

# Get 2 Going

TEACHER'S GUIDE

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DISCOVER

EXPAND

CREATE

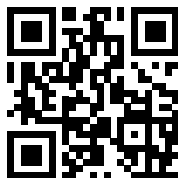


## Teacher Registration

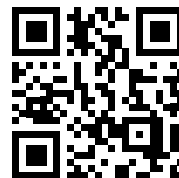
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# Good Trips

## PROGRESSION

# 01

## Progression 1

## Good Trips

**Objective:** Use the present progressive affirmative to describe their own, or other people's actions that are happening at the moment of speaking through texts, stories, cartoons or narrations.

### GOALS:

- To identify the present progressive tense
- To talk about actions happening at the moment of speaking
- To describe what you are doing

**VALUE:** Citizen Responsibility

Ask students how they are connected with the duties and obligations of belonging to a community. Have them discuss in small groups what their rights and responsibilities as citizens are. Ask: *Are you an active citizen? Do you respect the law? What do you understand about the common good?* Have students share their answers. Monitor and help if necessary.

Ask students to look at the opening page in their Student's Book. Ask: *Where are they?* Elicit answers. Then ask students about the places they have gone to on vacation (Pueblo Mágico, the beach, Huasteca Potosina, the Guelaguetza, Feria de San Marcos, etc.) Then ask them to walk around the classroom and practice asking and answering the following questions with their classmates: *Where do you like to go on vacation? Do you like road trips? Why or why not?* Finally, ask a volunteer to share with the class the answers of one of his or her classmates.

1. Where do you like to go on vacation?
2. Do you like road trips? Why or why not?

### GOALS

- To identify the present progressive tense
- To talk about actions happening at the moment of speaking
- To describe what you are doing

### VALUE

Citizen Responsibility

### VOCABULARY

Vacation activities

### GRAMMAR

Present progressive affirmative

### LISTENING

- Finding details
- Identifying sequence of events

### READING

- Identifying specific information

### SPEAKING

- Describing a picture

### WRITING

- Writing about vacation activities
- Describing a picture

## INTRODUCTION

### 1. Work in pairs. Check (✓) the activities you like to do during your vacation.

Give students time to look at the pictures and choose their favorite activities. They can choose one or five. Then, in pairs, ask them to share with their partner the activities they chose and why they are their favorites. Finally, ask some pairs to share their information with the class.

## DEVELOPMENT

### 2. Read and complete the chat with the words in the boxes.

Tell students to make a list of beaches, forests, and deserts they know about and to write a word to describe each of them. Then ask volunteers to read the chat and choose the correct verb from the box to complete it. Check answers as a class.

### 3. Read the chat again and write T (True) or F (False).

Ask for volunteers to read the chat out loud using proper intonation. Then ask them to read the sentences and to write a T if they are true or an F if they are false. Finally, tell them to write the correct answer for those sentences that are false. Check answers as a class.

### 4. Underline the verb *to be* and circle the main verb in each sentence.

Write the first sentence on the board and answer it as an example. Give students time to complete the activity. Elicit answers from the group and check the activity as a class. Then tell students to find a sentence in the chat from Activity 2 that has the verb *to be* as the main verb and write it on the board. For example: *I'm in Puerto Vallarta. It's really hot here! This place is spectacular!* Once you have the examples, ask students to tell you when we use the verb *to be* as an auxiliary verb and when we use it as a main verb.

#### Teaching tip

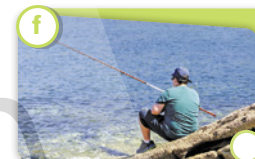
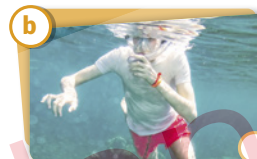
Foster a safe classroom environment by setting clear expectations of respect between students. Involve students in creating a classroom contract or norms. Refer to your classroom's posted contract or norms periodically to review student expectations. Address any deviation from these agreements and praise students often.

## SESSION

# 1

## READING

### 1. Work in pairs. Check (✓) the activities you like to do during your vacation. Answers will vary.



### 2. Read and complete the chat with the words in the boxes.

swimming

eating

riding

hiking

David  
Hi, guys! How are your vacations going? I'm having a great time! I'm in Puerto Vallarta. I'm a) eating grilled fish at a waterfront restaurant. It is delicious! 😊 What about you?

Laura  
Hi, everybody! My family and I are in Huatulco! It's really hot here! We are b) swimming in the pool. This is so good! 😊

Sally  
Hi, there! I'm c) hiking in the desert. This place is spectacular! Love you, guys! 😊

Thomas  
Hi! I'm d) riding my bike in the forest. I love it! 🚲

### 3. Read the chat again and write T (True) or F (False).

- a. David is in Puerto Vallarta. T
- b. Laura is with her family. T
- c. Sally is in Huatulco. F
- d. Thomas is in the city. F

### 4. Underline the verb *to be* and circle the main verb in each sentence.

- a. I'm eating grilled fish.
- b. We are swimming in the pool.
- c. She is hiking in the desert.
- d. I'm riding my bike.



5. Circle the correct answers.

- a. We use the present progressive to express actions that take place:
1. in the recent past.
  2. in the future.
  3. now, at the moment of speaking.
- b. We form the present progressive with:
1. verb to be + verb ending in -ing.
  2. verb ending in -ing + verb to be.
  3. verb in the base form + verb ending in -ing.

6. Look at the table and change the verbs into their correct -ing form.

One Vowel + Consonant	Consonant + Silent -e	-ie	Most of the Verbs
double the consonant and add -ing	drop the -e and add -ing	change -ie to y and add -ing	add -ing
swim - swimming	hike - hiking	lie - lying	eat - eating

- a. walk walking
- b. clap clapping
- c. dance dancing
- d. run running
- e. tie tying
- f. bake baking
- g. read reading
- h. sit sitting



Verbs ending in w, x, and y don't double the last consonant:  
showing, mixing, saying

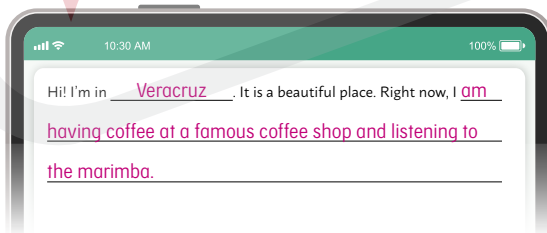
Verbs ending with two vowels + consonant don't double the last consonant:  
needing, sleeping, meeting

7. Complete the sentences with the verbs in parentheses in the present progressive.

- a. They are / 're writing (write) a postcard to their friends.
- b. Wait a second, please. I am / 'm tying (tie) my shoelaces.
- c. He is / 's planning (plan) my summer vacation now.
- d. She is / 's talking (talk) with her sister.

8. Imagine you are on vacation. Write a text message telling your friend what you are doing.

Possible answer:



5. Circle the correct answers.

Draw students' attention to the chat in Activity 2 and read the first message. Ask: *When is it happening? Is it happening in the past? Is it happening in the future? Is it happening at this moment?* Elicit students' answers. Then tell students to go to Activity 5 and give them time to complete the activity. Check answers as a class.

6. Look at the table and change the verbs into their correct -ing form.

Ask students to work in groups. Tell them to analyze one of the rules given in the table. Each team has to present their rule with the corresponding verbs given. Finally, give students time to complete the table. Elicit answers from the groups while you write the verbs on the board to check answers. Congratulate students for their effort.



Have a volunteer read the information in the Focus box out loud. Then have students say verbs that follow these rules. Ask students to copy the table from Activity 6 and the rules in the Focus box on a large construction paper. Paste the rules for the -ing form on the classroom wall.

CLOSURE

7. Complete the sentences with the verbs in parentheses in the present progressive.

Ask students to work in groups of four. Each student has to answer one of the sentences, then as a group they have to mention the correct form of the verb to be and the gerund form of the main verb. Tell students that they can use the table from Activity 6 as a reference. Finally, check answers as a class.

8. Imagine you are on vacation. Write a text message telling your friend what you are doing.

Ask students to choose one of the places mentioned in Activity 2 and write about it as if telling a friend. Tell students that they can include things like recommendations about nature, activities they like or would like to do and things they find surprising, etc. Remind them to use the present progressive to talk about things they are doing at the moment, and simple present for statements and descriptions.

Extra activity

Give students a chance to stretch their brains and reinforce new vocabulary they are learning by playing the game *Letter Scramble*. Set a timer and have each student find a word in their book from the session and write a scrambled version of it on the board one at a time. Then have the whole class participate together to solve the scramble.

## INTRODUCTION

### 1. Match the words with the pictures.

Elicit some activities students like to do on vacations. Then ask them in what places they can perform those activities. Finally, ask them to share with a classmate why they like those activities. Ask volunteers to share their answers with the class.

## DEVELOPMENT

### 2. Complete the table with the verbs in Activity 1.

Make a quick survey about students' favorite place to go on vacation. Write *beach* and *forest* on the board and write down the votes. To those who voted for the beach, ask them to share different activities that they like to do there. Do the same with the forest. Finally, ask students to work in pairs and complete the table. Check answers as a class.

### 02 3. Listen to Amy's voice message and write the names.

Tell students that they are going to listen to Amy talking about her vacation. Play Track 02 and have students write the names. Have a volunteer read the text out loud. Then ask: *Where is Amy? Is the family enjoying their vacation?*

## Audio script

**Amy:** Hi, Anthony! These vacations are great! I'm in Playa del Carmen with my family and some friends. My brother, Sam, is making a sandcastle. My friend, Ana, is swimming in the ocean. The color of the water is amazing! Tom is drinking juice. My mom and dad are playing paddle ball, and Clara is reading a book. We are having fun! What are you up to?

## FOCUS

Have a volunteer read the Focus box out loud. Give more examples of verbs that can't be used in the present progressive: agree, belong, cost, love, matter, need, want, etc.

### 02 4. Listen again and complete the sentences with *is* or *are*.

Invite students to close their books and ask them if they can remember the things Sam, Ana, Tom, and Clara did. After they do so, ask them what was the auxiliary verb used with these personal pronouns: *I, she, he, they*. Finally, play the audio and ask them to identify the correct form of the verb *to be*. Check answers as a class.

## SESSION

## 2

## LISTENING

### 1. Match the words with the pictures.

- a. take pictures
- b. collect leaves
- c. burn marshmallows
- d. swim in the ocean
- e. ride a horse
- f. play soccer



### 2. Complete the table with the actions in Activity 1.

Beach	Forest	Both
swim in the ocean	collect leaves	take pictures ride a horse burn marshmallows play soccer

### 02 3. Listen to Amy's voice message and write the names.



Hi, Anthony! These vacations are great! I'm in Playa del Carmen with my family and some friends. My brother, **a)** Sam, is making a sandcastle. My friend, **b)** Ana, is swimming in the ocean. The color of the water is amazing! **c)** Tom is drinking juice. My mom and dad are playing paddle ball, and **d)** Clara is reading a book. We are having fun! What are you up to?

## FOCUS

There are some verbs that can't be used in the present progressive, such as the verbs of emotion (*like, impress*), possession (*own, owe*), and verbs used for the senses (*sound, seem*).

### 02 4. Listen again and complete the sentences with *is* or *are*.

- a. Sam is making a sandcastle.
- b. Ana is swimming in the ocean.
- c. Tom is drinking juice.
- d. Mom and Dad are playing paddle ball.
- e. We are having fun!

# 5. Unscramble the words to make sentences.

a. We / playing / basketball / are

We are playing basketball.

b. I / taking / am / pictures / of / sculptures / the

I am taking pictures of the sculptures.

c. is / souvenirs / buying / She

She is buying souvenirs.

d. are / They / eating / ice cream

They are eating ice cream.

# 6. Look at the picture and write sentences using the verbs in the boxes.

burn

fly

throw

fish



a. Pablo is burning marshmallows.

b. Oli is flying a kite.

c. Yadi is throwing a ball.

d. Sam and Tina are fishing.

# 7. Work in pairs. Look at the picture. Then close your books and tell your partner what the people in the picture are doing.



Possible answers: Adri and Arthur are playing volleyball. Natalie is swimming in the ocean. George is lying in a hammock. Leo is playing with the sand. Emma is eating ice cream. Noah is listening to music.



Socially conscious travel respects all aspects of a local population, its culture, environment, and economy. What can you do so that traveling can have a positive impact on both the traveler and the places they visit?

S-E worksheet:



# 5. Unscramble the words to make sentences.

Ask students to work in groups of four. Then ask them to write each word on a small piece of paper and shuffle them. Tell students to unscramble the sentences and, when finished, they have to raise their hand. Finally, invite four volunteers to write the sentences on the board.



Have a volunteer read the text in the box out loud and let students share their ideas about the topic. Then have students scan the QR code in their Student Book and encourage them to focus on their Socio Emotional Skills. The code takes them to a special Worksheet where they will put the values into practice and learn about self-awareness, self management, social awareness, relationship skills, and responsible decision making.

# CLOSURE

# 6. Look at the picture and write sentences using the verbs in the boxes.

Give students time to observe the picture and recognize names and activities. Ask students: *Is it common to go to the forest and do these activities? Where else would you do these activities? Do you like these activities? Which one is your favorite?* Write the activities they recognize on the board and elicit students' participation by asking them the gerund form of one of the verbs. If they remember, ask them to give you the rule they used to make the gerund form. Praise students' efforts. Finally, in teams, give students time to write their sentences. Check answers as a class.

# 7. Work in pairs. Look at the picture. Then close your books and tell your partner what the people in the picture are doing.

Read the instructions to the class. Tell them to discuss with their partner the different activities they remember from the picture. Then tell them to discuss other activities they can do at the beach and which ones they like. Invite them to be creative and have fun. Give students time to talk to two or three different classmates. Finally, invite volunteers to pass to the front and mention the fun activities their classmates like to do at the beach but without telling who likes that activity so the class can guess who the person is. Tell them to make a sentence in present progressive to present their classmate's activities. For example: *This person is buying coconuts at the beach.*

# Teaching tip

To create a calm environment and help students improve their focusing skills, use the "Mozart effect" and play classical music in the background. Listening to classical music stimulates the brain and should put your students in a better mood with increased results. Also experiment with providing background noise that includes ambient sounds, such as birds chirping or waves crashing when discussing the forest or beach activities in this session.



## INTRODUCTION

### 03 1. Listen and number the pictures in the order you hear them.

Ask students to keep their books closed while you play Track 03. Practice listening for gist by asking them to identify general ideas. Ask: *Are sound effects easy or hard to identify? Which sound is the easiest and which one is the hardest to identify? Why?* Then ask them to open their books, listen again and identify the order in which the activities are mentioned. Do it once or twice if necessary and check it as a class.

#### Audio script

1. someone horseback riding
2. someone walking in the woods, crunchy leaves and birds chirping
3. someone swimming, splash splashing and some waves
4. someone taking pictures

## DEVELOPMENT

### 04 2. Jake is making a video of his vacation in Tepoztlán. Listen and number the video scenes in the correct order.

Ask students to mention any *Pueblo Mágico* they know. Make a list on the board and ask: *Which Pueblos Mágicos have you visited? Which one is your favorite? What is the most delicious food you ate there?* Elicit students' answers and thank them for participating. Finally, practice listening for gist. Play Track 04 and tell students to order the pictures. Repeat the audio as necessary for them to complete the activity. Check answers as class.

### 3. Write T(True) or F(False).

Tell students to remember what Daniel and his friends did at *Tepoztlán*. Then direct students' attention to the sentences and ask volunteers to read each sentence. Check for fluency and pronunciation. Give students time to answer True or False. Finally, ask them to read the sentences again and check together as a class.

#### S-E SKILLS

Ask students: *Have you ever visited a place with different social norms?* For example: *Do people say hello to neighbors? Do people help the elderly?* Elicit answers and discuss examples as a class. Continue the discussion and ask: *Do you think different places act under different social norms? Why?* Guide students to reflect on the social norms they follow and why they are important.

#### Audio script

**Jake:** Hi, I'm Jake. Today I'm in Tepoztlán. This place is beautiful! Visitors usually come here on the weekends, and today is Saturday, so it's crowded. There are stalls with people selling food, drinks, and handcrafts. I'm wearing blue jeans and tennis shoes, and I have a water bottle. Now, I'm ready to climb Tepozteco! I'm going up the hill and I see coatis, birds, and squirrels. We can't feed the animals. I have to take a break because the path is narrow. I'm drinking water while I sit on this big rock. I'm ready to continue. Now, I'm climbing a metal staircase to reach the top. The view is amazing! Do yourself a favor and visit this place. That's all for now. See you in my next video!

## SESSION

# 3

## LISTENING

### 03 1. Listen and number the pictures in the order you hear them.



### 04 2. Jake is making a video of his vacation in Tepoztlán. Listen and number the video scenes in the correct order.



### 3. Write T(True) or F(False).

- a. There are a lot of people in Tepoztlán today.
- b. Jake is wearing comfortable clothes.
- c. People can give food to the animals.
- d. Jake doesn't like the place.

T  
T  
F  
F

#### S-E SKILLS

Identify the social norms when you visit a new place. For example, do people say hello to neighbors? Do people help the elderly?



**4. Listen again. Match the words with their definitions.**

- |            |  |
|------------|--|
| a. crowded | 1. to walk to the top of something high                          |
| b. feed    | 2. full of people  |
| c. climb   | 3. large tables or small shops with an open front to sell things |
| d. stalls  | 4. to give food  |
| e. narrow  | 5. of small width  |

**5. Match the sentences with the questions.**

- a. Visitors usually **come** here on the weekends.  
b. I'm **wearing** jeans and tennis shoes.

1. Which sentence is in the simple present tense?
2. Which sentence is in the present progressive?
3. Which sentence expresses things that happen regularly?
4. Which sentence describes things happening at the moment of speaking?

- a  
b  
a  
b

**FOCUS**

We also use the present progressive to talk about temporary states that are true at the moment of speaking:  
I'm staying at my aunt's house these days.

**6. Imagine that you are camping in the woods with your friends. Write a short paragraph describing what you are doing. Possible answer:**

My friends and I are camping in the forest. Sara is putting the tent. Miguel and Luis are playing soccer. Carlos is making a bonfire because we want to burn marshmallows. I am taking pictures of the birds in the forest.

**7. Work in pairs. Take turns reading the paragraph in Activity 6 and circle the verbs in the present progressive. Answers will vary.**



**4. Listen again. Match the words with their definitions.**

Write the words on the board and ask students which words express an action (verbs). Point to the other words and ask if they are used to talk about a thing (noun) or to describe it (adjective). Then tell them to mimic or draw the words on the board to explain them without using L1. In teams have them help each other find the correct definitions. Check the activity as a class.

**5. Match the sentences with the questions.**

On the board draw a timeline to compare how simple present and present progressive tenses work. On the timeline, illustrate three things: an action that is a habit or a fact in the present, something happening right now, and an action taking place over a period of time. Explain the difference between something that regularly happens or is stated (simple present) and an action occurring at this moment (present progressive). Include in your explanation how to conjugate properly each tense. Next, divide the class into two and ask students to answer the questions. Finally, ask one student from each group to read the sentences aloud and change them from simple present to present progressive and vice versa. Check answers as a class.



**FOCUS**

Reuse the timeline that you made on the board. Now, ask students to read the Focus box and give you examples of situations that could be temporary. For example: *I'm taking care of my friend's dog for now.* Tell students to pass to the front and draw their example on the timeline.

**CLOSURE**

**6. Imagine that you are camping in the woods with your friends. Write a short paragraph describing what you are doing.**

Set aside some time for students to review previous activities and vocabulary from this session. Then ask them to write the paragraph individually. They can also draw images to use as notes.

**7. Work in pairs. Take turns reading the paragraph in Activity 6 and circle the verbs in the present progressive.**

Ask students to work in pairs and exchange their paragraphs to find the verbs in it. Have students give positive feedback to improve their writing.

**Cultural note**

France is the most visited country in the world. Mexico is also in the top ten list of the most visited countries. Most of the tourists go to the Yucatan peninsula to visit the gorgeous beaches and ancient Mayan ruins. In small groups students discuss what country they would like to visit giving reasons for their answers.

## 1. Make a short video about a place in your town or community. You are visiting it as a tourist.

Ask students to work in groups. Tell them to choose a place to visit or a place they think tourists should visit in their town or community. It could be a museum, landmark, a festival, etc. Have them write a small script for their video using the given cues in the box. Remind them to use the vocabulary they know and to write complete sentences in simple present and present progressive. Walk around the class monitoring and helping when needed. Finally, invite them to visit the place and make a video; they can use their cell phones to record. If that is not possible, invite them to make a presentation about the place.

**Possible answers:** Hi, guys! Today I'm in Guanajuato. Guanajuato is one of the most popular destinations in Mexico. It has beautiful architecture. I'm wearing jeans and a T-shirt because it's a sunny day. I'm in *Jardin Union* eating ice cream and listening to the band playing at the kiosk. Here is Sara, who lives in Guanajuato, and now she is going to tell us about the *Cervantino* festival.


## 2. Present your video to the class.

Ask students to pass to the front and project their video if possible. Explore options to show the videos such as using a USB on a laptop. Finally, if they made a presentation, tell them to show it to the class. Remind students to be respectful and silent while watching others' work. Once everyone has shown their work, make a list of all the places mentioned and vote for the most popular one. Invite students to justify their vote.

PO1
Assessment

**1. Make a short video about a place in your town or community. You are visiting it as a tourist.**

- Describe the place.
- Say what you are wearing.
- Say what you are doing.
- Interview local people.



**2. Present your video to the class.**

**Self-Assessment**

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

I can ...	True	I need help
identify the present progressive.		
describe what I am doing now.		
say what people are doing.		
describe what is happening in a scene.		

**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

16
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.



# Get 2 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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