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 **macmillan**
education



Get 1 Going

STUDENT'S BOOK

CONNECT

DISCOVER

EXPAND

CREATE

1. Listen to your teacher and point to each letter. Then say the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2. Write your name and take turns spelling it.



3. Listen and read. Then complete the table.

Conversation 1

Takashi: Hello!

Isabella: Hi!

Takashi: What's your name?

Isabella: My name is Isabella.

Takashi: Nice to meet you, Isabella. I'm Takashi

Isabella: Takashi...I like your name. How do you spell it?

Takashi: T-A-K-A-S-H-I

Isabella: Nice to meet you too, Takashi. See you in class!

Takashi: Goodbye!

Conversation 2

Tracy: Hi there!

Steve: Hi, Tracy. How are you?

Tracy: Fine, thank you. And you?

Steve: Fine, too.

Tracy: Talk to you later.

Steve: Bye!

Conversation 3

Mrs. Torres: Hello, I'm Mrs. Torres. I'm the school principal.

Marcos: Nice to meet you, Mrs. Torres.

Mrs Torres. Nice to meet you, too.



Greetings	Farewells	Courtesy Expressions
Hello!	See you in class!	Nice to meet you.

4. Read and write **T** (True) or **F** (False) next to each sentence.

- a. We use the expression *Nice to meet you* only when we meet someone for the first time.
- b. We say *Hello* in formal and informal situations.
- c. *Hi there!* and *Hi!* are formal greetings.



5. Number the dialogue in the correct order. Then role-play it with a classmate.

- ☐ Diana: Fine, too.
- ☐ 1 Juan: Hello!
- ☐ Juan: See you soon!
- ☐ Diana: Hi! How are you?
- ☐ Diana: Goodbye!
- ☐ Juan: I'm fine, thanks. And you?



6. Complete the dialogue with the words in the boxes. Then read it out loud with a classmate.

meet

See

name

Hi!

Carla: Hello! My name is Carla. What's your 1) _____?

Daniel: 2) _____ I'm Daniel. Nice to meet you.

Carla: Nice to 3) _____ you, too.

Daniel: 4) _____ you later!

Carla: Bye!

7. Walk around the classroom role-playing similar dialogues to the ones in Activity 3. Use different greetings, courtesy, and farewell expressions.



Hi! I'm Dani. Nice to meet you.

Hello, my name is Sandra.

S-E SKILLS

Being honest when you talk to people consists on always telling the truth. Discuss in pairs, what good things come from being honest?

Open Your Books!

Underline the words and match the pictures.

1. What objects in your classroom can you name in English?
2. What parts of your classroom can you name in English?

GOAL

- To promote classroom communication by giving and following instructions

SOCIO-EMOTIONAL SKILLS

Respect for Human Dignity



S-E worksheet:



VOCABULARY

Classroom objects
Action verbs

GRAMMAR

Imperatives,
in the affirmative
and negative
forms

LISTENING

- Identifying specific information

READING

- Recognizing classroom rules

SPEAKING

- Giving instructions from memory

WRITING

- Classifying and writing rules



1. Look, listen, and label the objects with the words in the boxes.

teacher's desk

board

light

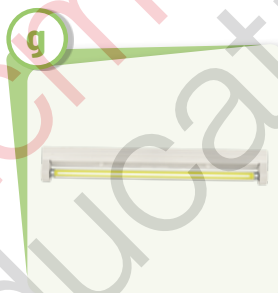
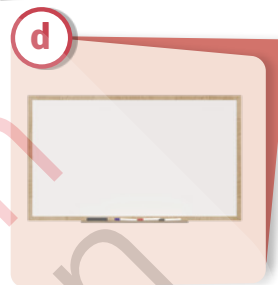
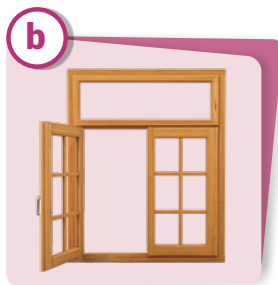
window

notebooks

books

student's desk

door



2. Work in pairs. Take turns pointing at some classroom objects and spelling them.



whiteboard, w-h-i-t-e-b-o-a-r-d



door, d-o-o-r



3. Listen to the teacher and complete the instructions.

a. Close the _____ and open the window.

f. Listen to the _____.

b. Turn on the _____.

g. Underline the _____.

c. Take out your _____ and your _____.

h. Match the pictures to the _____.

d. Open your _____ to page 21.

i. Come up to the _____.

e. Work in _____.

j. Write _____.

4. Underline the correct options.

- a. We use the imperative form to **give instructions** / **ask questions**.
- b. The imperative sentences start with a **pronoun** / **verb**.

5. Match the columns to form instructions. Check your answers in pairs.

- | | |
|--------------|-------------------------------|
| a. Work | 1. the answers. |
| b. Listen to | 2. in pairs. |
| c. Underline | 3. the dialogue. |
| d. Write | 4. the pictures to the words. |
| e. Match | 5. the words. |
| f. Open | 6. to the front. |
| g. Turn on | 7. the window. |
| h. Take out | 8. books to page 20. |
| i. Open your | 9. your books and notebooks. |
| j. Come up | 10. the light. |

SKILLS

You can add the word *please* to some instructions. This makes the communication kind and polite. How do you feel when people omit that word?

FOCUS

Notice that every instruction starts with a verb. It is capitalized, and ends with a period.

6. Work in pairs. Follow the instructions and play the game.

Instructions

1. Take out a sheet of paper.
2. Go to Activity 5 and choose a column. Don't choose the same column as your partner.
3. Write the words or phrases from the column you chose on the piece of paper.
4. Cut each word or phrase and fold the papers.
5. Mix the papers and play *Memory*.

7. Work in pairs. Take turns miming the actions from Activity 5 and guessing them.



Listen to the dialogue.

1. Work in pairs. Match the pictures to the classroom rules. Use a dictionary, if necessary.



1. Eat only during recess. _____
2. Don't chat in class. _____
3. Don't text in class. _____
4. Raise your hand to participate. _____
5. Don't arrive late. _____
6. Be kind. _____

2. Read the rules in Activity 1 and write **T** (True) or **F** (False).

- a. Rules and orders can be in the affirmative or in the negative form. (Eat only at recess) or in the negative form (Don't chat in class). ☐
- b. We use the word *Don't* before a verb to make an affirmative imperative. ☐

3. Unscramble the sentences.

- a. recess. / during / Eat _____
- b. chat / in / Don't / class. _____
- c. text / Don't / in / class. _____
- d. to participate. / hand / Raise your _____
- e. late. / Don't arrive _____
- f. kind. / Be _____

4. Write *Don't* where necessary to make classroom rules. Check answers in pairs.

a. _____ eat in class.

d. _____ bully others.

b. _____ be punctual.

e. _____ speak in English.

c. _____ work quietly.

f. _____ sleep in class.

5. Work in small groups. Choose the rules you consider the most important for your classroom and write them in the table.

Do's	Don't's
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Create a poster with the rules you wrote. Add pictures or photographs to make your poster attractive. Present it to the class.

Classroom Rules

S-E SKILLS

When you are having a conversation or a presentation, wait for your turn to speak. This shows respect for others. How do you feel when someone interrupts you?

1. Write 10 classroom instructions from this progression.

2. Play *Simon Says* with the instructions from Activity 1. If the instruction does not begin with the phrase *Simon says*, your classmates stand still and do not follow the instruction. Students who make mistakes are out of the game.

Simon says close your books.

Self-Assessment

1. Check (✓) the option that is correct for your progress.

I can ...	True	I need help
... understand and follow instructions.		
... use the imperative in the affirmative and the negative forms to give instructions.		
... write classroom and school rules.		
... show respect to others.		

2. Review the table in Activity 1 and identify what you need to review. Discuss in pairs how you can improve those areas of opportunity. Write down the actions needed.

Action	Date
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Get 1 Going

Get Going is a four-level *Bachillerato Oficial* series fully aligned to the current **MCCEMS** Program designed to successfully cover each semester's contents and teaching hours.

The series develops all four skills in a balanced way and integrates mandatory language elements from the program through smooth learning sequences based on real-life contexts.

Get Going is the key to entering the world of culture behind the English language.

- Online resources via QR codes:
 - Class audio tracks
 - Downloadable audio scripts
 - Socio-emotional Skills worksheets
 - Videos
 - Video worksheets
 - Language and Culture worksheets
 - Interactive assessment



	Connect	Discover	Expand	Create
CEFR	A1	A1+	A2	A2+
CENNI	3	4	5	6

ISBN 978-607-8886-62-3



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