


# Get 5 Going



TEACHER'S GUIDE

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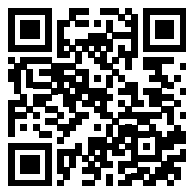


## Teacher Registration

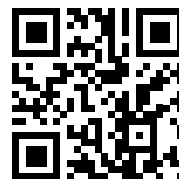
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## Mexican Culture

### PROGRESSION

# 01

1. What is your favorite Mexican celebration?
2. What crafts are typical of Mexico?

#### GOALS

- To use question tags in the simple present
- To use question tags in the present progressive
- To talk about general facts and routines about Mexican celebrations

#### VALUE

Artistic and cultural activities

#### VOCABULARY

Musical instruments  
Materials and verbs related to making a craft

#### GRAMMAR

Question tags in the simple present and present progressive (affirmative and negative)

#### LISTENING

- Listening to a boy and a girl talking about a Mexican festival
- Listening to a boy and a girl making a piñata

#### READING

- Reading about a Mexican celebration

#### SPEAKING

- Asking and answering questions with question tags

#### WRITING

- Writing about a Mexican celebration

## Progression 01

### Mexican Culture

**Objective:** Talk about general facts, routines, and universal truths in different contexts using the simple present and present progressive and confirm the information using question tags.

#### GOALS:

- To use question tags in the simple present
- To use question tags in the present progressive
- To talk about general facts and routines about Mexican celebrations

**VALUE:** Artistic and cultural activities

Brainstorm names of festivals and cultural activities in students' communities or countries that they know. Have them discuss how those activities help them learn about their culture and traditions. Ask: *Which festivals and cultural activities do you know in your community and / or in Mexico? How do these festivals and cultural activities teach more about your community and Mexico? How can you promote these activities so others learn about your community and Mexico's culture?* Invite students to share their ideas with the class. Monitor and help if necessary.

Have students look at the opening page in their Student's Book. Ask: *What is your favorite Mexican celebration?* Elicit answers. Encourage them to talk about different celebrations they have participated in within their communities. Then, ask them to walk around the classroom and practice asking and answering the following questions with at least two different classmates: *Which Mexican traditions are celebrated in your community? What crafts are typical of Mexico?* Finally, invite volunteers to share with the class some of the answers they got from their classmates.

## INTRODUCTION

**1. Work in pairs. Decide whether the following facts about the Guelaguetza festival are T (True) or F (False).** Ask students: *Have you been to or seen the Guelaguetza?* Encourage them to mention all they know about it. Then, invite a volunteer to read the sentences aloud. Finally, ask students to compare their answers without changing their own.

**2. Complete the definitions with the words in the boxes. Then, listen to Carlos and Emma to check your answers in Activity 1.** Before completing the task, ask students to read the words in the boxes. Clarify their meaning by showing images or drawing each word on the board. Have students complete the activity individually. Explain you will play the audio once so they can check their answers in Activity 1.

### Audio script

**Emma:** I've read something about the Guelaguetza festival. It takes place every July, doesn't it?

**Carlos:** Yes, it does. It celebrates the culture and traditions of Oaxaca.

**Emma:** And it lasts for two days, doesn't it?

**Carlos:** No, it doesn't. It lasts for about two weeks.

**Emma:** Wow! The music and dances represent the different regions of Oaxaca, don't they?

**Carlos:** Yes, they do. Look at the dancers' colorful costumes!

**Emma:** They look great. I love how they're moving gracefully to the music. That instrument is like a xylophone.

**Carlos:** Yes, it's a *marimba*. It's larger than a xylophone and it has soft tones.

**Emma:** What about that one? It looks like a guitar.

**Carlos:** That's a *jarana*. It's a traditional Mexican string instrument. It has five or eight strings. Look, that over there is a *teponaxtle*. It's a wooden drum used in Mixtec music.

**Emma:** The rhythms are so lively! Look! That instrument is a bone, isn't it?

**Carlos:** Yes, it is. It's called a *quijada*. It's a jawbone used as a percussion instrument.

**Emma:** Wonderful! Oh, people are throwing gifts at the crowd, aren't they?

**Carlos:** Yes, that's because "Guelaguetza" means *offering* or *sharing*. People give food, crafts, and other items to the audience.

**Emma:** That's amazing!

**Carlos:** Yes, it's all about community and sharing.

## DEVELOPMENT

**3. Listen again and answer the question.** Ask students: *Were the characters happy, sad, or enthusiastic?* Explain that, in the conversation, the characters mention adjectives that show enjoyment. Play the audio again. Monitor and ask students to compare their answers with a classmate.

**4. Read the sentences and write SP (Simple Present) or PP (Present Progressive).** Set a time limit to complete the activity. Monitor and provide help if necessary. Invite volunteers to go to the board and write their answers.

## SESSION

# 1

## LISTENING

**1. Work in pairs. Decide whether the following facts about the Guelaguetza festival are T (True) or F (False).**

- The Guelaguetza festival takes place in the city of Oaxaca in July. **T**
- It celebrates the traditions of indigenous communities all around Mexico. **F**
- It lasts two days. **F**
- Its name comes from an ancient Zapotec word which means "offering" or "sharing". **T**



**2. Complete the definitions with the words in the boxes. Then, listen to Carlos and Emma to check your answers in Activity 1.**

xylophone   jawbone   wooden drum   soft tones   strings   percussion

- quijada*: a jawbone used as a percussion instrument that makes a rattling sound
- marimba*: an instrument similar to a xylophone, but larger, and which has soft tones
- jarana*: a traditional Mexican instrument, with five or eight strings
- teponaxtle*: a wooden drum used in Mixtec music



**3. Listen again and answer the question.**

- a. What words does Emma say that show she is enjoying the festival?

- great
- love
- gracefully
- lively
- wonderful
- amazing

**4. Read the sentences and write SP (Simple Present) or PP (Present Progressive).**

- It takes place every July, doesn't it? **SP**
- It lasts two days, doesn't it? **SP**
- The music and dances represent the different regions of Oaxaca, don't they? **SP**
- That instrument is a bone, isn't it? **SP**
- People are throwing gifts at the crowd, aren't they? **PP**



### 5. Read the sentences in Activity 4 again and underline the correct answers.

- a. When we have positive statements, we use **an affirmative** / **a negative** question tag, and when we have negative statements, we use **an affirmative** / **a negative** question tag.
- b. When there is an auxiliary verb in the statement, as in sentence e, we **use** / **don't use** it to form the question tag.
- c. When the verb in the statement is in the simple present affirmative form, as in sentences a, b, and c, we use **are and aren't** / **don't and doesn't** in the question tag.
- d. When the verb in the statement is *to be* in the simple present affirmative form, as in sentence d, we use **isn't or aren't** / **don't or doesn't** in the question tag.



**FOCUS**

We use question tags to confirm information or to get the listener to agree with the statement. They always go at the end of the sentence. Question tags are more common in speaking than in writing.

### 6. Complete the conversation with the correct question tags. Then, role-play the conversation.

**Emma:** The food stands offer so many options!

**Carlos:** Oaxaca is really famous for its food. **a)** You're eating a *tlayuda*, aren't you?

**Emma:** Yes, I am. I love it.

**Carlos:** I want to try those *tamales*. **b)** They look delicious, don't they?

**Emma:** They do! **c)** *Mole* is made with chocolate and chili, isn't it?

**Carlos:** Yes, it is. Look at that woman. She's preparing *memelas*.

**Emma:** **d)** She's topping them with beans and cheese, isn't she?

**Carlos:** Yes, it's a very popular topping for *memelas*.

**Emma:** **e)** Oaxaca is wonderful. It always surprises me, and its food tastes delicious, doesn't it?



### 7. Work in pairs. Think about a Mexican celebration from your community and search for information about it. Then, take turns with a classmate exchanging the information you found, using question tags. *Students' own answers.*



**S-E SKILLS**

Art is a human need because it helps us understand the world, express ourselves, and connect with others. What artistic activities are celebrated in your community?

**5. Read the sentences in Activity 4 again and underline the correct answers.** Set a time limit for students to complete the activity individually. Encourage them to check the rules for simple present and present progressive. Finally, ask volunteers to share their answers with the class.



**FOCUS**

Encourage students to read the explanation carefully and connect it to examples they already know from everyday conversations. Consider modeling a few examples aloud and highlighting the intonation pattern in speech, since question tags are primarily used in spoken English. This is a good moment to check comprehension by inviting students to create their own examples based on personal statements. Finally, draw students' attention to the function and placement of question tags, emphasizing their role in confirming information.

### CLOSURE

**6. Complete the conversation with the correct question tags. Then, role-play the conversation.** Monitor as students complete the activity. Then, check their answers by asking volunteers to share them with the class. To role-play the conversation, divide the class into two groups and have one group perform *Carlos'* part and the other *Emma's* part. Correct pronunciation and intonation, especially when saying question tags.

**7. Work in pairs. Think about a Mexican celebration from your community and search for information about it. Then, take turns with a classmate exchanging the information you found, using question tags.** Get students into pairs. Explain they will prepare some notes about a Mexican celebration they like, know, or would like to know. Prepare in advance a list of Mexican celebrations or festivals, in case they need some help. Set a time limit to prepare their information. Then, ask pairs to join with another pair to share their findings. Encourage students to use question tags to confirm information.

### Cultural note

Ask students to research information about the Guelaguetza in advance. Get students into small groups and make a Trivia Time game with these questions: *Where is it celebrated? Why is dancing important? How many regions are represented? What is the clothing representing? Are there any representative crafts in Oaxaca? Which representative food can they mention?* The group that answers the most questions correctly wins.

### S-E SKILLS

Invite students to interview their parents and grandparents about festivities they used to have in their communities. Ask them if they had an active participation and what was it, and whether these festivities have changed over the years and how. Invite students to share their information.

## INTRODUCTION

**1. Look at the online ad and answer the questions.** Before completing the activity, ask the class what they know about *piñatas*. Then, draw students' attention to the image. Elicit what kind of text it is and have them complete the activity individually. Finally, invite volunteers to share their answers with the class.

**2. Listen to David and Sophie and check (✓) the information that is mentioned.** Ask students to describe the picture. Then, play the audio once and have students complete the activity. Play the audio again so students confirm their answers.

### Audio script

**David:** Hey, this workshop is fun, isn't it? I'm glad we joined it. It helps us learn about Mexican traditions. I don't know much about them, do you?

**Sophie:** I do. My grandparents are from Mexico, so I know a lot about it. I love making *piñatas*. They symbolize breaking bad luck and bringing good fortune.

**David:** They usually have seven points. But not all *piñatas* have points, do they?

**Sophie:** No, they don't. Some are shaped like animals or popular characters.

**David:** Let's check if we have all we need: balloons, newspaper for the base, scissors, colored paper, and glue.

**Sophie:** It's important not to use too much glue because, if we do, the *piñata* will get too heavy.

**David:** But we aren't using too much, are we?

**Sophie:** No, we aren't. I think it's okay. What do you think about the colors I chose? It

seems blue doesn't go well with the others, does it?

**David:** I like it. The more colorful, the better. Let's cut and stick the colored paper together. The paper isn't too fragile, is it?

**Sophie:** No, but stick it carefully.

**David:** We are almost done! Our *piñatas* look great, don't they? Let's take a photo!

## DEVELOPMENT

**3. Complete the graphic organizer with the words in the boxes.** Explain that students will classify the words into the three categories. Remind them that all the words are related to the topic *piñatas*. If possible, encourage students to add one or two more words to each category.

### S-E SKILLS

Get students into small groups. Ask them to make a graphic organizer with representative items from our country (handicrafts, clothing, food, etc.) that preserve our cultural heritage. Monitor and provide help if necessary. In turns, ask each group to share their information with the class.

## SESSION

# 2

## LISTENING

**1. Look at the online ad and answer the questions.**

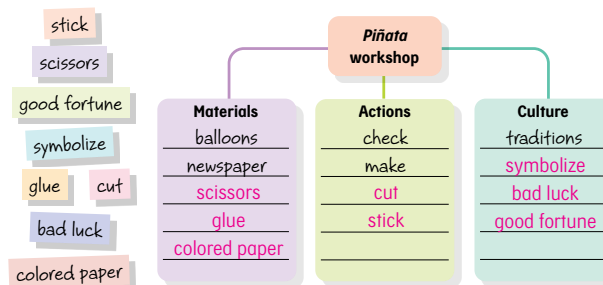
- When is the workshop? On December 3<sup>rd</sup>.
- How long is it? It's two and a half hours long.
- Is it free? No, it isn't.
- Do you have to take supplies to make your *piñata*? No, you don't.

**2. Listen to David and Sophie and check (✓) the information that is mentioned.**

- the cultural meaning of *piñatas* ☒
- the origin of *piñatas* ☐
- the shape of *piñatas* ☒
- the materials needed ☒
- the steps to make them ☐



**3. Complete the graphic organizer with the words in the boxes.**



### S-E SKILLS

Art is a tool for cultural understanding because it reflects the values, history, and experiences of a community. It preserves and transmits a people's cultural heritage. How does Mexican art, like murals, music, or crafts reflect and preserve the country's cultural heritage?

## 4. Read the sentences and answer the questions.

1. You don't know much about them, do you?
2. We aren't using too much, are we?
3. The paper isn't too fragile, is it?
4. Our *piñatas* look great, don't they?

- a. Which sentences are affirmative, and which are negative? Affirmative: 4  
Negative: 1, 2, 3
- b. Are the tags in the negative statements affirmative or negative? Affirmative

## 5. Complete the table with question tags and short answers.

	Affirmative statement	Negative tag	Affirmative answer	Negative answer
Simple present	a. Our <i>piñatas</i> look great,	don't they?	Yes, they do.	No, they don't.
	b. It is a Mexican tradition,	<u>isn't</u> it?	Yes, <u>it is</u> .	No, <u>it isn't</u> .
Present progressive	c. We are doing it right,	<u>aren't we?</u>	Yes, <u>we are</u> .	No, <u>we aren't</u> .
	d. The instructor is handing out the materials,	<u>isn't he?</u>	<u>Yes, he is</u> .	<u>No, he isn't</u> .

	Negative statement	Affirmative tag	Answers confirming information
Simple present	e. This color doesn't match the others,	<u>does</u> it?	No, <u>it doesn't</u> .
	f. The paper isn't too fragile,	<u>is it?</u>	<u>No, it isn't</u> .
Present progressive	g. We aren't making a mess,	<u>are</u> we?	<u>No, we aren't</u> .
	h. She isn't adding more colors,	<u>is she?</u>	No, she isn't.

## 6. Work in small groups. Look at the picture of the Mexican family and take turns asking and answering questions about what they're celebrating, how they celebrate it, what they're doing, etc. Remember to use the simple present, present progressive, and question tags.

Students' own answers.



A: They're celebrating Día de Reyes, aren't they?

B: Yes, they are.

4. **Read the sentences and answer the questions.** Ask students to read the questions in the box and to analyze them. Then, have them identify negative and affirmative tags. Have students answer the questions individually. Finally, check answers as a class.

5. **Complete the table with question tags and short answers.** If possible, project both tables on the board. Point to the first table and have students notice the columns and read the first example. Get students into pairs and monitor as they complete the first table. Then, draw their attention to the second table and encourage them to notice it is different from the first one. Answer the first example as a class. Give pairs some time to complete the table. As they work, remind them that question tags are always used to confirm information. Finally, invite volunteers to go to the board and complete the tables.

## CLOSURE

6. **Work in small groups. Look at the picture of the Mexican family and take turns asking and answering questions about what they're celebrating, how they celebrate it, what they're doing, etc. Remember to use the simple present, present progressive, and question tags.** Get students into small groups and have them ask and answer questions in turns. Monitor and provide help. Then, ask students to get together with another group to ask and answer

questions to each other. Encourage them to use appropriate pronunciation and intonation.

## Extra activity

If time allows, get students into small groups. Ask each member to write two SP and two PP sentences in affirmative or negative form on four strips of paper. Have students fold their paper strips so their group can't see what they wrote. Then, all students in the group put their papers together and shuffle them. In turns, each group member takes a paper, reads the sentence and guesses who might have written it. To confirm their prediction, they will say the sentence and add the question tag to whom they think wrote it.

**1. Choose a Mexican festival or celebration you like. Write a short text describing what it is about, how people celebrate it, the activities and routines people do during the celebration, etc.** Before completing the activity, ask students to mention important festivals and celebrations in their community or in Mexico. You can write a list on the board for future reference. Explain to students that they can choose any of the topics on the board or choose one they like to make notes that help them write a short text describing the festival they choose. If necessary, model the activity using one of the festivals written on the board. Write the information about it using bullets. Set a time limit to complete the activity. Monitor as students complete the activity individually. Encourage them to use appropriate spelling, capitalization, and punctuation marks.


**2. Work in pairs. Exchange texts to read them. Then, take turns asking questions with question tags about your partner's celebration and using Yes / No answers.** Ask students to work in pairs and to exchange their texts. Have students read the texts silently and prepare questions to ask their classmates using question tags and short answers. Monitor and provide help as needed. If possible, volunteers share their texts with the class.

**POL 1**

**Assessment**

**1. Choose a Mexican festival or celebration you like. Write a short text describing what it is about, how people celebrate it, the activities and routines people do during the celebration, etc.**

**Independence Day**  
On September 16<sup>th</sup>, every Mexican citizen celebrates Independence Day. Festivities begin on the night of September 15<sup>th</sup>, with the famous *Grito de Dolores*. In towns and cities, people gather in plazas to watch fireworks, hear speeches, and sing the national anthem. On September 16<sup>th</sup>, there are parades. Families enjoy traditional food like *paseo*, *toasted*, *chiles en nogada*, and *aguas frescas*.



**2. Work in pairs. Exchange texts to read them. Then, take turns asking questions with question tags about your partner's celebration and using Yes / No answers.**

**Self-Assessment**

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

I can...	True	I need help
use vocabulary related to Mexican celebrations and crafts.		
talk about routines, habits, and present events in different contexts.		
ask and answer questions with question tags in the present tense to confirm information.		

**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

14 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 5 Going

**Get Going** is a five-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	Consolidate
CEFR	A1	A1+	A2	A2+	B1-
CENNI	3	4	6	7	8



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