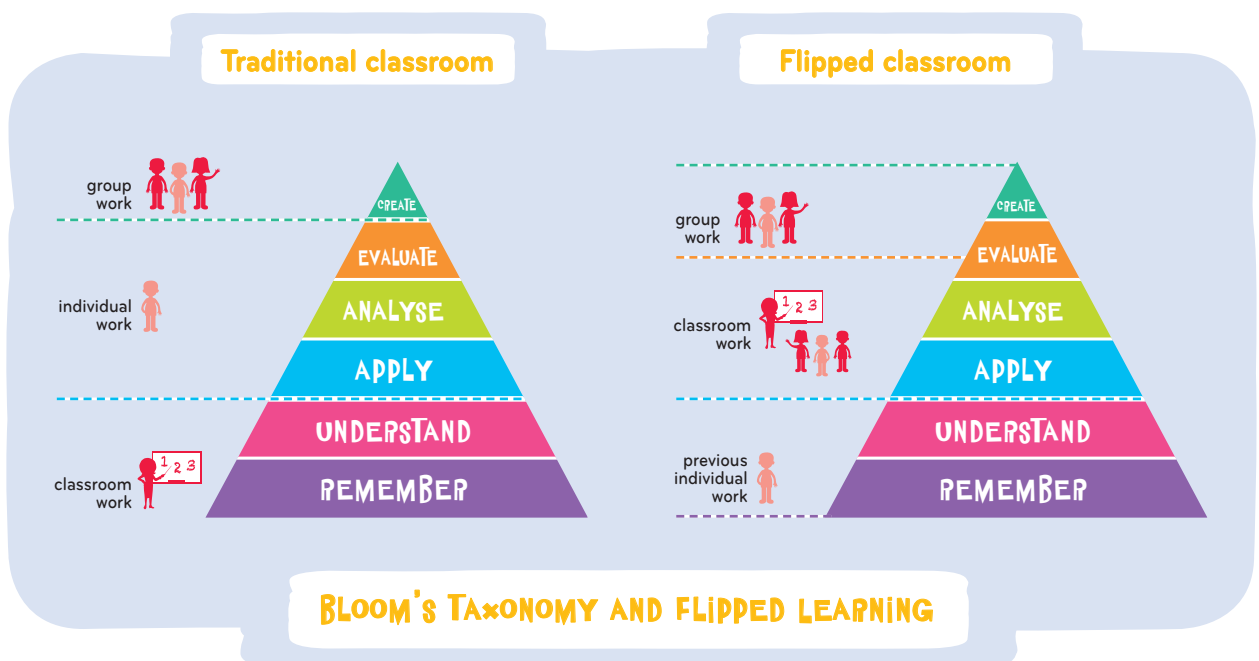
The system originally emerged as a response to the needs of students who could not attend class. Their teachers sent them **informative videos** so that they did not fall behind in their studies. Little by little, teachers discovered the benefits and possibilities offered by this system of work and it was gradually perfected and extended.

Education today faces new challenges as **our students, citizens of the 21<sup>st</sup> century**, require a **different type of teaching**. Thanks mainly to the internet, students today can easily access educational content, and because of this, **the teacher's role** is no longer merely to transmit content but to be a **guide in the education process**.

The teachers should stir **the children's curiosity for learning** and help them **develop skills** that allow them to become more **autonomous learners**. This can be done gradually from a very young age.

A great way to achieve these goals is through **Flipped Learning**. Learning is flipped because there is a change to **the order in which new material is presented, the type of classroom activities** carried out and the type of tasks assigned as **homework**. Traditionally, teaching has been based on the explanation of material by a teacher in front of their students who then had to apply that information to class work or homework. **Flipped Learning reverses this order** to get the most out of the time in the classroom.

Thus, one of the most relevant aspects of **Flipped Learning** is that it allows time in the classroom to work on more **complex skills and mental processes related to know-how**, facilitating **meaningful learning**.



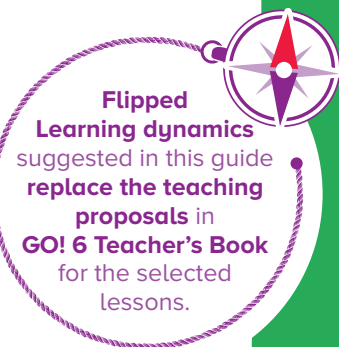


**GO!** has a **multitude of resources** that favour the use of **Flipped Learning**. These resources can be used to promote a change in the English classroom in order to **motivate the children** and make them more participative and responsible in their own learning progress.

The concept and development of **Flipped Learning dynamics in GO!** has been **carefully adapted to the children's English level** as well as their **cognitive age level**. For this reason, the suggestions evolve over the 6 levels, adapting to what the children are able to do at every stage.

There is a **Flipped Learning** dynamic **for every unit in GO!** This dynamic anticipates the content of the next lesson. Anticipating the lesson content beforehand encourages **meta-learning** and helps the children to be aware of what will happen in the classroom later. This awareness brings them more **security and confidence**.

Each dynamic suggested on the following pages includes detailed instructions on the steps to be taken, both at home and in class, as well as the complete list of materials needed. Each dynamic also includes the **Language objectives** and a section called **Why flip this lesson**. This section highlights the children's English learning along with the opportunities **Flipped Learning** offers to develop other aspects of the children's learning process. **Extra suggestions** to introduce the work with additional **GO! components and games** are also provided in each dynamic.



## **FLIPPED LEARNING DYNAMICS IN GO! 6**

**Flipped Learning in GO! 6** is always located in **Lesson 3** to anticipate and facilitate the **presentation** of the **key grammar structure(s)** of each unit.

### **AT HOME**

The key grammar structure is introduced by **watching the Grammar-in-context video and the Grammar presentations from Lesson 3 at home before the start of the lesson**. The videos are available for the children on the course website: [www.go.richmondigital.net](http://www.go.richmondigital.net) 

The **website access code** for the children is included in the **Student's Book**. Make sure all the children have access to a computer or mobile device with internet connection.

The Grammar presentations should be **watched at least 3 times**:

- 1** A first time where the video is played all the way through.
- 2** A second time stopping at moments of interest.
- 3** A third time to check that the content has been understood or to write down questions to take to class. This time it is also played without stopping and children should be encouraged to practise the pronunciation and intonation of questions and statements.

As well as watching the videos, there is a **video-related activity** that must be completed before returning to class. These Flipped worksheets are available both as **Photocopiable material** at the back of this guide and on the course website.

**Once in the classroom**, the **first activity of the unit** will be to carry out the **GO Check! activity**. This consists of checking that the videos have been watched, the task completed and the content understood. This activity usually practises **speaking skills**.

After this starter activity has been completed, **the new content is then used in more complex and active tasks** during the rest of the class session.

## FLIPPED LEARNING BENEFITS IN GO! 6

There are many benefits to introducing the key grammar with videos and some simple tasks before the class session:

### Competences dimension

- It anticipates the grammar context for the children and ensures that **each child can work at their own pace** to get ready for the class session.
- It develops the **audiovisual language** and the **Digital competence** of the children.
- It works as an **initial evaluation** of the children's understanding of grammar in an autonomous way.
- It promotes the **development of the children's Learning to learn competence**.

### Methodological and pedagogical dimension

- It allows the teachers to **save class time** and thus significantly increases the opportunities to complete more activities and reinforce the key content in the classroom.
- It **maximises** the use of the **course resources**.
- It allows **multidimensional work** through video images, audio and rhythms to encourage the children's comprehension and **memory**.
- It allows the teacher to include a **wider diversity of tasks** that promote different **thinking skills** and richer access to learning.

### Emotional dimension

- It gives the **family a more active role** in their child's learning.
- It **personalises learning** so that each child can access the new content as often as needed without restriction.
- It provides a space for **work on content and pronunciation** in a **climate of safety and trust**.

## ► How to get started: Home-school connection

Using **Flipped Learning** involves a **commitment to work between students and teachers**, each one accepting their role and responsibility. It is advisable that the **starting point**, before beginning to use the dynamics of **Flipped Learning** in **GO!**, be to organise a **meeting with the families** to inform them about this system of work. It is **very important that they understand the benefits** that **Flipped Learning** brings to their children's global learning process. If there is no possibility of bringing families together, the teacher can **make a video for the families** where all this information is explained.

### Step-by-step Key Information

- In order to work with **Flipped Learning** dynamics, all the children need to have access to a **computer or mobile device, and internet connection at home**.
- **Before the start of Lesson 3 in each unit, the children take home a task:** This Flipped task is easy to do and does not need parents or carers to have any great knowledge of the English language nor to monitor the children's work. **The task is explained in advance in class**, to make the children participant and autonomous. The explanation will also be delivered on a printed worksheet (see **Photocopiable Flipped worksheets** at the back of this guide). The **instructions** on how to complete the Flipped task are **also available for the children on the course website**.

- **Flipped task:** The task, at home, is to be done in **3 steps**:



**STEP 1:** The children watch the videos before the start of the grammar lesson.

The videos are available on the course website [www.go.richmonddigital.net](http://www.go.richmonddigital.net) in a section called Flipped Learning. Explain to the children that they have to register on the website using the **website access code** included in the **Student's Book**. The videos can be viewed from any device, whether computer, mobile or tablet.

There are two types of videos:

**Grammar-in-context videos:** First, the children watch the video for the unit **once** so they can have the context for the task. The videos are short and fun and therefore easily hold the children's attention.

**Grammar presentations:** Then they watch the **grammar presentation(s) for the lesson**. **Viewing** is recommended on **at least 3 occasions**:

- **First viewing:** Watch the presentation all the way through without stopping.
- **Second viewing:** Stop the presentation several times in order to focus on the most important aspects.
- **Third viewing:** Watch without stopping while trying to practise the pronunciation and intonation of questions and statements.

The grammar presentations provide **very clear step-by-step explanations for all the grammar rules** covered in **GO!** to make sure the children can work in an autonomous way. This approach to learning grammar is **a challenge for the children and keeps them motivated**.

If there are children who need to watch the presentation more than 3 times, encourage them to do so. The important thing is that **each child can work at their own pace and come to the class prepared**. This system of work adapts to the learning process of each child.



**STEP 2:** The children complete the **Flipped worksheet** that was given out in the previous class **to check their understanding of the grammar rule shown in the videos**.

These worksheets are also available on the course website.



**STEP 3:** The children watch the **Grammar-in-context video again** to consolidate the grammar rule in context in an amusing way.

- **GO Check! activity:** The **Flipped worksheet must be returned to the classroom** so the teacher can check that the task has been completed. The children also use the completed Flipped worksheets to participate in the starter activities of the lesson.

In order to help the teachers in this first phase of explaining the system of work to the children and their families, this guide includes a **Photocopiable Flipped Learning visual guide** that can be sent to the families or given out during the setup meeting. The **Flipped Learning visual guide** is also **available** on the **course website**.

You are now ready to start working with the **Flipped Learning** dynamics in **GO!** Follow the detailed step-by-step notes for each unit on the following pages and have a go at applying similar dynamics when working with the rest of the videos available in **GO!**





# SCHOOL DAYS

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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To practise the structure *have to / don't have to* + infinitive.
- To practise school routines vocabulary.
- To practise listening skills by watching videos.
- To practise speaking skills by asking questions.

### 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 1 Flipped worksheet**, page 66 (1 per child)
- **Unit 1 Grammar-in-context video: School days**
- **Grammar presentations (2): Have to / Don't have to**

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

#### AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 10
- Student's Book Audio CD 1, track 1.15
- Activity Book, page 8
- GO Further! Booklet, page 2 – **optional**

### EXTRAS

*If time allows*

- Complete **GO Further! Booklet**: This can be set as homework.
- **Peer evaluation**: Ask the children to spend 5-10 minutes making a list of things they have to do after school and things they have to do at the weekend. They then get into pairs and one of them asks their partner what they have to do during the week. If they both have an identical task they reply, *I have to ... too!* The pairs then swap roles and ask about the weekend.


### 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 **video School days** once so they can have the context for the task.
- 3 Then, they watch the **grammar presentations (2)** as many times as they need (at least 3). Ask them to pay special attention to the third person singular, the affirmative, negative and interrogative phrases and short answers. Encourage them to repeat the sentences as they watch to practise pronunciation.
- 4 The children complete the **worksheet** to check their understanding of both the grammar rules and the content shown in the videos.
- 5 The children watch the **video School days** 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 Megan and Daisy looking at? What are Megan and Daisy talking about?* Watch the **video School days** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask a child to copy the table from the Student's Book, page 10, Activity 2 on the board. Then, ask the children to get into pairs. They take turns to read out each question from Activity 1 using the correct option while their partner replies with a short answer from Activity 2. When they have all finished, go through the answers as a class for Activity 3 by asking a volunteer to give the answer for each part while the rest of the class say whether it is correct or not.
- 8 Complete the **Student's Book, Activity 3**  **1.15**. Tell the children to listen to the audio and answer the questions about Ellie's daily routine.
- 9 **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.



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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To practise the structures with countable and uncountable nouns.
- To revise food 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**.

Complete description of Flipped Learning benefits → page 24

### RESOURCES AND MATERIALS

#### AT HOME

- A copy of **Unit 2 Flipped worksheet**, page 67 (1 per child)
- **Unit 2 Grammar-in-context video: Food for friends**
- **Grammar presentations (2): Countable** and **Uncountable nouns**

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

#### AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 20
- Student's Book Audio CD 1, track 1.29
- Activity Book, page 16
- Activity Book Audio CD, track 4
- GO Further! Booklet, page 4 – **optional**

### EXTRAS

*If time allows*

- Complete **GO Further! Booklet**: This can be set as homework.
- **Our favourite dishes**: Each child thinks of their favourite dish and writes it on a piece of paper. Then, ask a volunteer to stand up, several children take turns to ask the volunteer if their favourite dish contains a specific ingredient. The child replies if it does or not. They keep asking and answering until someone guesses what the dish is. All the other children who have written down that same dish sit together. Ask another volunteer, not from the first group, to stand up and repeat the guessing game. The game ends when all the children are grouped together according to their favourite dish.


### 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 **video Food for friends** once so they can have the context for the task.
- 3 Then, they watch the **grammar presentations (2)** as many times as they need (at least 3). Ask them to pay special attention to the singular and plural forms, the affirmative and negative forms and how to form a question with countable and uncountable nouns. Encourage them to repeat the sentences as they watch to practise pronunciation.
- 4 The children complete the **worksheet** to check their understanding of both the grammar rules and the content shown in the videos.
- 5 The children watch the **video Food for friends** 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 Joel and Daisy preparing? What ingredients do they need for the cake? How many ingredients do they have? How many do they need to buy?* Watch the **video Food for friends** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask a child to copy and complete the table from Activity 1 on the board so everybody can check if it is correct. Then, ask several volunteers to say how they have classified the food from Activity 2 and why. Finally, ask other volunteers to explain the mistakes in Activity 3 and to write the correct sentence on the board.
- 8 Complete the **Student's Book, Activity 3**  1.29  
Tell the children that as they listen to the audio they write down the ingredients that are mentioned for the recipes.
- 9 **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.



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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To revise the superlative form of adjectives ending in *y*.
- To practise superlative adjectives.
- 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: World records**
- **Grammar presentation: Superlative adjectives**

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
- Activity Book Audio CD, track 6
- GO Further! Booklet, page 6 – **optional**

### E\*TRAS

If time allows

- Complete **GO Further! Booklet**: This can be set as homework.
- **Peer evaluation**: Put the children into pairs and ask each child to spend 5-10 minutes making a list of things that people in the class or school is good at. They should make the list using superlative adjectives, for example, *Max is the funniest person in class*. When both partners have finished their list they read it out to the other.


### 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 World records** 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 how the superlative adjective is formed depending on the number of syllables or if it ends in *y*. 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 World records** 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's the competition about? What's the prize?* Watch the **video World records** on the **Teacher's i-solutions** to explain answers.
- 7 **Correct the worksheet**: Ask the children to get into pairs to check Activity 1 by comparing their answers. Then they correct Activity 2 and each child should explain to their partner why they chose that answer depending on the original adjective. Finally, ask several volunteers to read their sentences for Activity 3 out loud. The rest of the class decides if the sentence is formed correctly or not and say why it is wrong if necessary.
- 8 Complete the **Student's Book, Activity 3**  2.7  
As they listen to the audio, the children can discover which three world records the numbers correspond to.
- 9 **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.



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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To practise the affirmative, negative and interrogative of Past Simple irregular verbs.
- To practise vocabulary relating to festivals.
- 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 for **Unit 4 Flipped worksheet**, page 69 (1 per child)
- **Unit 4 Grammar-in-context video: *The festival***
- **Grammar presentations (2): *Past Simple of irregular verbs***

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

#### AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 40
- Student's Book Audio CD 2, track 2.22
- Activity Book, page 32
- Activity Book Audio CD, track 8
- GO Further! Booklet, page 8 – **optional**

### EXTRAS

*If time allows*

- Complete **GO Further! Booklet**: This can be set as homework.
- **Drama**: Ask the children to write four or five lines about what they did last weekend, using irregular verbs where possible. Then ask two volunteers to come to the front. One whispers their text to the other. The child who listened then mimes the actions for the rest of the class to guess. When they have correctly guessed the answers, invite another pair to do the same. Repeat with as many pairs as there is time for.


### 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 **video *The festival*** once so they can have the context for the task.
- 3 Then, they watch the **grammar presentations (2)** as many times as they need (at least 3). Ask them to pay special attention to the different forms of the past simple depending on whether the phrase is affirmative, negative or interrogative.
- 4 The children complete the **worksheet** to check their understanding of both the grammar rules and the content shown in the videos.
- 5 The children watch the **video *The festival*** 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: *Where did Alfie go? Did he like it? What happened to his microphone?* Watch the **video *The festival*** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask a child to copy and complete the table from Activity 1 on the board so everybody can check if it is correct. Then ask several volunteers to say which verbs they used in Activity 2 and to say whether the sentences are true or false. Finally, ask the questions from Activity 3 out loud so volunteers can give the answers.
- 8 Complete the **Student's Book, Activity 3**  **2.22**. Tell the children to take notes as they listen to the audio so they can correct the mistakes in the text.
- 9 **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.



# ANCIENT ROME

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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To practise using *Wh-* questions with the Past Simple.
- To practise using vocabulary to talk about ancient Rome.
- 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 5 Flipped worksheet**, page 70 (1 per child)
- **Unit 5 Grammar-in-context video: Ancient Rome**
- **Grammar presentation: Past Simple with Wh- questions**

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

#### AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 50
- Student's Book Audio CD 3, track 3.7
- Activity Book, page 40
- Activity Book Audio CD, track 10
- GO Further! Booklet, page 10 – **optional**

### EXTRAS

*If time allows*

- Complete **GO Further! Booklet**: This can be set as homework.
- **Peer evaluation**: Ask the children to work in pairs to write a questionnaire with a series of questions about last summer's holidays. The questionnaire should ask if you went on holiday, who with and what activities you did. When they have finished writing, they should take turns to ask and answer the questions.


### 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 Ancient Rome** 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 four *wh-* words and what each one asks about.
- 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 Ancient Rome** 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 mark did Daisy get in the project? What questions did they ask her?* Watch the **video Ancient Rome** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask volunteers to match the questions and answers from Activity 1. Then, put the children into pairs to correct the remaining two activities together. In Activity 2 the pairs take turns to say the question they think it is and the answer which is on the worksheet. In Activity 3 the children compare their answers and explain their choice if they do not coincide.
- 8 Complete the **Student's Book, Activity 3**  **3.7**. Before listening to the audio, ask the children to decide which they think are the correct answers. Then, play the audio but pause it so the children can check their answers.
- 9 **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.





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



## HOW TO FLIP THIS LESSON

### LANGUAGE OBJECTIVES

- To practise the structure *be going to* + infinitive.
- To revise camping 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 6 Flipped worksheet**, page 71 (1 per child)
- **Unit 6 Grammar-in-context video: Adventure camp**
- **Grammar presentations (2): Be going to + infinitive**

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

#### AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 60
- Student's Book Audio CD 3, track 3.23
- Activity Book, page 48
- Activity Book Audio CD, track 12
- GO Further! Booklet, page 11 – **optional**

### EXTRAS

*If time allows*

- Complete **GO Further! Booklet**: This can be set as homework.
- **Oral practice**: For this memory chain activity, use a small ball or other object that the children can pass to each other. Give the ball, or other object, to a child and ask them to say something that they are going to do at the weekend. They then pass the ball to another child. This new child then repeats the sentence but in the third person singular (*he/she's going to ...*) and then they also say a new sentence about themselves. They then pass the ball to another child who does the same, repeating the previous sentence and saying a new one. The children can repeat the last person's sentence or all the previous sentences.


### 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 Adventure camp** once so they can have the context for the task.
- 3 Then, they watch the **grammar presentations (2)** as many times as they need (at least 3). Ask them to pay special attention to the affirmative, negative and interrogative forms and the short answers. Encourage the children 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 Adventure camp** 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: *Where are Joel and Alfie going this summer? What kind of activities are they going to do? Have they put everything they need in their rucksacks?* Watch the **video Adventure camp** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask a child to copy the table from the Student's Book, page 60, Activity 2 on the board. Then, ask the children to get into pairs to correct the worksheet. They check their answers for Activity 1 and explain their answers if they do not coincide. Then they take turns to explain the mistakes and read out the corrected sentences in Activity 2. Finally, the children check their questions and answers in Activity 3.
- 8 Complete the **Student's Book, Activity 3**  **3.23**. The children complete the activity as they listen to the audio.
- 9 **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.



# THINKING-BASED LEARNING

## GETTING STARTED



Make Thinking visible,  
Efficient, critical and creative thinkers, **GO places!**

## WHAT IS THINKING-BASED LEARNING?

**Thinking-based Learning** is a methodology in which strategies that promote the development of effective thinking are integrated systematically and focus on the cognitive processes that help us to think. Thanks to Thinking-based Learning, **the children develop their thinking skills** from a young age; they learn to **come to their own conclusions and finally, to make their own decisions**.

The way to achieve this goal is through the use of **Thinking Tools**, which consist of a **series of questions and rubrics** to practise with the children in order **to stimulate different mental habits** like curiosity, deep understanding, evidence-based argument, reflection and creativity.

**Thinking Tools prepare the children to be 'good thinkers'** who are able make good decisions and solve problems effectively. They also help the children **to use and evaluate information without rushing** as well as **to develop their critical and creative thinking**.

These Thinking tools are easy to use in the classroom and help the children to exert **greater control over their cognition**, by making them aware of their thinking processes, and so obtaining a **greater autonomy in their learning**.

All the **Thinking Tools** share the following features:

- They are aimed at **stimulating different mental habits**.
- They allow reflection through **metacognitive work**.
- They can be used **systematically** in the classroom.
- They are **easy to learn and teach**.
- They can be used **individually** and **collectively**.
- They are accompanied by **graphic organisers** in which the children express and **make their thinking visible**. When a thinking routine has been internalised, the graphic organisers no longer need to be used.

### Some Thinking Tools used in GO!



- Colour-Symbol-Image (C-S-I)
- Part-Whole
- Green Thinking Hat
- Compare and Contrast
- Mind map
- Think-Puzzle-Explore
- Zoom in
- Compass points
- See-Think-Wonder
- Generate-Sort-Connect-Elaborate (GSCE)

## BENEFITS OF THINKING-BASED LEARNING

There are many benefits to integrating **Thinking-based Learning** into the classroom. Learning to think helps to:

- **Make the process of thinking visible**, through monitoring our reasoning and learning to **be aware of how we think**.
- **Encourage reflective learning** and not just learning by rote therefore increasing the motivation to learn.
- **Stimulate a deeper understanding of the content** that we are learning without adding extra material.
- **Develop the children's thinking skills** so they become creative, analytical and critical thinkers.
- Get to know and work with a series of learning tools that **supplement the more traditional techniques**, like outline, summary and mind map.
- **Develop cognitive flexibility** and the capacity to **explore diverse perspectives** by stimulating the ability to generate multiple options to solve a problem.
- Reinforce the desire to understand things clearly, looking for connections and explanations, **focusing attention and seeking to process information** in a certain way.
- Establish focus, **check impulsiveness and reduce rash behaviour**, thanks to the sequenced use of graphic organisers.

## HOW TO TEACH THINKING IN THE CLASSROOM

In order to use specific strategies which will stimulate the children to think with greater depth and autonomy, the following conditions need to be taken into account:

### Reward or reinforce when the children ask questions

Teachers have a general tendency to reward only the right answers. For example:

Teacher: *What are the parts of the house?*

Children: *Kitchen, bathroom, living room, bedrooms...*

Teacher: *Very good!*

However, from the perspective of learning to think, we should also reward the children who ask questions. Use expressions such as *Great question! I love the question you've asked! Interesting question!* to promote the idea that **asking questions is important when a thinking process is carried out**.

### Use Thinking language in the classroom

**Vague language is a reflection of vague thinking.** However, using thinking language in class helps the children to organise and communicate their own thinking with greater precision and intelligence.

**Words are precision instruments.**

Try to use language that puts thinking at the centre of the activity. If teaching, for example, domestic and wild animals, in addition to the definition also encourage the children to:

- **Observe** images to detect **similarities and differences**.
- **Visualise** a scene.
- **Develop hypotheses**.
- **Check** ideas and **discuss** them.

The use of the vocabulary **in bold** above helps make thinking processes systematic.

It is also important to **make this type of language visible in class**. Use the **Thinking Language poster** available on the **Teacher's i-solutions** or use the **Photocopiable Thinking Language** page at the back of this guide and give a copy to each child.



### Allow time for Thinking in class

It is essential to provide the children with **specific time for thinking** and also enough time so they can **discuss their individual differences**. Organise, therefore, specific times so that they can think and make sure the time frames are adapted to the diversity in the classroom.

Clapping is a good way to establish the time frame for each step when a thinking routine is carried out. Also remind the children regularly how much time is left to finish each step as they do not yet have a developed sense of timing.

### Create a classroom climate that encourages reflection

As well as providing time for thinking, it is also important to create the right climate in the classroom to allow for reflection. **The most appropriate environment is silence** so that each child can clarify what their thought, idea or conclusion is on the topic. Then, as **the perspective of others is incorporated** (working in pairs or large groups), **that silence can be broken**.

Depending on the type of work to be carried out, different thinking climates can be promoted:

- **Individual thinking:** This should be done **in silence** so each child learns to **develop an inner dialogue**.
- **Thinking in pairs:** This should be **a quiet conversation**, so that the comments of others do not interrupt the thinking processes of the 'thinking' pairs.
- **Thinking in a large group:** The children should **take turns**, be **active listeners** and be able to **paraphrase** what their classmates say. Encourage them to add more details little by little that help them to complete their reflections.

### Classroom organisation

Likewise, depending on the activity, the Thinking tool to be used or the thinking climate to be promoted, the classroom can be set up in different ways:

- **Individual setting:** This is good for a few minutes of **silent internal reflection**. Gestures like pointing to your head to signal a moment for **generating ideas** can be included.



- **Pair setting:** Our thinking is usually enriched by listening to the perspective of others. In this type of grouping, the children's thinking should **reach new directions, integrating the views of their partner**. It is important to generate controlled thinking flows (no more than two or three children), so that they can **broaden their perspective**.

- **Group setting:** When listening to other people's thoughts, information can be **analysed in depth and synthesised** by selecting the most important parts and exploring how our own thinking has changed.



## The reflective teacher: Be the role model of a good thinker

Do not forget your important role as a **mediator of the children's thinking process**. You are a thinking role model for the children, so it is important to keep the following in mind:

- **Be a model of reflective behaviour** showing the importance of **asking about everything**, of **questioning things**, and showing flexibility and **cognitive openness**.
- **Listen to other people's opinions**, consider all points of view as initially valid and equally important.
- **Show a positive attitude towards new ideas** and an interest in expanding experiences.
- **Encourage discussions** to be supported by facts.
- Be prepared to **change your views** when facts prove them wrong. Model the capacity to change one's perspective.
- **Evaluate the type of questions you ask in class** as they will mainly be the questions that the children will learn. Are the questions checking what the children have learnt? Are you asking questions which activate the children's thinking process? Are you asking closed-answer questions? Are you asking open questions?

## Establish bridges with other areas or experiences

Ask open questions and **encourage the children to extend their knowledge** to other areas or experiences. Invite them to question their answers, paraphrase their thinking and get them to work together to construct shared thoughts.

## ● THINKING-BASED LEARNING IN GO!

The main goal of using **Thinking-based Learning** strategies in **GO!** is to prepare the children to think effectively so they can solve different problems in very varied contexts. Sometimes they will need to be critical and analytical, at other times they will need to be creative. All this is done throughout their English learning process using **GO!** materials. In this guide, thinking is considered to be **a set of skills** that can be **developed** and **improved by systematic practice** in appropriate situations. **The goal of thinking in GO!** is to help you **build a culture of thinking in the ELT classroom** and to train the children in the following types of thinking:

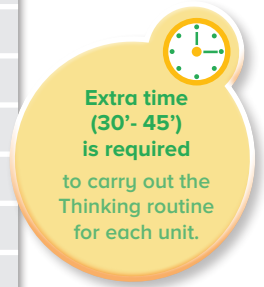
- **Analytical Thinking:** Bringing facts and data together from various sources and then **applying logic and knowledge to solve problems** or to make informed decisions. It is the kind of thinking that helps to 'frame' or 'grid' reality, to analyse it and think it through better.
- **Critical Thinking:** **Analysing and evaluating** information, beliefs, or knowledge on which our ideas are based **to reach a reasonable and justified position** on a subject.
- **Creative Thinking:** Adopting **multiple perspectives** and examining other points of view **to generate new ideas and possibilities**.
- **Emotional Thinking:** **Analysing and exploring feelings** regarding an idea, situation, experience or belief to understand how feelings may **interfere with our perception of reality**. It also helps to develop **empathy skills**.

**GO!** offers **a program of Thinking strategies** integrated into the course content. All the strategies have been carefully **adapted to the children's English level** as well as to the **age-appropriate cognitive skills** of each of the primary levels. The use of the different Thinking tools and routines is combined across **GO!** levels, introducing new ones or adapting existing ones, to meet both the Language objectives and the Thinking goals that correspond to the children's maturity. Note that **the same tools and routines can be used several times in the same level**, and are repeated across levels, to guarantee that the children incorporate the thinking strategies as an **automatic process for future learning experiences**.

## ► Thinking tools used in GO! 6

Each **Thinking tool** suggested on the following pages includes **detailed instructions** of the **steps to follow** as well as a complete list of the **material needed**. Also included are both the **Language objectives** and a section called **Thinking goals** to clearly highlight both the children's English learning along with the type of thinking they will be developing. The **Model Language** needed to do the Thinking routines successfully is also provided. This language does not go beyond the language level of **GO!**, but it is important to take it into account as it helps guide the activities.

	UNIT	THINKING TOOL	LESSON
1	SCHOOL DAYS	Compare and Contrast	Lesson 2
2	FOOD FOR FRIENDS	Think-Puzzle-Explore	Lesson 4
3	WORLD RECORDS	See-Think-Wonder	Lesson 6
4	THE FESTIVAL	Mind map	Lesson 7
5	ANCIENT ROME	Zoom in	Lesson 1
6	ADVENTURE CAMP	Green Thinking Hat	Lesson 8



## ► Thinking tools general description and tips

### THINK-PUZZLE-EXPLORE

This Thinking tool helps the children to explore a new topic or idea. It encourages the children to **verbalise** their **prior knowledge**, to **stimulate curiosity** and to prepare for **independent inquiry**. It engages them with the new topic and activates schemata. It also develops the **Learning to learn competence** through independent strategies for **discovery and research**.

### How Think-Puzzle-Explore is used in GO!

We propose the use of this Thinking tool **at the beginning of a new lesson** as a warmer activity to **generate interest in the new topic and motivate the children** by encouraging them to develop their own questions for investigation and the strategies to look for the answers. It can also be used again further on in the unit to encourage the children to use the strategies listed to look for the answers to their questions which **initiates inquiry learning**.



#### Tips

- The first times this routine is carried out, the teacher will be a model for the children.
- Make sure to give adequate time between each question for the children to think about and articulate their ideas.
- The completed Class organiser can be printed and posted on the classroom wall or uploaded as an image to the class blog for future reference.
- As a follow-up activity, the children write full sentences in their notebooks using the visual information and notes on the Class organiser.
- Make the children aware of the advantages of using this routine when they are starting a topic of study so they can gradually incorporate this learning strategy for any new content autonomously.

### GREEN THINKING HAT

**Green Thinking Hat** is our suggestion to adapt the Thinking tool **Six Thinking Hats** by Edward Bono for children learning English with **GO!** The goal of this Thinking tool in **GO! 6** is to **stimulate creative thinking and imagination** as for most children, the language of imagination and creative thinking is well known, easy and fun.



## Tips

- The first time this routine is used in class, the children can make a green hat and decorate it. They keep it and wear it every time the routine is carried out. Alternatively, ask them to bring a green hat from home.
- Clapping is a good way to establish the time frame for each step of the routine. Also remind the children regularly how much time is left to finish each step.
- Fast finishers can look at their pictures and write the words they know in English on their Thinking organisers. This can also be set as homework.
- The completed Thinking organisers can be displayed on the classroom walls or uploaded as images to the class blog for future reference.

## How the Six Thinking Hats are used in GO!

Throughout **GO!** levels, we **gradually introduce the work with the different hats**, always taking into account the children's capacity to express themselves in English, as well as their age. The use of the six hats together **facilitates decision making** and the **analysis of problems from different points of view**.



The **Green Thinking Hat** tries to stimulate **lateral thinking**. Every time the children put on this hat, they are asked to set their imagination in motion, they are encouraged to search for new ideas as well as to create and innovate.



The **White Thinking Hat** practises **objective thinking**. The thinker strives to be neutral and should imitate the work of a computer, without interpretations or opinions, just **managing data and factual objectives**.



The **Yellow Thinking Hat** practises **positive and optimistic thinking**. It helps to reinforce positive evaluation in the children and the **search for values, advantages and benefits**.



The **Black Thinking Hat** points out what's wrong, what's incorrect and what's not going to work. It warns about **hazards and dangers and practises caution**.



The **Red Thinking Hat** allows the practice of **emotional thinking**. The children learn to express how they feel about an issue. This hat allows the children to **enter or leave the emotional mode**.



The **Blue Thinking Hat** helps the children to **be like a conductor**, who suggests or calls for the use of the other hats. Its purpose is to **moderate and be responsible for the synthesis**, the **global vision** and the **conclusions**, once all the perspectives have been heard.

## ZOOM IN

This Thinking tool consists of covering photos or images related to the topic and then revealing them little by little so that **the children describe what they see and formulate hypothesis** on what it might be. **As more parts of the image are shown**, the children make **new inferences** about what might still be hidden thus **corroborating, refuting or discarding the previous hypothesis**.

This Thinking tool helps to:

- Teach children how to **describe an image from observation**.
- Stimulate the **children's visual attention**.
- Practise **hypothetical reasoning**, making inferences and interpreting information.
- Stimulate **inductive reasoning** (from the detail to the general).
- Understand the **relationship part-whole**.
- Observe-describe-express-connect.
- Stimulate **cognitive flexibility**, as the children must change their original thoughts based on new information.



## Tips

- For further practice, use the **Game Generator** on the **Teacher's i-solutions** to play **Guess it!**

## SEE-THINK-WONDER

This Thinking tool encourages the children to make **careful observations** and **thoughtful interpretations**. It helps to **stimulate curiosity** and provides **learning strategies for inquiry**. It can be used to explore images, objects or topics. Use this tool when you want the children to **think carefully about something visual**.

### How See-Think-Wonder is used in GO!

The main goal of this Thinking tool in **GO!** is to teach the children to describe images from observation, to think carefully about what they can infer about the images and what questions they may ask themselves. This Thinking tool also helps to:

- Engage the children with the lesson topic and **activate schemata**.
- Make **thoughtful interpretations**.
- **Check children's hastiness** to speak before thinking.
- Develop their **ability to explore and create**.



#### Tips

- The first two or three times this routine is carried out, be a model for the children and guide all the answers providing examples. Once this routine has been carried out several times in a guided way, the children can complete their own thinking organisers in teams or individually.
- This routine can be used at the beginning of a new unit to motivate interest in the new topic or with an object or an image that connects to a topic during the unit. You might also use the routine with an interesting object or image near the end of a unit to encourage the children to further apply and extend their new vocabulary and ideas.
- Make the children aware of the advantages of using this routine when they are asked to talk about something in an oral assessment.

## COMPARE AND CONTRAST

This Thinking tool helps to **analyse** and **clarify ideas**. The child develops the skills needed to **solve problems**, and to **compare and contrast concepts thoughtfully, efficiently and with autonomy**. Naming similarities and differences is not enough to make a good comparison and contrast. Children often note down the characteristics of the first element and then the second without comparing them afterwards. With the Thinking tool we avoid this tendency and so the **children learn to compare and contrast efficiently**. The Thinking tool helps to:

- **Analyse** and **clarify ideas**.
- Learn how to make a **differential analysis**.
- **Broaden the children's perspective** by listening to the analysis and contrasting of others.
- **Summarise information** keeping in mind the **most important differences** and **similarities**.
- **Strengthen critical thinking**.
- **Compare** and **contrast efficiently**.
- **Deepen understanding** of the concepts under comparison

### How Compare and Contrast is used in GO!

A Class organiser is used which guides the children in their analysis of two images or concepts through questions: What can you see? How are they different/the same? What differences/similarities are important? Afterwards, the class comments on the results of the analysis reflected in the organisers. This stage promotes **collaborative thought** and helps to **broaden perspectives**, it is important as **all the children do the thinking**, not just a few.



#### Tips

- The first two or three times this routine is carried out, be a model for the children and guide all the answers providing examples. Once this routine has been carried out several times in a guided way, the children can complete their own thinking organisers in teams or individually.
- The completed Thinking organiser can be posted on the classroom walls for future reference.



## MIND MAP

This is a **logical and creative way of organising information** and expressing ideas that consists of mapping your reflections on a topic. All Mind maps have a radial structure from a nucleus in which **lines, symbols, words, colours and images** are used to **illustrate simple concepts**.

The objective of this Thinking tool is to **represent knowledge graphically and visually**. The key to its efficiency is that it works like the radial thinking of our mind, using images and associations which circle around a central idea. When we create a mind map, we **place the main idea in the centre of a piece of paper**. Other themes, **concepts or secondary ideas radiate from that central idea**, adding new information as well as developing and generating new ideas.

Mind maps help the children to:

- **Organise, structure, categorise and prioritise ideas**, thus facilitating memory.
- **Establish connections between ideas**, separating the important from the trivial.
- Work at the cerebral level with **multidimensional information** (images, graphic resources and colours), thus facilitating the planning and understanding of the information.
- Understand the **relationship part-whole**.

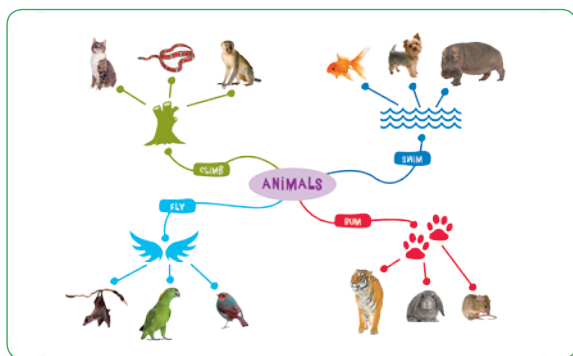
We use Mind maps in **GO! 6** because Mind maps **connect better with the children as they are used to working drawings, images and colours**. On the other hand, the **freedom** that Mind maps give, because **they are not subject to hierarchical spatial restrictions** (up-down, right-left), makes it easier for the children who are still in the process of lateralisation and dominance of their spatial capacities.



### Tips

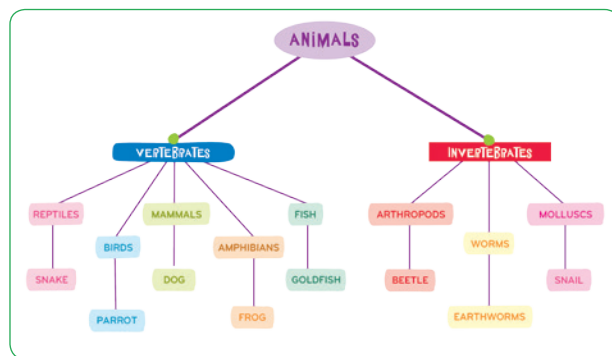
- Fast finishers can write the words under each of the pictures of their individual Mind maps. This can also be set as homework.
- If no IWB is available in the classroom, photos and post-it notes or small bits of paper can be used to stick on a large piece of chart paper.

## What is the difference between Mind maps and Concept maps?



### Mind maps

**Images, graphic resources and colours are the key.** Ideas develop in circles from a central point providing a global vision at all times and organised information.



### Concept maps

**Verbal information is key.** Ideas follow a hierarchical order where the main idea is placed at the top and the themes are developed from there, from top to bottom and left to right.



## Handle Thinking-based Learning with care!

Keep in mind **the best way to build effective and meaningful learning is to combine different methodologies in the classroom**. It is very important **not to overuse** the different methodologies as the children will lose interest.



## 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 the structure *have to / don't have to* + infinitive.
- To revise vocabulary related to school.
- To practise using the Present Simple to talk about routines.
- 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

- Student's Book, page 9
- **Compare and contrast Class organiser** – available on the **Teacher's i-solutions**
- A copy of the **Compare and contrast organiser**, page 73 (1 per child)

### MODEL LANGUAGE

Teacher:

*What does Megan do at school? What do you do at school? Look for similarities/differences. How are they similar/different?*

Children:

*She (starts school) at (9 o'clock). I start school (at 9:30). We are both (in Year 6). We have to (follow rules).*

### 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.
- +** **Learn to contend and to convince:** Helping the children to reflect on their point of view, having generated ideas earlier in order to evaluate, justify and stand by them, contributes to their being able to construct a more credible and efficient discourse.
- +** **Think efficiently:** Striving for precision and clarity means our resulting thoughts are efficient and reflexive.

- Complete description and tips for this routine → page 38

### STEPS

- 1 Do this routine at the end of lesson 2.
- 2 Explain to the children that they are going to work together to **COMPARE Megan's school routine with theirs**.
- 3 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.
- 4 Write Megan and a child's name at the top of the Class organiser and ask the children to copy them. Read the text about Megan's routine in the Student's Book. Tell them to think of their own routine and think about **similarities**. This can be done individually, in pairs or small groups.
- 5 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.
- 6 Clap your hands when the time is up. Remind the children of the term *both* (=2). The children take turns to share the similarities they have found with the class: *We both have to (tidy the books)*. Recast their answers if needed and encourage them to repeat after you. Use the **Richmond i-tools** to write the keywords (*tidy the books*) on the Class organiser as they speak.
- 7 Then, ask the children to think about the **differences** between Megan's routine and theirs to **CONTRAST** them. Provide an example: *Megan eats lunch at half past twelve but I eat lunch at one o'clock*. Write (*lunch at 12:30*) and (*lunch at 13:00*) on the corresponding boxes under each item.
- 8 Give the children enough time to think and write down the **differences** on their organisers (*lunch time, school rules, uniform*). Provide ideas if needed.
- 9 Clap your hands when the time is up. The children share their ideas 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 Megan's routine and theirs**.
- 12 The children stick their Thinking organisers on the classroom walls so their classmates can consider alternative options.



## THINKING TOOL • THINK-PUZZLE-EXPLORE •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as a warmer for to the CLIL lesson.



### LANGUAGE OBJECTIVES

- To revise food vocabulary.
- To use Present Simple questions and answers.
- To practise speaking skills.

### THINKING GOALS

- To help the children **verbalise** their **prior knowledge**.
- To **stimulate curiosity** and to prepare for **independent inquiry**.
- To engage the children with a new topic and to **activate schemata**.
- To **develop the Learning to learn competence** through independent **strategies for discovery and research**.

### RESOURCES AND MATERIALS

- Student's Book, page 21
- **Think-Puzzle-Explore Class organiser** – available on the **Teacher's i-solutions**
- A copy of the **Think-Puzzle-Explore organiser**, page 74 (1 per group)

### MODEL LANGUAGE

Teacher:

*What do you think you know about this topic?*

*What questions do you have about this topic?*

*How can you find the answers to your questions?*

*How can you learn more about this topic?*

Children:

*I think that (vitamins come from food).*

*I don't understand (why minerals are important).*

*Do (plants, insects) need vitamins and minerals?*

*I can learn more about this by (asking my doctor).*

### HOW TO INTERPRET THE THINKING PROCESS

- +** **Scientific mind:** Activating previous knowledge, generating new ideas and connections, waking one's sense of curiosity all help to interiorise and stimulate the children's capacity for critical thinking and investigating.
- +** **Learn to express doubts and make suggestions:** Being able to support constructive criticism with suggestions for improvement allows for fluid communication with the receptor.
- +** **Metacognition:** The capacity to reflect on how we think, how we remember, perceive and understand is a basic skill that can be trained. It allows us to self-monitor our thinking process.

- Complete description and tips for this routine → page 36

### STEPS

- 1 Do this routine before starting lesson 4.
- 2 Form groups of 3 or 4 children to carry out the activity.
- 3 Show the **Think-Puzzle-Explore Class organiser** on the **Teacher's i-solutions** and hand out the copies of the **Thinking organisers** to each group. If no IWB is available in the classroom, the children can write their individual responses on post-it notes and later add them to a class list of ideas.
- 4 Ask the class to think about the topic: *What do you know about vitamins and minerals?*
- 5 Give the groups a few minutes to consider the topic. They use their Thinking organisers to write their ideas in the box **THINK**. Go around the class to help the groups with vocabulary if needed.
- 6 Then provide the sentence starter *I think that...* so the groups can call out their answers in turns. Some children may offer answers in single words which will be recast in complete English answers. As you recast the answers, these are recorded on the Class organiser with keywords, symbols or drawings.
- 7 Repeat the same procedure to complete the box **PUZZLE**, ask the class: *What questions do you have about vitamins and minerals? Provide some examples so they understand what they have to do: Why are (minerals, vitamins, vitamin D) important? Do (plants, insects) need vitamins and minerals?*
- 8 Once the second box is completed, proceed to complete the box **EXPLORE**. Discuss strategies for exploring selected questions by asking: *How can you find the answers to your questions?* Again, give some examples so they understand what type of information they should provide: *I can (look in a book or watch a video); I can (buy food and observe the labels); I can (ask my doctor).*
- 9 After the groups have shared their ideas for the last box, go through the complete information recorded on the Class organiser again making sure everybody understands all the vocabulary and concepts.
- 10 Save the completed Class organiser for later and ask the children to keep their Thinking organisers for future review.
- 11 Complete the **Student's Book** lesson with the children.
- 12 Then display the Class organiser again and ask the children to check if the answers to some of their original questions are clear now. Encourage further research for any unanswered questions.
- 13 Ask the children what they now know about vitamins and minerals that they did not know before.



## THINKING TOOL • SEE-THINK-WONDER •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as a warmer activity for the lesson.



### LANGUAGE OBJECTIVES

- To practise using *How* questions.
- To describe a picture.
- To practise speaking skills.

### THINKING GOALS

- To explore ideas through **visual thinking**.
- To make **careful observations** and **thoughtful interpretations**.
- To learn to **support interpretations** with **reasons**.
- To stimulate **curiosity**.
- To provide the children with **strategies for inquiry**.
- To **engage** the children **with a new topic** and **activate schemata**.

### RESOURCES AND MATERIALS

- Student's Book, page 34
- **See-Think-Wonder Class organiser** – available on the **Teacher's i-solutions**
- A copy of the **See-Think-Wonder organiser**, page 75 (1 per child)

### MODEL LANGUAGE

Teacher:

*What can you see?*

*What do you think?*

*Where is it?*

*What questions have you got?*

Children:

*I can see (a kangaroo, an animal).*

*I think (it's very big, tall, strong, heavy).*

*It lives (in Australia, in the zoo).*

*My question is... (How high can it jump?)*

*How heavy is a kangaroo? Is it dangerous?*

### 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.

**+ Expand points of view:** Considering other points of view or reasoning benefits the children's thinking process as this takes new directions. This comes as a consequence of observing hypotheses different from one's own.

### STEPS

- 1 Do this routine before starting lesson 6.
- 2 Display the **See-Think-Wonder Class organiser** on the **Teacher's i-solutions** and explain to the children that they are going to analyse a picture and follow the steps to complete the organiser. If no IWB is available, print out several copies of the picture and draw the Thinking organiser on the board (See model on page 75).
- 3 Hand out the copies of the **Thinking organisers** and display the picture on the **Teacher's i-solutions** (picture in Activity 2, Student's Book, page 34, without text).
- 4 Draw the children's attention to the picture and encourage them to **analyse** it in as much detail as possible individually. Give them enough time to do the analysis and remind them that silence helps **concentration**. Ask them to write keywords on their organisers to help them describe the picture later.
- 5 Clap your hands when the time is up. The children take turns to complete a **detailed description** of the picture. Provide the sentence starter *I can see...*. As they call out the answers, write the keywords in the space labelled **SEE** on the Class organiser.
- 6 Then, pose the questions: *What do you think about the picture?* This time, **interpretations** can be offered individually, in small groups, or with the whole class: *I think kangaroos (live in Australia, are tall, can jump)*. Write the keywords in the space labelled **THINK**.
- 7 Point to the blank space labelled **WONDER** and involve the children in a process of **hypothesis formulation** by asking *What questions have you got about the picture?* Make sure you model all answers and provide sentence starters. Also keep in mind the children's questions and answers will need to be recast for them: *How long do kangaroos live? How high can they jump? How fast are kangaroos? How (tall, heavy) is it? Is it dangerous?*
- 8 Once the Thinking organiser is completed, ask volunteers to use the keywords to form sentences as a recap of the class thinking process.
- 9 Complete the **Student's Book** lesson with the children.

**+ Learn to contend and to convince:** Helping the children to reflect on their point of view, having generated ideas earlier in order to evaluate, justify and stand by them, contributes to their being able to construct a more credible and efficient communication.

- Complete description and tips for this routine → page 38



## THINKING TOOL • MIND MAP •

Type of work: Group

Type of thinking: Analytical thinking

Use this routine as an extension activity for the lesson.



### LANGUAGE OBJECTIVES

- To revise when to use *do* and *make*.
- To use the Past Simple to write a report.
- To revise and extend vocabulary about festivals and celebrations.

### 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 stimulate **memory** through work with **multi-dimensional information** (colour, line, image) replicating the way our brain works.
- To learn to **classify** and **categorise** based on common criteria.

### RESOURCES AND MATERIALS

- **Class Mind map** – available on the **Teacher's i-solutions**
- A copy of the **Mind map Thinking organiser**, page 76 (1 per child)
- Pictures of the festival chosen
- Student's Book
- Activity Book, page 36

### MODEL LANGUAGE

**Teacher:**

*What festivals or celebrations do you know?*

*What do people do in (Carnival, Christmas...)?*

*What did you like most of the last celebration/festival?*

**Children:**

*I know (the Cinema Festival, Carnival, Christmas).*

*They (make a disguise, they sing and dance, make cakes, do some shopping).*

*I enjoyed (dancing in the street, making decorations, doing my hair).*

### STEPS

- 1 Do this routine at the end of lesson 7.
- 2 Explain to the children that to help them prepare the report from the **Activity Book** they are going to make a Mind map. They need to put their main idea in the centre (the festival or celebration they are going to write about) with a picture.
- 3 Display the **Class Mind map** on the **Teacher's i-solutions** and choose a picture of a festival or celebration to put in the centre along with the name. If possible, choose a local celebration that the children are familiar with.
- 4 Then, as you write information related to this festival on each arm of the Mind map, say it out loud: *To celebrate (Carnival) in (Extremadura, Canarias...), people (make costumes, sing, dance, make traditional food). What I liked was (doing my hair, making my costume...).* Check that they use the verbs *do* and *make* correctly.
- 5 Tell the children that it is now their turn and they must each make a Mind map about a festival or celebration which they will then write a report about.
- 6 Hand out the copies of the **Thinking organisers**.
- 7 Give the children enough time to work on their organisers. Let the children look in their **Student's Book** and help those who are struggling to choose a main theme.
- 8 Go around the class to help the children with any additional vocabulary they may need. Write the new vocabulary on the board and make sure everybody understands the meaning.
- 9 Clap your hands when the time is up. Make sure they have all had enough time to make their Mind maps.
- 10 Explain to the children that they need to use their Mind maps to help them write their report, making sure they include the most interesting ideas from their Mind maps.
- 11 Complete the **Activity Book, Activity 3**.
- 12 Finally, the children swap their reports and Mind maps and explain to each other whether what they have written is the same information as was on their Mind maps.

### 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 plan:** Making Mind maps helps us put a series of steps in place that lead us to a specific objective. In this way we are stimulating the important executive planning function, which is what helps us put plans into action.

- Complete description and tips for this routine → page 39



## THINKING TOOL • ZOOM IN •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as a warmer activity for the lesson.



### LANGUAGE OBJECTIVES

- To revise vocabulary from ancient Rome.
- To learn topic-related 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

- Student's Book, page 48
- Images of ancient Rome from internet
- Post-it notes
- **Teacher's i-solutions** – optional

### MODEL LANGUAGE

**Teacher:**

*What can you see?  
What do you think it is?  
What colour is it?  
Can you guess?  
How old is it?*

**Children:**

*I can see (a stone, a foot, grass).  
I think it's (a bridge, a road).  
It's (grey, dark...).  
(It's a Roman aqueduct!)*

### STEPS

- 1 Do this routine before starting lesson 1 in order to stimulate the children's interest and curiosity about ancient Rome.
- 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 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 an image of ancient Rome from internet and cover it with post-it notes. Show it 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 stone, a foot, grass). The stone is (old, grey).*
- 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.
- 10 Complete the **Student's Book** lesson with the children.

### 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.

- ⊕ **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



## 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 learn new vocabulary.
- To learn descriptive adjectives.
- To use the Present Simple.
- 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 convenient ideas.
- To control the **flow of ideas** in order to be **organised** and **focussed**.

### RESOURCES AND MATERIALS

- A copy of the **Green Thinking Hat organiser**, page 77 (1 per child)
- A green hat – **optional**

### MODEL LANGUAGE

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 Do this routine at the end of lesson 8. Perhaps after showing the video, 'Unusual summer camps'.
- 2 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 in the classroom, they have to use their **imagination** to invent something new.
- 3 Show the **Thinking organiser** and explain to the children that they are going to imagine and draw their perfect summer camp.
- 4 Hand out the copies of the Thinking organisers.
- 5 First, the children colour the hat green. Colouring the hat should be used as a sign of entering the **creative** mode.
- 6 Then, give them some time to think about their perfect summer camp. Make them aware that silence helps **concentration**.
- 7 Clap your hands when the time for thinking is up so the children are clear when they can start drawing.
- 8 While the children are drawing, write the key vocabulary and structures on the board so that language models are available for the next steps.
- 9 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.
- 10 Clap your hands when the time for drawing is up.
- 11 The children take turns to describe their pictures to their classmates. They put on the green hat when it is their turn to speak. Help the children describe their pictures by asking specific questions about it. Classmates can also ask questions about the summer camp.

## 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.

**+ Ask yourself questions:** Providing unexpected and challenging situations creates a need to question these situations and so puts a complex cognitive process in motion.

**+ Active listening:** Giving some time over to finding out what classmates think, allows the children to listen to the opinions of others in an active manner and to overcome egocentricity.

- Complete description and tips for this routine → pages 36-37



# SITUATION-BASED LEARNING

## GETTING STARTED

Give a girl a fish and you feed her for a day,  
teach a girl to fish and you feed her **for a lifetime**.

*Adapted from Maimonides*



## WHAT IS SITUATION-BASED LEARNING?

**Situation-based Learning** is a form of learning where the children's previous **knowledge** and **skills** are employed to **solve real, everyday problems**. To summarise Zabala and Arnau (2014), in order to develop the children's competences:

- We need to integrate children's knowledge and skills and implement certain values and attitudes such as autonomy, responsibility and cooperation to practical situations.
- We need to recur to these positive attitudes and values consistently in a variety of contexts and at all times.

In practice, these two challenges imply that teachers need to offer the children a variety of everyday situations and problems so they are provided with a **more real** and therefore **more meaningful** learning experience and evaluation.

## SITUATION-BASED LEARNING BASICS

For this type of learning to be effective, certain conditions should be in place:

- The context must emulate situations that occur in the real world. This helps the children perceive that classroom learning is **useful** and **functional**.
- The children's **previous knowledge** has to be the starting point for proposals to deal with the suggested situations. This allows them to use what they already know and build upon it with new learning.
- The suggested situations should not be beyond the children's comprehension abilities but they must provide some **cognitive challenge**.
- The learning processes the children use to work on the situations need to involve **metacognition tasks**.





## ► Benefits of Situation-based Learning

As well as providing comprehensive development of the capacities and abilities of the children, the work from contextualised situations also offers the following benefits:

- It develops **analytical thinking**, by having to identify the different elements proposed in the statement and the challenge.
- It develops **critical thinking**, based on the analysis of the situation.
- It develops **creative thinking**, as the problem can be solved from different perspectives.
- It promotes the **transfer of learning** from the classroom to different real-life situations.
- It promotes a **positive attitude** and greater **motivation** towards learning.
- It promotes **linguistic competence** and the **transversal competences**, such as **learning to learn** and **initiative and entrepreneurship**.
- It promotes the use of skills necessary for **cooperative work**: active listening, respect for others and social skills among others.

The ultimate goal of **Situation-based Learning** is that the children have the opportunity to deal with situations in the classroom that they can then apply to the real world.

## ● USING SITUATION-BASED LEARNING IN THE ENGLISH CLASSROOM

Learning from real world contexts implies both a methodological change, as explained above, and a **change in the role of both teachers and students**. These new roles must be shared and understood by all.

### ROLE OF STUDENTS

- To be responsible for their own learning, based on the identification, analysis, synthesis and evaluation of situations.
- To suggest coherent and viable solutions to the situations they study.
- To use **cooperative work** skills such as respect, tolerance, flexibility, listening and giving opinions.
- To be attentive of their peers' work and give constructive feedback (**peer evaluation**).
- To analyse their own performance (**self-assessment**) in order to make personal improvement goals.

### ROLE OF TEACHER

- To be a **learning facilitator** whose fundamental role is to guide the children to solving the situations.
- To **help analyse the situations, identify the problem and determine the steps** to follow to find a solution.
- During the whole process, to be active and attentive to the needs of the children to ensure that they are progressing towards the established objectives. If some groups become distracted, to help them focus again on the work by encouraging a critical group reflection.

Putting the children at the centre of their learning provides **more opportunities to develop their linguistic competence**, because they need to use the English language during the whole process of problem solving.

## SITUATION-BASED LEARNING IN GO!

**Situation-based Learning** in **GO!** provides different contextualised situations to those worked on in the **Student's Book** units. The aim is for the children to combine the new language they have learnt and their previous knowledge to respond to these situations.

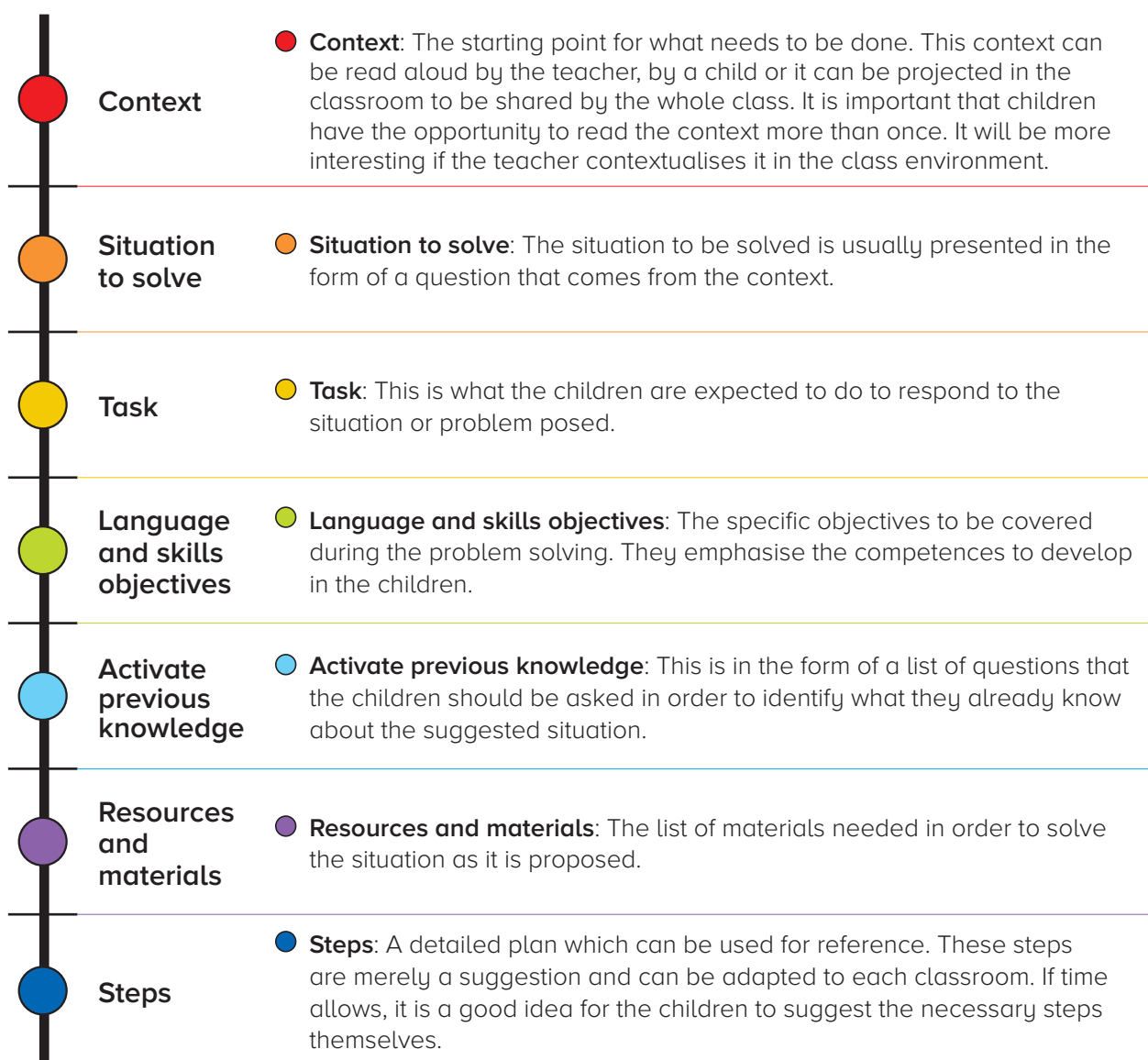
The **contextualised situations** in **GO!** have been carefully designed to adapt to the language level and progression of the **Student's Book**. This way the children can practise what they have learnt in the unit in a new context and promote and achieve the **transfer of knowledge**.

In **GO Innovate! Teacher's Guide 6**, there is a **Situation-based Learning proposal per unit**. Although the proposals are very well defined, teachers should adapt them to the context of the classroom, resources available in the classroom and the children's profiles.

Each situation should be approached following a **series of steps**. These steps, ideally, should come from the children themselves, from either group or whole class brainstorming sessions. This provides opportunities to **self-regulate their own learning process**, make decisions about their own learning and become more autonomous.

Since this self-regulation process takes time to learn, the **GO Innovate! Teacher's Guide** provide a detailed **sequence of steps** so teachers can **help the children** if they cannot find a suitable route.

All the proposals in **GO!** follow the same structure:



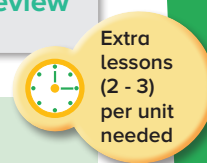
The **steps** for solving the situations also follow the same general structure, so the children can internalise the problem-solving methods. Each step includes the approximate time needed to complete it:

- 1 Present the **context** to the children and the **situation** to be solved to encourage a discussion about what should be taken into account to deal with the situation.
- 2 Explain the **task** and the **objectives**, as well as the time available to resolve it.
- 3 **Activate** the children's **previous knowledge**.
- 4 Group the children into **cooperative teams** to carry out the task following the steps provided. Alternatively, the children can be asked to suggest the necessary steps.
- 5 Check that each team is working well and guide those teams that need help.
- 6 Once the teamwork is finished, suggest a **peer-evaluation task** so that the teams can review and evaluate the work done by other groups.
- 7 Each team presents **a summary of their work** to the rest of the teams.
- 8 Finally, the children carry out a **self-assessment** individually to reflect on what they have learnt.

### ► Situation-based Learning suggestions in GO! 6

UNIT	SITUATIONS TO SOLVE	LESSON
1 SCHOOL DAYS	Who is who in school?	Unit Review
2 FOOD FOR FRIENDS	What would you like to eat?	Unit Review
3 WORLD RECORDS	Our school records	Unit Review
4 THE FESTIVAL	Reporters for a day!	Unit Review
5 ANCIENT ROME	Impact of history on life today	Unit Review
6 ADVENTURE CAMP	Where are we going on holiday?	Unit Review

Keep in mind your time restrictions and choose the situations that best fit your class.





# SCHOOL DAYS

## SITUATION-BASED LEARNING

### • WHO IS WHO IN SCHOOL? •

Use this situation as a consolidation activity for the unit.



### CONTEXT

Names are important. Some names have connotations. The name Einstein suggests intelligence. Names are so important to some people that they donate money in order for a building to carry their name. Communities can honour someone by naming an airport, a stadium or a train station in their name. It is good to know the names of everyone around you and a little bit about them. We all feel more valued when people take the time to know us a little and to know our name.

### SITUATION TO SOLVE

How can we help the people who work in our school feel valued and simultaneously help someone new to the school who knows no one who works here?

### TASK

To elaborate an interview for staff members to get to know them and what they do, a little better.

### LANGUAGE AND SKILLS OBJECTIVES

- To review vocabulary and structures from Unit 1.
- To talk about different places in school and what happens there and who works there.
- To write short interviews.
- To work in teams to solve the situation.

### ACTIVATE PREVIOUS KNOWLEDGE

*Do you know all the school staff and what each person does?*

### RESOURCES AND MATERIALS

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



## 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 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 question suggested on the previous page in order to identify the school staff.
- 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 and start thinking about which staff members should be included.
- 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**.
- 30' 7 Ask the children to share the information they have written in the **Task ideas section** with their teammates.
- 10' 8 Then the teams decide together who to interview and what questions to ask. Discuss the appropriacy of the interview questions with them. Have them consider if there are any excessively personal questions.
- 10' 9 The children prepare their interviews. It would be useful to consult the **Vocabulary lesson** in the **Student's Book**, page 8.
- 15' 10 Suggest a **peer evaluation** between the various teams as they work. The teams swap their interviews in order to check them and suggest improvements. They decide together which teams are to interview which staff members.
- 20' 11 The teams finish their interviews. 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' 12 Each team gives a presentation of their work to explain the outcome of their task.
- 10' 13 Finally, the children fill in the **Self-assessment section** in the organiser individually.

## TIP

It might be a good idea to sound out staff members ahead of time to identify if there are any who would rather not be involved. Also, see if any would be comfortable with being interviewed in English.



# FOOD FOR FRIENDS

## SITUATION-BASED LEARNING

Use this situation as a consolidation activity for the unit.



### • WHAT WOULD YOU LIKE TO EAT? •



### CONTEXT

Modern life is so fast these days that we don't have a lot of time to spend on important things like food. It is well documented that we eat too much processed and fast food. But we also have a tendency to eat the same dishes over and over again. One of the marvels of modern life is being able to access information about what people eat in other countries and learn recipes for them.

### SITUATION TO SOLVE

How can we introduce a little change in our diet, make it healthier and vary the food we eat? How can we celebrate diversity in this sense?

### TASK

To create a small recipe booklet with dishes from a variety of countries. All ingredients must be accessible.

### LANGUAGE AND SKILLS OBJECTIVES

- To review vocabulary and structures from Unit 2.
- To reach agreement on an international recipe selection.
- To write short recipe texts.
- To work in teams to solve the situation.

### ACTIVATE PREVIOUS KNOWLEDGE

*Do you know how to make some dishes from other countries?*

*Do you know where to search new dishes?*

### 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, Unit 2 (1 per team)



## 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 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 the foreign dishes the children are familiar with. Have them discuss good recipe sites or suggest recipe books they may have and be able to consult.
- 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 and start thinking about what ideas they could suggest to their classmates.
- 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.
- 30' **8** The teams prepare their recipe booklet. Each team must search the best recipe for an accessible dish they have chosen. It must be accessible insofar as the availability of ingredients and the ease of the steps required to carry out the recipe. It would be useful to consult the **Grammar and Speaking lesson** in the **Student's Book**, page 20 to practise asking questions about the recipes and their ingredients.
- 10' **9** Suggest a **peer evaluation** between the various teams as they work. The teams swap their recipes in order to check them and suggest improvements.
- 20' **10** The teams work together in order to combine the recipes into a small photocopiable booklet format.
- 20' **11** The teams finish their recipe booklets. Then each child fills in the **New learning summary section** in the organiser individually. This can then be shared with the team in order to create an explanation that summarises the work they have done together.
- 25' **12** Each team gives a presentation of their work to explain the outcome of the task.
- 10' **13** Finally, the children fill in the **Self-assessment section** in the organiser individually.

## TIP

Invite the children from other countries to share dishes from their culture. They might like to consult their families on a suitable choice.



# WORLD RECORDS

## SITUATION-BASED LEARNING

Use this situation as a consolidation activity for the unit.



### • OUR SCHOOL RECORDS •



### CONTEXT

The Guinness World Records has many different categories: size of buildings, size of people, speeds reached, hours danced, size of food etc. Would it be possible to create a similar book, but with the records of the school, for example: longest corridor, smallest room, person who has worked here the longest...

### SITUATION TO SOLVE

How can we make a book to show school records? We have talked about different world records in the unit so we can apply the same concept to our surroundings.

### TASK

To make a *School Records Book* without having to hold any competitions.

### LANGUAGE AND SKILLS OBJECTIVES

- To use the superlative form of adjectives to talk about school records.
- To plan suitable short oral texts.
- To discuss new information about our school environment.
- To work in teams to solve the situation.

### ACTIVATE PREVIOUS KNOWLEDGE

*Do you know what a record is?*

*Which Guinness World Records do you know that appeared in the unit?*

### 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, Unit 3 (1 per team)





## 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 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 a record is and which Guinness World Records they know from the unit.
- 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.
- 15' 8 The teams prepare their book. Each team must think about the different categories for the School Records Book. For example, the longest corridor, the person who worked here the longest, the biggest floor, the room with the most chairs.
- 15' 9 The children share the information and agree on at least **two categories**, make sure that no record is repeated. Then they **agree on a set writing model for the book** which covers the information they will need to write. The writing model should include at least:
  - The title of the record
  - The category
  - A short description of the record
  - An image
- 25' 10 Ask the teams to anticipate information about the person, place or thing which fulfils the records for their two categories. Being inside the classroom, at this point they can make educated guesses. Do encourage them to investigate these educated guesses during break and that they be able to report on any discrepancy when they share their experience of the project with their classmates later. It would be useful to consult the **Writing lesson** in the **Student's Book**, page 35.
- 15' 11 Suggest a **peer evaluation** between the various teams as they work. The teams swap their texts in order to check them and suggest improvements.
- 25' 12 The teams finish their books. Then each child fills in the **New learning summary section** in the organiser individually. This can then be shared with the team in order to create an explanation that summarises the work they have done together.
- 25' 13 Each team gives a presentation of their work to explain the outcome of their task.
- 10' 14 Finally, the children fill in the **Self-assessment section** on the organiser individually.



# THE FESTIVAL

## SITUATION-BASED LEARNING

Use this situation as a consolidation activity for the unit.



### REPORTERS FOR A DAY!



#### CONTEXT

George went to a magic festival last weekend. He would love to write about this festival. Lisa went to a dinosaur exhibition in a museum a few months ago and she would like to write about it too so she has suggested creating a newspaper where the class can share their experiences.

#### SITUATION TO SOLVE

How can we make a newspaper to share experiences? We have talked about different past activities in the unit so maybe we can write our own news.

#### TASK

To make a newspaper to write about visits or local and school events.

#### LANGUAGE AND SKILLS OBJECTIVES

- To use the Past Simple to talk about activities.
- To use time references when referring to a sequence of events in the past.
- To plan suitable short oral texts.
- To work in teams to solve the situation.

#### ACTIVATE PREVIOUS KNOWLEDGE

*What did you visit recently?*

*What was interesting about it to tell others?*

*What interesting events have happened in the local area?*

*What structure should a news story have in a newspaper?*

#### RESOURCES AND MATERIALS

- **Teacher's i-solutions**
- A copy of the organiser, page 78 (1 per child)
- Various local newspapers (several per team)



## 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 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 the types of news they would put in a newspaper and to find out if they know how news articles are structured.
- 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 The teams prepare their newspaper articles. Each team should look at the newspapers and decide:
  - What are the main characteristics of a news article?
  - What type of information is given?
  - Are the images useful?
  - What experience or event would we like to write about?
- 10' 9 Ask the teams to prepare a short presentation explaining what they have discovered.
- 10' 10 Then the teams **agree on the different parts an article should have**. These should include:
  - The headline
  - A description of the experience or what happened
  - An image
- 25' 11 Make sure that each team has something different to write about and encourage them to create their newspaper article.
- 15' 12 Suggest a **peer evaluation** between the various teams as they work. The teams swap their texts in order to check them and suggest improvements.
- 20' 13 Ask the teams to join their newspaper articles together in one single newspaper and suggest that they choose a format to ensure that the articles are uniform in style.
- 20' 14 The teams finish their newspapers. 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.
- 5' 15 Each team gives a presentation of their work to explain the outcome of their task.
- 10' 16 Finally, the children fill in the **Self-assessment section** in the organiser individually.

## OPTIONAL

The children could continue writing their news throughout the school year.



# ANCIENT ROME

## SITUATION-BASED LEARNING

Use this situation as a consolidation activity for the unit.



### • IMPACT OF HISTORY ON LIFE TODAY •



#### CONTEXT

History is sometimes described as the accumulation of human experience. If you think about it, the past causes the present and so... our future! History is very relevant to our today. The structure of the political institutions and the values and problems we have as a society today are a result of history. Lots of individual people and events in history have had a very direct effect on our present.

#### SITUATION TO SOLVE

How can we become more aware of the effects history has had on our life today?

#### TASK

To establish a series of questions about our society today and investigate the history behind it.  
To be able to explain what led to our type of society today.

#### LANGUAGE AND SKILLS OBJECTIVES

- To use the Past Simple to talk about historical facts.
- To use *Wh-* questions with the Past Simple to ask questions.
- To plan suitable short oral texts.
- To work in teams to solve the situation.

#### ACTIVATE PREVIOUS KNOWLEDGE

*Which people in history are generally studied because of their impact on life today?*

*Which events in history are often studied because of their impact on life today?*

#### 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, Unit 5 (1 per team)



## 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 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 discover what connections the children can identify between people or events in history they generally study and some aspect of life today.
- 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 choose some aspects of life today and investigate the history that led to them. Explain that they are free to choose very ordinary aspects of life: *Where and in what context did pizza originate? Why do school uniforms exist? Who conceived the internet?*
- 10' 9 The teams share the information they have collected and **agree on the topics to investigate**. Make sure there is a good variety.
- 25' 10 Ask the children to investigate their respective choices and to write short texts to explain what they have discovered. If possible, they could structure the texts as responses to *Wh-* questions. It would be useful to consult the **Grammar and Speaking lesson**, in the **Student's Book**, page 50.
- 15' 11 Suggest a **peer evaluation** between the various teams as they work. The teams swap their texts in order to check them and suggest improvements.
- 10' 12 The teams finish their task. 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' 13 Each team gives a presentation of their work to explain the outcome of their task.
- 10' 14 Finally, the children fill in the **Self-assessment section** in the organiser individually.



# ADVENTURE CAMP

## SITUATION-BASED LEARNING

Use this situation as a consolidation activity for the unit.



### • WHERE ARE WE GOING ON HOLIDAY? •



### CONTEXT

Yesterday, Anna was reading a book about Scotland all day and taking notes. We asked her what was so interesting about the book. She told us that this summer she is going to Scotland with her family and that she was looking for information to organise the trip as she is in charge of selecting the places they are going to visit. Mark thinks it is a great idea and would like to do the same, but he needs help.

### SITUATION TO SOLVE

How can we help Mark to plan what to see and do on his family summer holiday?

### TASK

Plan a holiday.

### LANGUAGE AND SKILLS OBJECTIVES

- To use *be going to* + infinitive to talk about future plans.
- To plan suitable short written texts.
- To work in teams to solve the situation.

### ACTIVATE PREVIOUS KNOWLEDGE

Where can we plan a holiday to?

What interesting things can we see and do in the destinations we have chosen?

### 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, Unit 6 (1 per team)

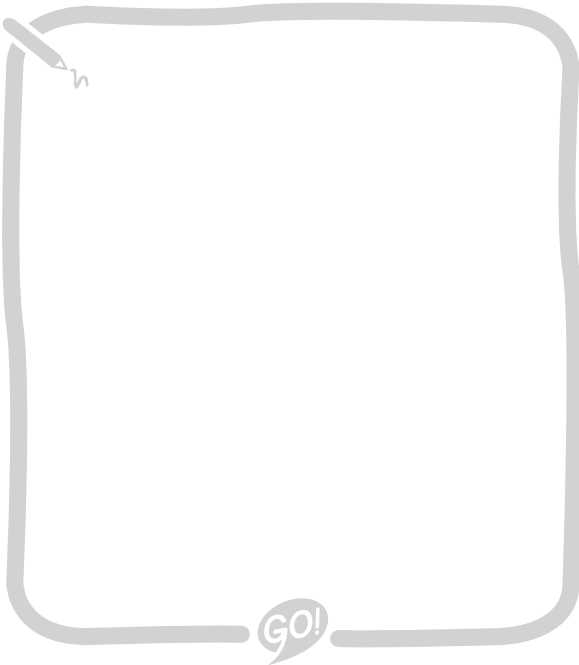


## STEPS

- 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 organiser individually. Here they should include any knowledge they have that they consider useful to help solve the situation. At this stage, all the 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 the places that they suggest visiting.
- 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** Then 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: *Where should we choose to go on holiday? What interesting things can you see and do there? What famous landmarks are there?*
- 10'** **9** The teams share the information they have collected and **agree on a script for the plan**. This script should include:
- Name of the city or area
  - Explanation of the things to see and do there
  - Photos to illustrate the activities
- Make sure that the children use the structure *be going to* + infinitive. It would be useful to consult the **Culture lesson** in the **Student's Book**, page 66.
- 15'** **10** Suggest a **peer evaluation** between the various teams as they work. The teams swap their scripts in order to check them and suggest improvements.
- 15'** **11** The teams finish their plans. 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'** **12** Each team gives a presentation of their work to explain the outcome of their task.
- 25'** **13** Finally, the children fill in the **Self-assessment section** in the organiser individually.

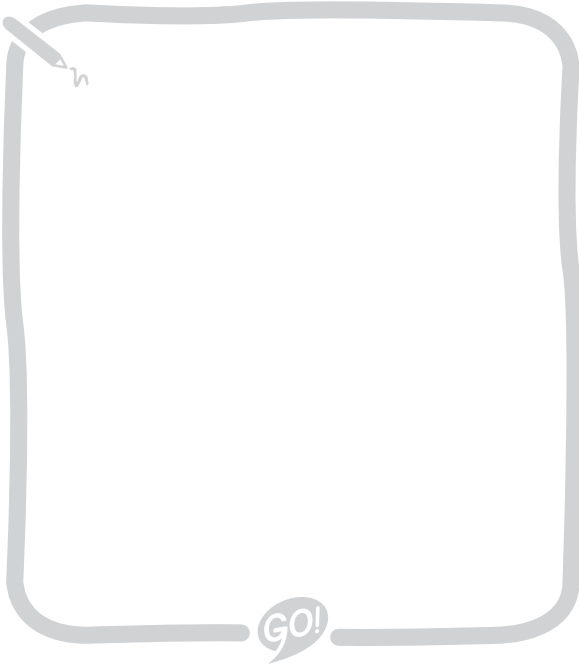
## OPTIONAL

The teams can make a map of the places to visit as well as an itinerary with information about each place.



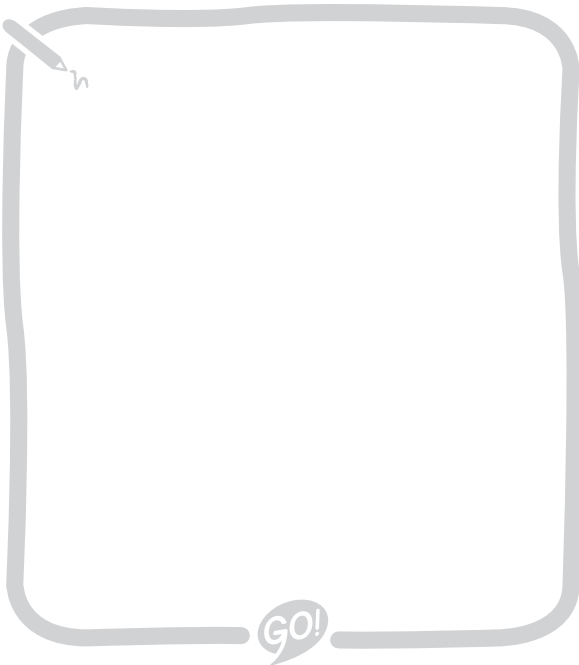
TEAM iDENTiTY CARD

TEAM



TEAM iDENTiTY CARD

TEAM



TEAM iDENTiTY CARD

TEAM



# TEAM PLAN

## TEAMWORK PLANNING SHEET

Team name:	Year:
Date:	Class:

### OBJECTIVES

1 Progress in learning

2 Help each other

3

4

NAME AND ROLE	PERSONAL COMMITMENT	SIGNATURE



# TEAM EVALUATION

## RECORD OF LESSONS

Team name:	Date:
What have we learnt? How?	
Evaluation of the lesson and what to improve	

ACHIEVEMENT OF THE OBJECTIVES	YES	NO	OBSERVATIONS
1 Progress in learning			
2 Help each other			
3			
4			

NAME AND ROLE	WHAT I DID WELL	WHAT I CAN IMPROVE

NAME	PERSONAL COMMITMENT	YES	NO



# Flipped Learning

## visual guide

# GO!

Flipped Learning is a system of work that proposes a change to the order in which new material is presented, the type of activities carried out in the classroom and the type of tasks assigned as homework.

Traditionally, teaching has been based on the explanation of material by a teacher in front of children who subsequently had to apply that information to class work or homework.

Flipped Learning reverses this order to get the most out of the time inside the classroom!

### 5 and 6

### AT HOME

### AT SCHOOL

Internet connection  
+ PC or tablet required



Access the course website:  
[www.go.richmonddigital.net](http://www.go.richmonddigital.net)



Watch the videos (at least 3 times).



Complete the Flipped worksheet.

# 1



- Plan out the Flipped lesson.
- Explain the Flipped task to the children.

# 2

Before the class session

# 3



- Complete the GO Check! activity:
  - Correct the Flipped worksheet.
  - Speaking practice.

# 4



- Work with the Student's Book.

# 5



- Continuous assessment: The children work on the Activity Book. The teacher solves individual problems or doubts in the classroom.

# 6



If time allows

- Carry out MORE speaking activities and games.

# 7

OPTIONAL



- The children complete the GO Further! Booklet to reinforce the lesson content.

After the class session




Homework: Complete the GO Further! Booklet to reinforce the lesson content.

Extra class time thanks to Flipped Learning



# SCHOOL DAYS

## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/1](http://www.go.richmonddigital.net/flipped/6/unit/1). 
- Grammar-in-context video: *School days*
- Grammar presentations (2): *Have to / Don't have to*
- Complete the activities.

### 1 Read and choose the correct form.

- 1 Does Kaito  arrive at school at nine o'clock?
- 2  Kaito have to have lunch in the dinning room?
- 3  the children have to serve lunch?
- 4 Do the children  participate in the school garden?



### 2 Answer the questions from Activity 1.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_


### 3 Read and change the sentences.

Affirmative	Negative
_____	The children don't have to arrive at school at eight o'clock.
Kaito has to do homework every day.	_____
_____	The children don't have to tidy their classroom.
Megan and Daisy have to do their homework.	_____



# FOOD FOR FRIENDS


## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/2](http://www.go.richmonddigital.net/flipped/6/unit/2). 
- Grammar-in-context video: *Food for friends*
- Grammar presentations (2): *Countable and Uncountable nouns*
- Complete the activities.

### 1 Complete the table.

	Countable nouns	Uncountable nouns
Affirmative	There are _____ potatoes.	There _____ some flour.
Negative	There _____ any eggs.	There isn't _____ sugar.
Interrogative	Are there _____ blueberries?	Is _____ any butter?

### 2 Read and classify.

	There are some...	There's some...	There aren't any...	There isn't any...	
	<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	
butter					milk
					
eggs					flour
					
sugar					blueberries

### 3 Correct the mistakes.

1 Joel says that there are any butter in the fridge.

\_\_\_\_\_

2 Joel says that there are any eggs in the fridge.

\_\_\_\_\_


3 Joel says that there are some flour, but there isn't some sugar.

\_\_\_\_\_



# WORLD RECORDS

## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/3](http://www.go.richmonddigital.net/flipped/6/unit/3). 
- Grammar-in-context video: *World records*
- Grammar presentation: *Superlatives adjectives*
- Complete the activities.

### 1 Complete the sentences and match.

- The \_\_\_\_\_ roller coaster is in...
- The \_\_\_\_\_ skyscraper is in...
- The \_\_\_\_\_ train is in...
- The \_\_\_\_\_ cable car is in...

China.

Venezuela.

Japan.

Dubai.

### 2 Read and tick the correct option.

- 1 Yesterday was **the windiest** day of the week.

original word with 1 syllable original word with 2 + syllables original word ending in -y 

- 2 This is **the most amazing** book.

original word with 1 syllable original word with 2 + syllables original word ending in -y 

- 3 Ian is **the tallest** boy in our classroom.

original word with 1 syllable original word with 2 + syllables original word ending in -y 


### 3 Write superlative sentences.

- slow animal \_\_\_\_\_
- scary movie \_\_\_\_\_
- delicious dessert \_\_\_\_\_
- incredible news \_\_\_\_\_



# THE FESTIVAL

## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/4](http://www.go.richmonddigital.net/flipped/6/unit/4). 
- Grammar-in-context video: *The festival*
- Grammar presentations (2): *Past Simple of irregular verbs*
- Complete the activities.

### 1 Complete the table.

Past Simple of irregular verbs	
Affirmative	I / You / She / He / We / They _____ some photos.
_____	I / You / She / He / We / They didn't drink juice.
Interrogative	_____ I / you / she / he / we / they see a movie?
Short answer	Yes, I / you / she / he / we / they _____. _____, I / you / she / he / we / they didn't.

### 2 Complete the sentences. Then, read and choose *T* (true) or *F* (false).

- 1 Alfie \_\_\_\_\_ a T-shirt last weekend. T      F
- 2 Alfie didn't \_\_\_\_\_ any photo of the bands. T      F
- 3 Ed Feeny only \_\_\_\_\_ a few songs. T      F
- 4 Alfie \_\_\_\_\_ an amazing time at the festival. T      F


### 3 Answer the questions.

- 1 Did Alfie go to the music festival with his aunt and his cousin?  
\_\_\_\_\_
- 2 Did Alfie see a lot of bands at the festival?  
\_\_\_\_\_
- 3 Did Alfie see the fireworks at the end of the festival?  
\_\_\_\_\_



# ANCIENT ROME

## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/5](http://www.go.richmonddigital.net/flipped/6/unit/5). 
- Grammar-in-context video: *Ancient Rome*
- Grammar presentations: *Past Simple with Wh- questions*
- Complete the activities.

### 1 Read and match.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 Where did the Roman children study? | In the mornings.                     |
| 2 When did they study?                | Reading, writing, Maths and Science. |
| 3 What did they learn?                | At home.                             |

### 2 Write questions for the following answers.

Question	Answer
_____	I went to the cinema yesterday.
_____	I hand lunch with my mother.
_____	We studied in the evenings.
_____	They wore tunics.

### 3 Read and choose.

1 What did children in ancient Rome study?

Things Time People Location

3 Who got a 10 in her project?

Things Time People Location

2 Where did they eat their pizza?

Things Time People Location

4 When did Daisy get a good mark in her project?


Things Time People Location





# ADVENTURE CAMP

## INSTRUCTIONS:

- Watch the videos at [www.go.richmonddigital.net/flipped/6/unit/6](http://www.go.richmonddigital.net/flipped/6/unit/6). 
- Grammar-in-context video: *Adventure camp*
- Grammar presentation (2): *Be going to + infinitive*
- Complete the activities.

### 1 Read and choose *T* (true) or *F* (false).

- |  |   |   |
|--|---|---|
| 1 Joel and Alfie are going to a sports camp.                 | T | F |
| 2 Alfie isn't going to take a helmet in his rucksack.        | T | F |
| 3 Joel and Alfie aren't going to sleep in tents every night. | T | F |
| 4 Alfie is going to take warm clothes.                       | T | F |

### 2 Correct the mistakes.

- 1 He are going to sleep in a tent.  
\_\_\_\_\_
- 2 We isn't going to go hiking this weekend.  
\_\_\_\_\_
- 3 Are she going to take a map and a compass?  
\_\_\_\_\_

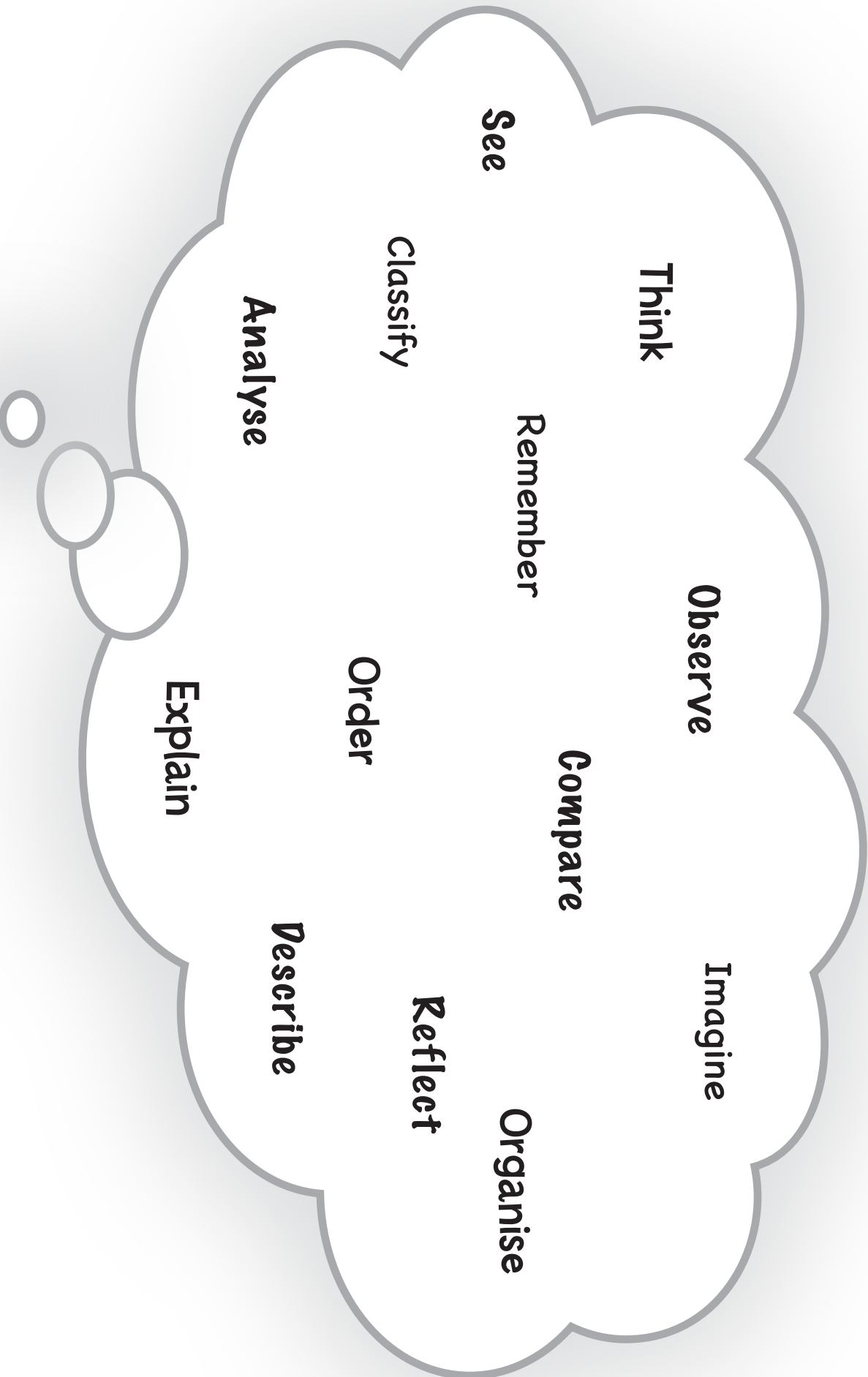
### 3 Read and write the question or the answer.

Questions	Answers
_____	Yes, they are going to an adventure camp.
Is Alfie going to take a helmet?	_____
_____	No, Joel isn't going to go climbing.
What optional activities is Alfie going to do?	_____



Name: \_\_\_\_\_

# THINKING LANGUAGE





**THINKING-BASED LEARNING**

Name: \_\_\_\_\_

Unit 1 SCHOOL DAYS

MEGAN

Empty rounded rectangular box for MEGAN's input.

ME

Empty rounded rectangular box for ME's input.

# COMPARE AND CONTRAST

**SIMILARITIES**

Large empty rounded rectangular box for writing similarities.

**DIFFERENCES**

Four empty rounded rectangular boxes stacked vertically for writing differences.

**CONCLUSION**

Large empty rounded rectangular box for writing a conclusion.



Name: \_\_\_\_\_

Unit 2 **FOOD FOR FRIENDS**

# THINK-PUZZLE-EXPLORE

**THINK**



**PUZZLE ?**

My questions

**EXPLORE**



How I find the answers

What I think



# SEE-THINK-WONDER



**SEE**



**THINK**



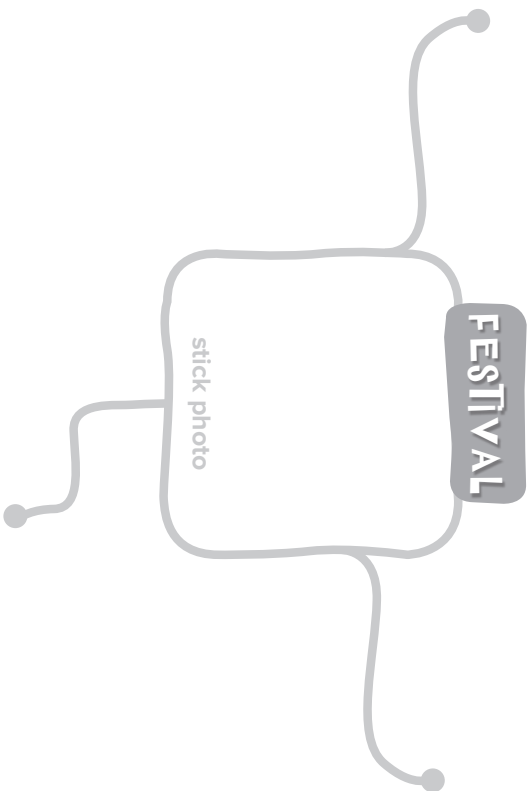
**WONDER?**

Three large, empty, rounded rectangular boxes for writing, arranged vertically. Each box is connected to its respective label (SEE, THINK, WONDER?) by a thick grey line that forms a partial border on the left and top sides.



Name: \_\_\_\_\_  
Unit 4 **THE FESTIVAL**

# MIND MAP





**THINKING-BASED LEARNING**

Name: \_\_\_\_\_

**Unit 6 ADVENTURE CAMP**

# GREEN THINKING HAT



Title: \_\_\_\_\_

A large, rounded rectangular frame with a thick grey border, intended for writing a story or notes related to the 'Green Thinking Hat'.



Name: \_\_\_\_\_

Unit: \_\_\_\_\_

**PREVIOUS KNOWLEDGE**

What do I know about ...?

**TASK IDEAS**

What do I imagine the result of the task will be?

**MY TEAM**

Team Name: \_\_\_\_\_

**NAME**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NEW LEARNING SUMMARY**

Now I know that...

**SELF-ASSESSMENT**

What did I like best about the activity?

What have I learnt? How?

What could I do differently next time?





