

# Get 3 Going

TEACHER'S GUIDE

CONNECT

DISCOVER

EXPAND

CREATE

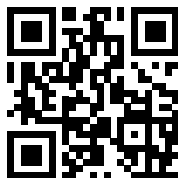


## Teacher Registration

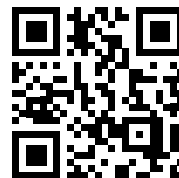
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# Eating Out

## PROGRESSION

# 01

## Progression 01

## Eating Out

**Objective:** Uses the modal verb *would* to formulate, accept, and deny invitations as well as to make a request in a formal context.

### GOALS:

- To make and accept invitations to eat out
- To accept and refuse invitations
- To role-play a conversation at a restaurant

**VALUE:** Promoting Interculturality

Write the names of traditional dishes from around the world on the board. Invite students to guess where each dish is from. Some examples are Japan (sushi), U.S.A. (hamburger), Canada (Poutine) France (croissant), China (Pekin duck), Mexico (tacos), Italy (pizza), Spain (paella), Brazil (Feijoada). Divide the class into two teams. Give students a fly swatter so when you say the name of the country they have to touch the food, the first one to put the fly swatter on the name of the dish gets a point for their team.

Ask students if they enjoyed the activity and invite them to share the name of traditional food from around the world. Ask students to get into groups and ask each other what their favorite international food is and discuss why they think it represents the country.

Have a volunteer read the Value of the Progression. Write the following questions on the board and have students discuss their answers in pairs:

- Why are foods different in different countries?
- Do different cultures have habits that differ from ours?
- How are these customs similar or different?

1. What is your favorite food?
2. Do you know any typical dishes from other countries? Which ones?

### GOALS

- To make and accept invitations to eat out
- To accept and refuse invitations
- To role-play a conversation at a restaurant

### VALUES

Promoting Interculturality

### VOCABULARY

Restaurants  
Menus

### GRAMMAR

*Would* to make invitations, requests, and offers (affirmative and interrogative)

### LISTENING

- Listening to people making invitations to eat out, and accepting and refusing them
- Listening to people ordering meals at a restaurant

### READING

- Reading restaurant reviews and web sites

### SPEAKING

- Role-playing a conversation at a restaurant

### WRITING

- Making a menu and writing a conversation at a restaurant

## INTRODUCTION

### 1. Complete the restaurant social media page with the words in the boxes.

Ask students to work in teams and ask and answer questions related to the picture such as: *Where do you think is located? Does it serve international or local food? Is it for families?* Then clarify any vocabulary questions. Finally, ask them to complete the social media page and check answers as a class.

## DEVELOPMENT

### 2. Look at the social media page again and answer the questions.

Work on this activity as a class. Ask volunteers to pass to the front, one student will read the question out loud and another one will answer. Check answers together.

### 04 3. Listen to the conversation and write T (True) or F (False).

Ask students to close their books and listen to Track 04. Ask students what the conversation is about. Then ask volunteers to read the statements of the activity and play the audio again if necessary. Have them answer true or false and check answers as a class.

## Audio script

**Betty:** Look at this place! It seems very nice, and it's quite near here. Do you know this restaurant?

**Charlie:** No, I don't, but my parents went there some days ago. They liked it very much.

**Betty:** Let's look at the menu online. Mm... These enchiladas look delicious.

**Charlie:** Yes, they do!

**Betty:** Would you like to have lunch there on Friday?

**Charlie:** Yes, I'd love to. I'm just thinking maybe it's better to make a reservation. My parents waited for half an hour to get a table. The place was full.

**Betty:** Let's do that then. I'll make a reservation for 2:00 p.m. Is that ok?

**Charlie:** Perfect. See you on Friday!

## S-E SKILLS

Ask, *What other elements apart from food are part of a culture?* Elicit ideas from students. Discuss with them that music, art, weather, and language are part of culture. After that, ask them to work in teams and mention what they know about the culture of a specific country.

## SESSION 1

## LISTENING

### 1. Complete the restaurant social media page with the words in the boxes.

breakfast organic dishes culinary

www.restaurants.getgoing3

Mexican breakfast & lunch  
Family Style Restaurant

**Monkey Cave Restaurant**  
312 ratings ★★★★★  
5,320 likes – 3,100 talking about this

Our culinary concept is based on traditional Mexican dishes made with fresh, organic products.

12<sup>th</sup> Street between 5<sup>th</sup> Ave. and the waterfront  
Puerto Morelos – Mexico  
981 5532188  
Today: 8:00 a.m. – 5:00 p.m.  
monkeycave.com  
free Wi-Fi

### 2. Look at the social media page again and answer the questions.

- Is this restaurant well rated? Yes, it is.
- How many people like it? 5,320.
- What kind of restaurant is it? Family style and Mexican food.
- Does it have free Internet? Yes, it does.



### 04 3. Listen to the conversation and write T (True) or F (False).

- Betty went to the restaurant once.
- Charlie's parents didn't like the food.
- Charlie and Betty looked at photos of the dishes.
- Charlie thinks it is better to make a reservation.
- The reservation will be at 2:00 o'clock.

F  
F  
T  
T  
T

## S-E SKILLS

Food is an important part of a country's culture. What other elements are part of a culture?



4. Read the sentences and underline the correct answers.

Betty: Would you like to have lunch there on Friday?

Charlie: Yes, I'd love to.

- Betty asks a question about likes and dislikes / makes an invitation.
- Charlie accepts the invitation / refuses the invitation.
- Would you like* is followed by a verb in the present form / infinitive form.



*Would you like to...?* is a more formal way to invite somebody than *Do you want to...?*

*I'd love to* is the contracted form of *I would love to*.

5. Unscramble the invitations and match them with the answers.

- a / Would / eat / like / hamburger / to / you? (d)

Would you like to eat a hamburger?

- dinner / us / you / join / Would / like / to / for? (c)

Would you like to join us for dinner?

- like / Would / lemonade / a / you? (a)

Would you like a lemonade?

- Chinese / you / food / Would / have / to / like? (b)

Would you like to have Chinese food?

6. Look at the pictures and write the corresponding invitations. Then work in pairs. Take turns making and accepting invitations.



Would you like to have an  
ice cream treat?



Would you like to eat  
Thai food?



Would you like to eat  
some pizza?

4. Read the sentences and underline the correct answers.

Ask students to work in pairs and identify the uses and rules for *would*. Then check the answers together and draw their attention to Betty's purpose (make an invitation), Charlie's answer (accept an invitation), and review how to form an infinitive (add *to* before the verb).



Write both sentences on the board and have students read them out loud. Have them say in which situations they could use each sentence.

*we answer, too?* Draw students' attention to the pictures and have them say the name of each place. Ask them to write a possible invitation and an answer. Finally, have volunteers share their answers with the class.

Extra activity

Ask students to work in teams and write a conversation that takes place in a restaurant, ice cream shop, or pizza shop, etc. Ask them to include waiters, waitresses, clients, hostess, chef, etc. in the conversation. Then have students role-play their conversation to the class.

5. Unscramble the invitations and match them with the answers.

Write the unscrambled words on a piece of cardboard paper and paste them in different places. Then divide the class in teams. Give them some time to unscramble the invitations and write them on their books. After that, have them go back to their seats and match the invitations with the answers. Check answers as a class.

Cultural note

Ask students to work in teams and choose an international dish to prepare for the class. Have them write a short paragraph explaining why it represents the country. Students present their dish and eat the dish together. Finally, have the class vote for the most delicious dish.

CLOSURE

6. Look at the pictures and write the corresponding invitations. Then work in pairs. Take turns making and accepting invitations.

Before you start the activity, ask what a correct and polite form of making an invitation is (*Would you like...?*). Then ask, *Do we use would just when asking or when*

## INTRODUCTION

### 1. Look at the pictures and label the restaurants with the words in the boxes.

Give students some time to look at the pictures and elicit ideas about similar places in their community. Then ask them to work in pairs and label the pictures. Check answers as a class.

### 2. Match the reviews with the restaurants in Activity 1.

Have students work in teams and assign them a restaurant in Activity 1. Ask them to read the reviews and guess which one is describing their restaurant. After that, ask volunteers to read each review out loud and have the teams raise their hands when they listen to their review. Then have students match the reviews with the restaurants in their books.

## DEVELOPMENT

### 05 3. Listen to the conversation and check (✓) the restaurant Emily and Alex are planning to go to.

Have students say examples of places that represent each of the following words: cozy, glamorous, lively, pricey.

Then tell them that they will listen to a conversation between Emily and Alex deciding where to go for a meal.

Play Track 05. Ask a volunteer to read the first statement, then another one and so on. Finally, have students check the restaurant Emily and Alex are planning to go.

## Audio script

**Emily:** Hey, Alex. Would you like to have a hamburger after school?

**Alex:** Oh, sorry, but I'm trying to eat less meat. What about some pizza?

**Emily:** Sounds awesome. There's a fast food restaurant downtown. They have both hamburgers and pizza. Would you like to check it out together?

**Alex:** Definitely! Let's meet at the school gate at 4:30 and then head there.

**Emily:** Would you like to try their specialty pizza? It has olives and mushrooms.

**Alex:** No, thanks. I don't like mushrooms. I think I'll have a three-cheese pizza.

**Emily:** We can share a big one then. I like three-cheese pizza very much.

**Alex:** Sounds perfect!

**Emily:** Great! See you at the school gate at 4:30 then.

### 05 4. Listen again and answer the questions.

Ask students to close their books and read the three questions out loud. Have students open their books. Play Track 05 and have students answer the questions. Play the audio again if necessary. Check answers as a class.


## SESSION

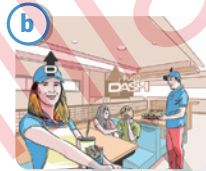
# 2


## READING


### 1. Look at the pictures and label the restaurants with the words in the boxes.

fast food   lively   elegant   intimate

a  elegant

b  fast food

c  intimate

d  lively

### 2. Match the reviews with the restaurants in Activity 1.

www.restaurantsreview.getgoing3

It's a lovely place to eat. It's cozy and small. It has a relaxed atmosphere. The service is very good, and the French food is delicious. 16 comments ★★★★★ c

A very formal and glamorous restaurant. It has a stylish interior design. It offers international dishes. The food is quite good, but the customer service is quite poor. 11 comments ★★★★★ a

It has a warm atmosphere, traditional decoration, and live Mexican music. The staff is friendly. The food is excellent, but a bit pricey. 13 comments ★★★★★ d

This new restaurant has quick and efficient service, but it doesn't have a drive-through. The prices are convenient. Food is average. 12 comments ★★★★★ b

### 05 3. Listen to the conversation and check (✓) the restaurant Emily and Alex are planning to go to.

- a. elegant ☐ c. intimate ☐  
b. fast food ☒ d. lively ☐

### 05 4. Listen again and answer the questions.

- When are they planning to go there? After school.
- What kind of restaurant is it? Fast food restaurant.
- What are they planning to eat? Pizza.

**5. Read the questions and responses from the conversation in Activity 3 and write A (accept) or R (refuse).**

**Conversation 1**

A: Would you like to have a hamburger after school?  
B: Oh, sorry, but I'm trying to eat less meat.

R

**Conversation 2**

A: Would you like to check it out together?  
B: Definitely!

A

**Conversation 3**

A: Would you like to try their specialty pizza? It has olives and mushrooms.  
B: No, thanks. I don't like mushrooms.

R

**6. Read the responses and complete the table.**

Accepting	c, e, f
Refusing	a, b, d

- a. No, sorry. I...      c. Sounds great!      e. I'd love to!  
b. I'd love to, but...      d. Thanks, but...      f. Sure!

**7. Complete the conversation with suitable responses to the invitations. You can use some responses from Activity 6. Possible answers:**

Jason: Hi, Claire! Would you like to go to *The Happy Avocado*?

Claire: I don't know that restaurant.

Jason: They have traditional Mexican food. Would you like to try it out?

Claire: a) Sure! Sounds great! (accept)

Jason: The tacos are delicious. Would you like some?

Claire: b) Thanks, but I'd like something else.  
No, sorry. I ate tacos yesterday. (refuse)  
What else do you recommend?

Jason: The chilaquiles and mole are spectacular.

Claire: Great!

Jason: Would you like to go today?

Claire: c) I'd love to, but I'm very busy today. Thanks,  
but I'm going to eat with a friend today. (refuse) What about tomorrow?

Jason: Perfect!



**S-E SKILLS**

An intercultural society accepts and respects all cultures. It also promotes interaction between them. Do you have friends or neighbors from other cultures? If so, how do you interact with them?

**8. Work in pairs. Role-play a conversation inviting your partner to eat out. Follow the steps.**

- Write the conversation. Include responses to accept and refuse invitations or suggestions. Give reasons when you refuse. Look at the conversation in this lesson to guide you.
- Check grammar and spelling.
- Rehearse the conversation. Pay attention to pronunciation and intonation to make it sound natural.
- Role-play the conversation for the class.

Possible answer: Hi, Mateo. Would you like to try the new Japanese restaurant near here? Sure! I love sushi. Would you like to go this evening? Sorry, I can't go today. My grandma invited us to have dinner. What about tomorrow? Sounds perfect! Is 7:00 OK? Fine!

**5. Read the questions and responses from the conversation in Activity 3 and write A (accept) or R (refuse).**

Draw a tick and a cross on the board to explain the words accept and refuse.

Then divide the group into two teams. Assign A and B to each team and have them read the conversations out loud chorally. After each conversation ask students to say if the invitation was accepted or refused.

**6. Read the responses and complete the table.**

Ask volunteers to read the phrases. Explain that they are used to accept or refuse an invitation. After that, have volunteers act out the phrases while the class guess. Finally, check answers as a class.

**S-E SKILLS**

Have students work in pairs. Read the information in the box out loud. Ask students to share their answers to the questions. Then have them say some ways to interact with people from other cultures respectfully. Then ask, *Why do you think some people migrate to Mexico?* Have students share their answers in pairs.

and to focus on the words in parentheses (accept and refuse) before answering the activity. Check possible answers as a class to verify they understood. Finally, have volunteers read the conversation out loud to check answers as a class.

**8. Work in pairs. Role-play a conversation inviting your partner to eat out. Follow the steps.**

Before you start the activity, write the contraction of *would* with each pronoun on the board and practice pronunciation. Have students work in pairs and write a conversation. Walk around the classroom helping students if necessary. Then have volunteers role-play their conversation for the class.

**Extra activity**

Ask students to write an invitation to a restaurant and ask them to paste this information on their chest. Then ask them to stand up and work in pairs. They have to invite their classmate and the other has to accept it or refuse it. When you say *time's up* they have to go with a different classmate.

**CLOSURE**

**7. Complete the conversation with suitable responses to the invitations. You can use some responses from Activity 6.**

Give students some time to read and understand the general idea of the conversation. Ask them to work in teams

## INTRODUCTION

### 1. Complete the menu with the words in the boxes.

Ask students to work in teams. Give them some time to look at Sophia's menu. Then ask them to read the different sections and identify unknown vocabulary. Have students mention at least one more option for each section. Finally, have them complete the menu with the words in the boxes. Check answers as a class.

## DEVELOPMENT

### 2. Listen and write T (Thomas) or C (Cindy) next to the items they order from the menu in Activity 1.

Tell students that they are going to listen to a conversation taking place in a restaurant. Play Track 06 and ask students what the people ordered. Then have students circle the correct answer. Play the audio again if necessary. Have volunteers share their answers.

### Audio script

**Waiter:** Good evening. May I take your order?

**Cindy:** Yes, I would like the grilled salmon with roasted veggies.

**Waiter:** Sure. And what would you like to drink?

**Cindy:** Water, please.

**Waiter:** Plain or mineral?

**Cindy:** Plain, please. Thank you.

**Waiter:** And you, sir?

**Thomas:** I would like the New York sirloin steak with mashed potatoes.

**Waiter:** How would you like your steak? Rare, medium, or well-done?

**Thomas:** Medium, please.

**Waiter:** What would you like to drink?

**Thomas:** I'd like a soda, please.

**Waiter:** Anything else?

**Thomas:** No, that's all. Thanks

### 3. Listen again and circle the correct answers.

Ask students to close their books and play the audio again. Then have them open their books and circle the correct answers. Check answers as a class.

### 4. Read the sentences and write O (offer) or R (request).

Ask volunteers to read the sentences and to give the answer. Recognize student's effort even if the answer is not correct.

### 5. Read the next part of the conversation at the restaurant and underline an offer and circle two requests.

Ask early finishers to pass to the front and role-play the conversation for the class. Emphasize that sometimes it's not easy to pass to the front to act out, but that doing it helps them to gain confidence. Finally, have students do the activity in their books. Check answers as class.

### S-E SKILLS

Read the questions out loud and have students discuss their answers in small groups. Help if necessary.

## SESSION

# 3

## LISTENING

### 1. Complete the menu with the words in the boxes.

mashed potatoes

apple pie

desserts

barbecued chicken

main dishes

mushroom soup

### SOPHIA'S

#### Soups and Salads

vegetable soup

a. mushroom soup

chicken soup

Caesar salad

Greek salad

#### b. Main Dishes

New York sirloin steak T

c. barbecued chicken

lasagna

grilled salmon C

#### Side Orders

French fries

d. mashed potatoes T

roasted veggies C

#### e. Desserts

chocolate cake

vanilla ice cream

f. apple pie

#### Drinks

mineral water C

soda T

### 2. Listen and write T (Thomas) or C (Cindy) next to the items they order from the menu in Activity 1.

### 3. Listen again and circle the correct answers.

a. The waiter says...

1. Are you ready to order?

2. May I take your order?

b. Cindy wants her water...

1. plain

2. mineral

c. Thomas wants his steak...

1. rare

2. medium

### 4. Read the sentences and write O (offer) or R (request).

a. I would like grilled salmon with roasted veggies. R

b. What would you like to drink? O

c. I would like the New York sirloin steak with mashed potatoes. R

d. I'd like a soda, please. R

### 5. Read the next part of the conversation at the restaurant and underline an offer and circle two requests.

**Waiter:** Would you like some dessert?

**Cindy:** I'd like the apple pie, please.

**Waiter:** Excellent choice. What about you, sir?

**Thomas:** No dessert for me, thank you, that's all. I would like the check, please.

**Waiter:** Sure, I'll bring it right away.

### S-E SKILLS

Why do you think interculturality is important? What values does it promote?



6. Complete the conversation between another customer at *Sophia's* and the waitress. Use the phrases in the boxes.

Plain or mineral    Anything else    would you like    I'd like    Are you ready    some dessert afterwards

Waitress: a) **Are you ready** \_\_\_\_\_ to order?

Joan: Yes. b) **I'd like** \_\_\_\_\_ the barbecued chicken and the Greek salad, please.

Waitress: And, what c) **would you like** to drink?

Joan: Water, please.

Waitress: d) **Plain or mineral** \_\_\_\_\_?

Joan: Mineral, please.

Waitress: Would you like e) **some dessert afterwards**?

Joan: Yes, I'd like the chocolate cake, please.

Waitress: f) **Anything else** \_\_\_\_\_?

Joan: No, that's all, thanks.



7. Classify the foods and drinks in the chart.

shrimp    green salad    mineral water    ice cream    pork ribs    lemonade    baked potato    Theo's salad

chocolate crêpes    grilled vegetables    rice    cheesecake    bean salad    T-bone steak    fruit juice

Main Dishes	Side Dishes	Salads	Desserts	Drinks
shrimp T-bone steak pork ribs	baked potato grilled vegetables rice	green salad Theo's salad bean salad	ice cream chocolate crêpes cheesecake	mineral water lemonade fruit juice

8. Work in pairs. Look at the dishes some people are going to order and take turns being the server and the customer. Use the prompts in the boxes to help you.

May I take...?    Are you ready...?    I'd like...    How would you like...?    No / Yes, thank you.

Rare, please.    Anything else?    Would you like anything....?



Possible answers: Waiter: May I take your order? Customer: Yes, I'd like the T-bone steak with baked potato and a green salad. Waiter: Would you like your meat rare, medium, or well-done? Customer: Rare, please. Waiter: Would you like anything to drink? Customer: Yes, lemonade, please. Waiter: Anything else? Customer: No, that's all. Thank you.

## CLOSURE

6. Complete the conversation between another customer at *Sophia's* and the waitress. Use the phrases in the boxes.

Invite students to work in teams and give them time to read the conversation to get the general idea of what it is about. Then ask them to complete it using the words in the boxes. Then have a volunteer from each team read the answers out loud. To make it a little bit fun, ask students to read using different voices.

7. Classify the foods and drinks in the chart.

Write the words in the boxes on pieces of cardboard paper and paste them around the classroom. Then write the headings of the chart on the board. Have students paste the words on the cardboard paper under the correct heading. Check answers as a class. Finally, have students do the activity in the book.

8. Work in pairs. Look at the dishes some people are going to order and take turns being the server and the customer. Use the prompts in the boxes to help you.

Ask students to stand up and walk around the classroom. Tell them that when you say *food* they have to work with the student next to them. Students play different roles (server and costumer) using the prompts in the book. Walk around the classroom monitoring and helping if necessary.

## Cultural note

Pizza is the most popular food around the world. This Italian dish has become famous with endless variations. Ask students if they like pizza or not, and have them give reasons for their answers. Have students work in teams. Have each team give a presentation about a famous dish. Tell them to include the characteristics and relevance of the dish. Tell students that these are some common sentences used in a restaurant

*A table for two, please.*

*May we sit at this table?*

*The menu, please.*

*What's on the menu?*

*What's Irish Stew like?*

*We're not ready yet.*

*The steak for me, please.*

## Teaching tip

Choose the best way to present vocabulary according to your students interests and age. For example, you can use direct translation, body language, visuals, or realia.

# Assessment

## 1. Work in groups of four. You are going to open a new restaurant in town. Decide on what kind of restaurant it will be and its name. Be creative.

Brainstorm ideas on type of restaurants and different types of food. Write students ideas on the board so they can have it as a reference for the activity.

## 2. Write a short text describing and promoting your restaurant. Use adjectives to describe the place and the food.

Ask students relevant information about restaurants: atmosphere, food, decoration, service, location, etc. Then ask them to write a short text promoting the restaurant.

### Possible answers: Name: *Garfield's Choice*

We offer delicious Italian food; pizzas and all kinds of pasta, including our chef's famous dish *Garfield's lasagna*. The place has a warm atmosphere; tables with candles and flowers, and there is live music on weekends. It's decorated with posters of famous Italians. We offer excellent customer service.

## 3. Create your menu on a sheet of recycled paper.

Ask students different types of dishes, desserts, soups, drinks, salads, side dishes, etc. Write their answers on the board. Then have them write a menu for their restaurant.

### Possible answers:

#### Salads

Caprese salad  
Broccoli salad  
Arugula salad with nuts

#### Pasta

Spinach ravioli  
Cheese gnocchi  
Spaghetti a la carbonara

#### Desserts

Tiramisu  
Ice cream (chocolate, vanilla, strawberry)

#### Pizza

Margherita  
Ham and mushroom  
Vegetarian

### Drinks

Lemonade  
Mineral water  
Wine

## 4. Write a conversation at the restaurant in your notebook. Role-play it for the class.

Ask students to decide who the server and the costumers will be. Then have them write a conversation. Help if necessary. Ask volunteers to role-play the conversation for the class.

### Possible answers:

**Waitress:** Good evening! May I take your order?

**Customer 1:** Yes, please. I'd like a broccoli salad and a ham and mushroom pizza.

**Waitress:** And you?

**Customer 2:** I'd like Garfield's lasagna and a green salad.

**Waitress:** Would you like anything to drink?

**Customer 1:** Yes, we'd like some lemonade.

**Waitress:** Anything else?

**Customer 2:** No, thank you. That's all.

## P012

## Assessment

1. Work in groups of four. You are going to open a new restaurant in town. Decide on what kind of restaurant it will be and its name. Be creative.
2. Write a short text describing and promoting your restaurant. Use adjectives to describe the place and the food.
3. Create your menu on a sheet of recycled paper.
4. Write a conversation at the restaurant in your notebook. Role-play it for the class.



## Self-Assessment

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

I can...	True	I need help
use vocabulary related to restaurants and menus.		
make invitations using the modal verb <i>would</i> and accept or refuse them.		
make offers and requests at a restaurant.		
role-play a conversation at a restaurant.		

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

18 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 students 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 3 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:
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