

Solucionario 3º

Evaluación diagnóstica

Grammar

1.

1. bigger, the biggest
2. smaller, the smallest
3. more expensive, the most expensive
4. more advance, the most advanced
5. cheaper, the cheapest
6. worse, the worst
7. heavier, the heaviest
8. lighter, the lightest
9. older, the oldest
10. faster, the fastest

2.

Note: Although this requires students' own answers, it is important that sentences use comparatives and superlatives. Example:

1. A cellphone is cheaper than my computer.
2. My computer has the most advanced software.

3.

Countable: computer, backpack, car, charger
Uncountable: milk, battery, data, meat, juice, water

4.

1. Who; b
2. How many; e
3. When; c
4. Where; a
5. Where; d

5.

1. buy
2. broken
3. went
4. found
5. chose
6. got
7. took
8. assembled
9. turned
10. checked

6.

1. unless he takes the computer back to the store.
2. he will get a refund.

3. if he complains.
4. If he buys a new computer
5. If he writes

7.

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

1. The store must give John warranty for the product.

8.

1. slowly
2. fast
3. badly
4. carefully
5. beautifully
6. gently
7. loudly
8. well
9. wrongly
10. softly

9.

1. wrongly
2. well
3. loudly
4. gently
5. carefully
6. badly
7. fast
8. slowly
9. softly
10. beautifully

10.

Transitive: drink, eat, talk, run, sleep, walk, write

Stative: hate, love, know, understand, have

11.

1. saw
2. used to be
3. used to be
4. bought
5. take
6. used to do
7. used to use
8. built

Vocabulary

1.

1. excellent
2. great
3. angrily
4. extremely
5. absolutely
6. well
7. accidental
8. advance
9. affordable
10. convenient
11. digital
12. economic

2.

Adjectives: excellent, accidental, advance, affordable, convenient, digital, economic

Adverbs: great, angrily, extremely, absolutely, well

3.

Across:

2. adjective
5. bald
7. curly
8. eyes

Down:

1. adverb
3. tall
4. freckles
5. beard
6. skinny

4.

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

5.

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

6.

Note: Although this requires students' own answers, check correct use of grammar. Examples:

1. Old black computer
2. Typical squared table
3. Beautiful lilac flowers
4. Disgusting moldy pizza
5. Cool modern small computer

7.

Note: Although this exercise requires students' own answers, check the correct use of the following: cohesion and coherence and correct use of adjective order and adverbs if used.

Speaking

1.

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

2.

and, otherwise, then, however, but, instead

3.

1. F
2. F
3. T
4. T
5. F
6. T
7. T

4.

Note: Although this exercise requires students' own answers, check the dialogue and the use of linkers.

5.

1. P
2. R
3. R
4. P
5. R
6. P
7. R

6.

Note: Although this exercise requires students' own answers, check the use of modals or synonyms

that can help students convey a polite speech.
Examples:

1. I'm afraid the consequence of not going to the party is this.
2. I'd love to be nice to her but I am afraid I can't.
3. Could you please lend me your pencil?
4. I'm sorry, would it be ok if you buy a coffee for me?

7.

Note: Although this exercise requires students' own answers, check step by step that students understand that they are building a monologue, so everything has to be connected. Examples:

- a. A sharpener
- b. a pencil that needs sharp, sharpen, a pencil that has been sharpened
- c. pencil, put in, rotate, sharpen
- d. first, then, next, at last

Reading

1.

1. b
2. a
3. a
4. c

2.

1. blanched
2. truffle
3. sprinkle
4. luxury
5. costliest
6. pretentious

3.

1. F
2. F
3. T
4. T

4.

Note: Although this exercise requires students' own answers, check correct use of grammar and vocabulary. Examples:

1. Make sure of what you have with you.
2. Find shelter to take refuge at night or from rain.

3. Light a fire but be careful not to waste too much energy.
4. Locate a drinkable water source.

5.

1. d
2. c

6.

1. Mexico, Oaxaca
2. During the Day of the Dead celebration
3. Amazing, with delicious food and smells, magical
4. Mole. It is spicy and it comes in many colors.
5. With joy and offering traditional food to the dead.
6. He uses an informal language full of adjectives and descriptions.

7.

1. Pepe
2. Emilio
3. Gerry
4. Gerry
5. Alice
6. Pepe
7. Emilio
8. Alice

Sección Grammar

Adverbs of Manner

Task 1

1. well
2. quietly
3. hard
4. badly

Task 2

1. c
2. b
3. a
4. c
5. c

Task 3

1. well
2. slowly
3. carefully
4. constantly
5. gently

6. badly
7. loudly

Task 4

1. angrily
2. badly
3. dangerously
4. impatiently
5. rudely
6. quietly
7. slowly
8. suddenly
9. seriously
10. carefully

Causative have

Task 1

1. He had his hair cut this morning. 2. The bridal couple had photos taken. 3. We had our house roof repaired. 4. He had his house repainted. 5. I'll have my DVD player repaired next week.

Task 2

1. tests eyes
2. takes blood pressure
3. vaccinates dogs
4. fills teeth

Note: Although this last part of the exercise requires students' own answers, check for correct use of tenses.

Direct and indirect speech

Task 1

1. that he is studying hard.
2. I am going to Cancún next week.
3. that he is working very hard.
4. that he doesn't love her.
5. that they will be here tomorrow.
6. I am going to give you new books.

Task 2

*Note: Although this requires students' own answers, check for correct use of **told** and **said**.*

More connectives

Task 1

1. However and Although
2. Because

3. Unless
4. Despite

Task 2

1. despite
2. because
3. despite
4. although

Simple past and past perfect

Task 1

1. arrived, had started
2. had finished, called
3. went, cleaned
4. had, had taken

Task 2

1. woke up
2. had not slept
3. had kept
4. was
5. got up
6. took
7. made
8. looked out
9. didn't believe
10. was
11. had searched
12. knocked
13. heard
14. ran
15. had made

Simple past and *Used to*

Work it out!

1.
 1. refer to a habit or regular activity in the past that has now finished.
 2. didn't use to...
 3. refers to past actions that happened at a specific point of time.
 4. Did.. use to... ?

Use!

1.
 1. I used to live in an apartment when I was a child. Then I moved to a house.
 2. We used to go to the beach every summer.
 3. She used to love eating chocolate. Now she hates it.

4. Peter used to be able to speak French. Now he has forgotten everything.
5. Julie didn't use to like dancing. Now she loves it.
6. Did you use to visit your grandma a lot when you were young?

2.

Note: Although this requires students' own answers, check for the correct use of used to in positive and negative forms.

3.

Note: Although this requires students' own answers, monitor the activity by walking around the class.

Describing past experiences

Task 1

1. have, travelled
2. has helped
3. have taken
4. has, learned

Task 2

1. has visited
2. has done
3. has travelled
4. has climbed
5. has been
6. has seen
7. has sailed
8. hasn't walked

Quantifiers

Work it out!

1.

- a. much
- b. many
- c. some, any
- d. a little
- e. a few

Use!

1.

- a. some
- b. few
- c. many
- d. much
- e. little
- f. any
- g. some

Used to and Would

Task 1

1. used to/would go
2. used to/would visit
3. used to/would play
4. used to/would dance
5. used to/would like

Task 2

*Note: Although this requires students' own answers, check for the correct use of **used to** and **would** to talk about past finished routines.*

Rules and Obligations

Work it out!

1.

- a. should, had better, ought to
- b. may, might, could
- c. must
- d. need to, have to
- e. mustn't
- f. don't have to, don't need to, needn't

Use!

1.

1. had better
2. don't have to
3. shouldn't
4. might
5. have to
6. don't need
7. could
8. don't have to
9. must
10. may

Perfect Tenses

Work it out!

1.

c, a, b

Use!

1.

- a. had died
- b. had lost
- c. has visited
- d. will have begun
- e. had, eaten
- f. will have finished
- g. have played
- h. will have landed

Task 1

1. had bought
2. begun
3. taught
4. won
5. had finished
6. has lived

Task 2

1. a
2. b
3. a
4. b
5. a

Simple Present II

Work it out!

1.

- a. es
- b. s
- c. ies
- d. has

Use!

1.

1. has
2. fixes
3. does
4. lives
5. writes
6. matches
7. fishes
8. crashes
9. flies
10. cries

2.

- a. has
- b. write
- c. cries
- d. does
- e. fish
- f. match
- g. lives
- h. fly
- i. crashes
- j. fix, fixes

Second-conditional sentences

Task 1

1. won, would travel
2. was, would understand
3. would visit, had
4. had, would call
5. would get, spoke

Task 2

1. ate, wouldn't be
2. wasn't, wouldn't miss
3. didn't allow, would sleep
4. slept, would start
5. started, would do
5. practiced, would stay

Verb tenses

Task 1

1. am speaking
2. wish
3. tried
4. are all listening
5. haven't seen
6. haven't known

Task 2

1. went
2. listens
3. washed
4. is playing
5. broke
6. are answering
7. has
8. lost

Future with *will*

Task 1

1. will be
2. will get
3. will get
4. will shrink
5. will decrease
6. won't have
7. won't be

Task 2

*Note: Although this requires students' own answers, check for the correct use of **will** and remember that **will** doesn't change to agree with the subject.*

Imperatives

Work it out!

1.

- a. Giving orders
- b. Giving advice
- c. Warning
- d. Giving instructions

2.

- 1. C, R
- 2. R, C
- 3. C, R

Use!

1.

Correct version:

Luisa,

Your brother called. Call him at your mother's tonight.

Don't call after 10, though.

I went to my guitar class.

Please put the clothes in the washing machine and throw out the trash.

If anyone calls me, take a message.

Thanks. See you later.

R.

2.

If Henry doesn't study, he will fail the exam.
 If she isn't nicer to people, she won't have any friends.
 If you have a toothache, you should see a dentist.
 If you see a lot of smoke, call the fire department.
 If the temperature drops, it might snow.

3.

Note: Although this requires students' own answers, check for the correct use of conditional and non-conditional (imperative) warnings.

Work it out!

1.

- a. k, l
- b. j, o
- c. a, f
- d. m, n
- e. c, d
- f. e, b
- g. g, h, i

2.

- a. without "to"
- b. do not (don't)
- c. please
- d. let's

Use!

1.

- a. Wait
- b. Come
- c. Close
- d. Ask
- e. Give

Task 1

- 1. fishing
- 2. take
- 3. Stay
- 4. allowed
- 5. cycling
- 6. Knock

Task 2

Note: Although this requires students' own answers, check for the correct way of expressing warnings.

Task 1

- 1. take
- 2. Fill
- 3. Attach
- 4. Put

Task 2

- 1. Don't accept candies from strangers.
- 2. Brush your teeth before you go to bed.
- 3. Don't step on the lawn.
- 4. Bring your dictionaries for language class.
- 5. Don't open the door.
- 6. Don't forget to bring the CDs.

Questions in simple past

Task 1

Note: Although this requires students' own answers, check for the correct use of simple past. Examples:

- 1. When did Rock and Roll start?
- 2. Where did they go?
- 3. What did he do?
- 4. What did the girls do?

Task 2

1. Where did you buy that beautiful T-shirt?
2. How long did you stay in Paris?
3. How much did Susan pay for her new computer?
4. What did your boyfriend give you for your birthday?
5. What time did they arrive home?

Sección Vocabulary

Adjective order

1.

- a. order, size, shape, age, color, material
- b. Opinion - Beautiful, Scary, Impressive
Size – Big, Small
Shape – Square, Round
Age – New, Ten-year-old, Ancient
Color – Red, Yellow, Brown, Black, Green
Material – Golden, Silk, Cardboard, Wooden, Plastic, Leather, Stone

Use!

1.

new, big, scary, ancient, scary, big, red, big, big, golden, plastic, cardboard, impressive

2.

Note: Although this requires students' own answers, check that all sentences contain at least three adjectives in the correct adjective order.

Adjectives and adverbs

Task 1

Note: Although this requires students' own answers, check for correct spelling and grammar. Examples:

1. great
2. big
3. carefully
4. Yesterday
5. happily
6. fashionable

Task 2

1. quick, quickly
2. careless, carelessly
3. easily, easy
4. good, well
5. beautifully, beautiful

6. slowly, dangerous
7. happily, happy

Physical descriptions

Task 1

Note: Although this requires students' own answers, check for adjectives describing the parts of their faces.

Task 2

Note: Although this requires students' own answers, monitor students by walking around the class.

Sección Speaking

Modal verbs *could, would, need to*

Task 1

1. Could/Can
2. Would/Could
3. need
4. Could/Can
5. can't
6. Would, need

Task 2

1. a
2. c
3. b
4. b
5. c

More connectives

Work it out!

1.

- a. however, although
- b. because
- c. unless
- d. despite

Use!

1.

- a. despite
- b. because
- c. Despite
- d. although

Work it out!

1.

Additional information: In addition, moreover
Cause and effect: so

Contrast: however, therefore

2.

- a.
- b.

Use!

1.

- a. despite
- b. However, Moreover
- c. so, and
- d. Therefore
- e. In addition

Asking for and expressing opinions

Task 1

- B:** my opinion
- C:** I agree
- D:** don't, think

Task 2

- 1. In my opinion
- 2. I agree with you
- 3. I disagree
- 4. I agree
- 5. I think so

Question Tags

Work it out!

1.

- a. It is a short phrase at the end of a statement that turns it into a question.
- b. To check information.
- c. *Do, be, have* or a modal.
- d. Negative question tags.
- e. Affirmative question tags.

Use!

1.

- a. didn't she
- b. does he
- c. isn't she/he
- d. do they
- e. did she
- f. aren't you
- g. is it

2.

Note: Although this requires students' own answers, check for the correct use of negative tags with affirmative statements and the other way around.

Use!

1.

- 1. see, see, see; sea, sea, sea; heaven; old bread; sea, sea, sea; see, see, see; sea, sea, sea

2.

Note: Although this requires students' own answers, check for rhymes and repetitions.

3.

Note: Although this requires students' own answers, you might want to provide some options beforehand.

What Do I Think?

1.

Note: Although this requires students' own answers, it is important that students share ideas and features. Example:

Doctor House: This is a doctor's TV series. It is about a doctor...

2.

Note: Although this requires students' own answers. It is important that students compare their ideas and justify why people like them. Example:

I think people would like to watch his series because... Some people might like it because ...

3.

Adjectives: brilliant, boring, good, disappointing, interesting, bad, entertaining, breathe-taking.
Adverbs: totally, quite, terribly, absolutely.

4.

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

5.

Note: Although this requires students' own answers, it is important that students write down ideas before speaking.

6.

Note: Although this requires students' own answers, it is important that students share ideas and interact amongst them.

I Will Present...

1.

Note: Although this requires students' own answers, it is important that students use this with a real presentation, so everything in each step becomes achievable.

2.

Note: Although this requires students' own answers, it is important that students show an achievable target. The purpose is to make students aware of a presentation as a whole and to take into account the audience to develop the rest.

3.

Note: Although this requires students' own answers, it is important that students bear in mind that every step of the presentation has to be connected because there is a major purpose.

4.

Note: Although this requires students' own answers, it is important that students think of what they need in advance, so they can plan and prepare.

5.

Note: Although this requires students' own answers, it is important that students think of information that is part of a core.

6.

Note: Although this requires students' own answers, it is important that students know the structure of their presentation, so they find it easier to remember and to communicate their information.

7.

Note: Although this requires students' own answers, it is important that students use the language they have learnt and apply it to their oral expression.

8.

Note: Although this requires students' own answers, it is important to enhance reflection and self-evaluation in order to become better learners in general.

Who Did It?

1.

Note: Although this requires students' own answers. It is important that sentences show discussion. There is not a final answer of who is guilty, but learners need to discuss their possible assumptions.

- a. Lord Smyth was murdered.
- b. No aparent murderer
- c. Lord Smyth was bludgeoned.
- d. Not really. It's difficult to point a murderer.
- e. Not really. It's difficult to point a murderer.
- f. Not really. It's difficult to point a murderer.

2.

Note: Although this requires students' own answers, it is important that students create sentences with some past speculation.

3.

Note: Although this requires students' own answers, it is important that students create sentences with some past speculation about things around them. Example:

Rubén might not have brought his homework because...

4.

Note: Although this requires students' own answers, it is important that students create sentences with acts around them. Example:

I think Ana might have eaten too much because she said she was feeling sick.

Sección Reading

The Key

1.

- 1. Outside Naz's house under a streetlamp. We know because of the stage directions.
- 2. Naz
- 3. Yes, the neighbors. They are important because they interact with Naz.
- 4. Everyone, because it is a popular tale.
- 5. They are instructions for actors and directors.

What to Do in Case Someone Is Drowning

1.
 1. Call 911.
 2. Do chest compressions, if not trained for that, look for help.
 3. No, because there is a sequence for this, one action leads to another.
2.
 - a. first - Indicates the first step of a list.
 - b. then - It is not followed by a comma.
 - c. after that - Used when there are several steps to follow.
 - d. finally - It is used to introduce the last step.

My Best Friend

1.
 1. About Hazel's experience with a friend.
 2. Something that happened to her.
 3. Yes, because it is something informal and personal.
 4. Yes, she talks about her feelings and her thoughts.
2.
 - a. DO
 - b. DON'T
 - c. DON'T
 - d. DO
 - e. DO
 - f. DON'T
 - g. DO
 - h. DON'T

Cultural Differences between Japan and the USA

1. Tick the last two from left to right.
2.
 1. Because in Japan, strangers don't usually talk to each other in public, and Americans do.
 2. No, in America young people move out of their parents' home when they finish school, while in Japan people often live with their parents until they get married.

The Soccer Game

1. a
2.

Starting a conversation: *Hi, Hey*
Keep a conversation going: *Really?, How was it?, So what happened?, what about you?*
Ending a conversation: *I have to run!, I'll call you later!, Bye!, See you.*

Let's Compare News

1.

Text A: 1, 3, 4
Text B: 2, 4
2.
 1. Because teens spend too much time using their phones.
 2. *Nomophobia* is the fear of not being able to use your cell phone or smart device.

The Video Game Store

1.
 - a. impolite
 - b. polite
2.

Polite: Can you help me?, What seems to be the problem?, I'm sorry
Impolite: So?, That's not my problem, Whatever
3.
 - a. What seems to be the problem?
 - b. Can you help me?
 - c. Is there anything I can do to help you?

The Blow Dryer

1.
 - a. False; The main function of the blow dryer is to dry your hair.
 - b. True
 - c. False; The holes in the inlet are covered by a safety screen.
 - d. False; The air is not previously heated up. When the airflow travels over the heating element, the air gets hot.