

Get 1 Going

TEACHER'S GUIDE

CONNECT

DISCOVER

EXPAND

CREATE



Teacher Registration

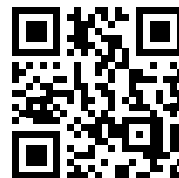
To access the digital resources for the teacher, please register using the QR code below.

Important: Before starting the registration process, we recommend having your email address ready.

1. Register and create an account at: <https://edutics.mx/x87>
2. Confirm your email address.
3. Select your country.
4. Fill in your general information.
5. Select your books.
6. Download and install the App in the device of your choice.
7. Log in using your username and password.



<https://edutics.mx/x87>
Start registration



<https://edutics.mx/x88>
Download the App

If you have any questions, please contact us at mx.explico@macmillaneducation.com, where we will gladly assist you.

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Get 1 Going

Introduction

Get Going is a *Bachillerato* course designed to enable you to access the world and culture behind the English language. The key to entering this world is to master the four fundamental skills: listening, speaking, reading, and writing. This course provides you with numerous opportunities to practice the language in practical, real-life contexts. It will help you understand new concepts, ideas, emotions, traditions, and ways of life. Additionally, it will open new doors that will broaden your understanding, tolerance, and critical thinking abilities.

Unlock your English potential with **Get Going!**

- Make your English learning journey stronger by following a structured international framework.
- Improve your thinking and social skills by using English in real-life situations.
- Build on what you already know about English and its culture to achieve new goals.
- Discover different aspects of English through fun activities and resources.
- Embrace and celebrate the language and culture in your classroom, school, and community to boost your confidence and foster inclusivity.
- Learn how English can be useful in various areas of your life.
- Enhance your thinking skills through exercises that help you reflect and grow.
- Recognize the benefits of mastering English for communication in diverse areas of your life.
- Monitor your progress with tests and assessments to reinforce your skills.

Embark on this exciting English learning adventure and unleash your full potential!

Get Going: Your journey to English

Methodology

Get Going is the proposal that originated from the need to accompany students and teachers to navigate through the **New Educational Model**, known as the *Nueva Escuela Mexicana* (**New Mexican School**) under Plan 0-23. This plan covers the entire educational trajectory from birth to university.

Today, our country requires each state to collaborate closely with the rest to establish a **Common Curricular Framework** that allows students to move from one place to another seamlessly. Furthermore, it aims to establish a **Curricular Map** to which all educational institutions adhere, ensuring that no student lags, gets failing grades, or drops out.

Each semester consists of 19 weeks. Each progression in the Student's Book is planned to be taught over the course of one week. **Get Going Connect** contains 16 progressions and the three assessment weeks. Each semester has:

Week 1	Week 2	Week 3	Week 4	Week 5
Starter (pages 05 to 06) Progression 1 (pages 07 to 12)	Progression 2 (pages 13 to 20)	Progression 3 (pages 21 to 28)	Progression 4 (pages 29 to 36)	Progression 5 (pages 37 to 44)
Week 6	Week 7	Week 8	Week 9	Week 10
Progression 6 (pages 45 to 52)	Assessment week	Progression 7 (pages 53 to 60)	Progression 8 (pages 61 to 68)	Progression 9 (pages 69 to 76)
Week 11	Week 12	Week 13	Week 14	Week 15
Progression 10 (pages 77 to 84)	Progression 11 (pages 85 to 92)	Progression 12 (pages 93 to 100)	Assessment week	Progression 13 (pages 101 to 108)
Week 16	Week 17	Week 18	Week 19	
Progression 14 (pages 109 to 116)	Progression 15 (pages 117 to 124)	Progression 16 (pages 125 to 132)	Assessment week	

The aim of the **New Mexican School** is to standardize the English learning level among institutions. Students will start learning English at level A1-, which is the beginner level. The goal of the **Common Curriculum Framework** is to cover the first four semesters of *Bachillerato*, where many institutions will have the opportunity to increase students' English level through workshops and additional semesters according to their time availability.

Plan 0–23¹

This initiative aims to restructure and reorganize the Mexican education system, enriching it with cohesion, continuity, and shared responsibility in the development of Mexican students' educational trajectory throughout their 23 years of education, which covers from birth to the end of university. The main objective is to achieve a curricular and organizational alignment within the Mexican education system. Additionally, this initiative aims to provide students with the necessary socio-emotional skills to help them become responsible citizens, fostering a sense of identity and love for Mexico, and empowering them to contribute positively to the social transformation of our country.

This new model prioritizes inclusion and equality, aiming to provide education opportunities for all individuals, regardless of their background or circumstances. It aspires to create a more cohesive and dynamic education system that nurtures students' potential and prepares them for active participation in society.

This approach to education, that promotes the transformation of society, resulted in the proposal to create the **New Mexican School**, a project that promotes the conviction that education should be understood as a lifelong process, based on the concepts of learning to learn, continuous updating, adaptation to changes, and lifelong learning.

The **New Mexican School** guarantees excellence at each level, modality, and subsystem, as well as in each locality and municipality to achieve well-being and inclusive prosperity. Its principles, which you will find in **Get Going**, are:

- Respect for human dignity
- Honesty
- Citizen responsibility
- Taking part in transforming society
- Promoting the culture of peace
- Promoting interculturality
- Taking care of the environment
- Fostering a Mexican identity

The objective of each progression will lead you to achieve various goals. One of them is to guide students through a gradual escalation of knowledge, following the **Common Curriculum Framework** (MCC) for the entire country as follows:

- | | | | |
|---------------|-----|----------------|-----|
| • Semester I | A1– | • Semester III | A2– |
| • Semester II | A1+ | • Semester IV | A2+ |

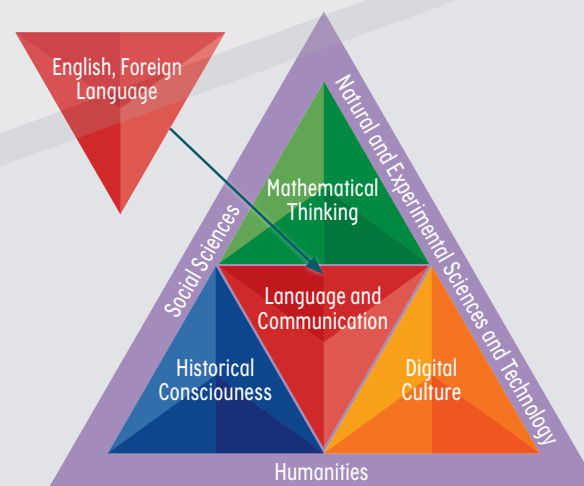
To help you understand the number of required hours and the skills and competencies needed to achieve these levels, you can refer to the following table taken from Cambridge University Press².

Guided Learning Hours

CEFR Level	Number of Hours
C2	Approximately 1,000–1,200
C1	Approximately 700–800
B2	Approximately 500–600
B1	Approximately 350–400
A2	Approximately 180–200
A1	Approximately 90–100

The **Common Curriculum Framework** in *Bachillerato* is an educational approach promoted by the SEMS³ (Subsecretaría de Educación Media Superior). Its main goal is to establish the foundation of skills, knowledge, and cultural awareness for adolescents and young adults, enabling them to become lifelong learners. This framework, implemented in all campuses and subsystems around the country, includes a **Fundamental Curriculum**, which comprises various subjects. English is categorized under the Communication field.

Fundamental Curriculum



² <https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours>

³ <https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13516/1/images/MarcoCurricularComunEMS2022.pdf>

¹ <https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13516/1/images/PlanSEP0-23anos.pdf>

Student's Book

Designed to be a constant companion throughout the semester, this book offers students all the necessary resources for their language learning journey while providing representations that resonate with their own experiences, everyday lives, and realities.

A cover that outlines the skills and language students' will acquire throughout the progression

Questions to activate students' previous knowledge

A section that specifies the grammar, vocabulary, and language skills of the progression

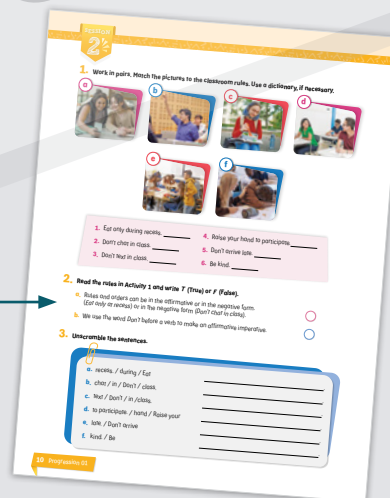
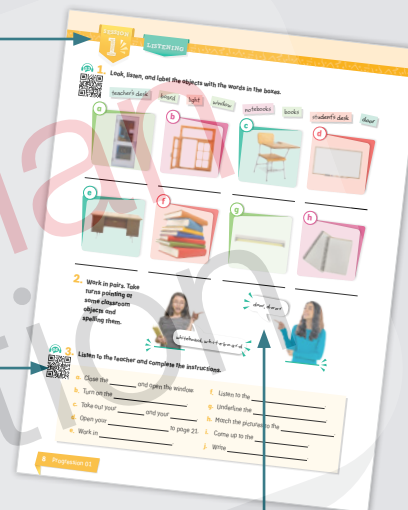
QR codes that direct students to the Socio-emotional Skills worksheets in progressions 01-07 and 12 (The worksheets are aligned with the values of the New Mexican School.)

Practice activities that will guide students to use the grammar and vocabulary they have learned (Additionally, there are controlled and freer production exercises that will help students consolidate their knowledge.)

Indicators to the suggested number of session of the week

QR codes that direct students to the audio tracks for the activities

Sample language that illustrates the expected production from students



Teacher's Guide

The **Get Going** Teacher's Guide is designed to walk you through each session and present the new educational framework proposed by the New Mexican School, along with the concepts and methodology you will implement in your classes.

An assessment page at the end of each progression divided into two sections: production activity and self-assessment

A Progression overview of the language and skills and a quick warm-up activity

Assessment pages for progressions 6, 12, and 16 with QR codes that direct students to additional materials designed to provide activities that enhance their knowledge and skills

Three sections for each session: Introduction, Development, and Closure

Embedded Student's Book pages

A QR code that directs students to the Language and Culture worksheet

A QR code that directs students to a video about active learning and its corresponding worksheet

A QR code that directs students to the Interactive assessment

Notes for all the activities from the Student's Book and their answers

Boxes with suggestions to deal with different levels of skills among students

Mixed abilities

Early finishers can keep playing by creating their own instructions.

Boxes with cultural facts to deepen students' intercultural sensitivity

Boxes with suggested teaching tips and additional activities

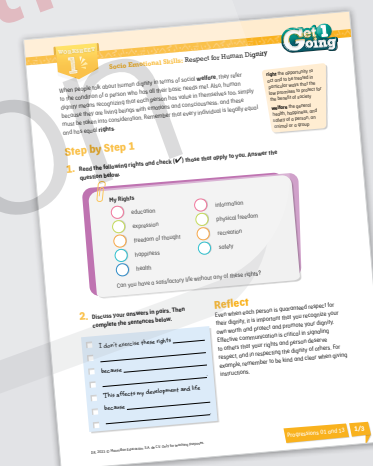
Cultural note

Tell the class that speaking a different language is a great skill, so they should be proud of it. If some students speak a second language at home, encourage them to share some words or phrases with their classmates. You can make paper gold medals, and, every time a student shares their second language, give them a medal as recognition, along with a round of applause from the class.

Teaching tip

Because this might be students' first contact with the English language, allow them to use their native language as a support and bridge to understanding. Encourage them to freely express their thoughts, ask questions, and clarify doubts in their native language. As they become more familiar with the language, gradually reduce their reliance on their native language and introduce more English immersion activities to promote active language acquisition.

Audio script with the full transcription of the audios



Digital Components

Online resources for students via QR codes:

- Class audio tracks
- Downloadable audio scripts
- Videos
- Video worksheets
- Socio-emotional Skills worksheets
- Language and Culture worksheets
- Interactive assessment

Online resources for teachers via 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



Sample coevaluation, heteroevaluation, and self-evaluation checklists

Starter

LISTENING

READING

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. I'm 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.

PRESENTATION

It's the first day of classes. Welcome your students to this new stage in their lives. To build rapport and create a welcoming environment, start by introducing yourself to the class. You can use your native language in addition to English to make students feel relaxed in this first class. Then ask them to make a circle. Start by saying your name. The first student in the circle says your name and then his / her name. Repeat the process with the rest of the students.

INTRODUCTION

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

Model the alphabet pronunciation chorally. Then point out different letters and ask students to repeat them. Gradually, have them increase the speed. Emphasize the pronunciation of s, c, z / g, j, y / e, i, a. Next, ask a volunteer to fold a piece of paper into four pieces and cut out four squares. Say four tricky letters out loud and have the volunteer write each one in a square. Put the pieces of paper in a bag. Divide the class into two groups. Explain that you will take out a piece of paper from the bag and show it. The first group that pronounces the letter correctly wins a point.

Answers will vary.

Teaching tip

The sound of the letters j and y can be tricky. In English, the letter j is pronounced

as in *jump*, and letter y is pronounced as in *yellow*.

2. Write your name and take turns spelling it. Divide the class into groups of four students. Ask them to write their own name, along with their classmates' names, on the provided space in their books. Then have them take turns spelling each name. Next, divide the class into two groups. Ask two volunteers to go to the front and write five of their classmates' names on each half of the board. The first group that spells three names correctly wins.

Answers will vary.

DEVELOPMENT

3. Listen and read. Then complete the table. Get students into groups and assign each group one of the conversations. Then go to the door, walk into the classroom, and say *Hello, guys*. Explain that it is a greeting. Then say *Goodbye, students* and walk out of the classroom. Explain that it is a farewell. Finally, using an exaggerated gesture, say *Wow! I love your name. It is so beautiful!*, and explain that it is a courtesy expression. Ask students to listen to the audio and complete the table.

Possible answers: **Greetings:** Hi! Hi there! **Farewells:** Goodbye! Talk to you later. Bye! **Courtesy expressions:** I like your name. How are you?

4. Read and write T (True) or F (False) next to each sentence. Explain to students that the following sentences include greetings and expressions they listened to in Activity 3. Have them read and answer the sentences individually. Then read each sentence out loud. Ask the class to show their thumbs up if they think the answer is true, and to put their thumbs down if they think the answer is false. Check answers as a class.

Answers: a. T b. T c. F

5. Number the dialogue in the correct order. Then role-play it with a classmate. Get students into small groups and ask them to find out the correct order of the dialogues. Then ask one student from each group to go to the board and write the answers. Check them as a class. Next, get students into pairs and have them walk around the classroom role-playing the dialogues in the correct order. Every time you say, *switch classmate*, they will find another classmate and continue role-playing the dialogue.

Answers: 4, 1, 5, 2, 6, 3

CLOSURE

6. Complete the dialogue with the words in the boxes. Then read it out loud with a classmate. Get students into small groups and ask them to guess the meaning of the four words (Hi!, meet, name, see). Check the answers as a class.

Then have them complete the dialogue individually with the correct words. Finally, ask some volunteers to role-play the dialogue.

Answers: 1. name 2. Hi! 3. meet 4. See

7. Walk around the classroom role-playing similar dialogues to the ones in Activity 3. Use different greetings, courtesy, and farewell expressions. Ask students to go back to Activity 3 and read the dialogues. Once they have finished, ask each pair to walk around the classroom role-playing the first dialogue. When you say, *number two* they have to role-play the second dialogue with a different classmate, and when you say, *number three* they have to find a new classmate and role-play the third dialogue. Then get them into pairs and have them write three similar dialogues using farewells, greetings, and courtesy expressions. Finally, ask some pairs to come to the front and role-play the three dialogues they wrote.

Answers will vary.

S-E SKILLS

Introduce the S-E skill with a question: *Are values important in our family, school, or community? Why?* Elicit some answers. Then have them share experiences in which they were honest and something good came from it.

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

- We use the expression *Nice to meet you* only when we meet someone for the first time.
- We say *Hello* in formal and informal situations.
- 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!

PROGRESSION

01

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

Progression 01

Open Your Books!

Objective: Identifies imperatives to promote classroom communication in English by giving and following instructions.

GOAL: To promote classroom communication by giving and following instructions

SOCIO-EMOTIONAL SKILLS: Respect for Human Dignity

Have students open their books to page 7. Draw their attention to the picture and ask students: *What do you see in the picture? Where are they? What are they doing?* Elicit students' ideas. Provide help with the vocabulary if necessary and remember to use your students' native language as support. Ask students the questions on the sticky note. Write their answers on the board. When they finish, go over the pronunciation of all the words they said.

Ask students: *What objects can you identify in the image?* Elicit some answers. You could show flashcards related to the vocabulary and challenge them to mention the words they know. Explain to students what they will learn in this progression.

Introduce the socio-emotional skill with a question: *Why is it important to show respect to my classmates?* Elicit some answers from the class and encourage them to reflect on the importance of respect. Use the S-E Skills worksheet to deepen students' reflection on respect for human dignity.

INTRODUCTION

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

Divide the class into small groups. Write the vocabulary words on the board. Ask students to cut out small pieces of paper, write the vocabulary words on them, and paste them over the correct object in the classroom. Early finishers can help their classmates.

Next, tell students they will listen to a conversation. Explain that they have to identify all the words that represent the pictures. Have students listen to Audio 03 two or three times, until they can label all the objects. Finally, practice listening Audio 03 again for details. Check answers as a class.

Answers: a. door b. window
c. student's desk d. board
e. teacher's desk f. books g. light
h. notebooks

2. Work in pairs. Take turns pointing at some classroom objects and spelling them. Make a quick review of the alphabet. Write it on the board and repeat the letters chorally. Consider writing the pronunciation of tricky letters, or modeling how to spell some vocabulary words. Then divide the class into pairs. Explain that student A will point to an object in the classroom, and student B will say its name and spell it. Then switch roles. Monitor and provide help.

Answers will vary.

Teaching tip

When reviewing the alphabet, emphasize tricky letters, such as: a / e / i / z.

- For letter a, tell them to think of the word *April*.
- For letter e, tell them to think of the word *email*.
- For letter i, tell them to think of the word *iPhone*.
- For letter j, tell them to think of the word *jump*.
- For letter z, tell them to think of the word *zebra*.

Mixed abilities

For Activity 2, you can pair up a student who has a more advanced level of English with a student who still struggles to identify the letters of the alphabet in English.

DEVELOPMENT

04 3. Listen to the teacher and complete the instructions. Before starting Activity 3, ask students to keep their books closed. Tell them to listen to Audio 04 and identify as many vocabulary words as they can. Next, ask students to open their books to page 8 and read the instructions they have to complete. Listen to the audio again one or two times for students to complete the instructions. Check answers as a class.

Answers: a. door b. light
c. notebooks / books d. books
e. pairs f. dialogue g. words
h. words i. board j. the answers

SESSION 1

LISTENING

03 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

a



b



c



d



e



f



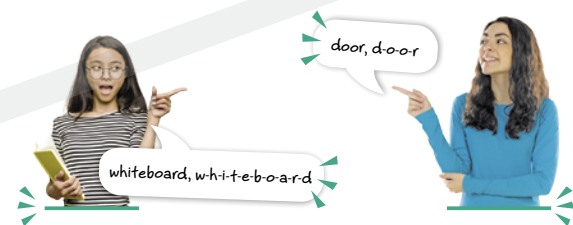
g



h



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



04 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. |

S-E 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.

Instructions

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

4. Underline the correct options. Read the instructions for Activity 4 out loud. Set a time limit and have students work individually. After that, pair up students and have them challenge each other to give some instructions using the imperative form. Monitor and provide help. You can also invite volunteers to go to the board and write instructions using imperatives.

Answers: a. give instructions b. verb

S-E SKILLS

Explain to students that to be kind and polite when giving instructions, they can add the word *please*. Emphasize how important this word is worldwide. Give them an example (Please, close the door.) and ask them to practice in pairs how to use the word *please* when giving instructions.

5. Match the columns to form instructions. Check your answers in pairs. Ask a volunteer to read the instructions for Activity 5 out loud. Next, set a time limit and have students complete the activity individually. Then get them into pairs and have them compare their answers.

Answers: a. 2 b. 3 c. 5 d. 1
e. 4 f. 7 g. 10 h. 9 i. 8 j. 6

FOCUS

Ask the class: *What is a verb?* Give students some options to answer, like: *Is it a characteristic? An action? An object?*

Remind them that instructions start with a verb. Encourage them to give some examples. Then ask: *When do we use a period? To list ideas or to finish an idea?* Explain to students that all instructions end with a period. To check students' comprehension, write some imperatives on the board (Close the door.). Ask some volunteers to go to the board and circle the verb and the period.

CLOSURE

6. Work in pairs. Follow the instructions and play the game. Divide the class into pairs. Ask the class if they have played *Memory* before. Have a volunteer read the instructions out loud. Make sure students understand the instructions. Set a time limit for them to play.

Answers will vary.

7. Work in pairs. Take turns miming the actions from Activity 5 and guessing them. Before starting Activity 7, ask students to keep their books closed. Have some volunteers mention different imperatives. Get the class into pairs and have them complete the activity.

Answers will vary.

Mixed abilities

Early finishers can keep playing by creating their own instructions.

INTRODUCTION

1. Work in pairs. Match the pictures to the classroom rules. Use a dictionary, if necessary. Start this activity with a class discussion on the importance of having rules. Ask students: *Are rules a matter of respect? Why are they important in the classroom?* Provide help with vocabulary, if needed, so students can answer the questions.

Then divide the class into pairs and have them complete the activity. Let them get together with other pairs to compare their answers. Finally, check answers as a class.

Answers: 1. c 2. d 3. a 4. b 5. e 6. f

2. Read the rules in Activity 1 and write T (True) or F (False). Ask six volunteers to read one rule from Activity 1 each. Then tell the class that if they think the first item in Activity 2 is true, they will clap once. If they think the item is false, they will raise their hands. Have them complete the activity individually. Check answers as a class.

Answers: a. T b. F

DEVELOPMENT

3. Unscramble the sentences. Explain to students what is an unscramble activity. Then ask the class to write the sentences in the correct order. Let students compare answers with a classmate. Have volunteers read their

answers out loud. Finally, check answers as a class.

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

Cultural note

Tell the class that speaking a different language is a great skill, so they should be proud of it. If some students speak a second language at home, encourage them to share some words or phrases with their classmates. You can make paper gold medals, and, every time a student shares their second language, give them a medal as recognition, along with a round of applause from the class.

SESSION

2

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'ts

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



4. Write *Don't* where necessary to make classroom rules. Check answers in pairs. Get students into groups of three. Ask them to think of three rules in the classroom that use the word *don't*.

Monitor and provide help. Once students have finished, ask them to complete Activity 4 individually. Have them check answers with a classmate.

Answers: a. Don't d. Don't f. Don't

CLOSURE

5. Work in small groups. Choose the rules you consider the most important for your classroom and write them in the table. Divide the class into groups of three or four. Ask them to select two do's and two don'ts from Activities 3 and 4 and to think of two different do's and don'ts. Have them write the rules in the table. Invite some volunteers to read their answers out loud.

Answers will vary.

6. Create a poster with the rules you wrote. Add pictures or photographs to make your poster attractive. Present it to the class. Divide the class into the same groups from Activity 5. Then ask students to create a poster with the rules they selected. Encourage them to be as creative as possible. When all the groups have finished their posters, have them present them to the class. Monitor and promote respect.

Answers will vary.

S-E SKILLS

Encourage students to take turns when speaking and let everyone participate. This will show their classmates that they value their thoughts and opinions.

Teaching tip

Because this might be students' first contact with the English language, allow them to use their native language as a support and bridge to understanding. Encourage them to freely express their thoughts, ask questions, and clarify doubts in their native language. As they become more familiar with the language, gradually reduce their reliance on their native language and introduce more English immersion activities to promote active language acquisition.

Teaching tip

If time allows, ask students to write instructions for the house on the board (clean the table, close the door, open the door, don't text at the table, etc.). Have them think of as many rules as they can. Review understanding and pronunciation. Then have them play *Simon Says* with rules for the house. Make sure that students understand how to play *Simon Says*.

1. Write 10 classroom instructions from this progression. Pair up students and ask them to read the instructions. Invite a volunteer to explain what they have to do. Remind students that the instructions should be applicable to a classroom. Once students have completed their instructions, have each pair present them to the class.

Answers will vary.

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. Engage students in a fun and interactive game of *Simon Says* using the instructions they wrote in Activity 1. This game will reinforce their understanding of clear instructions and encourage active listening and quick responses. Here's how you can conduct the game:

1. Explain the rules of *Simon Says* to the students. Emphasize that they should only follow an instruction if the phrase *Simon says* precedes it. If the phrase is not mentioned, they must stand still and not follow the instruction.
2. Designate a playing area where everyone can see and hear you clearly.
3. Start the game by being the first Simon. Begin by saying *Simon says* followed by one of the instructions the students wrote in Activity 1. For example: *Simon says, raise your right hand.*
4. Students must listen carefully and follow the instruction only if *Simon says* is said. If they make a mistake and follow an instruction without the phrase, they are out of the game. Remind them to pay attention and stay focused.

Continue giving instructions, alternating between including and omitting the phrase *Simon says*. Make the instructions more challenging as the game progresses to keep the students engaged and alert. The game continues until only one student remains. This student becomes the new Simon for the next round, and the game starts again.

Playing *Simon Says* with the instructions from Activity 1 adds an element of excitement and competition while reinforcing the importance of careful listening and following clear instructions. Enjoy the game and encourage positive participation and sportsmanship among the students.

Answers will vary.

P01

Assessment

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.

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

12 Progression 01

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.

Answers will vary.

Get 1 Going

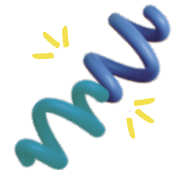
Get Going is a four-level *Bachillerato Oficial* series fully aligned to the current **MCCEMS** Program designed to successfully cover each semester's contents and teaching hours.

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

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