

Get 4 Going

TEACHER'S GUIDE

CONNECT

DISCOVER

EXPAND

CREATE



Teacher Registration

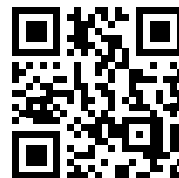
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The Sound of Music

PROGRESSION

10

Progression 10

The Sound of Music

Objective: Use the adverbs: *yet, already, just, recently, lately, ever, never* to build expressions about past events that may or may not continue in the present with clarity and coherence throughout the elaboration of a song book among other strategies.

GOALS:

- To use the present perfect with *ever* and *never*
- To use the present perfect with *just, lately, and recently*
- To use the adverbs *already* and *yet*

VALUE: Promoting the culture of peace

Discuss with the class what a culture of peace is and what it looks like. Explain to students that a culture of peace promotes peaceful behavior, encourages and nurtures relationships between people in a community, and strengthens a non-violent environment. Emphasize that one of the roles of students in promoting a culture of peace is to respect life, human rights, and fundamental freedoms at school, at home, and in their community. Brainstorm ideas for promoting peace at school, such as fostering understanding, empathy, and cooperation among classmates. Finally, divide the students into small groups and have them discuss the following questions: *How can we build a culture of peace? Why is a culture of peace important?*

Have students describe the picture and read the questions. Then ask them to work in groups of four to discuss their answers. Walk around the classroom, listening to students' responses without interrupting. Afterward, invite volunteers to share their answers with the class. Explain that there are different ways to connect with music. Elicit different ideas from students about how to connect with music and the feelings it provokes.

1. Do you enjoy listening to music?
2. What is your favorite genre?

GOALS

- To use the present perfect with *ever* and *never*
- To use the present perfect with *just, lately, and recently*
- To use the adverbs *already* and *yet*

VALUE

Promoting the culture of peace

VOCABULARY

Fun activities
Jobs and occupations
Chores

GRAMMAR

Present perfect tense with the adverbs *ever, never, yet, already, just, recently, and lately*

LISTENING

- Listening to songs

READING

- Reading song lyrics

SPEAKING

- Sharing life experiences

WRITING

- Writing lyrics for a song

INTRODUCTION

1. Work in pairs. Discuss the questions. Brainstorm which natural places students know and write them on the board. Make pairs and encourage them to share experiences and activities they have done there with a classmate. Volunteer students share answers with the class.

2. Look at the pictures and label the landscapes with the words in the boxes. Ask students to look at the pictures and describe them. Provide necessary vocabulary. Encourage them to mention if they have seen these views in the natural places they have visited. Monitor and then let students compare answers with a partner.

3. Discuss in pairs. Which activities can you do in each place? Make pairs and ask students to choose a picture from Activity 2 of a natural place they have never been to and invite them to imagine what activities they would like to do in that place. Ask them to write their ideas in their notebooks. Then elicit some sentences and write them on the board, for example, *I have never been to the desert, but I would like to ride a camel!* Finally, tell them that you are going to mention a natural place from the book and elicit answers from those who chose that place. Encourage students to participate by sharing their own examples.

4. Complete the lyrics of the song with the words from Activity 2. Then listen, sing, and check. Invite students to do a reading scan and complete the lyrics with the words from Activity 2. Then, encourage them to skim the text and ask them what it is about. Have them listen to the song to confirm their answers and encourage them to sing along.

Experiences

I have never hiked
Across the desert sand
But I have ridden a horse
Through the grassy land

(Chorus)

Have you ever traveled somewhere new?
No, I haven't. There are places I want to go with you
Have you ever tried a new activity?
Yes, I have. There are many fun things to do and see

You have never scuba dived
In an underwater cave
But you have seen a dolphin
And surfed an ocean wave

(Chorus)

She has never bungee jumped
And seen the earth below
But she has climbed a mountain
And seen a double rainbow

(Chorus)

SESSION

1

LISTENING

1. Work in pairs. Discuss the questions.

- What natural places do you like the most?
- What have you done or would like to do there?

2. Look at the pictures and label the landscapes with the words in the boxes.



3. Discuss in pairs. Which activities can you do in each place?



4. Complete the lyrics of the song with the words from Activity 2. Then listen, sing, and check.

Experiences

I have never hiked
Across the a) desert sand
But I have ridden a horse
Through the b) grassy land

(Chorus)

Have you ever traveled somewhere new?
No, I haven't. There are places I want to go with you
Have you ever tried a new activity?
Yes, I have. There are many fun things to do and see
You have never scuba dived
In an c) underwater cave
But you have seen a dolphin
And surfed an d) ocean wave



(Chorus)

She has never bungee jumped
And seen the earth below
But she has climbed a mountain
And seen a double rainbow

(Chorus)

5. Read the sentences and circle the correct answers.

Have you ever tried a new activity?
Yes, I have.
I have never hiked across the desert sand.
She has never bungee jumped and seen the earth below.

- a. All the lines from the song express **activities that started in the past and continue in the present / lifetime experiences**.
- b. *Ever* means **at any time / not at any time**.
- c. *Never* means **at any time / not at any time**.

6. Complete the rules with words in the boxes.

No, I haven't.

Yes, I have.

- a. To answer a Yes / No question with *ever* in the affirmative we say: Yes, I have.
- b. To answer a Yes / No question with *ever* in the negative we say: No, I haven't.

7. Work in pairs. Complete the following stanza to express a fun activity the singer hasn't done and two he / she has. Use the song in Activity 4 as a guide. Then share your verse with the class. *Students' own answers.*

She / He has never _____ (activity) But she / he has _____ (activity)
_____ (place) And _____ (activity)

8. Work in groups. Take turns asking and answering about life experiences using *ever*. Then share one or two fun things you have and haven't done.

Have you ever played in the snow?

No, I haven't.

I have never played in the snow, but
I have ridden a horse in the countryside.

FOCUS

We use short Yes / No answers to avoid repetition of the sentence.

S-E SKILLS

Many concerts have been held to provide help when natural disasters happen. What famous concerts to raise awareness or give help do you know?

DEVELOPMENT

5. Read the sentences and circle the correct answers. Write the sample sentences from the box on the board to explain the rules and underline the clue words. You can ask students to find the answers to the following questions: *In which sentences do we use the word ever? In which sentences do we use the word never?* Use body language to convey meaning of *ever* and *never*. Elicit answers from students (*affirmative* and *negative*). Finally, ask them to answer the rules individually and check the answers together.

6. Complete the rules with words in the boxes. Ask students to pay attention to the question and statements in the box in Activity 5. Also review with students *yes / no* questions in general. Explain to students that we use *have, has, haven't, and hasn't* to give short answers in the present perfect, for both affirmative and negative sentences. Finally, read the rules and solve the activity as a class.

FOCUS

Have students review the use of short answers in the present perfect by writing some *yes / no* questions on the board and asking volunteers to answer the questions using short answers. Monitor the activity and provide help when needed.

CLOSURE

7. Work in pairs. Complete the following stanza to express a fun activity the singer hasn't done and two he / she has. Use the song in Activity 4 as a guide. Then share your verse with the class. Have students work in pairs to create a fun and creative stanza based on the song from Activity 4. Encourage them to think of activities the singer might not have done yet, as well as two activities they have already experienced. Remind students to use the song's rhythm and style as a guide for writing their verses. Once finished, have each pair share their verse with the class.

8. Work in groups. Take turns asking and answering about life experiences using *ever*. Then share one or two fun things you have and haven't done.

Each group member has to write real and imaginary life experiences they have or haven't done. Then each one must share with their group, and respectfully make corrections if there are any mistakes.

S-E SKILLS

Ask students what their favorite bands are and how often they go to concerts. Elicit from students which natural disasters they remember, such as the earthquake in 2017 or Hurricane Otis. Invite students to reflect on whether any of their favorite bands have given a concert to raise awareness or provide help to affected communities. Explain to students that this kind of action promotes a culture of peace.

INTRODUCTION

1. Discuss in pairs. What do you know about rap music? Elicit from students different music genres and write their ideas on the board. When they mention rap, encourage students to work in pairs and share what they know about this genre. Ask students to name some famous rappers they know and share their knowledge with the class.

2. Read and underline the correct options. Then listen and check your answers. Based on what they mentioned in the previous activity, elicit predictions about rap music on the board. Play the audio once or twice, if necessary. Finally, play the audio again so students can check their answers and evaluate themselves.

Audio script

Rap music has its origins in African-American communities in New York, in the late 1970s. It is an important part of the hip-hop cultural movement. Rapping is a vocal style in which the artist speaks rhythmically in rhyme and verse to an instrumental or synthesized beat.

3. Listen and complete the lyrics of the first part of this rap. Ask students to listen to the audio and to fill in the gaps for the first part with the words they recognize from the audio. Ask them to listen to the audio once more and verify their own answers.

Audio script

Our Skills

(Chorus)

When we know just what we want to do
We learn new skills or go to school
Over time we will improve and grow
Learn everything we need to know

Lately, I've decided to become a chef
I have recently bought a new recipe book
I have just gotten pots and pans
and mastered how to cook!

Lately, I've thought about being an artist too
I've just painted and sculpted with clay
I've recently focused on sketching ideas
for what I want to make

(Chorus)

Lately, he has decided to become a teacher
He has just tutored science and math
He hasn't taught younger kids recently,
only the friends in his class

Lately, she has considered being a musician
She's just signed up to be in a band next year
She has not recently performed for an audience,
but has written new songs for us to hear

(Chorus)

4. Listen to the following stanzas of the song and number the lines in the correct order. Have students work in small groups. Explain to them that they will participate in a competition to order the lyrics for the last part of the song. Play the audio as many times as necessary and ask them to order and

SESSION

2

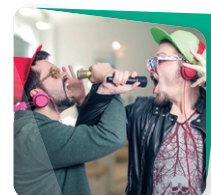
LISTENING

1. Discuss in pairs. What do you know about rap music?



2. Read and underline the correct options. Then listen and check your answers.

- Rap music has its origins in African-American / Indian communities in New York, in the late 1990s / 1970s.
- It is an important part of the pop / hip-hop cultural movement.
- Rapping is a musical / vocal style in which the artist speaks rhythmically in rhyme and verse to an instrumental or synthesized beat.



3. Listen and complete the lyrics of the first part of this rap.

Our Skills

(Chorus)

When we a) know just what we want to do
We learn new b) skills or go to school
Over time we will improve and c) grow
Learn d) everything we need to know

Lately, I've e) decided
to become a chef
I have recently bought a
new recipe f) book
I have just gotten pots and pans
and mastered how to g) cook !



h) Lately, I've thought
about being an artist too
I've just painted and
sculpted with clay
I've recently focused on
sketching i) ideas
for what I want to j) make



4. Listen to the following stanzas of the song and number the lines in the correct order.

(Chorus)

He has just tutored science and math 2
only the friends in his class 4
He hasn't taught younger kids recently 3
Lately, he has decided to become a teacher 1



Lately, she has considered being a musician 5
She has not recently performed for an audience 7
She's just signed up to be in a band next year 6
but has written new songs for us to hear 8

(Chorus)

5. Underline the jobs and occupations mentioned in the complete song.

6. Read the sentences and answer the questions with the phrases in the boxes.

Lately, I've decided to become a chef
I have recently bought a new recipe book
I have just gotten pots and pans and mastered how to cook!
She has not recently performed for an audience

Yes, they can.

A short time ago.

Between have and the past participle.

- What do the adverbs *just*, *recently*, and *lately* mean? A short time ago.
- Where is the adverb *just* placed? Between have and the past participle.
- Can the adverbs be used in negative sentences? Yes, they can.

7. Work in groups. In your notebook, write eight lines to create two new stanzas for the rap. Mention other occupations and use *recently*, *just*, and *lately*. Use a dictionary if necessary.

Lately, I've decided to become an architect
I have recently helped to build a house
I have just gotten a scale and a tablet to sketch
and decided on the best place in town!

(A photo of a construction worker in a blue hard hat and orange safety vest looking at a tablet is overlaid on the bottom right of the musical staff.)

FOCUS

The adverbs *lately* and *recently* can be placed at the beginning or at the end of a sentence, or between the auxiliary *have* and the past participle. When we place *lately* and *recently* at the beginning of a sentence, they are followed by a comma.

S-E SKILLS

Many songs are created with messages of unity, harmony, and social justice, like John Lennon's *Imagine* or Bob Marley's *One Love*. What other songs about unity and social justice do you know?

8. Rap your verse to the class.

number the lines of the song, then write the numbers in their books. When they have finished and think they have the correct answers, they need to shout, *Ready!* Check their answers, and if they have all the answers correct, they win.

5. Underline the jobs and occupations mentioned in the complete song. Ask students to keep their books closed and write the phrase *Jobs and Occupations* on the board. Set aside some time for students to recall which jobs and occupations are mentioned in the song. Finally, play the song once more to check if their answers are correct.

DEVELOPMENT

6. Read the sentences and answer the questions with the phrases in the boxes. Write, paste, or project the sentences on the board. Work as a class and invite students to read them aloud. Ask them to focus on the underlined words and see if they can identify what part of speech they are (*adverbs*). Point out the position in the sentence. Set time limit to complete the activity individually. Monitor and provide help. Let students compare answers with a partner. Check answers with the class.

CLOSURE

7. Work in groups. In your notebook, write eight lines to create two new stanzas for the rap. Mention other occupations and use *recently*, *just*, and

lately. Use a dictionary if necessary.

Read the instructions aloud and ask a volunteer to read the rap in the activity. Form small groups and ask students to prepare eight lines to create stanzas, and encourage them to use target language. Have them exchange their stanzas with a different group to analyze and identify any spelling mistakes. Encourage them to add adverbs where possible.

FOCUS

Have students read the Focus box and invite them to read their stanzas again and self-check if they placed and used the adverbs correctly. Do a quick review so students can correct their stanzas.

8. Rap your verse to the class.

Organize the same groups from Activity 7 to bring some realia for this activity, such as music horns, accessories, or anything they need to perform a rap concert. Give all the groups time to present their performance and have fun!

S-E SKILLS

Write the title of the song *We Are the World* (1985) on the board and play it. Ask students to listen to it for homework and write a short summary about what the song is about. Invite them to ask their parents why it was considered an anthem during those years.

INTRODUCTION

1. Discuss in pairs. Who are your favorite singers or bands? Set time limit for pairs to find out about their preferences. Register the outcome on the board.

2. Listen and write T (True) or F (False). Play the audio once and have students mark T (True) or F (False). Play the audio again to check their answers.

Audio script

Brian: Have you ever listened to *Jason and the Cool Boys*?

Amanda: My sister mentioned them the other day, but I have never listened to them.

Brian: You should.

Amanda: What kind of music is it?

Brian: It's pop. I know you don't like pop very much but check them out.

Amanda: I will.

Brian: And what about *Headset*? It's a new indie rock band. Have you listened to them?

Amanda: Yes, I have.

Brian: Do you like them?

Amanda: Yes, they sound amazing! The song *My List* is my favorite.

3. Complete the tasks with the missing vowels. Then match them with the pictures. Write the words with missing vowels on the board and invite students to play Hangman. Use body language or a drawing to explain the meaning of the words to the class.

4. Listen to the song and underline the correct options in the lyrics. Then listen again and sing. Ask students to scan the lyrics. Then, play the audio once and ask them if they got all the answers; repeat it if necessary. Finally, listen and sing as a class.

Audio script

My List

Have they gone to the market yet?
Yes, they've already made one trip
They haven't gotten the salsa yet
But they've already bought the chips

(Chorus)

I've already done so many tasks
There are more than a few
My list is getting shorter
But there's still so much to do

Has she tended the garden yet?
Yes, she's already pulled the weeds
She hasn't watered the flowers yet
But she's already planted new seeds

(Chorus)

Have you done the laundry yet?
Yes, I've already washed the sheets
I haven't folded the towels yet
But I've already hung the jeans

(Chorus)

SESSION

3

LISTENING

1. Discuss in pairs. Who are your favorite singers or bands?

2. Listen and write T (True) or F (False).



- Amanda has listened to *Jason and the Cool Boys*.
- Amanda likes pop music.
- Brian recommends Amanda to listen to them.
- Headset* is a new indie rock band.
- The song *My List* is Brian's favorite.

F
F
T
T
F



3. Complete the tasks with the missing vowels. Then match them with the pictures.



- pull weeds
- wash sheets
- fold towels
- hang jeans
- tend the garden

4
3
2

4. Listen to the song and underline the correct options in the lyrics. Then listen again and sing.



My List

- ☐ Have they gone to the **a) market** / library yet?
Yes, they've already made one trip
- ☐ They haven't gotten the **b) salsa** / sauce yet
But they've already bought the **c) dips** / chips
- ☐ (Chorus)
I've already done so many tasks
There are more than a few
My list is getting **d) smaller** / shorter
But there's still so much to do
- ☐ Has she tended the garden yet?
Yes, she's already pulled the weeds



She hasn't watered the **e) flowers** / plants yet
But she's already planted new **f) seeds** / plants

(Chorus)

Have you done the **g) laundry** / dishes yet?
Yes, I've already washed the sheets
I haven't folded the **h) clothes** / towels yet
But I've already hung the **i) T-shirts** / jeans

(Chorus)

5. Read the sentences and complete the rules with the words in the boxes.

Have you done the laundry yet?
I haven't folded the towels yet
But I've already hung the jeans

yet negative affirmative

already questions

- We use the word *yet* in questions and negative sentences.
- We use the word *already* in affirmative sentences.
- Yet is usually placed at the end of a sentence.
- Already refers to things which have happened.
- Negative sentences with *yet* mean that something has not happened up to now.

FOCUS

We also use *Yes / No* answers when asking in present perfect with *yet* to avoid redundancy.

6. Unscramble the sentences.

- cut / already / the vegetables / I've I've already cut the vegetables.
- the meat / yet / haven't / I / cooked I haven't cooked the meat yet.
- her room / she / cleaned / yet / has / ? Has she cleaned her room yet?
- she / the bed / already / made / has She has already made the bed.

7. Work in pairs. Think of more household chores and, in your notebook, write a new stanza for the song. Use the prompts in the boxes and the song *My List* as a guide.

Have / Has... yet? yet Yes, ...already... She / I... But, she / I...already...

8. Get together with another pair and sing your stanza to your classmates.



S-E SKILLS

Music brings people together through cultural exchange. Music from different cultures fosters mutual respect and understanding. What music styles from different parts of the world do you know?

S-E worksheet:



DEVELOPMENT

5. Read the sentences and complete the rules with the words in the boxes.

Read the instruction and the words aloud. Project or write the sentences on the board. Help students to deduce the meaning of new vocabulary. Explain to students that individually they will complete the activity. Monitor. Let students compare answers with a partner. Check answers with the class. Encourage students to go to the board and point to the evidence for their answers.

FOCUS

Have students read the box and reflect on the use of *yet* in short answers. Write some present perfect questions on the board, making sure to include some that have a negative answer. Then, read each question aloud and choose some volunteers to answer them. Explain to students that when they answer *No*, they can simply say *Not yet* to express that they want to perform the activity but haven't done it yet.

6. Unscramble the sentences. Read the instruction aloud. Make pairs. Model the activity. Set time limit for students to complete the activity. Ask students to solve the activity individually, then exchange books with their partners to check answers. Monitor the activity and provide help when needed. Volunteers go to the board to write the answers. If necessary, ask questions to convey use, for example: *Why are we using yet? Which adverb is used for actions that have happened recently?*

CLOSURE

7. Work in pairs. Think of more household chores and, in your notebook, write a new stanza for the song. Use the prompts in the boxes and the song *My List* as a guide. Brainstorm more household chores and write them on the board as reference. Set aside some time for them to write the stanza using *already* and *yet*. Then ask them to sit with a different partner, face to face, and sing the new stanza.

Teaching tip

One strategy to help shy students participate and feel more confident to sing is to turn up the volume and suddenly turn it down. Shy students will notice that nothing negative happens when their voice is heard.

8. Get together with another pair and sing your stanza to your classmates.

Continue with the previous activity, but now ask students to exchange places with a different pair when no music is playing and then give them time to perform the activity.

S-E SKILLS

Ask students which Mexican singers or band genres they know that represent Mexico worldwide. Elicit their answers or give them some examples. Conclude the activity by answering the question in the box as a class.

1. Work in groups. Find out about your classmates' musical preferences and share yours. Use the prompts as a guide. Read the instruction aloud. Make small groups of three to four students. Read the questions aloud. Explain to students that you will play extracts of different kinds of music in the background and they have to ask and share answers for the questions provided. When you stop the background music, they have to form different groups, keeping the rule of always having groups of three to four students. Follow the same procedure up to three times so the students mingle with different classmates. Elicit the most common answers in the class.

2. Work in groups. Choose a song in English you all like and follow the steps. Have students work again in small groups and invite them to choose a song in English that everyone in the group enjoys. Once they have selected the song, they should follow the steps outlined in the instructions, which may include analyzing the song's lyrics, discussing its meaning, or preparing a performance or presentation related to the song. Then foster collaboration and allow students to engage with English-language music in a fun and interactive way by having groups prepare a worksheet with one or two activities related to the song. Finally, encourage students to exchange worksheets with other groups, play the song, and perform the activities. Conclude the progression by collecting the worksheets with all the related songs and creating a playlist so students can practice further at home.


P10
Assessment

1. Work in groups. Find out about your classmates' musical preferences and share yours. Use the prompts as a guide.

What kind of music do you like?
Who are your favorite singers?
Have you ever listened to...?

2. Work in groups. Choose a song in English you all like and follow the steps.

- Create a worksheet of the song with one or two activities. It can be completing gaps, choosing the correct words, ordering lines, or any other task you can think of.
- Hand out a copy of the worksheet to each student.
- Play the song more than once if necessary and solve the tasks on the worksheet.
- Play the song one last time and sing along.



Self-Assessment

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

I can...	True	I need help
use vocabulary related to life experiences, jobs, and household chores.	<input type="checkbox"/>	<input type="checkbox"/>
ask and answer questions in the present perfect with <i>ever</i> and <i>yet</i> .	<input type="checkbox"/>	<input type="checkbox"/>
use the present perfect with <i>never</i> , <i>already</i> , <i>lately</i> , <i>just</i> , and <i>recently</i> .	<input type="checkbox"/>	<input type="checkbox"/>
listen and understand the lyrics of a song.	<input type="checkbox"/>	<input type="checkbox"/>

2. Read the table above 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

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SELF-ASSESSMENT

To assess students' understanding of the progression's contents, ask them to complete the Self-Assessment. It covers key concepts, vocabulary, and skills learned throughout the progression. It also allows the class to reflect on their own learning and take ownership of their progress. Here are some benefits of self-assessment:

Reflection and Metacognition: Self-assessment prompts students to think critically about their learning process. They can identify areas of strength and be more aware of their own learning strategies.

Goal Setting: Through self-assessment, students set realistic goals for themselves and establish specific targets, fostering motivation and self-directed learning.

Increased Responsibility: Self-assessment encourages students to take responsibility for their own learning. They become active participants in the learning process and develop a sense of accountability.

When students finish, take the opportunity to discuss the benefits of self-assessment with them. Encourage them to reflect on their answers, identify areas they feel confident in, and consider how they can further develop their understanding in areas where improvement is needed. Self-reflection and self-assessment contribute to a more meaningful and student-centered learning experience.

Get 4 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 for students via QR codes:
 - Class audio tracks
 - Downloadable audio scripts
 - Socio-emotional Skills worksheets
 - Videos
 - Video worksheets
 - Language and Culture worksheets
 - Interactive assessment
- Online resources for teachers via the Macmillan LATAM App:
 - Digital Student's Book with access to:
 - Class audio tracks
 - Videos
 - Video worksheets notes
 - Digital Student's Book with answers
 - Digital Teacher's Guide with access to:
 - Customizable class planners
 - Socio-emotional Skills worksheets notes
 - Language and Culture worksheets notes
 - Test generator



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

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