

# Solucionario 1.º

## Evaluación diagnóstica

### Grammar

1.

- |                          |                           |
|--------------------------|---------------------------|
| a. began<br>(underlined) | f. boosted<br>(circled)   |
| b. did (underlined)      | g. scored (circled)       |
| c. moved<br>(circled)    | h. came<br>(underlined)   |
| d. ran (underlined)      | i. rained (circled)       |
| e. competed<br>(circled) | j. taught<br>(underlined) |

2.

1. The football player scored a goal.
2. She moved to Manchester in 2012.
3. He was out of town yesterday.

3.

- |            |                 |
|------------|-----------------|
| a. is      | g. couldn't     |
| b. was     | h. recovered    |
| c. began   | i. participated |
| d. became  | j. competed     |
| e. boosted | k. won          |
| f. injured | l. took         |
|            | m. came         |

4.

- |      |      |
|------|------|
| 1. b | 4. a |
| 2. e | 5. c |
| 3. d |      |

5.

- |           |         |
|-----------|---------|
| 1. bigger | 4. more |
| 2. less   | 5. as   |
| 3. hotter | 6. most |

6.

- |                 |                 |
|-----------------|-----------------|
| a. smaller      | d. best         |
| b. bigger       | e. most common  |
| c. most popular | f. most typical |

7.

*Note: Although this requires students' own answers, it is important that sentences show comparison.*

*Examples:*

- a. The population in Mexico City is larger than New York City.
- b. New York City is colder than Mexico City.

- c. Street food is more delicious in Mexico City.
- d. The subway trip in Mexico City is cheaper than in New York.

8.

- |             |            |
|-------------|------------|
| 1. are      | 5. entered |
| 2. happened | 6. thought |
| 3. live     | 7. did     |
| 4. do       | 8. will    |

9.

- |                  |                            |
|------------------|----------------------------|
| 1. was           | 11. let                    |
| 2. asked         | 12. devoured               |
| 3. told          | 13. arrived                |
| 4. didn't listen | 14. had already dressed up |
| 5. was           | 15. was lying              |
| 6. met           | 16. saw                    |
| 7. made          | 17. arrived                |
| 8. wanted        | 18. came                   |
| 9. thought       | 19. tried                  |
| 10. did          | 20. was walking            |

### Vocabulary

1.

*Note: Although this requires students' own layouts, it is important that images illustrate the gadgets, in order to prove comprehension.*

2.

- |              |              |
|--------------|--------------|
| 1. videogame | 4. tablet    |
| 2. watch     | 5. computer  |
| 3. keyboard  | 6. cellphone |

3.

1. biography: first letter in row 1, column 9, from right to left (word goes back)
2. fiction: first letter in row 7, column 6, from left to right (the word goes up diagonally to the right)
3. poetry: first letter in row 5, column 10, from right to left (word goes down diagonally to the left)
4. crime: first letter in row 9, column 5, from right to left (word goes up diagonally to the left)
5. historical: first letter in row 11, column 1, from left to right (word goes right)
6. romantic: first letter in row 12, column 11, from right to left (word goes back)

7. fantasy: first letter in row 8, column 5, bottom up (word goes up)  
 8. informative: first letter in row 2, column 12, top-down (word goes down)

4.

- |      |      |
|------|------|
| 1. c | 5. g |
| 2. f | 6. h |
| 3. a | 7. d |
| 4. e | 8. b |

5.

- |              |                |
|--------------|----------------|
| a. biography | e. fiction     |
| b. crime     | f. historical  |
| c. poetry    | g. informative |
| d. fantasy   | h. romantic    |

6.

*Note: Although this requires students' own answers, it is important that answers show understanding on the topic. Examples:*

- The main character of a story.
- One of the main characters of a story but it is against the protagonist development.
- A character that complements the story, the plot does not go around them.
- The place or context where a story takes place.

7.

Protagonist: Joe Gardner  
 Antagonist: Routine and lack of joy of life  
 Secondary character: The counselors  
 Setting: New York City and The Great Beyond and The Great Before

8.

- |           |          |
|-----------|----------|
| 1. court  | 4. pitch |
| 2. course | 5. track |
| 3. pool   |          |

9.

- |                 |                  |
|-----------------|------------------|
| a. architect    | e. mathematician |
| b. pilot        | f. writer        |
| c. astronaut    | g. chef          |
| d. veterinarian |                  |

## Speaking

1.

*Note: Students need to read aloud this dialogue. Organize students in pairs and manage to monitor their correct intonation.*

2.

- They always forget important events.
- Possible answers:* Create a calendar, use a diary, activate alarms on your phone.

3.

*Note: Although this requires students' own answers, it is important that answers show understanding on the topic and that they use the phrases given. Use Exercise 1 of this section as an example.*

4.

Likes: adore, love, like, enjoy  
 Dislikes: don't like, dislike, hate, detest  
 Ranking: 1. adore 2. love 3. like 4. enjoy  
 5. don't like 6. dislike 7. hate 8. detest

5.

*Note: Although this requires students' own answers, it is important that answers show understanding on the topic and use the words or phrases given. Example:*

- I really love eating junk food.
- I enjoy swimming every day.
- I don't like cats.
- I hate to clean the house.
- I detest violence.

6.

- a. F      b. F      c. T      d. F

7.

*Note: More options are possible based on what students' research.*

Place of origin: Halloween – American, Day of the Dead – Mexican (Pre-Hispanic)  
 Intention of the celebration: Halloween – scary, Day of the Dead – festive  
 What people do: Halloween – Ask for candies and go trick or treating. Day of the Dead – Set an ofrenda

8.

*Note: Although this requires students' own answers, it is important that answers show understanding of the celebrations and correct sentence structure.*

## Reading

1.

1. c
2. a
3. c

2.

*Note: Although this requires students' own answers, it is important that answers include information from the text. Examples:*

1. Always remember to take care of your pets.
2. Always take your pets with you.
3. If you stay home during the storm, remember to stay with your pet.
4. Keep your pet in a carrier and find a safe area.
5. Keep your pets' tag and collar on in case you get separated.

3.

- |      |      |
|------|------|
| 1. W | 4. W |
| 2. P | 5. P |
| 3. W |      |

4.

*Note: Although this requires students' own answers, it is important that answers include information from the text. Examples:*

1. Because it can provoke fire.
2. Because it may be much deeper than you realize and there may be hidden hazards.
3. Because power can go off.
4. Because they can provoke a fire.
5. They are aimed to all people affected by a hurricane, so it is information that can be displayed in public places where everyone can see it.

5.

1. c
2. a

6.

1. The architecture is rustic, natural, colonial, in an atmosphere of harmony and tradition.
2. Because of its architecture.
3. Both places share that features of their landscapes and architecture.

## Sección Grammar

### Past Simple, Irregular Verbs

1.

- |           |          |
|-----------|----------|
| 1. met    | 5. read  |
| 2. bought | 6. wrote |
| 3. did    | 7. ran   |
| 4. took   | 8. went  |

2.

- |          |           |
|----------|-----------|
| 1. wrote | 5. took   |
| 2. did   | 6. bought |
| 3. met   | 7. read   |
| 4. went  | 8. ran    |

3.

1. We didn't go to the museum.
2. I did my homework.
3. We didn't see a funny film.
4. I met my cousin.
5. We didn't have lunch in a café.

### Country Contrast

1.

*Note: Students' own answers. Check that the information is accurate, and that grammar is correct.*

### Sports

1.

*Note: Check that students mention the information correctly. It is important to focus on -s third person when making sentences.*

2.

She likes dancing.  
They like cycling.  
They like skiing.  
He likes playing basketball.

### Biographies

1.

1. painter, painted
2. explorer, discovered
3. sailor, sailed
4. astronaut, walked
5. inventor, invented

2.

- |           |              |
|-----------|--------------|
| 1. was    | 4. had       |
| 2. German | 5. died, was |
| 3. lived  |              |

3.

*Note: Although this requires students' own answers, focus on correct grammar and usage. Examples:*

I was born on July 14th, 2008 (date).  
My nationality is Mexican. (place)  
I started school in 2012. (year)  
I started learning English when I was in primary school. (relative clause)  
My hobbies are play football and cooking. (activities)

## Talk About Activities

1.

1. Mary was at the beach at ten to twelve.
2. Mary was at the park at twenty past two.
3. Mary was at the supermarket at half past four.
4. Mary was at the cinema at eight o'clock.

2.

- |      |      |
|------|------|
| 1. a | 4. a |
| 2. b | 5. c |
| 3. b | 6. c |

3.

1. I don't want to visit the palace.
2. My favourite toy was a red car.
3. We go to the aquarium sometimes at the weekend.
4. Do you want to come to the bowling alley?
5. I was at the skating rink with my sister.

## Where Was He?

1.

1. He was with his mother and father.
2. She was in the forest.
3. She was at the skating rink.
4. *Note: Although this requires students' own answers, focus on correct grammar and vocabulary. Example: In my last birthday I was at the beach with my family.*

2.

- |            |          |
|------------|----------|
| 1. bowling | 5. drink |
| 2. Fridays | 6. was   |
| 3. brother | 7. were  |
| 4. eat     |          |

3.

*Note: Although this requires students' own answers, focus on correct grammar and vocabulary. Examples:*

My favourite teacher was Karla. (name)  
My best friend was Hugo. (name)  
My favourite subject was Maths. (subject)  
My favourite food was pizza. (food)  
My favourite toy was a superhero doll. (toy)

## Sección Vocabulary

### Numbers, adjectives, and places

1.

1. twenty-nine
2. seventy-three
3. a hundred nineteen
4. three hundred twenty
5. one thousand, four hundred thirty-three
6. two hundred eighty

2.

- |          |           |
|----------|-----------|
| 1. big   | 5. sunny  |
| 2. small | 6. cloudy |
| 3. hot   | 7. cold   |
| 4. long  | 8. windy  |

3.

1. mountain – First letter in row 1, column 1, from left to right (the word goes left)
2. ocean - First letter in row 1, column 2, from left to right (the word goes down)
3. island - First letter in row 1, column 7, from left to right (the word goes down)
4. lake - First letter in row 3, column 7, from left to right (the word goes right)
5. desert – First letter in row 6, column 7, from left to right (the word goes right)
6. river - First letter in row 6, column 11, from left to right (the word goes down)
7. volcano - First letter in row 10, column 11, from left to right (the word goes right)
8. forest - First letter in row 10, column 9, from left to right (the word goes right)

## Reading Genres

- c
  - d
  - a
  - b

5. *Note: Although this requires students' own answers, focus on correct grammar and vocabulary. Example: I am 12 years old. I like stories about animals and fantasy.*

- Excuse me, do you have winter coats?  
  
And do you have blue coats?  
  
Can I try them?  
  
My size is medium. Do you have it?  
  
How much is it?  
  
Here you are!

## My Verb Chart

- |      |       |
|------|-------|
| 1. c | 7. l  |
| 2. e | 8. d  |
| 3. a | 9. k  |
| 4. h | 10. i |
| 5. b | 11. f |
| 6. j | 12. g |

## Sports Word Search

- football** - First letter in row 8, column 2, from left to right (the word goes down)

**rollerblading** - First letter in row 10, column 1, from left to right (the word goes right)

**cycling** - First letter in row 4, column 10, from left to right (the word goes right)

**tennis** - First letter in row 14, column 10, from left to right (the word goes right)

**skiing** - First letter in row 1, column 5, from left to right (the word goes down)

**gymnastics** - First letter in row 3, column 11, from left to right (the word goes down)
- Mary can play football.  
Mary can't rollerblade.

Mary can play basketball.  
Mary can't ski.  
Mary can swim.  
Mary can't play tennis.

## Sports

- |               |                  |
|---------------|------------------|
| 1. tennis     | 5. cycling       |
| 2. football   | 6. basketball    |
| 3. gymnastics | 7. rollerblading |
| 4. swimming   | 8. skiing        |
- |                 |                 |
|-----------------|-----------------|
| 1. likes        | 5. doesn't like |
| 2. doesn't like | 6. doesn't like |
| 3. likes        | 7. likes        |
| 4. doesn't like | 8. likes        |

## Professions

- Doctor – hospital  
Bus driver – bus  
Musician – violin  
Football player – football

## Sección Speaking

### Shopping

- Note: Although this requires students' own answers, focus on correct grammar, vocabulary, and information from the images. Example:*

Yes, can I have a bottle of water, please?  
  
Yes, that's 90 cents.  
  
OK. Can I have also some rice?  
  
Yes, that's three dollars and twenty cents.  
Four dollars and ten cents in total.  
  
Thank you very much!
- Note: Although this requires students' own answers, focus on correct grammar and vocabulary, with references to the images. Example:*

  - A snail hasn't got legs.
  - A dragonfly has got wings.

3. A snail hasn't got bones.
4. A ladybird has got many legs.
5. A grasshopper hasn't got a tail.

## Write a Dialogue!

1.

*Note: Although this requires students' own answers, focus on correct grammar, vocabulary and information from the images. Example:*

Waiter: It's two pesos and eighty cents.  
 Customer: Oh! Ok! Can I have a salad, please?  
 Waiter: Yes, would you like anything else?  
 Customer: No, thank you, that's all.

2.

*Note: Although this requires students' own answers, focus on correct grammar and vocabulary. Example:*

Breakfast: I have two eggs and beans for breakfast. I also eat a tortilla.  
 Lunch: For lunch I usually have chicken and salad. I like fruit as a dessert.  
 Dinner: I have avocado toast and a glass of milk for dinner.

## Role play

*Note: Students must work in pairs. Although this requires students' own answers, focus on correct grammar, vocabulary, and usage. It is important that students ask and answer questions naturally.*

## Guess Who!

*Note: Students must work in teams of two or three. Although this requires students' own answers, focus on correct grammar, vocabulary, and usage. It is important that students ask and answer questions naturally and with the correct form of questions in present and in past. It is important that they follow the instructions and restrictions. Example:*

Student 1: Was your famous character born last century?  
 Student 2: Yes  
 Student 1: Was your famous character a singer?  
 Student 2: No  
 Student 1: Was your famous character a painter?  
 Student 2: Yes

Student 1: Was your famous character Mexican?  
 Student 2: Yes  
 Student 1: Is your character very famous now?  
 Student 2: Yes  
 Student 1: Did your famous character paint self-portraits?  
 Student 2: Yes  
 Student 1: Is your famous character Frida Kahlo?  
 Student 2: Yes!

## The History Quiz

*Note: Students must work in pairs. Although this requires students' own answers, focus on correct grammar, vocabulary, and usage. It is important that students read the correct answers to check if the other student's answers are correct.*

## Interview the Stars!

*Note: Students must work in teams of two or three. Assign roles in each team and ask them to read their card. Although this requires students' own answers, focus on correct grammar, vocabulary, and usage. It is important that students ask and answer questions naturally and with the correct form of questions in present. Example:*

Interviewer: Hi! Thank you for your time! What time do you wake up?  
 Pop star: Oh, I get up very late because I don't have a routine.  
 Sports star: I get up very early because I have to train every day.

## Beware!

1.

- a) Their neighbor's cat tends to climb up to their window and they have to rescue the cat.
- b) When it rains, the floor gets wet due to leaks on the sealing.
- c) The boiler has had a gas leak in the recent days.
- d) The microwave is not heating properly, sometimes the dishes are hot and the food is cold.

2.

*Note: Although this requires students' own answers, it is important that sentences show solutions.*

Examples:

- a) James and Carmen can talk to their neighbor about the cat. Ask him to keep it inside the house.
- b) Repair the roof. It isn't good to have leaks.
- c) It is very dangerous to have leaks in the gas connection. They should repair them.
- d) Take their microwave to a service center.

3.

*Note: Although this requires students' own answers, it is important that sentences show warnings.*  
Examples:

- a) Be careful with the cat. It's dangerous to get out through the window.
- b) Be careful with the leaks, they can slip on the floor if it's wet.
- c) Be careful, the boiler can explode.
- d) Don't touch the plate because it can be hot. Use a glove instead to protect the hand.

4.

*Note: Although this requires students' own answers, it is important that sentences show prohibition.*  
Examples:

- 1. Don't swim in the river.
- 2. You must not wear glasses or a cap.
- 3. Pets must not enter or ride playground equipment.
- 4. Don't use your mobile phone in the gas station.

5.

*Note: Although this requires students' own answers, it is important that sentences show a correct structure according to warnings and prohibitions.*

## What Do They Do?

1.

*Note: Make sure students understand that they should describe the profession on the card without saying the words on the list. Set a limit of time so the game is quick and exciting. Students can play in small teams, but it is easier to monitor when the game is within the class as a whole.*

2.

- a. What do you do?
- b. Do you like your job?
- c. What is your favorite part of your work?
- d. Do you work long hours?
- e. Is your job dangerous?

3.

*Note: Although this requires students' own answers, guide students to stick to the topics to have a semi-controlled activity. You may encourage students to look for professions or jobs that are not as popular as others, so they can find the activity appealing. If possible, invite students to vary their research (internet, interviews, TV programs, etc.).*

4.

*Note: The missing questions in the dialogue are the answers to Exercise 2. Encourage students to give more information while roleplaying. Check for the correct structure of the sentences and natural language (plus body language and expressions showing active listening).*

## There Once Was...

1.

Characters: Big Bad Wolf, Charming Prince, Queen, Trolls, Dwarf, Dragon, Fairy, Princess  
Settings: Castle, Cottage, Magic Forest, A small village, Gingerbread house, Kingdom, The woods  
Topics: Truth prevails over lies, Generosity is rewarded, Love overcomes obstacles, Good triumphs over evil, Happy ending

2.

*Note: Although this requires students' own answers, monitor in order to check that students show comprehension on classic fairy tales' topics and whether they can expand those elements into something they invent. Encourage them to be as creative as possible.*

3.

*Note: Although this requires students' own answers, monitor in order to check that students are able to develop a story. Students may need to make notes, but help them remember that the focus on the activity should be on Speaking rather than on Writing. Make sure that students are using appropriate linkers in their story.*

4. *Note: Monitor that students detect similarities and differences between the stories. Encourage them to make notes on key words in order to help them report the information in the following activities. Storytelling can be challenging or difficult, so make sure you help them to avoid frustration and calculate time for this activity.*
5. *Note: Help students while they are reporting the similarities and differences. Focus on accuracy. Enhance agreement when discussing the highlights of the stories.*
6. *Note: It is important that seating arrangement stimulates participation of all students. Organize the group. The objective is to tell a story in an improvised way. One of the students begins with a short phrase which will be the beginning of the story, then the student next to him/her continues the story until everybody in the classroom participates. It must be a chain in which the story is connected. The last student will be in charge of the story ending. Control the activity in order to keep it creative and respectful.*

## Sección Reading

### Traditional Outfits around the World

- 1.
- |           |               |
|-----------|---------------|
| 1. kilt   | 3. sari       |
| 2. kimono | 4. lederhosen |
2. *Note: Although this requires students' own answers, focus on correct vocabulary. Example:*
- Name of the outfit:  
Sombrero de mariachi  
What kind of garment is it?  
It is a hat.  
What color is it?  
Usually black  
It is typically worn by...  
Mariachis  
When is it worn?  
When mariachis are playing or when celebrating a national achievement.

3. *Note: Although this requires students' own answers, focus on correct vocabulary and grammar. Example:*

A lederhosen is worn for hard work, but the sombrero de mariachi is worn in special occasions. A sombrero de mariachi can be worn in Mexico by men or women and a sari is exclusively worn by women in India.

### Swimming Pool Rules

1. Red (prohibition): 1, 2, 4, 6.  
Blue (warning): 3, 5, 7, 8, 9, 10.
2. Prohibitions:  
No rough play or pushing in the pool area.  
Glass drink containers are not allowed in the pool.  
Smoking in the pool area is forbidden.  
Balls, paddle boards and other toys are not allowed in the pool.
- Warnings:  
No running in the pool area; you could slip and fall.  
Be careful when using the equipment or installations.  
Don't forget to rinse your feet before entering the pool.  
Children should be accompanied by an adult.  
Be careful when diving into the pool.  
If you do not follow the rules, you may be asked to leave.
3. *Note: Although this requires students' own answers, focus on correct vocabulary, grammar, and accurate information. Example:*
- Prohibitions: Don't smoke.  
Warnings: If there is an earthquake, you should pay attention to the instructions of the staff.

### Let's Be Careful!

1. a. 3      b. 2      c. 4      d. 1



2.

*Note: Although this requires students' own answers, focus on correct vocabulary and accurate information. Example:*

No smoking – Cinema, restaurant  
No swimming – Lake, river  
Slippery floor – Hotel lobby, stairs  
Danger of rockfall – highway

3.

**A.** a                    **B.** a                    **C.** b

## 1969: One Giant Leap for Mankind

1.

- A.** ... a mission to take astronauts to the Moon. Paragraph: 1
- B.** ... Neil Armstrong, Edwin “Buzz” Aldrin and Michael Collins. Paragraph: 1
- C.** ... land on the Moon. Paragraph: 3
- D.** ... took many photos and gathered kilos of moon rocks. Paragraph: 5

## Aladdin and the Magic Lamp

1.

- 1. b
- 2. a
- 3. b

2.

Aladdin: Main character / protagonist, poor and clever boy  
Sorcerer: Antagonist / secondary character, wicked  
Oil lamp genie: Secondary character, powerful  
The princess: Secondary character, smart and beautiful  
Aladdin's mother: Secondary character, old

## The Responsibilities of a Chef

1.

- 1. b                    2. b                    3. a

2.

- a.** True
- b.** False; Chefs have the freedom to experiment with ingredients.
- c.** True
- d.** False; Chefs need to manage time effectively and be gracious with their customers.

## On Your Marks, Get Set, Go!

1.

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

2.

- a.** It is the men's 200-meter final.
- b.** At the Olympic Stadium in Rio de Janeiro
- c.** Usain Bolt
- d.** “I'm really excited...”, “I can't believe it!”, “No doubt, he's amazing!”, “Oh, my god...”

## The Movie Premiere

1.

an interview

2.

Positive phrases: it was awesome, I really liked it, I loved it,  
Negative phrases: I hated it, it was terrible, I didn't like it

3.

- a.** The interview is about a movie.
- b.** Two people