LEVEL A1

ENGLISH A1

PROYECTO ALKAYASÍ

• • • LEARN • PRACTICE • COMMUNICATE • • •

Learn together

Speak with confidence

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CEFR ★ ★ ★ ★ A1

Portada:
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READ | SPEAK | WRITE | LISTEN

CURSO DE INGLÉS

NIVEL A1

PARA PRINCIPIANTES

Your journey to English starts here!

ÍNDICE GENERAL

Proyecto Alkayasí · Inglés A1 · Libro unificado v2

Pulsa sobre cualquier bloque para ir directamente a su primera página.

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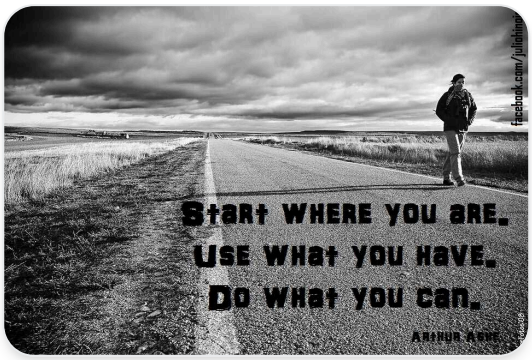
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SDA 1 · CLASE 1

First Day at School

Septiembre 2020 · Itto llega al aula de Julio en La Cañada



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Nos situamos en el inicio del curso.	Reactivar
2. Story / Listening	12	Conocemos a Itto en su primer día.	Comprender
3. Understanding	8	Comprobamos datos básicos del encuentro.	Comprobar comprensión
4. Language in Action	15	Usamos to be y aprendemos a deletrear.	Construir precisión
5. Words We Need	10	Activamos vocabulario de clase y presentación.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos el alfabeto completo y deletreamos nombres.	Escuchar y producir
7. Let’s Use English	12	Nos presentamos y deletreamos un nombre.	Comunicar
8. Mediation / Real Life	5	Ayudamos a confirmar un nombre o dato sencillo.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

First Day at School

2. STORY / LISTENING

Listening: "Who is the new student?"

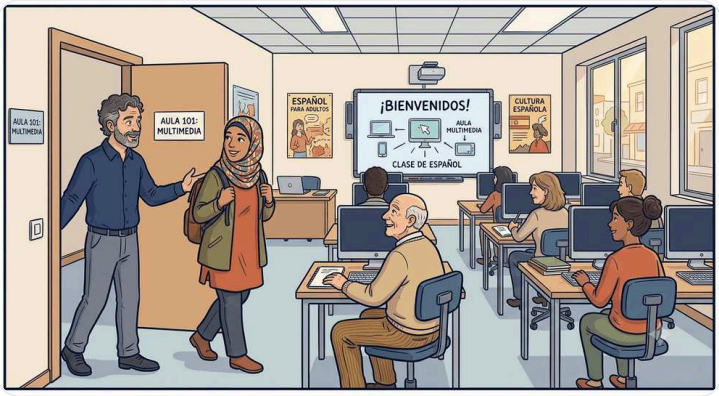
Escucha el audio del diálogo (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto is a new teacher at Alkayasí. → .....
2. Itto is from Morocco. → .....
3. Francisco is a new student too. → .....
4. Julio welcomes Itto to the class. → .....

The Story: "Welcome to Alkayasí"

Es la primera clase del curso en el aula multimedia de La Cañada. Itto entra por primera vez buscando la clase de inglés para adultos.



It is September 2020, and it is Itto's first day at Alkayasí Adult School. She walks into Julio's classroom, a little nervous, and asks, "Good morning. Am I in the right classroom? I am looking for the English class for adults." Julio smiles and answers, "Yes, you are! Welcome! I am Julio, your English teacher." He asks her name, and Itto says, "My name is Itto. I am a new student in this school." Julio welcomes her and asks where she is from. Itto explains, "I am from Morocco, but now I live here, in La Cañada." Then Julio introduces Francisco, another student in the class. Francisco smiles and says, "Hello, Itto! Welcome to Alkayasí! I am seventy-six years old, and I am a student here since 2020, too — the same year as you!" Itto and Francisco greet each other warmly. Julio concludes, "We are a big, international family here: Spanish, Moroccan, Colombian, Romanian... Welcome to the group, Itto!"

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where is Itto from?
2. Is Francisco a new student?
3. How old is Francisco?
4. How many nationalities does Julio mention?

4. LANGUAGE IN ACTION

Language Lab

Verb "To Be" — Affirmative Form

Forma	Significado	Ejemplo
I am	I'm (yo soy/estoy)	I'm Itto.

Forma	Significado	Ejemplo
You are	You're (tú eres/estás)	You're a student.
He is	He's (él es/está)	He's Francisco.
She is	She's (ella es/está)	She's Itto.
It is	It's (ello es/está)	It's a modern school.
We are	We're (nosotros somos)	We're a big family.
They are	They're (ellos son)	They're from Spain.

The Alphabet — Spelling Names

En inglés, deletrear (*to spell*) el nombre es una destreza básica: se usa en formularios, llamadas y para confirmar datos.

A ei	**B** bi	**C** si	**D** di	**E** i	**F** ef	**G** yi
H eich	**I** ai	**J** yei	**K** kei	**L** el	**M** em	**N** en
O ou	**P** pi	**Q** kiu	**R** ar	**S** es	**T** ti	**U** iu
V vi	**W** dábliu	**X** eks	**Y** uai	**Z** zed		

Ejemplo: "How do you spell your name?" → "I-T-T-O" (ai - ti - ti - ou)

Grammar Drill

1. My name _____ Itto.
2. I _____ a new student from Morocco.
3. Francisco _____ a retired student.
4. We _____ a big international family.
5. You _____ the English teacher, Julio.
6. Itto and Francisco _____ classmates now.
7. Spell the word ITTO: _____
8. Spell the word JULIO: _____
9. Listen and write: S-C-H-O-O-L → _____
10. Listen and write: M-O-R-O-C-C-O → _____

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. Teacher /ˈtiːtʃə/ — Maestro/a.

2. Student /ˈstjuːdənt/ — Alumno/a.

3. Classmate /ˈklɑːsmeɪt/ — Compañero/a de clase.

4. Name /neɪm/ — Nombre de pila.

5. Surname /ˈsɜːneɪm/ — Apellido.

6. Country /ˈkʌntri/ — País.

7. Nationality /ˌnæʃəˈnæləti/ — Nacionalidad.

8. Welcome /ˈwelkəm/ — Bienvenido/a.

9. Adult /ˈædʌlt/ — Adulto/a.

10. Spell (v.) /spel/ — Deletrear.

6. SOUND LAB

alphabet/spelling

Escucha el alfabeto completo y reconoce el nombre de las letras al deletrear nombres.

Deletrea nombres breves usando el nombre inglés de las letras; usa ZED como modelo británico para Z.

Escucha el modelo completo. Después, deletrea tu nombre y un nombre ficticio con una pareja.

Modelo oral principal: British Council · Alphabet song. WordReference queda como apoyo léxico, no como audio del alfabeto.

British Council · Alphabet song

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 1.0 · p. 11 · exercise 1.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

name spell letter

7. LET'S USE ENGLISH

Production

Speaking · A first conversation

Student A: Good morning. Is this the English class?

Student B: Yes, it is. Welcome. I'm Carmen.

Student A: Nice to meet you, Carmen. I'm Itto.

Student B: Nice to meet you too. How do you spell Itto?

Student A: I–T–T–O.

Writing

Create a short **fictitious** student card: name, country and one sentence: *I'm ___ and I'm from ___.*

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **ABBA — "The Winner Takes It All" (1980)**
>
> Busca la canción nº1 en tu libro *Alkayasí Best English Songs Ever*. Mientras escuchas, busca 3 ejemplos de contracciones del verbo *to be* (como *it's*, *that's*...) en la letra y anótalos.

Abrir canción y actividades (BestSongs_Interactivo.html · song-01)

8. MEDIATION / REAL LIFE

Mediation

Cristóbal, alumno de informática e inglés (como su esposa Consuelo), es también nuevo este curso 2020, igual que Itto. Le enseña este cartel a un vecino suyo que aún no habla inglés y te pide que se lo expliques en español.

> *"Welcome to Alkayasí Adult School! Free English classes for adults. Monday to Thursday, 4:00 PM to 9:00 PM. All nationalities welcome!"*

Tarea: Explícale a Cristóbal, en español y con tus propias palabras, qué dice el cartel.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use alphabet/spelling intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 1–2 · Reinforce
- Basic Vocabulary in Use · 35, 48 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Hollow Rooms

- Use only the mapped activity for this session.

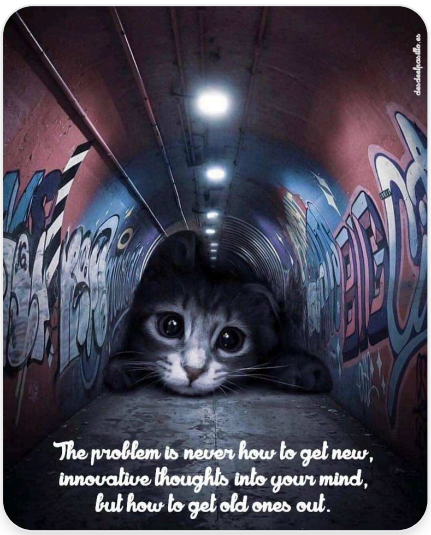
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 1 · CLASE 2

Classroom Tools

La Cañada · El aula multimedia de Alkayasí



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos presentaciones y deletreo.	Reactivar
2. Story / Listening	12	Exploramos el aula multimedia.	Comprender
3. Understanding	8	Identificamos objetos y referencias.	Comprobar comprensión
4. Language in Action	15	Usamos this, that, these y those.	Construir precisión
5. Words We Need	10	Nombramos herramientas y objetos del aula.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos /ð/ con this, that, these y those.	Escuchar y producir
7. Let’s Use English	12	Preguntamos y respondemos sobre objetos reales.	Comunicar
8. Mediation / Real Life	5	Ayudamos a localizar o identificar un objeto.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Classroom Tools

🎧 2. STORY / LISTENING

🎧 Listening: "What is on my desk?"

Escucha el audio del diálogo (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto has a new computer on her desk. → .....
2. There is no dictionary in the classroom. → .....
3. Carmen gives Itto a pen. → .....
4. The projector is not useful. → .....

📖 The Story: "The Multimedia Classroom"

Itto conoce mejor el aula multimedia y a Carmen, otra compañera de clase.



In the multimedia classroom, Julio shows Itto around. He points and says, "This is your computer on the desk, and that is the smartboard at the front of the room." Itto looks at her chair and asks, "What are these objects on my chair?" Julio explains, "These are notebooks for writing, and those are the pens on Carmen's desk, over there." Carmen, another student, smiles and offers, "Hello, Itto! These pens are new. You can use one, if you like. I love English — it is a new hobby for me!" Itto thanks her and asks if there is an English dictionary in the classroom. Julio confirms, "Yes, there is! There is a big dictionary on your desk, next to the keyboard." Itto notices a machine on the wall and asks what it is. Julio answers, "That is the projector. It is very useful for our lessons." Carmen adds proudly, "And those are our twenty computers, Itto. Welcome to the best classroom in Alkayasí!"

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is on Itto's desk?
2. Who gives Itto a pen?
3. Where is the dictionary?
4. What is on the wall?

4. LANGUAGE IN ACTION

Language Lab

Demonstratives — This, That, These, Those

Forma	Significado	Ejemplo
This (cerca, singular)	Esto / este / esta	This computer is new.
These (cerca, plural)	Estos / estas	These notebooks are new.
That (lejos, singular)	Ese / esa / aquel	That smartboard is big.
Those (lejos, plural)	Esos / esas / aquellos	Those chairs are white.

Grammar Drill

1. (Cerca/singular) _____ is my personal mobile phone.
2. (Lejos/plural) _____ are the 20 computers for the class.
3. (Cerca/plural) _____ are my new notebooks.
4. (Lejos/singular) _____ is the door of the office.
5. (Cerca/singular) _____ pen is black.
6. (Cerca/plural) _____ pencils are very good.
7. (Lejos/plural) _____ smartboards are modern.
8. (Lejos/singular) _____ keyboard is dirty.
9. (Cerca/singular) _____ is an English dictionary.
10. (Lejos/plural) _____ desks are for the seniors.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. Notebook /ˈnəʊtbʊk/ — Cuaderno de apuntes.

2. Pen /pen/ — Bolígrafo.

3. Pencil /ˈpensl/ — Lápiz.

4. Computer /kəmˈpjuːtə/ — Ordenador.

5. Smartboard /ˈsmɑːtbɔːd/ — Pizarra digital (PDI).

6. Desk /desk/ — Pupitre o mesa.

7. Chair /tʃeə/ — Silla.

8. Keyboard /ˈkiːbɔːd/ — Teclado.

9. Mouse /maʊs/ — Ratón informático.

10. Dictionary /ˈdɪkʃənri/ — Diccionario.

6. SOUND LAB

/ð/

Escucha y reconoce /ð/ al inicio de this, that, these y those.

Practica /ð/ con this, that, these y those sin sustituirlo por /d/ o /z/.

Escucha cada palabra en WordReference, repítela y úsala en una frase de aula.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-02.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 1.0 · p. 11 · exercise 1.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

this that these those

7. LET'S USE ENGLISH

Production

Speaking · In the classroom

Student A: Excuse me, is this your pen?

Student B: No, it isn't. That's Carmen's pen.

Student A: And are these your notebooks?

Student B: Yes, they are. Thank you.

Writing

Look around the classroom and write three true sentences using *this, that, these* or *those*.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Adele — "Someone Like You" (2011)**
>
> Busca la canción nº2 en tu libro de canciones. Localiza y anota 2 frases donde se use "this" o "that" (si aparecen) o, si no aparecen, anota 2 frases con el verbo "to be".

Abrir canción y actividades (BestSongs_Interactivo.html · song-02)

8. MEDIATION / REAL LIFE

Mediation

Cristóbal, compañero de clase y también nuevo este curso, todavía confunde algunas etiquetas en inglés pegadas en los objetos del aula ("desk", "chair", "keyboard"...).

> *"Desk – Chair – Keyboard – Mouse – Dictionary – Smartboard"*

Tarea: Ayuda a Cristóbal explicándole en español qué significa cada etiqueta y a qué objeto del aula corresponde.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /ð/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 72 · Reinforce
- Basic Vocabulary in Use · 48 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Just A Toy

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 1 · CLASE 3

La Cañada Life

Un café en la plaza del barrio



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos objetos y demostrativos.	Reactivar
2. Story / Listening	12	Paseamos por La Cañada con Itto.	Comprender
3. Understanding	8	Localizamos lugares y detalles.	Comprobar comprensión
4. Language in Action	15	Usamos there is / there are.	Construir precisión
5. Words We Need	10	Nombramos lugares del barrio.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos /ɪ/ y /iː/ con pares mínimos.	Escuchar y producir
7. Let's Use English	12	Pedimos y damos información sobre lugares.	Comunicar
8. Mediation / Real Life	5	Ayudamos a alguien a localizar un lugar.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

La Cañada Life

2. STORY / LISTENING

Listening: "Around La Cañada"

Escucha el audio del diálogo (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. There are three cafés near the church. → .....
2. There isn't a bus stop in La Cañada. → .....
3. Pilar recommends a café to Itto. → .....
4. There are no shops in the town. → .....

The Story: "A Coffee at the Main Square"

Itto y Julio pasean por La Cañada. Se encuentran con Pilar, otra compañera de clase, en la plaza.



Itto and Julio are walking around La Cañada. Itto says she likes the town very much, because there are many beautiful places. Julio points out a church square with big green trees, near the school. Suddenly, they meet Pilar, another student, in the square. She greets them and says, "There is a fantastic new café next to the pharmacy. Do you want to try it?" Itto asks if there is a good café for breakfast. Pilar answers, "Of course! There are three fantastic cafés, a pharmacy, and a municipal food market in front of the center. I am a student here too, in the Informática class!" Itto also asks about buses to the city center of Almería. Julio confirms, "Yes, there are! There is a convenient bus stop near the town hall." Pilar says goodbye: "Welcome to the neighborhood, Itto. See you in class!"

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is near the school?
2. How many cafés are there?
3. Who recommends the new café?
4. Is there a bus stop near the town hall?

4. LANGUAGE IN ACTION

Language Lab

There is vs There are

Forma	Significado	Ejemplo
There is (singular)	Hay (uno)	There is a church.
There isn't	No hay (uno)	There isn't a station.

Forma	Significado	Ejemplo
There are (plural)	Hay (varios)	There are three cafés.
There aren't	No hay (varios)	There aren't any cinemas.

Grammar Drill

1. There _____ a pharmacy in La Cañada main street.
2. There _____ three cafés near the church.
3. There _____ a bus stop in front of the town hall.
4. There _____ many green trees in the plaza.
5. There _____ a small supermarket near my house.
6. There _____ twenty students in our classroom.
7. There _____ a bank next to the pharmacy.
8. There _____ many cars on the street today.
9. There _____ a beautiful park with benches.
10. There _____ two food markets in our neighborhood.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. Church /tʃɜːtʃ/ — Iglesia.

2. Square /skweə/ — Plaza.

3. Café /ˈkæfeɪ/ — Cafetería.

4. Pharmacy /ˈfɑːməsi/ — Farmacia.

5. Market /ˈmɑːkɪt/ — Mercado municipal.

6. Bus stop /bʌs stɒp/ — Parada de autobús.

7. Supermarket /ˈsuːpəmɑːkɪt/ — Supermercado.

8. Town Hall /taʊn hɔːl/ — Ayuntamiento.

9. Park /pɑːk/ — Parque.

10. Street /striːt/ — Calle.

6. SOUND LAB

/ɪ/–/iː/

Escucha y distingue /ɪ/ y /iː/ en pares claros: ship/sheep, sit/seat, live/leave.

Practica los pares sin alargar /ɪ/ ni acortar /iː/.

Escucha cada par, señala la palabra que oyes y después repite el contraste.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-03.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 2.0 · p. 13 · exercise 2.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

ship sheep sit seat live leave

7. LET'S USE ENGLISH

Production

Speaking · Asking about a place

Student A: Excuse me, is there a pharmacy near here?

Student B: Yes. It's next to the market.

Student A: And is there a bus stop nearby?

Student B: Yes, in front of the town hall.

Writing

Write three short sentences about the neighbourhood in the story using *there is / there are*.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Amy Winehouse — "You Know I'm No Good" (2006)**
>
> Busca la canción nº3 en tu libro de canciones y anota 2 palabras nuevas que reconozcas del vocabulario general de la unidad (no hace falta que estén en esta sesión).

Abrir canción y actividades (BestSongs_Interactivo.html · song-03)

8. MEDIATION / REAL LIFE

Mediation

Un turista despistado llega a las inmediaciones del centro y pregunta, angustiado, si hay alguna farmacia cerca.

> *"Excuse me, is there a pharmacy near here? I need to buy some medicine."*

Tarea: Ayuda al turista traduciéndole la respuesta de Julio: "Yes, there is! There is a pharmacy near the church square."

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /ɪ/–/iː/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 35 · Reinforce
- Basic Vocabulary in Use · 38 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Song That Silenced the Bar

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 1 · CLASE 4

Personal Details

El formulario de matrícula oficial + los números



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos lugares y there is / are.	Reactivar
2. Story / Listening	12	Seguimos una matrícula de curso.	Comprender
3. Understanding	8	Identificamos datos personales ficticios.	Comprobar comprensión
4. Language in Action	15	Trabajamos preguntas, números y teléfonos.	Construir precisión
5. Words We Need	10	Usamos vocabulario de formularios y contacto.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos -teen/-ty y el acento de los números.	Escuchar y producir
7. Let’s Use English	12	Simulamos una matrícula con datos ficticios.	Comunicar
8. Mediation / Real Life	5	Ayudamos a transmitir un teléfono o código postal.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Personal Details

🎧 2. STORY / LISTENING

🎧 Listening: "Registering for the Course"

Escucha el audio del diálogo (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto is Spanish. → .....
2. Itto's phone number has six digits after the prefix. → .....
3. Tarik doesn't understand the form. → .....
4. Itto helps Tarik with the form. → .....

📖 The Story: "Registering for the Course"

Itto rellena su ficha oficial de matrícula. Tarik, alumno también desde 2020 y camarero de profesión, se matricula el mismo día.



It is registration day, and Itto is filling in the official form for the adult course. Julio asks for her contact email address. Itto answers, "It is itto.canada@correo.com. And my phone number is six hundred, one two three, four five six." Julio then asks about her nationality, and if she is Spanish. Itto explains, "No, I am not. I am Moroccan, but my current postal address is in Almería." Nearby, Tarik, who works as a waiter and is also registering for the course, looks a little confused. He says, "I don't understand this form very well. Is it difficult?" Itto reassures him: "No, Tarik, it isn't difficult! Look: first name, surname, nationality, phone number... I can help you." Julio welcomes Tarik to Alkayasí and asks if he is over eighteen years old. Tarik laughs and answers, "Yes, of course! I am twenty-seven years old, and I have got a good job as a waiter in Almería."

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is Itto's nationality?
2. Where does Itto live now?
3. What is Tarik's job?
4. How old is Tarik?

4. LANGUAGE IN ACTION

Language Lab

Negatives, Questions & Short Answers

Forma	Significado	Ejemplo
I am not (I'm not)	Yo no soy/estoy	I'm not from Spain.
You are not (aren't)	Tú no eres/estás	You aren't Moroccan.
She is not (isn't)	Ella no es/está	She isn't a teacher.
Are you...? → Yes, I am. / No, I'm not.	¿Eres...? Sí/No	Are you Spanish? No, I'm not.
Is he...? → Yes, he is. / No, he isn't.	¿Es él...? Sí/No	Is he a teacher? Yes, he is.

Numbers 0-100

0 zero	**1** one	**2** two	**3** three	**4** four	**5** five	**6** six
7 seven	**8** eight	**9** nine	**10** ten	**11** eleven	**12** twelve	**13** thirteen
14 fourteen	**15** fifteen	**16** sixteen	**17** seventeen	**18** eighteen	**19** nineteen	**20** twenty
30 thirty	**40** forty	**50** fifty	**60** sixty	**70** seventy	**80** eighty	**90** ninety
100 one hundred						

Para números compuestos: 23 = **twenty-three**; 45 = **forty-five**. En números de teléfono, el modelo británico preferente para 0 es **oh** (aunque **zero** se entiende). Lee cifra a cifra y agrupa los números españoles de 9 dígitos con ritmo 3+3+3: 600-123-456 → "six, oh, oh ... one, two, three ... four, five, six".

Grammar Drill

1. _____ he your English teacher?
2. I am _____ from France, I am Moroccan.
3. _____ they from Spain? Yes, they are.
4. She is _____ a housewife, she is a student.
5. _____ it a modern keyboard? Yes, it is.
6. _____ you married? No, I am not.
7. Write in words: 23 → _____
8. Write in words: 45 → _____
9. Write in words: 100 → _____
10. Write in words: 18 → _____

Telephone tip: También puedes oír *double + digit* (por ejemplo, *double six*). No es obligatorio usarlo: decir cada cifra por separado también es correcto.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. First name /fɜːst neɪm/ — Nombre de pila.

2. Nationality /ˌnæʃəˈnæləti/ — Nacionalidad (en contexto de formulario).

3. Email address /ˈiːmeɪl əˈdres/ — Correo electrónico.

4. Phone number /fəʊn ˈnʌmbə/ — Número de teléfono.

5. Postal address /ˈpəʊstl əˈdres/ — Dirección postal.

6. Age /eɪdʒ/ — Edad.

7. Signature /ˈsɪgnətʃə/ — Firma.

8. Postcode /ˈpəʊstkəʊd/ — Código postal.

9. Marital status /ˈmærɪtl ˈsteɪtəs/ — Estado civil.

10. Occupation /ˌɒkjuˈpeɪʃn/ — Ocupación / profesión.

6. SOUND LAB

-teen/-ty + stress

Escucha y distingue las terminaciones -teen y -ty y observa dónde cae el acento.

Practica pares como thirteen/thirty, fourteen/forty y fifteen/fifty con ritmo claro.

Escucha el recurso de números 10–100. Después practica los pares -teen/-ty y comprueba con una pareja.

Modelo oral de apoyo: British Council · Numbers 10–100. Los enlaces de palabras permiten comprobar cada par de forma aislada.

British Council · Numbers 10–100

thirteen | thirty | fourteen | forty | fifteen | fifty | sixteen | sixty | seventeen | seventy

eighteen | eighty | nineteen | ninety

7. LET'S USE ENGLISH

Production

Speaking · Course registration

Work only with **fictitious data**.

Student A: What's your first name and surname?

Student B: Samira Benali.

Student A: What's your phone number?

Student B: Six, oh, oh … one, two, three … four, five, six.

Student A: And your postcode?

Student B: Oh four one two oh.

Writing

Complete a fictitious registration card: first name, surname, nationality, phone number, postcode and occupation.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Andy Williams — "Love Story" (1970)**
>
> Busca la canción nº4 en tu libro de canciones. Anota cualquier número (año, cantidad…) que aparezca mencionado en las notas del libro sobre la canción, si las hay.

Abrir canción y actividades (BestSongs_Interactivo.html · song-04)

8. MEDIATION / REAL LIFE

Mediation

Tarik, alumno desde 2020, todavía no entiende bien el formulario oficial de matrícula del centro.

> *"First Name – Surname – Nationality – Phone Number – Email Address – Postal Address – Age – Marital Status"*

Tarea: Ayuda a Tarik explicándole en español, campo por campo, qué información debe escribir en cada casilla del formulario.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use -teen/-ty + stress intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 1–2 · Reinforce
- Basic Vocabulary in Use · 36 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Angela

- Use only the mapped activity for this session.

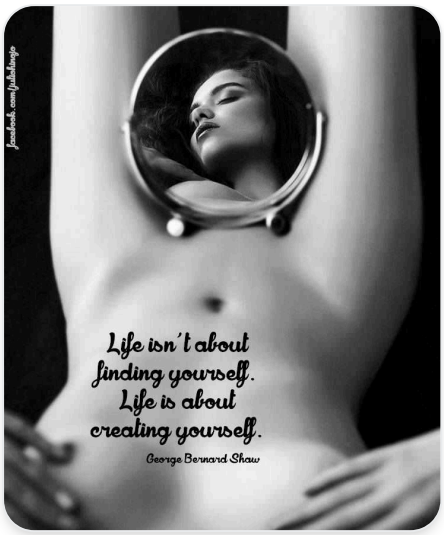
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 1 · CLASE 5

Everyday Jobs

Las profesiones de la familia y los compañeros



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos datos personales y números.	Reactivar
2. Story / Listening	12	Hablamos de profesiones familiares.	Comprender
3. Understanding	8	Comprobamos quién hace qué trabajo.	Comprobar comprensión
4. Language in Action	15	Usamos artículos y posesivos.	Construir precisión
5. Words We Need	10	Nombramos profesiones frecuentes.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos /w/ y /v/ en pares seleccionados.	Escuchar y producir
7. Let's Use English	12	Hablamos de trabajos de una familia ficticia.	Comunicar
8. Mediation / Real Life	5	Explicamos a otra persona quién trabaja en qué.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Everyday Jobs

🎧 2. STORY / LISTENING

🎧 Listening: "Family Jobs"

Escucha el audio del diálogo (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto's brother is a journalist. → .....
2. Julio's father was a doctor. → .....
3. Tarik is twenty-seven years old. → .....
4. Julio's mother is still alive. → .....

📖 The Story: "Everyday Jobs"

Itto habla con Julio sobre las profesiones de su familia. Tarik, compañero de clase, se une a la conversación.



Itto tells Julio about her family's jobs. "My brother Mustapha is a journalist in Morocco," she says. "He writes for a newspaper in Tadla, and he reports local news for his town." Julio nods and talks about his own parents, who are not alive now. "My father was a miner," he explains, "and he was already retired when he passed away, in 1997. My mother was a housewife, and she passed away in 2005." Itto listens carefully. "I am sorry, Julio," she says. "It is good to remember our family." Just then, Tarik arrives and greets them warmly. Itto explains that they are talking about jobs, and Tarik smiles. "My job is hard, but I like it," he says. "I am twenty-seven years old, and I am a waiter in a restaurant in Almería. I work many hours, but I meet interesting tourists every day." Julio replies, "That is a great job for practicing English!"

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is Itto's brother's job, and where does he work?
2. What was Julio's father's job?
3. How old is Tarik?
4. Why is Tarik's job a good job for practicing English?

4. LANGUAGE IN ACTION

Language Lab

Indefinite Articles & Possessive Adjectives

Forma	Significado	Ejemplo
a + consonante	un/una	a journalist, a waiter
an + vocal	un/una	an assistant, an occupation
My / Your	Mi(s) / Tu(s)	My father / Your sister
His / Her	Su (de él) / Su (de ella)	His job / Her family

Grammar Drill

1. She is _____ English student at Alkayasí.
2. Julio is a teacher. _____ students like him a lot.
3. Itto is from Morocco. _____ brother is a journalist.
4. I love _____ adult school and classmates.
5. What is _____ job, Tarik? I am a waiter.
6. Tarik works in _____ restaurant in Almería.
7. He is _____ hardworking waiter.
8. This is _____ old dictionary of English.
9. (De ella) _____ mother is a very active housewife.
10. (De él) _____ name is Julio Hinojo.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. Journalist /ˈdʒɜːnəlɪst/ — Periodista.

2. Waiter /ˈweɪtə/ — Camarero.

3. Retired /rɪˈtaɪəd/ — Jubilado/a.

4. Housewife /ˈhaʊswaɪf/ — Ama de casa.

5. Doctor /ˈdɒktə/ — Médico/a.

6. Nurse /nɜːs/ — Enfermero/a.

7. Driver /ˈdraɪvə/ — Conductor/a.

8. Restaurant /ˈrestrɒnt/ — Restaurante.

9. Family /ˈfæməli/ — Familia.

10. Parents /ˈpeərənts/ — Los padres.

6. SOUND LAB

/w/–/v/

Escucha y distingue /w/ y /v/ en pares claros: wet/vet, west/vest, wine/vine.

Practica /w/ con labios redondeados y /v/ con contacto labiodental, buscando inteligibilidad.

Escucha cada par en WordReference, identifica cuál oyes y después repítelo.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-05.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 4.0 · p. 17 · exercise 4.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

wet vet west vest wine vine

7. LET'S USE ENGLISH

Production

Speaking · Jobs in a fictitious family

Student A: What does your sister do?

Student B: She's a nurse.

Student A: And your brother?

Student B: He's a driver.

Student A: Are your parents retired?

Student B: Yes, they are.

Writing

Invent a fictitious family and write three short sentences about their jobs.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **Barbra Streisand — "Woman In Love" (1980)**
>
> Busca la canción nº5 en tu libro de canciones y anota si aparece alguna profesión o palabra de esta sesión relacionada con el trabajo.

Abrir canción y actividades (BestSongs_Interactivo.html · song-05)

8. MEDIATION / REAL LIFE

Mediation

Francisco ha visto un cartel de ofertas de empleo en inglés en el tablón del centro social y no entiende bien qué profesiones se piden.

> *"Wanted: Shop Assistant, Driver, Waiter, Nurse. Apply at the Town Hall."*

Tarea: Explícale a Francisco en español qué profesiones se piden en el cartel y dónde debe presentar su solicitud.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use /w/–/v/ intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 58, 63 · Reinforce
- Basic Vocabulary in Use · 47 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Memory Remains

- Use only the mapped activity for this session.

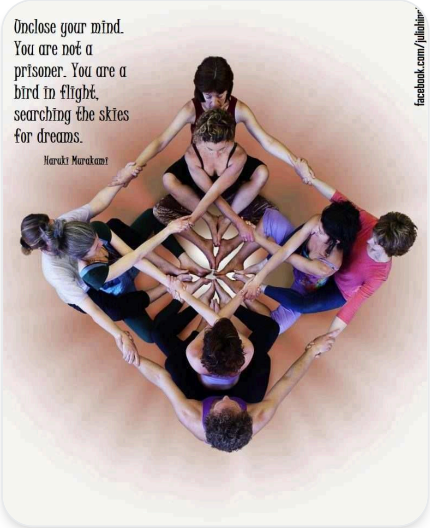
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 1 · CLASE 6

SdA 1 Review Fair

The Journey Starts — Gran repaso final de la unidad



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 1.	Reactivar
2. Story / Listening	9	Volvemos a una historia o escucha de la unidad.	Comprender
3. Understanding	6	Comprobamos detalles clave del repaso.	Comprobar comprensión
4. Language in Action	12	Integramos las estructuras principales.	Construir precisión
5. Words We Need	8	Reciclamos vocabulario de toda la SdA.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos los contrastes sonoros de la SdA.	Escuchar y producir
7. Let’s Use English	12	Participamos en la Feria Internacional de Alkayasí.	Comunicar
8. Mediation / Real Life	7	Ayudamos a otra persona a presentarse o comprender datos.	Mediar
🌎 Culture Window	10	Conectamos la lengua con la efeméride cultural de cierre.	Abrir perspectiva cultural
9. Self-assessment	5	Valoramos lo que ya podemos hacer.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una ruta optativa después de clase.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with...

SdA 1 Review Fair

🎧 2. STORY / LISTENING

Recupera una historia o escucha de esta unidad desde las sesiones anteriores.

🔎 3. UNDERSTANDING

Comprueba oralmente dos detalles de la historia o escucha elegida.

🧠 4. LANGUAGE IN ACTION

🧠 Language Lab

Resumen de Competencias de SdA 1

Forma	Significado	Ejemplo
To Be (afirmativa/negativa/pregunta)	I'm a student. / She isn't Moroccan. / Is he a teacher?	
Demostrativos	This computer here. / That smartboard there.	
There is / There are	There is a square. / There are three cafés.	
Posesivos y artículos	My classmate is a waiter. / He is a waiter.	

Grammar Drill

1. I _____ Itto Boukrim.
2. There _____ many desks in the classroom.
3. _____ that smartboard new? Yes, it is.
4. These pens are _____ black, they are blue.
5. My father is _____ retired builder.
6. What is _____ phone number?
7. There _____ a nice church in the square.
8. (de ella) _____ brother is very friendly.
9. Those computers _____ very modern.
10. This is _____ excellent class.

📚 5. WORDS WE NEED

📚 Vocabulary Lab: 10 Key Words

1. Classmates /ˈklɑːsmeɪts/ — Compañeros de clase.

2. Greetings /ˈgriːtɪŋz/ — Saludos.

3. Classroom /ˈklɑːsruːm/ — Aula.

4. Neighborhood /ˈneɪbəhʊd/ — Barrio.

5. Occupation /ˌɒkjuˈpeɪʃn/ — Profesión.

6. Review /rɪˈvjuː/ — Repaso.

7. Town /taʊn/ — Pueblo.

8. Origin /ˈɒrɪdʒɪn/ — Procedencia.

9. Level /ˈlevl/ — Nivel.

10. Journey /ˈdʒɜːni/ — Viaje/trayectoria.

6. SOUND LAB

consolidation

Repasa los focos de la SdA: /ð/, /ɪ/–/iː/, -teen/-ty y /w/–/v/.

Usa el audio de consolidación y repite únicamente para claridad e inteligibilidad.

Escucha el modelo local. Identifica el foco de cada ejemplo y repite una selección breve.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A1-06.

My name is Carmen. I am sixty-three. I live in Almería. I get up at seven. I drink tea in the morning. I read in the evening. My friend works in a shop. We meet on Fridays.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 1.0 · p. 11 · exercise 1.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

this | these | ship | sheep | thirteen | thirty | wet | vet

7. LET'S USE ENGLISH

Roleplay: La Feria Internacional de Alkayasí



Simulamos ser miembros de la comunidad multicultural del SEP Alkayasí en 2020: Francisco, Carmen, Consuelo, Cristóbal, Pilar, Rogelio y Tarik forman los distintos "stands" de la Feria. En parejas, preséntate, indica tu origen, deletrea tu email e indica tu profesión (actual o jubilación) usando estructuras completas de la SdA 1.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **Ben E. King — "Stand By Me" (1968)**
>
> Cerramos esta primera Situación de Aprendizaje celebrando la cohesión y el apoyo mutuo del grupo. Escucha la canción nº6 de tu libro y comenta en clase qué sentimiento transmite.

Abrir canción y actividades (BestSongs_Interactivo.html · song-06)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una instrucción o una idea de la sesión.

🌍 Culture Window · Canadian Thanksgiving

Canada; a public holiday on the second Monday in October, observed in different ways.

Listen first. Do not copy an accent. Listen for the date, the people and the main idea.



Tom Purves · CC BY 2.0

Before reading

- Look at the photo. What food, people and colours can you see?
- Is this a public meal or a meal at home? What do you think?

Canadian Thanksgiving is an autumn holiday. It is on the second Monday in October. Autumn comes earlier in many parts of Canada, so this day is before Thanksgiving in the United States. For many people, it is a time to stop, meet other people and say thank you for good things in life.

Food is common, but there is not one meal for every family. Some people eat turkey, potatoes or autumn vegetables. Other families prepare food from their own home, region or culture. People may meet with family, invite friends, travel, work, volunteer or enjoy a quiet day. Not everyone celebrates, and not everyone celebrates in the same way.

The holiday has links with European harvest traditions. First Nations communities also had traditions of giving thanks for the land and its food long before European settlers arrived. Today, this history helps us remember that Canada has many peoples and many stories. A respectful Thanksgiving can include gratitude, listening and care for other people. Some communities also collect food or money for neighbours who need extra help during the autumn. Think about your own life: who do you want to thank, and why? A simple message, a shared meal or some time together can be meaningful.

Understanding

- When is Canadian Thanksgiving?
- Do all families eat the same food?
- Name two different ways people may spend the day.
- Why does the text mention First Nations communities?

Cultures in conversation

- Compare this day with a harvest, family or gratitude tradition you know. Find one similarity and one difference.

Let’s talk

- Who would you like to thank today? Give one simple reason.
- What food would you share at a friendly autumn meal?

Listen for clear key words such as Monday, October, family, food and thanks. Repeat only for intelligibility, not to imitate an accent.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use consolidation intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A1 Workbook · 1A + Practical English 1 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Choose the Ones Who Choose You

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 2 · CLASE 1

Everyday Mornings

Presente simple (afirmativa) · Partes del día y la hora



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos hábitos, horas y partes del día.	Reactivar
2. Story / Listening	12	Escuchamos una mañana cotidiana en La Cañada.	Comprender
3. Understanding	8	Comprobamos rutinas y horarios concretos.	Comprobar comprensión
4. Language in Action	15	Usamos presente simple afirmativo y expresamos la hora.	Construir precisión
5. Words We Need	10	Activamos vocabulario de momentos del día y horarios.	Ampliar vocabulario útil
6. Sound Lab	10	Marcamos el acento en morning, afternoon y evening.	Escuchar y producir
7. Let’s Use English	12	Preguntamos y respondemos sobre nuestros horarios.	Comunicar
8. Mediation / Real Life	5	Ayudamos a comunicar un cambio sencillo de cita.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una presentación breve: tu nombre, de dónde eres y una persona del centro.

Try again

- Say: My name is... / I am from...
- Look at the picture. Who can you name?

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we follow Rogelio and Pilar through a normal day.

🎧 2. STORY / LISTENING

🎧 Listening: "A Morning in La Cañada"

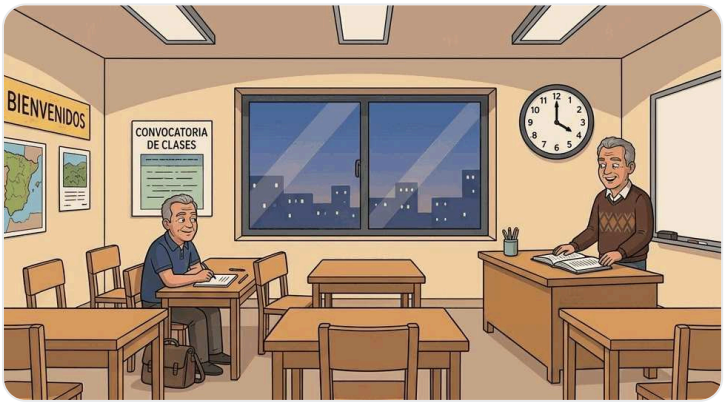
Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Rogelio always arrives at four o'clock. → .....
2. Rogelio sometimes arrives late. → .....
3. He has breakfast at seven o'clock. → .....
4. He goes to the health centre on Tuesdays. → .....
5. He goes to bed at midnight. → .....

📖 The Story: "A Morning in La Cañada"

Rogelio y Pilar representan dos rutinas diarias distintas en La Cañada.



It is seven o'clock in the morning. Rogelio gets up and has breakfast. He always reads the newspaper before work. Pilar gets up a little later, at half past seven. She makes coffee and prepares breakfast for her family. In the afternoon, Pilar cleans the house and goes shopping. Rogelio finishes his errands and rests for an hour. In the evening, both of them come to the centre for their English class. Julio starts the class at four o'clock, and Rogelio is always the first student to arrive. At night, after class, Pilar watches the news with her husband, and Rogelio reads a book before he goes to bed at eleven o'clock. Every day in La Cañada follows a similar pattern, but everyone has their own small routine.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What time does Rogelio get up?
2. What does Pilar do in the morning?
3. What does Rogelio do before work?
4. Who is always the first student to arrive?
5. What time does Rogelio go to bed?

4. LANGUAGE IN ACTION

Language Lab

Presente simple (afirmativa) · Partes del día y la hora

Usamos el presente simple para hablar de rutinas, hábitos y hechos generales. Con I / you / we / they, el verbo no cambia: I get up , they work . Con he / she / it, añadimos -s (o -es / cambiamos y por i+es en algunos casos): he gets up , she watches , Rogelio studies .

Grammar Drill

1. Rogelio _____ (get up) at seven.
2. Pilar _____ (make) coffee every morning.
3. I _____ (start) class at four o'clock.
4. Julio _____ (teach) English.
5. They _____ (come) to the centre in the evening.
6. She _____ (clean) the house in the afternoon.
7. We _____ (study) every Monday.
8. He _____ (read) the newspaper.
9. Rogelio _____ (finish) his errands early.
10. I _____ (go) to bed at eleven.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. morning /ˈmɔːnɪŋ/ — mañana.

2. afternoon /ˌɑːftəˈnuːn/ — tarde.

3. evening /ˈiːvnɪŋ/ — tarde-noche.

4. night /naɪt/ — noche.

5. o'clock /əˈklɒk/ — en punto.

6. half past /hɑːf pɑːst/ — y media.

7. quarter past /ˈkwɔːtə pɑːst/ — y cuarto.

8. quarter to /ˈkwɔːtə tuː/ — menos cuarto.

9. midday /ˌmɪdˈdeɪ/ — mediodía.

10. midnight /ˈmɪdnaɪt/ — medianoche.

6. SOUND LAB

Word stress en rutinas

Escucha las palabras y marca la sílaba fuerte.

Di las tres palabras con una sílaba más clara.

Escucha, marca el golpe de voz y compara con tu pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Mapa M3b A1-07.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 42.0 · p. 93 · exercise 42.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

morning afternoon evening

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, preguntad y responded: 'What time do you get up?' / 'What time do you have dinner?' Usad las partes del día y la hora.

Writing

1. Escribe 5 frases sobre tu rutina diaria usando el presente simple y expresiones de hora.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Billy Joel — "Honesty" (1979)**
>
> Busca en la letra alguna palabra relacionada con partes del día o rutinas diarias; si no aparece ninguna, anota 2 verbos en presente simple que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-07)

8. MEDIATION / REAL LIFE

Mediation

Rogelio necesita cambiar su cita del centro de salud porque coincide con la clase. En grupo, ayudadle a redactar una nota breve para la recepcionista explicando su horario semanal y proponiendo un nuevo horario, usando correctamente las expresiones de tiempo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can say three things I do every day.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can find a time in the story.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can recognise and mark word stress in routine words.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Di tres rutinas de Rogelio y después tres tuyas. Cambia He por I.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Basic Grammar in Use · 5 · Reinforce
- Basic Vocabulary in Use · 3–5, 12, 16–17 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Beautiful Crazy

- Escuchar la canción y trabajar solo el vocabulario familiar de Exercise 2; omitir Target Verbs.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 2 · CLASE 2

Never Late, Always On Time

Presente simple (negativa/interrogativa) · Adverbios de frecuencia



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos rutinas y expresiones de frecuencia.	Reactivar
2. Story / Listening	12	Escuchamos hábitos de varios compañeros del centro.	Comprender
3. Understanding	8	Comprobamos frecuencia y hábitos personales.	Comprobar comprensión
4. Language in Action	15	Practicamos presente simple negativo/interrogativo y adverbios de frecuencia.	Construir precisión
5. Words We Need	10	Usamos expresiones para hablar de frecuencia.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos y producimos la schwa /ə/ en palabras conocidas.	Escuchar y producir
7. Let’s Use English	12	Hacemos una encuesta breve sobre hábitos.	Comunicar
8. Mediation / Real Life	5	Preparamos preguntas claras para una entrevista.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Rogelio y Pilar tienen rutinas diferentes. Recupera una acción y una hora de la historia anterior.

Try again

- Complete: He ___ up at seven. (get)
- Ask a partner: What time do you get up?

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we ask about habits and say how often we do things.

🎧 2. STORY / LISTENING

🎧 Listening: "Habits at the Centre"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Cristóbal exercises every day. → .....
2. Cristóbal walks twice a week. → .....
3. Consuelo sometimes smokes. → .....
4. Consuelo often eats sweets. → .....
5. Consuelo always goes to bed at ten. → .....

📖 The Story: "Habits at the Centre"

Francisco y Carmen comparten su rutina de estudio en el centro.



Francisco and Carmen are good friends. They usually arrive at class together, and they always sit at the same table, near the window. Francisco always brings his notebook, but he sometimes forgets his glasses at home. Carmen never forgets anything — she is very organised, and she often lends Francisco a spare pen. 'Do you often study at home?' Julio asks. 'I don't often study,' says Francisco, 'but I always do my homework on the bus, on my way to the centre.' Carmen laughs. 'I don't do that. I usually study in the evening, after dinner, with the radio on.' Julio smiles. 'Everyone has a different routine, but you both work hard. That's what matters.' Francisco doesn't like exams, but he always tries his best. Carmen rarely misses a class, and she often helps her classmates with grammar.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Do Francisco and Carmen arrive together?
2. What does Francisco sometimes forget?
3. When does Francisco do his homework?
4. When does Carmen usually study?
5. Does Carmen often miss class?

🧠 4. LANGUAGE IN ACTION

Language Lab

Presente simple (negativa/interrogativa) · Adverbios de frecuencia

Negativa: don't/doesn't + infinitivo (I don't smoke / she doesn't smoke). Interrogativa: Do/Does + sujeto + infinitivo? (Do you study? / Does he study?). Los adverbios de frecuencia (always, usually, often, sometimes, rarely, never) van antes del verbo principal , pero después del verbo 'to be' : 'She always studies' / 'She is always punctual'.

Grammar Drill

1. She _____ (not/smoke).
2. _____ you (study) every day?
3. He _____ (not/like) exams.
4. _____ Carmen (help) her classmates?
5. I _____ (not/forget) my notebook.
6. Place 'always': She (always) is punctual. _____
7. Place 'usually': They (usually) arrive together. _____
8. _____ they (come) on Mondays?
9. Francisco _____ (not/miss) class often.
10. Place 'never': He (never) forgets homework. _____

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. always /ˈɔːlweɪz/ — siempre.

2. usually /ˈjuːʒuəli/ — normalmente.

3. often /ˈɒf(ə)n/ — a menudo.

4. sometimes /ˈsʌmtaɪmz/ — a veces.

5. rarely /ˈreəli/ — raramente.

6. never /ˈnevə/ — nunca.

7. every day /ˈevri deɪ/ — todos los días.

8. once a week /wʌns ə wiːk/ — una vez por semana.

9. twice a month /twaɪs ə mʌnθ/ — dos veces al mes.

10. hardly ever /ˈhɑːdli ˈevə/ — casi nunca.

6. SOUND LAB

Primera schwa

Escucha el sonido débil /ə/ al principio o dentro de cada palabra.

Di las palabras sin dar la misma fuerza a todas las sílabas.

Rodea la sílaba débil, escucha y repite una vez.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Mapa M3b A1-08.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 20.0 · p. 49 · exercise 20.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

about afternoon o'clock

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, haced una pequeña encuesta: 'How often do you...?' (exercise / cook / read / travel).

Writing

1. Escribe un párrafo breve sobre los hábitos de tu compañero/a, usando adverbios de frecuencia.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Chris De Burgh — "Lady In Red" (1999)**
>
> Anota si aparece algún adverbio de frecuencia (always, never, sometimes...) en la letra; si no, anota 2 verbos en forma negativa o interrogativa que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-08)

8. MEDIATION / REAL LIFE

Mediation

Rogelio quiere que le hagan más preguntas sobre su rutina. En grupos, preparad cinco preguntas con 'Do/Does' para entrevistarle sobre sus hábitos, y anotad sus respuestas.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can ask a question with Do you...?

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can say how often I do something.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can hear the schwa /ə/ in familiar words.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Pregunta a otra persona por dos hábitos. Responde con always, sometimes o never.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Basic Grammar in Use · 6–7, 92 · Reinforce
- Basic Vocabulary in Use · 16–17 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Forgot Myself

- Escuchar la canción y leer el relato; comentar una idea.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 2 · CLASE 3

Free Time in La Cañada

Preposiciones de tiempo (at/on/in) · Aficiones y ocio



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos rutinas y tiempo libre.	Reactivar
2. Story / Listening	12	Escuchamos aficiones de Tarik y Pilar.	Comprender
3. Understanding	8	Comprobamos qué hacen y cuándo lo hacen.	Comprobar comprensión
4. Language in Action	15	Usamos at, on e in para situar actividades en el tiempo.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ocio y aficiones.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos el final /s/ en verbos conocidos.	Escuchar y producir
7. Let’s Use English	12	Hablamos de aficiones y cuándo las practicamos.	Comunicar
8. Mediation / Real Life	5	Organizamos un horario sencillo para un día de aficiones.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

En la sesión anterior preguntamos por hábitos y utilizamos adverbios de frecuencia.

Try again

- Say one thing you always do and one thing you never do.
- Make a question: you / read / do / ?

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we talk about free time and when we enjoy our activities.

🎧 2. STORY / LISTENING

🎧 Listening: "Hobbies and Free Time"

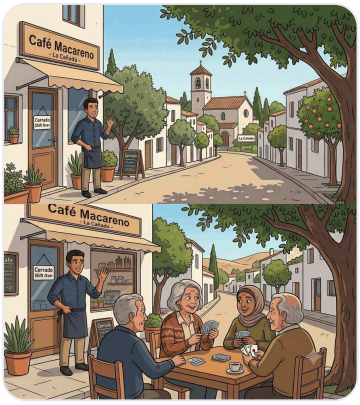
Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Tarik likes watching football on Sundays. → .....
2. Tarik walks in the morning. → .....
3. Pilar likes cooking at the weekend. → .....
4. Pilar never paints. → .....
5. Pilar reads in bed at night. → .....

📖 The Story: "Hobbies and Free Time"

Tarik y Pilar cuentan cómo usan su tiempo libre.



In La Cañada, people enjoy simple hobbies. Tarik works as a waiter during the week, and he often finishes very late at night. On his day off, he likes to relax and watch football on television. In the evening, he sometimes walks near the river to clear his mind. Pilar has a different routine. In the morning, she does housework, but in the afternoon she sometimes paints or plays cards with her neighbours. At the weekend, she enjoys cooking traditional dishes for her family. 'What about you, Julio?' asks Pilar. 'In my free time, I like reading and listening to music,' says Julio. 'At the weekend, I go for walks with Itto.' Everyone agrees that free time, even a little, is important for a happy life.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Tarik do for work?
2. What does Tarik like to do on his day off?
3. What does Pilar do in the afternoon?
4. What does Pilar enjoy at the weekend?
5. What does Julio like doing in his free time?

4. LANGUAGE IN ACTION

Language Lab

Preposiciones de tiempo (at/on/in) · Aficiones y ocio

at : horas y momentos concretos (at four o'clock, at night, at the weekend). on : días y fechas (on Sunday, on Mondays, on 5th November). in : partes del día, meses, años y estaciones (in the morning, in November, in 2020).

Grammar Drill

1. I study _____ the evening.
2. She works _____ Sundays.
3. We have class _____ four o'clock.
4. He relaxes _____ the weekend.
5. They travel _____ November.
6. Julio teaches _____ Mondays and Wednesdays.
7. I go to bed _____ night.
8. Rogelio reads _____ the morning.
9. Tarik rests _____ his day off.
10. Carmen paints _____ the afternoon.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. gardening /ˈgɑːd(ə)nɪŋ/ — jardinería.

2. walking /ˈwɔːkɪŋ/ — caminar.

3. reading /ˈriːdɪŋ/ — leer.

4. cooking /ˈkʊkɪŋ/ — cocinar.

5. swimming /ˈswɪmɪŋ/ — nadar.

6. dancing /ˈdɑːnsɪŋ/ — bailar.

7. painting /ˈpeɪntɪŋ/ — pintar.

8. playing cards /ˈpleɪɪŋ kɑːdz/ — jugar a las cartas.

9. watching TV /ˈwɒtʃɪŋ tiːˈviː/ — ver la tele.

10. listening to music /ˈlɪsn̩ɪŋ tə ˈmjuːzɪk/ — escuchar música.

6. SOUND LAB

-s final /s/

Escucha el final /s/ en palabras conocidas.

Di las palabras sin añadir una vocal final.

Señala la terminación, escucha y usa una palabra en una frase de rutina.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Mapa M3b A1-09.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 28.0 · p. 65 · exercise 28.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

gets works walks

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, contad qué aficiones tenéis y cuándo las practicáis, usando at/on/in correctamente.

Writing

1. Escribe una pequeña entrada de diario sobre tu afición favorita y cuándo la practicas.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Chris Rea — "Nothing To Fear" (1992)**
>
> Busca en la letra alguna preposición de tiempo (at, on, in) y anótala junto con la palabra que la acompaña.

Abrir canción y actividades (BestSongs_Interactivo.html · song-09)

8. MEDIATION / REAL LIFE

Mediation

El centro organiza un 'Día de las Aficiones'. En grupo, diseñad un cartel sencillo con un horario de actividades (jardinería, cocina, baile...) usando correctamente las preposiciones de tiempo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can name an activity I enjoy.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use at, on or in in a short time phrase.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can recognise and produce the final /s/ sound.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Escribe tres frases sobre actividades que haces por la mañana, un día de la semana y a una hora.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Basic Grammar in Use · 91 · Reinforce
- Basic Vocabulary in Use · 56 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · My Melody

- Escuchar la canción y trabajar solo el vocabulario familiar de Exercise 2; omitir Target Verbs.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 2 · CLASE 4

Whose Is It?

Pronombres posesivos · Preposiciones de lugar



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos objetos, posesión y localización.	Reactivar
2. Story / Listening	12	Escuchamos una escena sobre objetos y sus dueños.	Comprender
3. Understanding	8	Identificamos de quién es cada objeto y dónde está.	Comprobar comprensión
4. Language in Action	15	Usamos pronombres posesivos y preposiciones de lugar.	Construir precisión
5. Words We Need	10	Activamos vocabulario para localizar objetos.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos el final sonoro /z/.	Escuchar y producir
7. Let's Use English	12	Describimos dónde están objetos reales.	Comunicar
8. Mediation / Real Life	5	Ayudamos a clasificar objetos perdidos y sus dueños.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Ya podemos hablar de actividades y situarlas en un momento del día o de la semana.

Try again

- Complete: I read ___ the evening.
- Say an activity you do on Sunday.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we identify objects and say who they belong to.

2. STORY / LISTENING

Listening: "Whose Things Are These?"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. The pencil is Cristóbal's. → .....
2. The pencil is Consuelo's. → .....
3. The book on the table is Cristóbal's. → .....
4. The notebook is on the table. → .....
5. The glasses are in the bag. → .....

The Story: "Whose Things Are These?"

Consuelo y Cristóbal a veces confunden sus propias pertenencias en casa.



At home, Consuelo and Cristóbal sometimes mix up their belongings. 'Is this jacket mine or yours?' asks Consuelo. 'It's not mine — I think it's hers,' says Cristóbal, looking at a photo of their daughter on the wall. In the kitchen, the reading glasses are on the table, next to the fruit bowl, and a shopping list is under a magnet on the fridge. The newspaper is under a cushion, between the sofa and the armchair. 'Whose keys are these, in front of the door?' asks Cristóbal. 'They're ours,' says Consuelo, smiling. 'We always leave them there, so we never lose them.' Behind the kitchen door, there is a small calendar with all their appointments, and next to it, an old photograph of their wedding day. Everything has its place, more or less, in their little house near the church.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where are the reading glasses?
2. Where is the newspaper?
3. Where are the keys?
4. Whose are the keys?
5. What is behind the kitchen door?

4. LANGUAGE IN ACTION

Language Lab

Pronombres posesivos · Preposiciones de lugar

Pronombres posesivos (sustituyen al sustantivo): mine, yours, his, hers, its, ours, theirs. 'This book is mine' (no decimos 'mine book'). Preposiciones de lugar: in, on, under, next to, between, in front of, behind, near, far from, opposite.

Grammar Drill

1. This is my pen. It's _____.
2. That is your bag. It's _____.
3. The keys are _____ the door (delante de).
4. The glasses are _____ the table (encima de).
5. This book is his. It's _____.
6. The cat is _____ the sofa (debajo de).
7. Those are our seats. They're _____.
8. The lamp is _____ the sofa and the chair (entre).
9. That car is theirs. It's _____.
10. The calendar is _____ the door (detrás de).

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. in /ɪn/ — en/dentro de.

2. on /ɒn/ — sobre/encima de.

3. under /ˈʌndə/ — debajo de.

4. next to /nekst tuː/ — al lado de.

5. between /bɪˈtwiːn/ — entre.

6. in front of /ɪn frʌnt ɒv/ — delante de.

7. behind /bɪˈhaɪnd/ — detrás de.

8. near /nɪə/ — cerca de.

9. far from /fɑː frɒm/ — lejos de.

10. opposite /ˈɒpəzɪt/ — enfrente de.

6. SOUND LAB

-s final /z/

Escucha el final /z/ y nota que la voz continúa.

Di las palabras manteniendo el sonido final.

Escucha, clasifica y usa una palabra en una frase breve.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Mapa M3b A1-10.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 15.0 · p. 39 · exercise 15.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

reads lives goes

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, describid dónde están los objetos de la clase usando preposiciones de lugar.

Writing

1. Describe tu salón o tu cocina: dónde están los muebles y objetos, usando preposiciones de lugar.

EXTENDED · Canción de la sesión original

🎵 Sing Along

Dire Straits — "Brothers In Arms" (1985)

Anota si aparece algún pronombre posesivo (mine, yours, his, hers...) o alguna preposición de lugar en la letra.

Abrir canción y actividades (BestSongs_Interactivo.html · song-10)

8. MEDIATION / REAL LIFE

🔁 Mediation

En la 'oficina de objetos perdidos' del centro hay varios objetos sin dueño. En grupo, clasificad los objetos preguntando y respondiendo con pronombres posesivos: 'Is this yours?' 'No, it isn't mine, it's hers.'

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can ask Whose is it?

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can say where an object is.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can recognise and produce the final /z/ sound.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Coloca dos objetos en la mesa. Pregunta de quién son y explica dónde están.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Basic Grammar in Use · 58, 62 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Hollow Grace

- Escuchar la canción y trabajar solo el vocabulario familiar de Exercise 2; omitir Target Verbs.

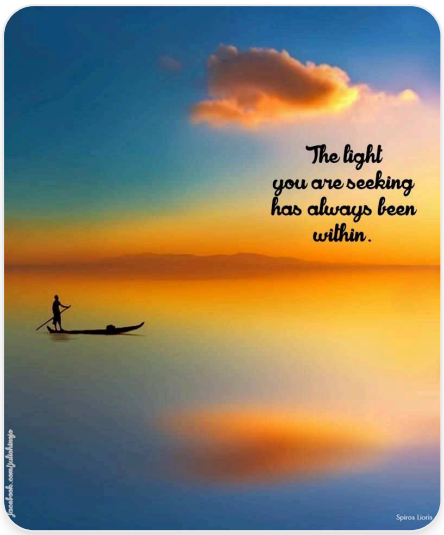
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 2 · CLASE 5

Rain or Shine

Pronombres objeto · Vocabulario del tiempo atmosférico



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos planes, personas y vocabulario del tiempo.	Reactivar
2. Story / Listening	12	Escuchamos un plan de fin de semana condicionado por el tiempo.	Comprender
3. Understanding	8	Comprobamos el plan y a quién afecta cada acción.	Comprobar comprensión
4. Language in Action	15	Usamos pronombres objeto y vocabulario meteorológico.	Construir precisión
5. Words We Need	10	Describimos el tiempo con palabras frecuentes.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación /ɪz/.	Escuchar y producir
7. Let’s Use English	12	Planificamos un fin de semana según el tiempo.	Comunicar
8. Mediation / Real Life	5	Redactamos un mensaje de grupo claro y funcional.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

En la sesión anterior identificamos objetos, sus dueños y su posición.

Try again

- Ask about an object: Whose is it?
- Describe one object: It is on / under / next to...

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we talk about the weather and use short object pronouns in context.

2. STORY / LISTENING

Listening: "A Weekend Plan"

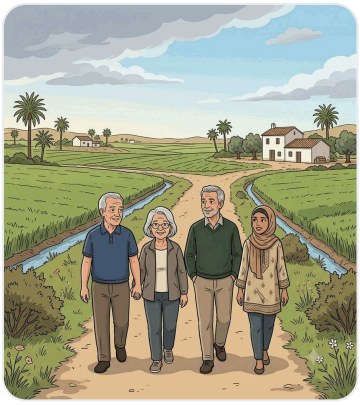
Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. It's rainy this weekend. → .....
2. Itto will call Francisco and Carmen. → .....
3. Julio will call them. → .....
4. Itto will tell him about the plan. → .....
5. They have no back-up plan if it rains. → .....

The Story: "A Weekend Plan"

Julio e Itto organizan un plan de fin de semana según la previsión del tiempo.



On Thursday, Julio checks the weather forecast on his phone. 'It's sunny and warm this weekend,' he tells Itto. 'Let's invite Francisco and Carmen for a walk near the fields.' Itto smiles. 'I'll call them this evening. I'll tell him about the walk, and I'll ask her to bring a cake.' On Saturday morning, it is a little cloudy, but not cold, so they decide to go anyway. 'Don't worry,' says Francisco, 'it isn't going to rain today.' They walk together near the fields, and later they have coffee at a small café in the square. 'If it's windy tomorrow,' says Carmen, 'we can visit them at home instead, and play cards.' Julio laughs. 'Good idea — the weather in November is never very predictable here.'

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is the weather like this weekend?
2. Who will Itto call?
3. What will she ask Carmen to bring?
4. What is the weather like on Saturday morning?
5. What is Carmen's back-up plan?

4. LANGUAGE IN ACTION

Language Lab

Pronombres objeto · Vocabulario del tiempo atmosférico

Los pronombres objeto sustituyen al complemento: me, you, him, her, it, us, them. 'I call Francisco' → 'I call him '. 'She helps Carmen and me' → 'She helps us '.

Grammar Drill

1. I call Francisco. I call _____.
2. She helps Carmen. She helps _____.
3. We invite Julio and Itto. We invite _____.
4. Do you see Rogelio? Do you see _____?
5. Julio teaches Carmen and me. Julio teaches _____.
6. I ask Consuelo. I ask _____.
7. Can you help me and my sister? Can you help _____?
8. They visit Francisco. They visit _____.
9. Itto calls her friends. Itto calls _____.
10. It's cold. Wear a coat! Wear _____!

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. sunny /ˈsʌni/ — soleado.

2. rainy /ˈreɪni/ — lluvioso.

3. cloudy /ˈklaʊdi/ — nublado.

4. windy /ˈwɪndi/ — ventoso.

5. cold /kəʊld/ — frío.

6. hot /hɒt/ — caluroso.

7. warm /wɔːm/ — templado.

8. snowy /ˈsnəʊi/ — nevado.

9. stormy /ˈstɔːmi/ — tormentoso.

10. foggy /ˈfɒgi/ — con niebla.

6. SOUND LAB

-es final /ɪz/

Escucha la sílaba final /ɪz/.

Di las palabras conservando la sílaba final.

Cuenta las sílabas, escucha y comprueba con tu pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Mapa M3b A1-11.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 23.0 · p. 55 · exercise 23.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

watches finishes uses

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, planificad un fin de semana según el tiempo que hace, usando pronombres objeto: 'I'll call them', 'We'll invite him'.

Writing

1. Escribe un breve plan de fin de semana según la previsión del tiempo.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Disturbed — "The Sound Of Silence" (2015)**
>
> Busca 2 pronombres objeto (him, her, it, them...) en la letra, si aparecen.

Abrir canción y actividades (BestSongs_Interactivo.html · song-11)

8. MEDIATION / REAL LIFE

Mediation

Escribid un mensaje de grupo (tipo WhatsApp) invitando a los compañeros a una actividad de fin de semana, mencionando el tiempo que hará y usando pronombres objeto correctamente.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can describe today's weather.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use an object pronoun in a short sentence.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can recognise and produce the final /ɪz/ sound.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Cuenta cómo cambia una actividad tuya cuando hace sol o llueve. Usa dos frases sencillas.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Basic Vocabulary in Use · 37 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · After the Rain

- Escuchar la canción y trabajar solo el vocabulario familiar de Exercise 2; omitir Target Verbs.

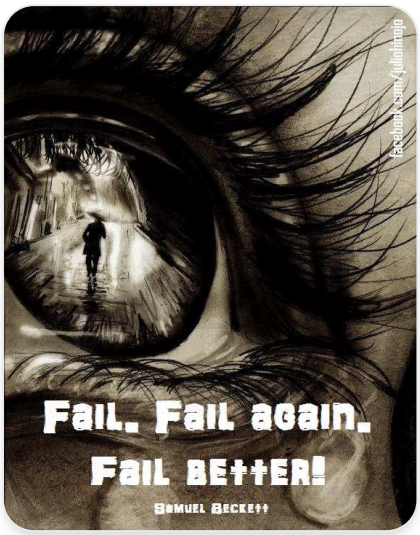
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 2 · CLASE 6

Review Fair

Repaso integral SdA 2 · Quiz final · Roleplay grupal



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos los aprendizajes clave de la SdA 2.	Reactivar
2. Story / Listening	12	Volvemos a una escucha de la unidad.	Comprender
3. Understanding	8	Explicamos y comprobamos detalles de un episodio.	Comprobar comprensión
4. Language in Action	15	Integramos rutinas, frecuencia, tiempo, posesión y pronombres.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario ya aprendido sin añadir listas nuevas.	Ampliar vocabulario útil
6. Sound Lab	10	Clasificamos finales /s/, /z/ y /ɪz/ en un Sound Check.	Escuchar y producir
7. Let's Use English	12	Resolvemos un roleplay de organización de fin de semana.	Comunicar
8. Mediation / Real Life	5	Ayudamos a comprender instrucciones de las estaciones de repaso.	Mediar
9. Self-assessment	5	Valoramos el progreso de la SdA 2.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de consolidación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Hemos hablado de rutinas, frecuencia, tiempo libre, objetos y tiempo atmosférico.

Try again

- Choose a picture from this unit and say two sentences.
- Ask your partner one question from this unit.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we bring our English together and share a small reading routine.

2. STORY / LISTENING

Recupera la secuencia de la unidad con los títulos de las cinco sesiones. Elige un episodio y vuelve a escuchar su audio desde su pestaña.

3. UNDERSTANDING

Explica a tu pareja qué sucede en el episodio elegido. Volved al texto para comprobar un detalle.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 2

Repaso integral SdA 2 · Quiz final · Roleplay grupal

Grammar Drill

1. Rogelio _____ (get up) at seven every day.
2. She _____ (not/like) coffee.
3. _____ you (study) English?
4. He is _____ (siempre) punctual.
5. We have class _____ four o'clock.
6. I go to bed _____ night.
7. This pen is mine, not _____.
8. The keys are _____ the door (delante de).
9. I call Francisco. I call _____.
10. It's _____ today, take an umbrella!

5. WORDS WE NEED

Elige cinco palabras ya trabajadas en esta unidad. Explica su significado con un ejemplo; no añadas una lista nueva.

6. SOUND LAB

Sound Check 2: clasificación /s/–/z/–/ɪz/

Escucha y clasifica cada final como /s/, /z/ o /ɪz/.

Di una frase de rutina con cada tipo de final.

Completa tres columnas y realiza una comprobación por parejas.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A1-12.

Rogelio gets up at seven. Carmen reads in the evening. Pilar watches the news.

🎧 **Modelo editorial profesional**

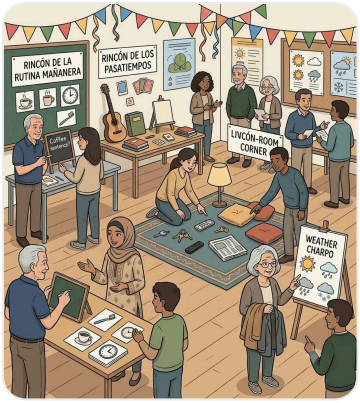
English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

gets reads watches

7. LET'S USE ENGLISH

Roleplay



En grupos de cuatro, representad una escena en la que os organizáis para un fin de semana en La Cañada: habladis de vuestras rutinas, aficiones, el tiempo que hará, y de quién es cada objeto que lleváis. Debéis usar al menos: presente simple, un adverbio de frecuencia, una preposición de tiempo o lugar, un pronombre posesivo y un pronombre objeto.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Don McLean — "And I Love You So" (1970)**
>
> Cerramos la unidad: escucha la canción y comenta en grupo con qué gramática de esta SdA la relacionarías.

Abrir canción y actividades (BestSongs_Interactivo.html · song-12)

8. MEDIATION / REAL LIFE

Si tu pareja necesita ayuda, explica en español la instrucción de una estación de repaso. Si ambos la comprendéis, podéis continuar.

Culture Window · Bonfire Night — 5 November

United Kingdom; una conmemoración con fuegos artificiales y hogueras en torno al 5 de noviembre.

Listen first. Then listen again while you read.



Peter Trimming / Geograph · CC BY-SA 2.0

Before reading

- Look at the photo. What can you see in the night sky?

Bonfire Night is on 5 November in the United Kingdom. People often watch fireworks and bonfires. The night remembers the Gunpowder Plot of 1605. Today, towns and groups may organise public displays. People celebrate in different ways. Some go to a large event. Some watch from home, and some do not celebrate. Fireworks can be bright and loud, so people also think about safety and animals. Think about a celebration you know. Is it in autumn? Do people meet outside? What can people see and hear? Your experience can be different from another person's experience.

Understanding

- When is Bonfire Night?
- What two things do people often watch?
- Do all people celebrate in the same way?

Cultures in conversation

- Compara esta noche con una celebración concreta que conozcas. Di una semejanza y una diferencia.

Let’s talk

- Tell a partner: On this night, people… / In my experience…

Escucha celebrations y fireworks. Marca la sílaba más fuerte antes de responder.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can describe a simple daily routine.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can ask and answer a familiar question.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can classify final -s as /s/, /z/ or /ɪz/.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Repite solo la estación de la Review Fair que más apoyo te haya requerido.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- English File A1 Workbook · 6A–6B + Practical English 3 · More Practice
- Practice Makes Perfect Basic English · Chapters 12–14 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Eyes Closed

- Escucha libre; sin actividades obligatorias.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 3 · CLASE 1

Moving In: Itto's New Home

Instalándose: la nueva casa de Itto · Have got · There is / are (repaso) · Preposiciones de lugar



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Nos situamos en la nueva historia de la vivienda.	Reactivar
2. Story / Listening	12	Escuchamos cómo es la nueva casa de Itto y Julio.	Comprender
3. Understanding	8	Comprobamos habitaciones, espacios y detalles de la casa.	Comprobar comprensión
4. Language in Action	15	Usamos have got, there is/are y preposiciones de lugar.	Construir precisión
5. Words We Need	10	Nombramos partes y espacios de una vivienda.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos /θ/ con ejemplos deliberados como three y bathroom.	Escuchar y producir
7. Let’s Use English	12	Describimos una vivienda propia o conocida.	Comunicar
8. Mediation / Real Life	5	Explicamos una descripción de vivienda con lenguaje sencillo.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Moving In: Itto's New Home

🎧 2. STORY / LISTENING

🎧 Listening: "A New Home"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto arrives at the house in November 2020. → .....
2. The house has got four storeys. → .....
3. There is a swimming pool on the roof terrace. → .....
4. One bedroom is now Julio's study. → .....
5. The main bedroom hasn't got a bathroom. → .....
6. There is a patio behind the house. → .....
7. From the terrace, Itto can see the mountains. → .....
8. Itto likes the house very much. → .....

📖 The Story: "A New Home"

Instalándose: la nueva casa de Itto



Itto's new home is in La Cañada, near the airport and Costacabana beach. It's a three-storey house. In the basement, there is a garage. On the ground floor, there is a big living room, a kitchen, and a bathroom with a shower. There is also a patio behind the house, with a barbecue and a place for the washing machine. On the first floor, there are three bedrooms. Julio uses one bedroom as a study. The main bedroom has got an en-suite bathroom and a door to a balcony. From the balcony, a spiral staircase goes up to the roof terrace. The roof terrace is Itto's favourite place. There is a small paddling pool, some solar panels, and a table with chairs. "Look at that view!" says Itto. "I can see the sea, the airport, and Cabo de Gata." Julio smiles. "Welcome home," he says.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where is Itto's new home?
2. What is in the basement?
3. What rooms are there on the ground floor?
4. What has the main bedroom got?
5. How does Itto go from the balcony to the roof terrace?
6. What can Itto see from the roof terrace? Why does she like it?

4. LANGUAGE IN ACTION

Language Lab

Have got · There is / are (repaso) · Preposiciones de lugar

HAVE GOT (posesión): The house has got three bedrooms. / It hasn't got a swimming pool, but it's got a paddling pool. / Has it got a garage? Yes, it has.
THERE IS / THERE ARE (existencia): There is a garage in the basement. There are three bedrooms on the first floor.
PREPOSICIONES DE LUGAR: in, on, behind, next to, in front of, under, near.

Grammar Drill

1. The house _____ (have got) three bedrooms.
2. _____ there a garage in the basement?
3. The patio is _____ the house. (behind / in front of)
4. The main bedroom _____ (not have got) a small bathroom — it's an en-suite.
5. _____ there a paddling pool on the terrace? Yes, there _____.
6. The solar panels are _____ the roof. (on / under)
7. Julio's study is _____ the first floor. (on / in)
8. _____ the house _____ (have got) a lift? No, it hasn't.
9. There _____ (be) three storeys in the house.
10. The washing machine is _____ the patio. (near / far)

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. garage /gəˈrɑːʒ/ — garaje.

2. living room /ˈlɪvɪŋ ruːm/ — salón.

3. kitchen /ˈkɪtʃɪn/ — cocina.

4. bathroom /ˈbɑːθruːm/ — baño.

5. bedroom /ˈbedruːm/ — dormitorio.

6. roof terrace /ruːf ˈterəs/ — terraza (azotea).

7. staircase /ˈsteəkeɪs/ — escalera.

8. balcony /ˈbælkəni/ — balcón.

9. solar panel /ˈsəʊlə ˈpænl/ — placa solar.

10. patio /ˈpætiəʊ/ — patio.

6. SOUND LAB

/θ/ — aire entre los dientes

Escucha /θ/ en three, bathroom y think. Fíjate en que el aire sale suavemente entre los dientes.
Di las tres palabras sin sustituir /θ/ por /t/ o /s/.
Escucha cada palabra, repítela y compárala con una pareja. Después usa three o bathroom en una frase breve.
Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-13.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 14.0 · p. 37 · exercise 14.0.1
Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

three bathroom think

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas: describe tu propia vivienda a tu compañero/a usando have got. Guion de apoyo: My house has got... / It hasn't got... / There is / are...

Writing

1. Escribe 5 frases sobre tu propia vivienda, usando al menos 2 veces have got y 1 vez there is/are.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Elvis Presley — "You Don't Have To Say You Love Me" (1966)**
>
> Busca en la letra alguna expresión con have/has (have got) y anótala en su contexto.

Abrir canción y actividades (BestSongs_Interactivo.html · song-13)

8. MEDIATION / REAL LIFE

Mediation

Julio explica a Consuelo (nivel más básico) cómo es la nueva casa, con frases muy simples. Consuelo repite y completa los huecos.

Tarea: JULIO: Consuelo, listen. The house has got three bedrooms.
CONSUELO: The house has got ___ bedrooms. (three)
JULIO: There is a paddling pool on the terrace.
CONSUELO: There is a ___ on the terrace. (paddling pool)
JULIO: The main bedroom has got an en-suite bathroom.
CONSUELO: Very nice, Julio! Congratulations.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /θ/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 9, 35 · Reinforce
- Basic Vocabulary in Use · 44–46 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · All Alone But I Will Survive

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 3 · CLASE 2

One Big Family

Una gran familia · Genitivo sajón · Vocabulario de parentesco



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos vivienda y relaciones familiares.	Reactivar
2. Story / Listening	12	Escuchamos quién es quién en la familia de Itto.	Comprender
3. Understanding	8	Comprobamos parentescos y datos familiares.	Comprobar comprensión
4. Language in Action	15	Usamos genitivo sajón y vocabulario de parentesco.	Construir precisión
5. Words We Need	10	Activamos palabras de familia y parentesco.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos /ð/ con father, mother y brother.	Escuchar y producir
7. Let’s Use English	12	Presentamos relaciones familiares con apoyo visual.	Comunicar
8. Mediation / Real Life	5	Aclaramos parentescos con frases sencillas.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

One Big Family

🎧 2. STORY / LISTENING

🎧 Listening: "Itto's Family"

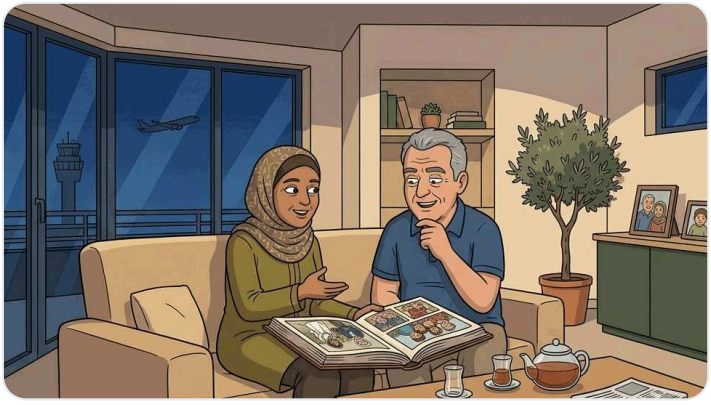
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Zahra is Itto's sister. → .....
2. Zahra works in a school. → .....
3. Tarik's English is very good. → .....
4. Majda is Zahra's daughter. → .....
5. Hamid lives in Morocco. → .....
6. Itto has got four brothers and two sisters. → .....
7. Julio doesn't like Itto's family. → .....
8. Majda is studying. → .....

📖 The Story: "Itto's Family"

Una gran familia



Itto has got a big family. Her parents, Ali and Fatima, live in Ouaoumana, in Morocco. Itto is the youngest of seven brothers and sisters. Her sister Zahra lives in La Cañada, near Julio's house. Zahra's children are Tarik and Majda. Tarik's English is very good, and Majda is a young student. Itto's brother Hamid lives near Cabo de Gata. Hamid's son is called Amir. "Family is very important to me," says Itto. Julio smiles. "Now it's my family too," he says.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where do Itto's parents live?
2. Is Itto the oldest or the youngest of her brothers and sisters?
3. Who are Zahra's children?
4. Whose English is very good?
5. Where does Hamid live?
6. What does Julio say at the end of the story?

4. LANGUAGE IN ACTION

Language Lab

Genitivo sajón · Vocabulario de parentesco

GENITIVO SAJÓN ('s / s'): Zahra's daughter is Majda. Itto's brother is Hamid. Ali and Fatima's children are seven. (Con plural terminado en -s, solo se añade apóstrofo: the parents' house.)

Grammar Drill

1. Whose son is Amir? — Amir is _____ son. (Hamid)
2. Zahra _____ children are Tarik and Majda.
3. Itto is Ali and Fatima _____ daughter.
4. The _____ house is in Ouaoumana. (parents)
5. _____ is Tarik's mother? — Zahra.
6. Hamid _____ (be) Itto's brother.
7. This is Julio _____ study. (Julio)
8. Majda is Zahra _____ daughter, not her sister.
9. Whose sister is Zahra? — She is _____ sister. (Itto)
10. The house _____ garden is very big. (the house)

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. father /ˈfɑːðə/ — padre.

2. mother /ˈmʌðə/ — madre.

3. sister /ˈsɪstə/ — hermana.

4. brother /ˈbrʌðə/ — hermano.

5. niece /niːs/ — sobrina.

6. nephew /ˈnefjuː/ — sobrino.

7. husband /ˈhʌzbənd/ — marido.

8. wife /waɪf/ — esposa.

9. parents /ˈpeərənts/ — padres.

10. family /ˈfæməli/ — familia.

6. SOUND LAB

/ð/ — consonante sonora en palabras de familia

Escucha /ð/ en father, mother y brother. Nota la vibración de la voz.

Di father, mother y brother manteniendo la voz en /ð/.

Toca suavemente tu garganta para notar la vibración, escucha y repite. Después usa una palabra en una frase de familia.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-14.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 15.0 · p. 39 · exercise 15.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

father mother brother

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, con tarjetas/fotos de familiares: "Whose is this?" — "This is Itto's brother."

Writing

1. Describe tu propio árbol familiar usando el genitivo sajón (mínimo 4 frases).

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Engelbert Humperdinck — "How I Love You" (1993)**
>
> Anota si aparece alguna palabra de familia o de sentimientos (love, family, dear...) relacionada con esta sesión.

Abrir canción y actividades (BestSongs_Interactivo.html · song-14)

8. MEDIATION / REAL LIFE

Mediation

Rogelio, muy curioso y detallista, pregunta con precisión el parentesco de cada personaje; Julio e Itto responden pacientemente con frases estructuradas.

Tarea: ROGELIO: Excuse me, Itto. Is Tarik your nephew or your brother?
ITTO: He's my nephew. He's Zahra's son.
ROGELIO: And Majda — is she Zahra's daughter too?
ITTO: Yes, that's right. Majda is Zahra's daughter.
ROGELIO: Thank you, Itto. Now I understand the family tree.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /ð/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 58, 62 · Reinforce
- Basic Vocabulary in Use · 28–29 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Love and Tears

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 3 · CLASE 3

Getting Ready for the Wedding

Preparativos de la boda · Pronombres objeto · Vocabulario de celebraciones



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos familia, invitaciones y referencias personales.	Reactivar
2. Story / Listening	12	Escuchamos los preparativos de una boda pequeña.	Comprender
3. Understanding	8	Comprobamos invitados, decisiones y preparativos.	Comprobar comprensión
4. Language in Action	15	Usamos pronombres objeto en situaciones de celebración.	Construir precisión
5. Words We Need	10	Activamos vocabulario básico de bodas y celebraciones.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos /θ/ y /ð/ con grupos de palabras deliberados.	Escuchar y producir
7. Let’s Use English	12	Invitamos, aceptamos o nos disculpamos en un roleplay.	Comunicar
8. Mediation / Real Life	5	Ayudamos a preparar una lista de invitados en inglés sencillo.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Getting Ready for the Wedding

2. STORY / LISTENING

Listening: "A Small Wedding"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. The wedding will be in Serón. → .....
2. Itto wants to invite a lot of people. → .....
3. Julio will invite his son David. → .....
4. Itto will call her brother and sister. → .....
5. The wedding is in April. → .....
6. Julio gives an invitation to Zahra. → .....
7. The wedding is a big party with many guests. → .....
8. The date of the wedding is the first of March. → .....

The Story: "A Small Wedding"

Preparativos de la boda



Julio and Itto are planning their wedding. "Let's invite my sister and my brother," says Itto. "I'll call them tomorrow." Julio nods. "And David, my son — I'll invite him too." They choose simple invitations. "Give it to Zahra when you see her," says Itto to Julio. The wedding will be small: just the family, in Serón, on the first of March.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Who does Itto want to invite?
2. Who is David?
3. What does Itto ask Julio to give to Zahra?
4. Where will the wedding be?
5. When is the wedding?
6. Is the wedding big or small?

4. LANGUAGE IN ACTION

Language Lab

Pronombres objeto · Vocabulario de celebraciones

PRONOMBRES OBJETO: me, you, him, her, it, us, them. Ejemplos: Invite them. Give it to her. Call him tomorrow.

Grammar Drill

1. Invite Zahra and Hamid. — Invite _____.
2. Give the invitation to Zahra. — Give it to _____.
3. Call David. — Call _____.
4. This gift is for Julio and Itto. — This gift is for _____.
5. Can you help me and my wife? — Can you help _____?
6. Where is the invitation? — Give _____ to Zahra.
7. Itto calls her sister. — Itto calls _____.
8. Julio invites his son. — Julio invites _____.
9. The guests bring a gift for the couple. — They bring a gift for _____.
10. Do you want to help me? — Yes, I want to help _____.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. wedding /ˈwedɪŋ/ — boda.

2. invitation /ˌɪnvɪˈteɪʃən/ — invitación.

3. guest /gest/ — invitado/a.

4. ceremony /ˈserəməni/ — ceremonia.

5. celebration /ˌseləˈbreɪʃən/ — celebración.

6. gift /gɪft/ — regalo.

7. dress /dres/ — vestido.

8. suit /suːt/ — traje.

9. flowers /ˈflaʊəz/ — flores.

10. cake /keɪk/ — tarta.

6. SOUND LAB

/θ/–/ð/ — contraste sordo/sonoro

Escucha dos grupos: /θ/ en three, think, thank; /ð/ en these, this, that. Decide si hay voz o solo aire.

Alterna three–these, think–this y thank–that manteniendo clara la diferencia entre /θ/ y /ð/.

Escucha los dos grupos, clasifica cada palabra y practica los tres contrastes con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-15.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 16.0 · p. 41 · exercise 16.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

three these think this thank that

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Role-play breve en parejas: invita a alguien a una boda (ofrecer, aceptar o disculparse).

Writing

1. Escribe un mensaje corto de invitación a la boda (5-6 líneas).

EXTENDED · Canción de la sesión original

🎵 Sing Along

Eric Clapton — "River Of Tears" (1998)

Busca 2 pronombres objeto (him, her, it, me...) en la letra, si aparecen.

Abrir canción y actividades (BestSongs_Interactivo.html · song-15)

8. MEDIATION / REAL LIFE

🔁 Mediation

Carmen y Francisco ayudan a Tarik (sobrino de Itto, alumno ocasional) a redactar la lista de invitados en inglés sencillo.

Tarea: CARMEN: Tarik, can you help us write the guest list?
TARIK: Of course. Who do we invite?
FRANCISCO: Write: Zahra, Hamid, and David.
TARIK: OK. I'll write it in English: "Guests: Zahra, Hamid, David."
CARMEN: Perfect, thank you, Tarik!

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use /θ/–/ð/ contrast intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Sing Along with AI · You're Beautiful

- Use only the mapped activity for this session.

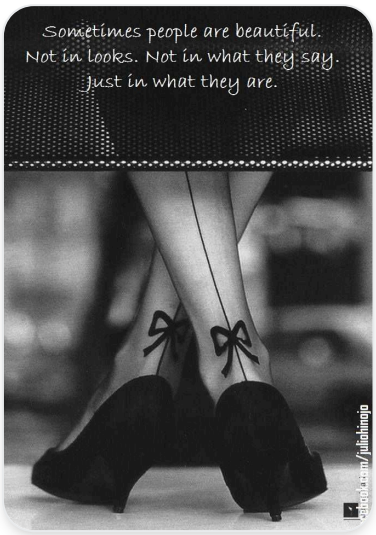
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 3 · CLASE 4

The Day at the Juzgado de Paz

El día en el Juzgado de Paz · Posesivos en profundidad · repaso have got + genitivo



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos la boda y las relaciones entre sus protagonistas.	Reactivar
2. Story / Listening	12	Escuchamos lo ocurrido el día de la boda civil.	Comprender
3. Understanding	8	Comprobamos personas, lugares y acciones de la ceremonia.	Comprobar comprensión
4. Language in Action	15	Integramos posesivos, genitivo sajón y have got.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ceremonia civil y celebración.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos finales /s/ y /z/ en plurales y transferimos el patrón al posesivo.	Escuchar y producir
7. Let’s Use English	12	Describimos la boda a partir de una fotografía real.	Comunicar
8. Mediation / Real Life	5	Explicamos de forma sencilla quién es quién en una fotografía.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with...

The Day at the Juzgado de Paz

🎧 2. STORY / LISTENING

🎧 Listening: "The Wedding Day"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. The wedding is on the first of March 2021. → .....
2. The ceremony is at a church. → .....
3. Zahra and Hamid are at the wedding. → .....
4. David doesn't come to the wedding. → .....
5. Itto wears a simple dress. → .....
6. Julio wears jeans. → .....
7. After the ceremony, they have lunch together. → .....
8. It is a very big ceremony with many guests. → .....

📖 The Story: "The Wedding Day"

El día en el Juzgado de Paz



On the first of March 2021, Julio and Itto get married at the Juzgado de Paz in Serón. It's a small, intimate ceremony. Zahra and Hamid, Itto's sister and brother, are there. David, Julio's son, comes too — his relationship with his father isn't easy, but he wants to be there for this day. Itto wears a simple, elegant dress. Julio wears his best suit. After the ceremony, the small group has lunch together. "This is our day," says Itto, holding Julio's hand.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where and when is the wedding?
2. Who are the guests at the wedding?
3. Why is David's presence special?
4. What does Itto wear?
5. What do they do after the ceremony?
6. How do you think Itto feels on this day? (respuesta libre)

4. LANGUAGE IN ACTION

Language Lab

Posesivos en profundidad · repaso have got + genitivo

REPASO INTEGRADO: posesivos (my/mine, her/hers, his...) + genitivo sajón + have got, aplicados al contexto de la boda. Ejemplo: This is Itto's dress. It's hers. The wedding has got a small guest list.

Grammar Drill

1. This dress is Itto's. It's _____.
2. The suit is Julio's. It's _____.
3. David is Julio _____ son.
4. The wedding _____ (have got) a small guest list.
5. Whose wedding is this? — It's _____. (Julio and Itto)
6. Zahra and Hamid are Itto _____ brother and sister.
7. Is this ring _____? (Itto) Yes, it's _____.
8. The ceremony _____ (not have got) many guests.
9. This is _____ day. (we)
10. The photograph is _____. (I)

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. bride /braɪd/ — novia.

2. groom /gruːm/ — novio.

3. civil ceremony /ˈsɪvəl ˈserəməni/ — ceremonia civil.

4. witness /ˈwɪtnəs/ — testigo.

5. register /ˈredʒɪstə/ — registro.

6. rings /rɪŋz/ — anillos.

7. vows /vaʊz/ — votos.

8. photograph /ˈfəʊtəgrɑːf/ — fotografía.

9. reception /rɪˈsepʃən/ — convite/recepción.

10. toast /təʊst/ — brindis.

6. SOUND LAB

/s/–/z/ en finales de plural y posesivo

Escucha /s/ al final de cakes y gifts, y /z/ al final de rings y vows. Nota si la voz vibra o no.

Di cakes–rings y gifts–vows sin añadir una vocal final. Después aplica la misma escucha a finales posesivos en contexto.

Clasifica las cuatro palabras en dos columnas (/s/ y /z/) y compáralas con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-16.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 18.0 · p. 45 · exercise 18.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

cakes gifts rings vows

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Describe la boda apoyándote en la fotografía real de la ceremonia en Serón.

Writing

1. Escribe un breve párrafo titulado "The best day" (4-5 frases).

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **J. J. Cale — "Money Talks" (2001)**
>
> Anota si aparece algún posesivo (mine, his, hers, ours...) en la letra.

Abrir canción y actividades (BestSongs_Interactivo.html · song-16)

8. MEDIATION / REAL LIFE

Mediation

Pilar, algo tímida, pide a Julio que le explique con frases sencillas quién es quién en la fotografía de la boda.

Tarea: PILAR: Julio, who is this in the photo?
JULIO: This is Zahra, Itto's sister.
PILAR: And this man?
JULIO: That's Hamid, Itto's brother. And this is David, my son.
PILAR: What a lovely photo, Julio. Congratulations again!

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /s/–/z/ plural/possessive intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 58, 62 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · When I Look at You

- Use only the mapped activity for this session.

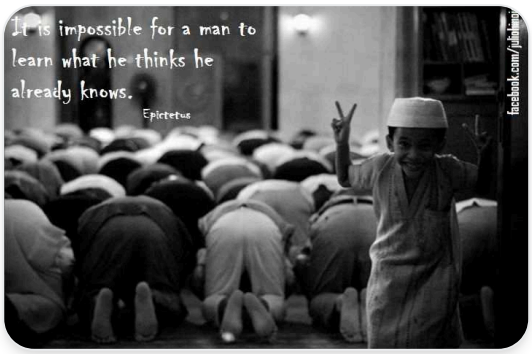
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 3 · CLASE 5

Two Weddings, Two Traditions

Dos bodas, dos tradiciones · Comparativos sencillos · Vocabulario de tradiciones (interculturalidad)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos la primera boda y preparamos la comparación cultural.	Reactivar
2. Story / Listening	12	Escuchamos la historia de dos bodas y dos tradiciones.	Comprender
3. Understanding	8	Comprobamos diferencias y semejanzas entre ambas celebraciones.	Comprobar comprensión
4. Language in Action	15	Usamos comparativos sencillos con vocabulario intercultural.	Construir precisión
5. Words We Need	10	Activamos vocabulario de tradición, cultura y respeto.	Ampliar vocabulario útil
6. Sound Lab	10	Cerramos consonantes finales sin añadir una vocal extra.	Escuchar y producir
7. Let’s Use English	12	Comparamos tradiciones con un lenguaje respetuoso.	Comunicar
8. Mediation / Real Life	5	Explicamos una diferencia cultural con frases accesibles.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Two Weddings, Two Traditions

🎧 2. STORY / LISTENING

🎧 Listening: "Two Weddings"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. The second wedding is in August 2021. → .....
2. The second wedding is at a hotel. → .....
3. The Moroccan wedding is a religious ceremony. → .....
4. Julio converts before the ceremony. → .....
5. Julio is a very religious man. → .....
6. The Moroccan wedding is less formal than the Spanish one. → .....
7. Itto is happy about having two weddings. → .....
8. The second wedding takes place in Morocco. → .....

📖 The Story: "Two Weddings"

Dos bodas, dos tradiciones



Julio and Itto have two weddings. The first is in Spain, at the Juzgado de Paz in Serón. It's a simple, informal ceremony with close family. The second is the Moroccan wedding — at the Consulate in Almería, in August 2021. This wedding is different: it's a religious ceremony, and it's more formal than the Spanish one. Moroccan traditions are quite strict, so Julio converts before the wedding, to respect Itto's family and customs. "Two countries, two traditions, one marriage," says Itto, smiling.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where and when is the first wedding?
2. Where and when is the second wedding?
3. What is different about the Moroccan wedding?
4. Why does Julio convert before the ceremony?
5. How does Itto feel about having two weddings?
6. Compare the two weddings in your own words (respuesta libre).

🧠 4. LANGUAGE IN ACTION

🧠 Language Lab

Comparativos sencillos · Vocabulario de tradiciones (interculturalidad)

COMPARATIVOS SIMPLES A1: more formal than / different from / the same as / stricter than.

Grammar Drill

1. The Moroccan wedding is _____ (formal) than the Spanish one.
2. Moroccan traditions are _____ (strict) than in some other countries.
3. The two weddings are _____ (different).
4. This ceremony is _____ (the / same / as) the other one? No, it isn't.
5. The Spanish wedding is _____ (informal) than the Moroccan one.
6. Serón is _____ (small) than Almería.
7. Family traditions in Morocco are _____ (rigorous) than Julio expected.
8. Itto's dress at the Consulate is _____ (formal) than at the Juzgado.
9. Julio's religion is _____ (different) from Itto's.
10. Two countries, two traditions, _____ (same) marriage.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. tradition /trəˈdɪʃən/ — tradición.

2. custom /ˈkʊstəm/ — costumbre.

3. culture /ˈkʊltʃə/ — cultura.

4. respect /rɪˈspekt/ — respeto.

5. consulate /ˈkɒnsjələt/ — consulado.

6. religion /rɪˈlɪdʒən/ — religión.

7. different /ˈdɪfrənt/ — diferente.

8. similar /ˈsɪmələ/ — similar.

9. formal /ˈfɔːməl/ — formal.

10. informal /ɪnˈfɔːməl/ — informal.

6. SOUND LAB

Consonantes finales — sin vocal de apoyo

Escucha cómo terminan respect, custom y different. No aparece una vocal extra después de la consonante final.

Di cada palabra y detente al final: respect, custom, different. Evita añadir una vocal de apoyo.

Escucha, repite una vez y haz una pausa limpia después de la consonante final. Compara con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por M4g A1-17.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 19.0 · p. 47 · exercise 19.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

respect custom different

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Compara una tradición de tu propia cultura con otra que conozcas (tono respetuoso, sin entrar en detalles doctrinales).

Writing

1. Escribe 3-4 frases comparando ambas bodas de Julio e Itto.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Janis Joplin — "Little Girl Blue" (1969)**
>
> Busca algún comparativo (more... than, -er than) en la letra, si aparece.

Abrir canción y actividades (BestSongs_Interactivo.html · song-17)

8. MEDIATION / REAL LIFE

🔁 Mediation

Itto explica a Consuelo y Cristóbal, con frases simples y respetuosas, por qué tuvieron dos bodas.

Tarea: CONSUELO: Itto, why did you have two weddings?
ITTO: One wedding is for Spain, and one is for Morocco. It's our tradition.
CRISTÓBAL: Is the Moroccan wedding very different?
ITTO: Yes, it's more formal, and it's a religious ceremony too.
CONSUELO: How interesting! Thank you for telling us, Itto.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use final consonants / no epenthesis intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce
- Review one core activity from this session.

More practice
- Repeat one short activity with a new example.

Catch up
- Read or listen again and check two details.

Sing Along with AI · Love in Autumn
- Use only the mapped activity for this session.

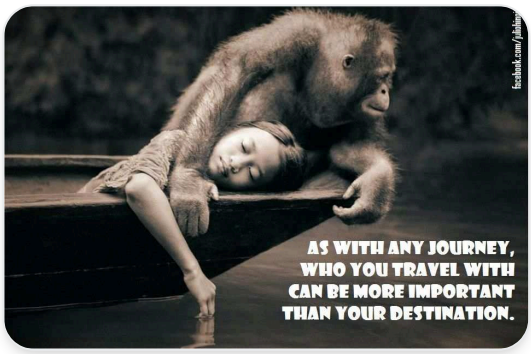
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 3 · CLASE 6

Review Fair: Family & Weddings

Feria de repaso: familia y bodas · have got, genitivo sajón, pronombres objeto, posesivos, comparativos simples



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos los aprendizajes clave de la SdA 3.	Reactivar
2. Story / Listening	12	Volvemos a una historia o escucha de la unidad.	Comprender
3. Understanding	8	Comprobamos oralmente detalles de la historia elegida.	Comprobar comprensión
4. Language in Action	15	Integramos have got, posesión, pronombres y comparativos.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario conocido en contexto.	Ampliar vocabulario útil
6. Sound Lab	10	Consolidamos /θ/, /ð/, /s/–/z/ y consonantes finales con el audio local.	Escuchar y producir
7. Let’s Use English	12	Representamos un papel dentro de una de las dos bodas.	Comunicar
8. Mediation / Real Life	5	Ayudamos a comprender una instrucción o idea de la sesión.	Mediar
9. Self-assessment	5	Valoramos el progreso de la SdA 3.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de consolidación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide a una pareja un resumen breve.

Today we continue with…

Review Fair: Family & Weddings

🎧 2. STORY / LISTENING

Recupera una historia o escucha de esta unidad desde las sesiones anteriores.

3. UNDERSTANDING

Comprueba oralmente dos detalles de la historia o escucha elegida.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 3

have got, genitivo sajón, pronombres objeto, posesivos, comparativos simples

Grammar Drill

1. The house _____ (have got) three bedrooms.
2. Whose son is Amir? Amir is _____ son. (Hamid)
3. Give the invitation to Zahra. Give it to _____.
4. This dress is Itto's. It's _____.
5. The Moroccan wedding is _____ (formal) than the Spanish one.
6. _____ there a garage in the basement?
7. Zahra _____ children are Tarik and Majda.
8. Call David. Call _____.
9. David is Julio _____ son.
10. Moroccan traditions are _____ (strict) than in some other countries.

5. WORDS WE NEED

Recupera palabras conocidas de la unidad y úsalas en contexto.

6. SOUND LAB

Sound Check 3 — /θ/, /ð/, /s/–/z/ y consonantes finales

Escucha el audio local y localiza /θ/, /ð/, finales /s/–/z/ y palabras que terminan sin vocal añadida.

Repite una frase del modelo y busca una producción clara e inteligible de los focos trabajados en la unidad.

Primero identifica los focos en el audio; después repite y crea una frase breve con two/three things, this/those o books/chairs.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A1-18.

Three friends are at the centre. They talk about their things. This is Carmen's bag. Those are Francisco's books. There are three chairs by the door. They speak slowly and clearly. They do not add an extra vowel at the end of words.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

three | this | those | things | books | chairs

7. LET'S USE ENGLISH

Roleplay



Cada alumno/a elige el papel de un invitado a una de las dos bodas (Zahra, Hamid, David, Consuelo, Cristóbal, Rogelio, Pilar, Carmen, Francisco o Tarik) y se presenta ante el grupo usando las estructuras trabajadas en la unidad: quién es, de quién es familiar o amigo/a, y qué recuerda de la boda a la que asistió.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Joan Baez — "The Partisan"**
>
> Cerramos la unidad de la boda escuchando esta canción; comenta en grupo qué sentimiento transmite. Repasamos las seis canciones de esta SdA: Elvis Presley — "You Don't Have To Say You Love Me" (1966), Engelbert Humperdinck — "How I Love You" (1993), Eric Clapton — "River Of Tears" (1998), J. J. Cale — "Money Talks" (2001), Janis Joplin — "Little Girl Blue" (1969), Joan Baez — "The Partisan".

Abrir canción y actividades (BestSongs_Interactivo.html · song-18)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una instrucción o una idea de la sesión.

Culture Window · Thanksgiving USA

United States; a federal holiday on the fourth Thursday in November with varied histories and experiences.

Listen first. Listen for the date, common activities and different points of view.



Imagen generada con IA mediante ChatGPT/OpenAI · 2026 · Uso educativo

Before reading

- Look at the Thanksgiving dinner picture. What can you see?
- What food can you see on the table?
- Do you celebrate any special family meal in Spain?

In the United States, Thanksgiving is on the fourth Thursday in November. Many people have a day away from work or school Families and friends often meet for a meal. Turkey, vegetables and pie are common, but homes can have very different food. Some people watch sport or a parade. Others volunteer, work or spend a quiet day.

The holiday has a long and complex history. A harvest gathering in Plymouth in 1621 is part of a popular story. English colonists and Wampanoag people shared food there. However, Native peoples had traditions of giving thanks before Europeans arrived. Later history also brought conflict, loss and injustice to Native communities. For this reason, people do not all understand the holiday in the same way.

Today, some people focus on family and gratitude. Some Native Americans use the day to remember history or to speak about their experience. Other people do not celebrate. We can listen to these different voices with respect. A holiday can have happy family moments and difficult historical questions at the same time. In conversation, we can ask: What does this day mean to you? Then we can listen without deciding that there is only one correct experience.

Understanding

- When is Thanksgiving in the United States?
- Give two activities from the text.
- Were traditions of giving thanks new in 1621?
- Why do people understand the holiday differently?

Cultures in conversation

- Compare two family or public traditions. Say what people do, then explain one different point of view.

Let’s talk

- What can make a shared meal welcoming for different people?
- How can we listen respectfully when a tradition has more than one story?

Say thanks, friends, food and history with clear final consonants. Do not add an extra vowel after the final sound.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use consolidation intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A1 Workbook · 4A + 10A selectivo · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · I Loved You in the Silence

- Use only the mapped activity for this session.

Abrir canción y actividades

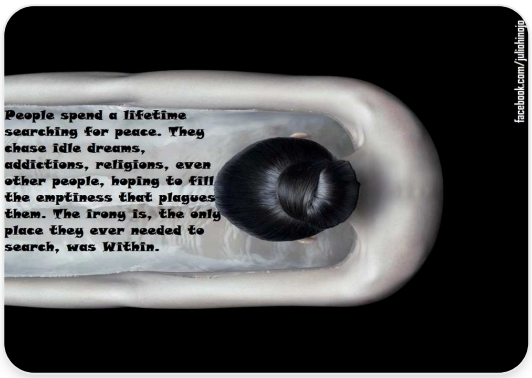
Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 4 · CLASE 1

Shopping at Alcampo

Compras en Alcampo · Imperativos



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos compras e instrucciones.	Reactivar
2. Story / Listening	12	Escuchamos una compra en Alcampo.	Comprender
3. Understanding	8	Comprobamos acciones y detalles de la compra.	Comprobar comprensión
4. Language in Action	15	Usamos imperativos para dar instrucciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de supermercado y compra.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos las terminaciones de plural /s/, /z/ y /ɪz/.	Escuchar y producir
7. Let’s Use English	12	Damos y seguimos instrucciones en una tienda.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar cómo llegar y comprar.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Shopping at Alcampo

2. STORY / LISTENING

Listening: "Shopping at Alcampo"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. It's a Saturday morning in November 2021. → .....
2. Julio and Itto go to a shop called Alcampo. → .....
3. Nobody helps them at the entrance. → .....
4. Itto gives Julio some orders during the shopping. → .....
5. They forget to buy the coffee. → .....

The Story: "Shopping at Alcampo"

Compras en Alcampo



Imagen generada con Google Gemini Flash-Lite

Inside Alcampo, the aisles are full of people doing their weekly shopping. Julio pushes the trolley while Itto checks the products carefully. In the fruit and vegetable section, a worker is arranging the shelves. He smiles and says, "Try this orange, it's very sweet!" Itto takes one and thanks him. Further along, they reach the clothes section, because winter is coming and they need warm clothes. A sign says, "Look for our new collection! Buy two, get one free!" Itto picks up a blue scarf and asks Julio, "Can you hold this for a moment?" Julio holds the scarf and jokes, "Don't lose it, please!" At the checkout, the cashier is friendly. She says, "Put your shopping on the belt, please, and don't worry about the bags — we have some here." Julio and Itto pay, take their bags, and walk to the car, happy with a successful shopping trip.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why do Julio and Itto need warm clothes?

.....

2. What does the worker in the fruit section offer Itto?

.....

3. What colour is the scarf Itto picks up?

.....

4. What does the cashier ask them to do?

.....

4. LANGUAGE IN ACTION

Language Lab

Imperativos

Forma: verbo base sin sujeto.
Afirmativo: *Verb + object* → Take a trolley. Put the milk in the bag.
Negativo: *Don't + verb* → Don't touch that. Don't forget the list.
Sugerencia inclusiva: *Let's + verb* → Let's go to the checkout.

Grammar Drill

1. _____ (open) the door, please.
2. _____ (not/touch) the fruit, please.
3. _____ (take) a basket at the entrance.
4. _____ (not/push) the trolley too fast.
5. _____ (put) the milk in the fridge when you get home.
6. _____ (not/forget) the shopping list.
7. _____ (wait) for me at the checkout.
8. Let's _____ (go) to the clothes section.
9. _____ (be) careful with the glass bottles.
10. _____ (not/leave) your bags on the floor.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. trolley /ˈtrɒli/ — carrito de la compra.

2. shopping list /ˈʃɒpɪŋ lɪst/ — lista de la compra.

3. receipt /rɪˈsiːt/ — recibo, ticket.

4. checkout /ˈtʃekaʊt/ — caja.

5. aisle /aɪl/ — pasillo (de tienda).

6. discount /ˈdɪskaʊnt/ — descuento.

7. price tag /praɪs tæg/ — etiqueta de precio.

8. queue /kjuː/ — cola.

9. basket /ˈbɑːskɪt/ — cesta.

10. bag /bæg/ — bolsa.

6. SOUND LAB

Plural endings: /s/ · /z/ · /ɪz/

Escucha shops, bags y prices. Decide si el plural termina en /s/, /z/ o /ɪz/.
Repite las tres palabras manteniendo clara la terminación final.
Clasifica más plurales de la unidad con una pareja y comprueba si ambos oís la misma terminación.
Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Corrección 05 · A1-19.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 26.0 · p. 61 · exercise 26.0.1
Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

shops bags prices

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

A es cliente, B es dependiente en Alcampo. B da instrucciones con imperativos para encontrar 3 productos ("Go to aisle 4. Take a basket. Don't forget..."). Intercambiar roles.

Writing

1. Escribe 5 frases con imperativos que le dirías a un familiar para hacer la compra semanal contigo.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Josh Groban — "You Raise Me Up" (2003)**
>
> Mientras escuchas, anota dos palabras que podrían funcionar como verbos en imperativo si se usaran como una orden (p. ej. "come", "raise"). No reproduzcas la letra completa.

Abrir canción y actividades (BestSongs_Interactivo.html · song-19)

8. MEDIATION / REAL LIFE

Mediation

Un turista se acerca a Julio cerca de su casa y le pregunta, en inglés, cómo llegar a Alcampo.

Tarea: El alumnado da las indicaciones usando imperativos (Go straight, turn left, don't take the first roundabout...) y después explica en español a un compañero lo que le ha pedido el turista.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use plural endings recycle intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Vocabulary in Use · 51 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Run to You

- Use only the mapped activity for this session.

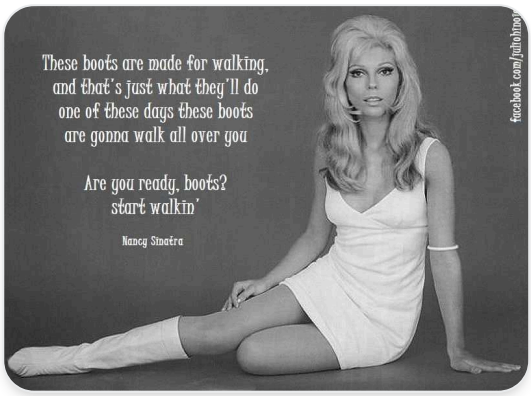
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 4 · CLASE 2

Trying On Winter Clothes

Probándose ropa de invierno · Presente Continuo



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos ropa y acciones en curso.	Reactivar
2. Story / Listening	12	Escuchamos una escena al probarse ropa de invierno.	Comprender
3. Understanding	8	Comprobamos quién hace qué en la tienda.	Comprobar comprensión
4. Language in Action	15	Usamos el presente continuo para acciones de ahora.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ropa y tallas.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos /tʃ/ y /dʒ/ en palabras de la unidad.	Escuchar y producir
7. Let's Use English	12	Describimos lo que está ocurriendo ahora.	Comunicar
8. Mediation / Real Life	5	Explicamos a otra persona qué está pasando.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Trying On Winter Clothes

2. STORY / LISTENING

Listening: "Trying On Winter Clothes"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Julio and Itto are shopping for food this time. → .....
2. Itto is trying on a green coat. → .....
3. Julio is looking at jumpers. → .....
4. The shop is empty. → .....
5. A shop assistant is helping an elderly man. → .....

The Story: "Trying On Winter Clothes"

Probándose ropa de invierno



Imagen generada con Google Gemini Flash-Lite

Inside the fitting room, Itto is looking at herself in the mirror. The coat fits well, but she isn't sure about the colour. "What do you think?" she asks Julio. He is standing outside, checking his phone for the price. "It's on sale," he says, smiling. "Are we buying it, then?" Itto laughs and says yes. Meanwhile, at the men's section, an assistant is folding jumpers and putting them on a shelf. Julio picks up a grey one and tries it on quickly. It fits perfectly. Nearby, a mother is choosing gloves for her son, who is complaining that they are too small. Outside the fitting rooms, a queue is forming, and people are waiting patiently. Julio and Itto finally decide: they are buying the coat and the jumper. They walk to the checkout, carrying their new winter clothes, ready to face the cold months ahead.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is Itto not sure about?

.....

2. Why is Julio smiling?

.....

3. What is the assistant doing in the men's section?

.....

4. What do Julio and Itto decide to buy?

.....

4. LANGUAGE IN ACTION

Language Lab

Presente Continuo

Forma: sujeto + am/is/are + verbo-ing.
Uso: acciones que ocurren ahora mismo o alrededor de este momento; situaciones temporales.
Ortografía: -e final se pierde (make → making); consonante final se duplica en sílaba tónica corta (run → running).
Nota de contraste (se ampliará en la Sesión 3): a diferencia del Presente Simple (hábitos/rutinas), el Presente Continuo describe lo que está pasando en este preciso momento.

Grammar Drill

1. Itto _____ (try) on a coat right now.
2. Julio _____ (look) for a jumper.
3. They _____ (not/buy) food today, only clothes.
4. The shop assistant _____ (help) a customer.
5. _____ you _____ (find) anything interesting?
6. The children _____ (wait) outside the fitting room.
7. I _____ (not/carry) any bags at the moment.
8. She _____ (choose) gloves for her son.
9. We _____ (walk) to the checkout now.
10. It _____ (rain) outside while they shop.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. coat /kəʊt/ — abrigo.

2. jacket /ˈdʒækɪt/ — chaqueta.

3. scarf /skɑːf/ — bufanda.

4. gloves /glʌvz/ — guantes.

5. jumper /ˈdʒʌmpə/ — jersey.

6. size /saɪz/ — talla.

7. fitting room /ˈfɪtɪŋ ruːm/ — probador.

8. boots /buːts/ — botas.

9. hat /hæt/ — gorro, sombrero.

10. wallet /ˈwɒlɪt/ — cartera.

6. SOUND LAB

/tʃ/ – /dʒ/

Escucha cheap y chicken con /tʃ/; después jacket y jeans con /dʒ/.

Repite primero cada grupo y después alterna /tʃ/ y /dʒ/.

En parejas, una persona dice una palabra y la otra identifica /tʃ/ o /dʒ/.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Corrección 05 · A1-20.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 25.0 · p. 59 · exercise 25.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

cheap chicken jacket jeans

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Describid lo que están haciendo vuestros compañeros de clase ahora mismo, usando el Presente Continuo ("You are writing", "She is looking at the board").

Writing

1. Escribe un párrafo breve (5-6 frases) imaginando qué está pasando ahora mismo en la sección de ropa de Alcampo, en Presente Continuo.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Judy Garland — "Somewhere Over the Rainbow" (1939)**
>
> Mientras escuchas, anota si reconoces alguna palabra que describa algo que está ocurriendo o un sentimiento del momento.

Abrir canción y actividades (BestSongs_Interactivo.html · song-20)

8. MEDIATION / REAL LIFE

Mediation

Rogelio llama a Julio porque no ha entendido un mensaje del grupo de clase y quiere saber qué están haciendo Julio e Itto en ese momento.

Tarea: El alumnado explica en inglés, en Presente Continuo, lo que Julio e Itto están haciendo, y después traduce esa explicación al español para que Rogelio la entienda bien.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use /tʃ/ – /dʒ/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 3–4 · Reinforce
- Basic Vocabulary in Use · 31 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Peace In The Fire

- Use only the mapped activity for this session.

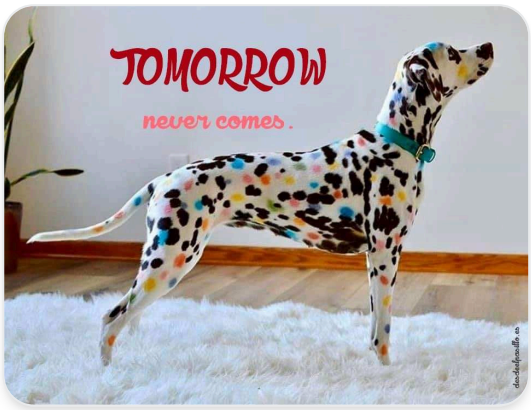
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 4 · CLASE 3

Saturday at the Mercadillo

Sábado en el mercadillo · Contables/incontables, some/any



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el mercadillo y cantidades.	Reactivar
2. Story / Listening	12	Escuchamos una mañana en el mercadillo.	Comprender
3. Understanding	8	Comprobamos productos, cantidades y acciones.	Comprobar comprensión
4. Language in Action	15	Usamos contables e incontables con some/any.	Construir precisión
5. Words We Need	10	Activamos frutas, verduras y productos del mercado.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación -ing /ɪŋ/.	Escuchar y producir
7. Let’s Use English	12	Compramos y preguntamos por productos y cantidades.	Comunicar
8. Mediation / Real Life	5	Mediamos precios e información sencilla del mercado.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Saturday at the Mercadillo

2. STORY / LISTENING

Listening: "Saturday at the Mercadillo"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Julio, Itto, Cristóbal and Consuelo go to the mercadillo del Zapillo every Saturday. → .....
2. The mercadillo is near the beach. → .....
3. Consuelo is choosing potatoes. → .....
4. Julio always buys bread from a different stall each week. → .....
5. They are buying more vegetables than usual today. → .....

The Story: "Saturday at the Mercadillo"

Sábado en el mercadillo, con Cristóbal y Consuelo



Imagen generada con Google Gemini Flash-Lite

At the fruit stall, Cristóbal picks up a kilo of oranges and some bananas. "We need some apples too," says Consuelo, checking her list. Nearby, there is a stall with beautiful jumpers and scarves, and Itto stops to look at some winter clothes. "Is there any wool in this jumper?" she asks the stallholder. He nods and explains the price. Meanwhile, Julio is looking for bread, but there isn't any left at his usual stall — it's already sold out. "Don't worry," says Cristóbal, "there's another good bakery stall over there." The five friends continue walking through the market together, comparing prices and chatting. Consuelo buys some cheese and a little honey, while Cristóbal insists on paying for the vegetables today. "Every Saturday we come here," Consuelo explains to Itto, "but today, for once, we are staying longer because the weather is so nice." They finish their shopping and walk together towards a nearby café.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Cristóbal buy at the fruit stall?

.....

2. Why can't Julio buy bread at his usual stall?

.....

3. What does Itto ask about the jumper?

.....

4. Why are they staying longer than usual today?

.....

4. LANGUAGE IN ACTION

Language Lab

Contables/Incontables · a/an, some/any · Contraste Simple/Continuo

Contables: se pueden contar, tienen plural (an orange, two oranges). **Incontables:** no tienen plural (bread, cheese, honey, wool, money).
a/an: con contables en singular. **some:** plurales contables e incontables, en afirmativa/ofrecimientos. **any:** en negativa y preguntas.
How much (incontable) / **How many** (contable) para preguntar cantidad.
Contraste Simple/Continuo: Simple = hábitos y rutinas (Every Saturday, they go to the market). Continuo = ahora mismo o algo temporal (Today, they are buying more vegetables than usual).

Grammar Drill

1. There is _____ apple on the table.
2. We need _____ bread for breakfast.
3. Is there _____ milk in the fridge?
4. Cristóbal buys _____ orange every day.
5. There isn't _____ cheese left.
6. Every Saturday, they _____ (go) to the market.
7. Today, they _____ (buy) more vegetables than usual.
8. How _____ potatoes do you want?
9. How _____ honey do you need?
10. Consuelo _____ (choose) tomatoes at this exact moment.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. apple /ˈæpl/ — manzana.

2. orange /ˈɒrɪndʒ/ — naranja.

3. potato /pəˈteɪtəʊ/ — patata.

4. tomato /təˈmɑːtəʊ/ — tomate.

5. lettuce /ˈletɪs/ — lechuga.

6. bread /bred/ — pan.

7. rice /raɪs/ — arroz.

8. milk /mɪlk/ — leche.

9. market stall /ˈmɑːkɪt stɔːl/ — puesto de mercado.

10. kilo /ˈkiːləʊ/ — kilo.

6. SOUND LAB

-ing /ɪŋ/

Escucha shopping, choosing y drinking. Fíjate en la terminación /ɪŋ/.

Repite las tres palabras sin añadir una /g/ fuerte al final.

Di una acción en -ing de la escena y tu pareja repite solo la palabra clave.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Corrección 05 · A1-21.

shopping choosing drinking

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Uno es el vendedor, otro el cliente en el mercadillo; practicad "Is there any...? / Are there any...? / How much/many...?" con distintas frutas y verduras.

Writing

1. Escribe una lista de la compra para el mercadillo con al menos 3 alimentos contables y 3 incontables, con cantidades cuando sea posible.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Kansas — "Dust in the Wind" (1977)**
>
> Mientras escuchas, anota los sustantivos que reconozcas y decide si cada uno es contable o incontable.

Abrir canción y actividades (BestSongs_Interactivo.html · song-21)

8. MEDIATION / REAL LIFE

Mediation

Consuelo, que apenas habla inglés, quiere preguntar a un turista extranjero en el mercadillo de dónde es, y también explicarle el precio de las naranjas en inglés.

Tarea: El alumnado media entre el español de Consuelo y el inglés del turista.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use -ing /ɪŋ/ intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 64–66, 74 · Reinforce
- Basic Vocabulary in Use · 43 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Empty

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 4 · CLASE 4

At the Moroccan Bazaar

En el bazar marroquí · Can (habilidad y permiso)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos compras, precios y peticiones.	Reactivar
2. Story / Listening	12	Escuchamos una visita al bazar marroquí.	Comprender
3. Understanding	8	Comprobamos habilidades, permisos y productos.	Comprobar comprensión
4. Language in Action	15	Usamos can/can't para habilidad, permiso y petición.	Construir precisión
5. Words We Need	10	Activamos vocabulario de productos del bazar.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos -teen y -ty en precios y cantidades.	Escuchar y producir
7. Let's Use English	12	Pedimos permiso y hacemos peticiones en una tienda.	Comunicar
8. Mediation / Real Life	5	Explicamos dónde comprar y qué ofrece un comercio.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

At the Moroccan Bazaar

🎧 2. STORY / LISTENING

🎧 Listening: "At the Moroccan Bazaar"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Julio and Itto go to the bazaar on the last Saturday of November. → .....
2. They choose the shop in La Cañada because it's cheaper. → .....
3. The shopkeeper can speak Arabic and Spanish. → .....
4. Julio cannot understand anything at all. → .....
5. Itto asks the shopkeeper to cut the chicken. → .....

📖 The Story: "At the Moroccan Bazaar"

En el bazar marroquí de El Puche



Imagen generada con Google Gemini Flash-Lite

While the shopkeeper prepares the meat, Julio looks around the shop. There are spices, dried fruits, and traditional sweets on the shelves. "Can I try one of these?" he asks, pointing at some almonds covered in honey. The shopkeeper laughs and says, "Of course, you can!" Julio tastes one and really likes it. Meanwhile, Itto is choosing some lamb for a special dinner they are planning for the weekend. "Can you recommend a good cut for a tagine?" she asks. The shopkeeper, who can cook very well himself, gives her some helpful advice. Near the door, a young boy is helping his father behind the counter; he can already weigh and pack the meat almost as well as an adult. When everything is ready, Julio pays and thanks the shopkeeper. "Can we come back next week?" Itto asks, smiling. "Of course you can — you're always welcome here," he answers warmly.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Julio ask to try?

.....

2. What is Itto planning to cook for the weekend?

.....

3. What can the young boy already do?

.....

4. What does the shopkeeper say when Itto asks to come back?

.....

4. LANGUAGE IN ACTION

Language Lab

Can (habilidad y permiso)

Forma: sujeto + can/can't + verbo base (sin -s, sin do/does), igual para todas las personas.
Usos: 1) Habilidad — He can speak Arabic. 2) Permiso — Can I try one of these?
Preguntas: Can + sujeto + verbo...?

Grammar Drill

1. The shopkeeper ..... (speak) Arabic and Spanish.
2. ..... I try one of these almonds?
3. Julio ..... (not/understand) everything, but he tries.
4. ..... you recommend a good cut of meat?
5. The boy ..... (weigh) the meat very well.
6. ..... we come back next week?
7. Itto ..... (speak) Arabic fluently.
8. They ..... (not/find) halal meat everywhere in the city.
9. ..... he cook a good tagine?
10. Of course you ..... (come) back — you're always welcome.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. chicken /ˈtʃɪkɪn/ — pollo.

2. lamb /læm/ — cordero.

3. mince meat /mɪns miːt/ — carne picada.

4. halal /hæˈlɑːl/ — halal.

5. butcher /ˈbʊtʃə/ — carnicero.

6. slice /slaɪs/ — loncha, rebanada.

7. fresh /freʃ/ — fresco.

8. weight /weɪt/ — peso.

9. packet /ˈpækɪt/ — paquete.

10. to ask for /tʊ ɑːsk fɔː/ — pedir.

6. SOUND LAB

-teen / -ty in prices

Escucha thirteen/thirty, fourteen/forty y fifteen/fifty. Identifica si oyes -teen o -ty.

Repite cada pareja marcando con claridad el contraste de acento y terminación.

Una persona dice un precio; la otra señala o escribe el número que ha entendido.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Corrección 05 · A1-22.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

thirteen thirty fourteen forty fifteen fifty

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Role-play en el bazar: uno pide permiso ("Can I...?") y hace peticiones ("Can you...?"), el otro contesta como el vendedor.

Writing

1. Escribe 5 frases sobre cosas que puedes y no puedes hacer, y 3 preguntas pidiendo permiso en situaciones cotidianas.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Katie Melua — "If You Were A Sailboat" (2007)**
>
> Mientras escuchas, anota si oyes la palabra "can" o alguna que suene parecida, y piensa en qué habilidad o deseo podría estar describiendo la canción.

Abrir canción y actividades (BestSongs_Interactivo.html · song-22)

8. MEDIATION / REAL LIFE

Mediation

Una nueva vecina de habla inglesa no sabe dónde comprar carne halal en la zona.

Tarea: El alumnado, mediando la información de Julio e Itto, le explica dónde están los bazares marroquíes y qué pueden ofrecer, traduciendo del contexto en español al inglés sencillo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use -teen / -ty in prices intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Sing Along with AI · The Soul Remembers

- Use only the mapped activity for this session.

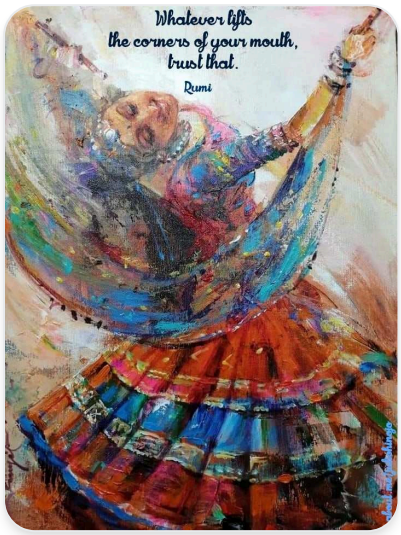
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 4 · CLASE 5

Coffee at La Dulce Alianza

Café con Cristóbal y Consuelo · Verbos de preferencia + -ing



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos gustos, comida y compras.	Reactivar
2. Story / Listening	12	Escuchamos una pausa para café en La Dulce Alianza.	Comprender
3. Understanding	8	Comprobamos gustos y elecciones de los personajes.	Comprobar comprensión
4. Language in Action	15	Usamos verbos de preferencia seguidos de -ing.	Construir precisión
5. Words We Need	10	Activamos vocabulario de cafetería y alimentos.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos some/any débiles en frases reales de compra.	Escuchar y producir
7. Let’s Use English	12	Hablamos de preferencias personales con -ing.	Comunicar
8. Mediation / Real Life	5	Explicamos a otra persona qué pidió cada personaje y por qué.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Coffee at La Dulce Alianza

🎧 2. STORY / LISTENING

🎧 Listening: "Coffee at La Dulce Alianza"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. They go to La Dulce Alianza after shopping. → .....
2. Consuelo doesn't like cake. → .....
3. Cristóbal prefers drinking tea and reading the newspaper. → .....
4. Itto loves sitting for a long time. → .....
5. The waiter doesn't know their preferences. → .....

📖 The Story: "Coffee at La Dulce Alianza"

Café en La Dulce Alianza, con Cristóbal y Consuelo



Imagen generada con Google Gemini Flash-Lite

At the table, Consuelo chooses a cream pastry and a coffee with milk. "I really love spending time here with all of you," she says, smiling. Cristóbal orders a black tea and starts reading a few pages of his newspaper, though he still enjoys listening to the conversation. Julio prefers having a strong coffee, while Itto asks for a mint tea, her favourite. "I hate rushing on Saturdays," Itto admits, "so I really enjoy relaxing here after all the shopping." They talk about their week, laughing about the funny moments at the market and the bazaar. Consuelo mentions that she loves cooking with the fresh vegetables they bought, and Cristóbal says he prefers simple meals without too many ingredients. Before leaving, Consuelo can't resist ordering a small chocolate cake to take home. "Just for later," she says with a smile, and everyone laughs, because they all know she'll probably eat it before dinner.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Consuelo choose to eat and drink?

.....

2. What does Cristóbal do while having his tea?

.....

3. Why does Itto enjoy relaxing at the café?

.....

4. What does Consuelo order before leaving?

.....

4. LANGUAGE IN ACTION

Language Lab

Verbos de preferencia + -ing

Forma: like / love / enjoy / prefer / hate / can't stand + verbo-ing.
Uso: al hablar de gustos generales (no una acción puntual), el verbo que sigue toma la forma -ing (gerundio).
Ejemplos: I love trying new food. She hates rushing. He prefers reading quietly.

Grammar Drill

1. Consuelo loves _____ (eat) cake with her coffee.
2. Cristóbal prefers _____ (drink) tea in the mornings.
3. Itto doesn't like _____ (sit) for too long.
4. Julio enjoys _____ (chat) with his friends.
5. I hate _____ (queue) at the checkout.
6. They love _____ (go) to the market on Saturdays.
7. She prefers _____ (walk) instead of driving.
8. We enjoy _____ (try) different pastries.
9. He can't stand _____ (wait) in long queues.
10. Do you like _____ (shop) at the mercadillo?

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. coffee /ˈkɒfi/ — café.

2. tea /tiː/ — té.

3. cake /keɪk/ — tarta, pastel.

4. pastry /ˈpeɪstri/ — bollería, pasta.

5. sugar /ˈʃʊgə/ — azúcar.

6. waiter /ˈweɪtə/ — camarero.

7. table /ˈteɪbl/ — mesa.

8. menu /ˈmenjuː/ — carta, menú.

9. dessert /dɪˈzɜːt/ — postre.

10. bill /bɪl/ — cuenta.

6. SOUND LAB

Weak some / any in shopping phrases

Escucha el modelo local y localiza some y any dentro de frases completas, no como palabras aisladas.
Repite las frases breves manteniendo some/any ligeros y el sustantivo informativo más claro.
Practica por parejas una pregunta y una respuesta de compra usando some o any.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Corrección 05 · A1-23.

Would you like some apples? Yes, please. Have we got any bread? No, we haven't. Let's buy some bread and some cheese. Are there any tomatoes? Yes, there are some near the door. Listen again: some apples, any bread, some cheese, any tomatoes.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

some apples | any bread | some cheese | any tomatoes

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Habla de tus propias preferencias: lo que te encanta/odias/prefieres hacer el fin de semana, con estructuras +ing.

Writing

1. Escribe un párrafo breve (5-6 frases) sobre lo que a ti y a tu familia os gusta u odiáis hacer cuando vais de compras juntos.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Kenny Rogers — "Lady" (1980)**
>
> Mientras escuchas, imagina qué le encanta o qué disfruta el cantante de "Lady" y escribe una frase, con tus propias palabras, usando un verbo de preferencia + -ing.

Abrir canción y actividades (BestSongs_Interactivo.html · song-23)

8. MEDIATION / REAL LIFE

Mediation

Un amigo hispanohablante quiere saber qué pidieron Consuelo, Cristóbal, Itto y Julio en la cafetería, y por qué.

Tarea: El alumnado media una breve conversación sobre preferencias, explicando en términos sencillos los gustos del grupo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use weak some / any intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Vocabulary in Use · 43 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · All I Needed Was You

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 4 · CLASE 6

Review Fair: A Shopping Day in Almería

Repaso final de la SdA 4



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 4.	Reactivar
2. Story / Listening	9	Reescuchamos situaciones clave de compras.	Comprender
3. Understanding	6	Comprobamos detalles y estrategias de comprensión.	Comprobar comprensión
4. Language in Action	12	Consolidamos las estructuras principales de la unidad.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario útil de compras y cafetería.	Ampliar vocabulario útil
6. Sound Lab	8	Practicamos entonación cortés en peticiones de tienda.	Escuchar y producir
7. Let’s Use English	12	Representamos un día completo de compras en Almería.	Comunicar
8. Mediation / Real Life	7	Mediamos información práctica entre varias situaciones.	Mediar
🌏 Culture Window	10	Conectamos la unidad con una referencia cultural anglófona prevista para esta SdA.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.

- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with...

Review Fair: A Shopping Day in Almería

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 4

Imperativos · Presente Continuo · Contables/incontables (a/an, some/any) · Can (habilidad/permiso) · Verbos de preferencia + -ing

Grammar Drill

1. _____ (not/touch) the fruit.
2. Itto _____ (try) on a coat right now.
3. There is _____ apple on the table.
4. Is there _____ bread left?
5. The shopkeeper _____ (speak) Arabic and Spanish.
6. _____ I try one of these?
7. Consuelo loves _____ (eat) cake.
8. Every Saturday, they _____ (go) to the market.
9. How _____ potatoes do you need?
10. Cristóbal prefers _____ (drink) tea.

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

Polite shopping intonation

Escucha el modelo local y reconoce cómo suena una petición amable en una tienda.

Repite dos peticiones manteniendo una entonación cordial y clara, sin exagerarla.

Representa un intercambio breve cliente–dependiente y comprueba con tu pareja si suena amable.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Corrección 05 · A1-24.

Excuse me, can I see that jacket, please? Of course. What size would you like? A medium, please. Can I try it on? Yes, the changing room is over there. Thank you. How much is it? It's thirty pounds. Listen and repeat with a friendly, polite voice.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

Can I see that jacket, please? | A medium, please. | Can I try it on? | Thank you.

7. LET'S USE ENGLISH

Roleplay

"A Shopping Day in Almería": en grupos de 4-5 personas, recread un sábado completo de compras, pasando por 4 estaciones (Alcampo, mercadillo del Zapillo, bazar de El Puche, La Dulce Alianza), repartiendo los papeles de Julio, Itto, Cristóbal, Consuelo y el vendedor/camarero de turno. En cada estación, producid 2-3 frases usando la gramática de la unidad (imperativos, continuo, contables/incontables, can, preferencia + -ing).

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Led Zeppelin — "Stairway To Heaven" (1975)**
>
> Escucha de cierre de la unidad.
> Repasamos las seis canciones de esta SdA: Josh Groban — "You Raise Me Up" (2003), Judy Garland — "Somewhere Over the Rainbow" (1939), Kansas — "Dust in the Wind" (1977), Katie Melua — "If You Were A Sailboat" (2007), Kenny Rogers — "Lady" (1980), Led Zeppelin — "Stairway To Heaven" (1975).

Abrir canción y actividades (BestSongs_Interactivo.html · song-24)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

Culture Window · Christmas & Boxing Day

Reino Unido; Christmas Day se celebra el 25 de diciembre y Boxing Day el 26. Son días festivos públicos y las formas de celebrarlos varían entre familias y personas.

Listen to a short British-English text. Tick the activities you hear: meet family, wrap presents, go for a walk, watch sport, go to school.



Before reading

- Look at the title. Which two dates do you know?
- Do people in your family usually meet, eat together or exchange presents at this time of year?

Christmas Day is on the twenty-fifth of December in the United Kingdom. For many people, it is a special day to spend with family or friends. People may share a meal, exchange presents, listen to music, watch television, or simply relax at home.

Christmas Decorations — Anthony O'Neil / Geograph / Wikimedia Commons (CC BY-SA 2.0) · CC BY-SA 2.0

The day before Christmas is Christmas Eve, on the twenty-fourth of December. Some people finish their shopping, prepare food, wrap presents, or travel to visit relatives. Streets, shops and homes often have lights and decorations.

Christmas Day can be religious for some people, but for others it is mainly a family or social celebration. Some people go to church, while others stay at home. Not everybody celebrates Christmas, and different families have different traditions.

Boxing Day is on the twenty-sixth of December. It is also a public holiday in the United Kingdom. Many people use the day to rest after Christmas Day. Some visit relatives, go for a walk, watch sport, or look at the post-Christmas sales.

These two days show how one celebration can include religion, family, food, shopping and free time. Think about winter celebrations where you live. Which traditions are similar, and which are different?

Understanding

- When is Christmas Day in the UK?
- What date is Boxing Day?
- Name two things people may do on Christmas Eve.
- Do all people celebrate Christmas in the same way?
- What can happen when a bank holiday falls at a weekend?

Cultures in conversation

- Compare Christmas or another winter celebration in the UK with one celebration you know. Give one similarity and one difference.

Let’s talk

- In pairs, complete: On 25 December, some people… / On 26 December, some people… / In my experience…

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use polite shopping intonation intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A1 Workbook · 9B + Practical English 2 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Angel of Love

- Use only the mapped activity for this session.

Abrir canción y actividades

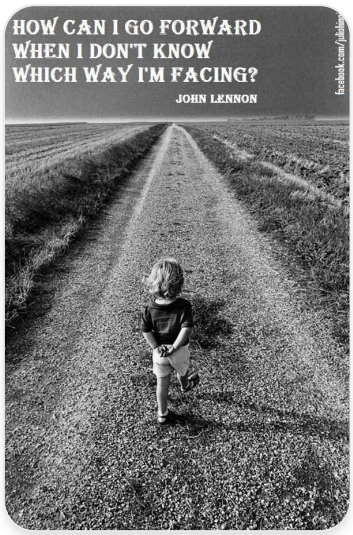
Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 5 · CLASE 1

Setting Off: Almería to Valencia

Salida: de Almería a Valencia · Presente continuo (planes agendados)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos planes, viajes y acciones próximas.	Reactivar
2. Story / Listening	12	Escuchamos la salida de Almería hacia Valencia.	Comprender
3. Understanding	8	Comprobamos detalles de la salida y del itinerario.	Comprobar comprensión
4. Language in Action	15	Usamos presente continuo y going to para hablar de planes.	Construir precisión
5. Words We Need	10	Activamos vocabulario de viaje por carretera.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos going to de forma cuidada y completa.	Escuchar y producir
7. Let’s Use English	12	Planificamos un viaje ficticio con planes ya organizados.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar un itinerario sencillo a otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Setting Off: Almería to Valencia

🎧 2. STORY / LISTENING

🎧 Listening: "Setting Off: Almería to Valencia"

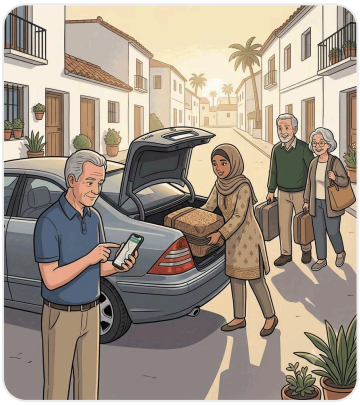
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. It's Friday morning, 25th February 2022. → .....
2. They leave the house before nine o'clock. → .....
3. Cristóbal checks the tyres before leaving. → .....
4. They aren't stopping on the motorway. → .....
5. José Luis is cooking paella for dinner. → .....

📖 The Story: "Setting Off: Almería to Valencia"

Salida: de Almería a Valencia



It's Friday morning, 25th February 2022, the start of the Andalusia long weekend. Julio and Itto are getting ready in the living room, while Cristóbal and Consuelo are arriving at the house with their bags. "We're leaving at nine o'clock sharp," says Julio, checking the map on his phone. Itto is packing the last bag into the car boot of the Mercedes, next to Cristóbal's suitcase. "Are we stopping for breakfast on the motorway?" asks Consuelo, fastening her seatbelt in the back seat. "Yes, we're stopping at a service station near Murcia," Itto replies. Cristóbal is checking the tyres one last time, because he always worries about long journeys. At half past nine, the Mercedes finally leaves La Cañada. "José Luis is expecting us for dinner in Valencia," Julio reminds everyone. "He's cooking paella tonight," Itto adds, smiling. The four of them are travelling together for the first time, and the mood in the car is happy and excited, full of anticipation for the six days ahead.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What time does the Mercedes finally leave La Cañada?
2. Where are they stopping for breakfast?
3. What is Cristóbal doing before they leave?
4. What is José Luis cooking for dinner?

4. LANGUAGE IN ACTION

Language Lab

Presente Continuo (planes agendados)

Forma: sujeto + am/is/are + verbo-ing.
Uso especial: cuando va acompañado de un marcador temporal futuro (today, tonight, on Friday, next week...), expresa un **plan ya organizado**, con hora y lugar concretos, no una acción que ocurre ahora mismo.
Ejemplos: We're leaving at nine o'clock. José Luis is expecting us for dinner.
Nota de contraste (se ampliará en la Sesión 2): compara con **be going to**, que expresa una intención sin horario fijo.

Grammar Drill

1. They _____ (leave) Almería at half past nine on Friday.
2. José Luis _____ (cook) paella tonight.
3. _____ you _____ (stop) at the service station near Murcia?
4. Itto _____ (pack) the last bag right now.
5. Cristóbal and Consuelo _____ (arrive) at nine o'clock.
6. We _____ (not/stay) in a hotel tonight; we're staying with José Luis.
7. What time _____ the Mercedes _____ (leave) La Cañada?
8. Julio _____ (check) the route on his phone.
9. Consuelo _____ (sit) in the back seat during the journey.
10. This weekend, they _____ (travel) to the Basque Country.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. suitcase /ˈsuːtkeɪs/ — maleta.

2. to pack /tʊ pæk/ — hacer la maleta, empaquetar.

3. route /ruːt/ — ruta.

4. motorway /ˈməʊtəweɪ/ — autopista.

5. service station /ˈsɜːvɪs ˌsteɪʃn/ — área de servicio.

6. to set off /tʊ set ɒf/ — ponerse en marcha.

7. seatbelt /ˈsiːtbelt/ — cinturón de seguridad.

8. car boot /kɑː buːt/ — maletero.

9. tyre /ˈtaɪə/ — neumático.

10. journey /ˈdʒɜːni/ — viaje, trayecto.

6. SOUND LAB

going to — careful speech

Escucha el modelo y reconoce going to pronunciado de forma completa y cuidada.
Repite las expresiones manteniendo una pronunciación clara de going to.
Escucha primero las frases completas; después repite los cuatro grupos destacados.

0:00 / 0:32

Escucha el modelo local. Repite los grupos destacados y busca una producción clara e inteligible. Foco fijado por M4l A1-25.

We are going to leave Almería early. I am going to take my bag and a warm coat. Julio is going to drive to Valencia. We are going to stop for lunch on the way. Listen: going to leave, going to take, going to drive, going to stop.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

going to leave | going to take | going to drive | going to stop

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, planificad un viaje ficticio de fin de semana usando presente continuo para plasmar planes ya agendados (We're leaving on..., We're staying at..., We're visiting...).

Writing

1. Escribe 5 frases sobre tus planes agendados para el próximo fin de semana, usando presente continuo.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Madonna — "Don't Cry For Me Argentina" (1996)**
>
> Mientras escuchas, anota si detectas alguna forma verbal en presente continuo (verbo + -ing) y a qué crees que se refiere.

Abrir canción y actividades (BestSongs_Interactivo.html · song-25)

8. MEDIATION / REAL LIFE

Mediation

Un compañero de trabajo, hablante nativo de inglés, pregunta a Julio por WhatsApp qué planes tiene para el puente de Andalucía.

Tarea: El alumnado, actuando de mediador, explica en inglés sencillo (usando presente continuo) los planes del grupo, a partir de la información que Julio da en español.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use careful going to intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 24 · Reinforce
- Basic Vocabulary in Use · 41 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Wind Still Calls Your Name

- Use only the mapped activity for this session.

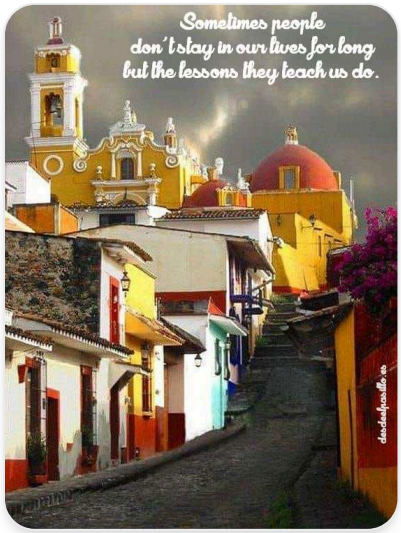
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 5 · CLASE 2

A Grandmother's Welcome: Valencia to Badalona

Bienvenida entrañable: de Valencia a Badalona · Be going to (intenciones)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el trayecto y los planes del viaje.	Reactivar
2. Story / Listening	12	Escuchamos la llegada y la visita familiar en Badalona.	Comprender
3. Understanding	8	Comprobamos intenciones, alojamiento y acciones previstas.	Comprobar comprensión
4. Language in Action	15	Usamos be + going to para expresar intenciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de alojamiento y hospitalidad.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos la forma débil de to dentro de frases naturales.	Escuchar y producir
7. Let's Use English	12	Hablamos de intenciones para una visita o unas vacaciones.	Comunicar
8. Mediation / Real Life	5	Transmitimos planes básicos de alojamiento y visita.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with...

A Grandmother's Welcome: Valencia to Badalona

🎧 2. STORY / LISTENING

🎧 Listening: "A Grandmother's Welcome: Valencia to Badalona"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. José Luis waves goodbye on Saturday morning. → .....
2. They are going to visit Itto's cousin in Badalona. → .....
3. They don't stop for lunch on the way. → .....
4. Aurelia is waiting for them at the door. → .....
5. Cristóbal and Consuelo sleep in the guest room. → .....

📖 The Story: "A Grandmother's Welcome: Valencia to Badalona"

Bienvenida entrañable: de Valencia a Badalona



On Saturday morning, José Luis waves goodbye at the door of his flat in Valencia. "Thank you for the paella and the guest room," says Itto, giving him a warm hug. "We're going to visit my cousin Aurelia in Badalona today," Julio explains. "She's like a grandmother to me — when I was a little boy, she used to stay for long periods with my parents, keeping our grandmother María del Carmen company." The Mercedes sets off again along the motorway towards Catalonia. After a few hours, Consuelo asks, "Are we going to stop for lunch on the way?" "Yes, we're going to have lunch at a service station near Castellón," Itto answers. In the early evening, they finally arrive in Badalona. Aurelia is waiting at the door, and her face lights up with joy. "My dear Julio!" she says, hugging him tightly. "You're going to sleep in the guest room, and Cristóbal and Consuelo can have the spare bed in the study." That night, over a homemade dinner, Aurelia tells old family stories, and Julio listens with a full heart, remembering his childhood.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why is Aurelia special to Julio?
2. Where are they going to stop for lunch?
3. Where does Aurelia say Cristóbal and Consuelo can sleep?
4. What does Aurelia do during dinner?

4. LANGUAGE IN ACTION

Language Lab

Be + going to (intenciones)

Forma: sujeto + am/is/are + going to + verbo base.
Uso: para hablar de **intenciones y decisiones ya tomadas** antes del momento de hablar, sin necesidad de horario fijo.
Ejemplos: We're going to visit Aurelia today. You're going to sleep in the guest room.
Contraste: a diferencia del presente continuo (Sesión 1), *going to* expresa una intención general, no un plan con hora y lugar ya cerrados.

Grammar Drill

1. They _____ (visit) Julio's cousin Aurelia today.
2. _____ they _____ (stop) for lunch on the way?
3. Aurelia _____ (cook) a homemade dinner tonight.
4. Cristóbal and Consuelo _____ (sleep) in the spare bed.
5. Julio _____ (not/forget) this visit.
6. I think it _____ (be) a long day of driving.
7. What _____ you _____ (do) when you arrive in Badalona?
8. Aurelia _____ (tell) old family stories tonight.
9. We _____ (not/leave) very early tomorrow.
10. Itto _____ (give) José Luis a hug before they go.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. guest room /gest ruːm/ — habitación de invitados.

2. spare bed /speə bed/ — cama supletoria.

3. to stay overnight /tʊ steɪ ˌəʊvəˈnaɪt/ — pasar la noche.

4. host /həʊst/ — anfitrión.

5. guest /gest/ — invitado.

6. to welcome /tʊ ˈwelkəm/ — dar la bienvenida.

7. hug /hʌg/ — abrazo.

8. homemade /ˌhəʊmˈmeɪd/ — casero.

9. doorbell /ˈdɔːbel/ — timbre.

10. warmly /ˈwɔːmli/ — calurosamente, con cariño.

6. SOUND LAB

weak to /tə/

Escucha cómo to suele reducirse a /tə/ dentro de frases naturales.

Repite los grupos sin acentuar to; conserva el ritmo de la frase.

Compara la forma aislada to con su realización débil dentro de los cinco grupos del audio.

Escucha el modelo local y fíjate en que to no lleva el acento principal. Después repite los grupos en contexto. Foco fijado por M4l A1-26.

We're going to Valencia. I want to visit my grandmother. We need to take the next road. She is going to make dinner. After that, we plan to walk near the house. Listen again: to Valencia, to visit, to take, to make, to walk.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

to Valencia | to visit | to take | to make | to walk

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, imaginad que vais a visitar a un familiar este fin de semana. Habla de tus intenciones usando *going to* (What are you going to do? Where are you going to stay?).

Writing

1. Escribe 5 frases sobre tus intenciones para las próximas vacaciones, usando be + going to.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Meat Loaf — "Two Out Of Three Ain't Bad" (1977)**
>
> Mientras escuchas, anota si detectas la expresión "going to" (o su forma coloquial "gonna") en la letra, y qué crees que anuncia el cantante que va a hacer.

Abrir canción y actividades (BestSongs_Interactivo.html · song-26)

8. MEDIATION / REAL LIFE

Mediation

Aurelia, que no habla inglés, quiere saber qué planes tiene el grupo para el día siguiente, pero un vecino de habla inglesa se lo pregunta directamente a Consuelo.

Tarea: El alumnado media entre Aurelia (español) y el vecino (inglés), explicando en inglés sencillo las intenciones del grupo con be + going to.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use weak to intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 25 · Reinforce
- Basic Vocabulary in Use · 41 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Empty Heart

- Use only the mapped activity for this session.

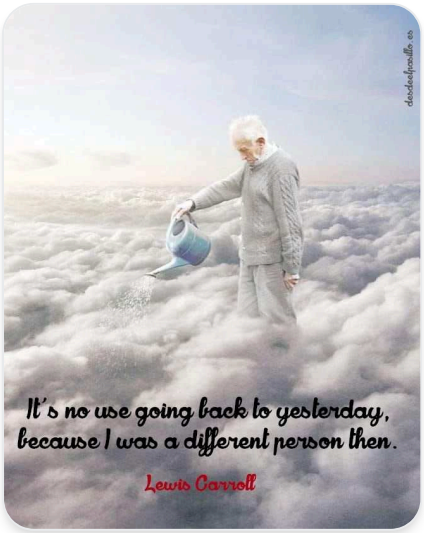
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 5 · CLASE 3

Rain on the Road: Badalona to Eibar

Lluvia en el camino: de Badalona a Eibar · Will (pronósticos y decisiones espontáneas)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos intenciones y desplazamientos del viaje.	Reactivar
2. Story / Listening	12	Escuchamos el trayecto lluvioso hacia Eibar.	Comprender
3. Understanding	8	Comprobamos predicciones, decisiones y detalles del camino.	Comprobar comprensión
4. Language in Action	15	Usamos will para predicciones y decisiones sencillas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de carretera, tiempo y viaje.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos contracciones frecuentes de be.	Escuchar y producir
7. Let's Use English	12	Hacemos predicciones y respondemos a situaciones del viaje.	Comunicar
8. Mediation / Real Life	5	Ayudamos a transmitir una previsión o cambio sencillo.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Rain on the Road: Badalona to Eibar

🎧 2. STORY / LISTENING

🎧 Listening: "Rain on the Road: Badalona to Eibar"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Aurelia gives them biscuits for the road. → .....
2. Julio thinks they will arrive in Eibar in the afternoon. → .....
3. Cristóbal thinks the mountain roads will be slower. → .....
4. It doesn't rain during the journey. → .....
5. Saadia greets them with a long conversation. → .....

📖 The Story: "Rain on the Road: Badalona to Eibar"

Lluvia en el camino: de Badalona a Eibar



On Sunday morning, Aurelia gives them a bag of homemade biscuits for the road. "It will be a very long journey today," says Julio, looking at the map. "I think we'll arrive in Eibar around eight o'clock in the evening." Consuelo asks, "Will there be a lot of traffic on a Sunday?" "Probably not too much," Cristóbal answers, "but the mountain roads near the Basque Country will be slower." Itto takes the first turn driving, and Julio rests his eyes for a while. After several hours, dark clouds appear in the sky. "I think it will rain soon," Itto says, and a few minutes later, heavy rain starts to fall. "Don't worry," says Julio, "the roads will be fine, we'll just drive more carefully." They stop once for petrol and once more at a service station, where Consuelo insists on paying for everyone's coffee. Finally, tired but happy, they arrive at Saadia's house in Eibar. She opens the door quietly and smiles. "Welcome," she says softly, showing them to their rooms without much fuss, already thinking about tomorrow's trip to Bilbao.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Aurelia give them for the road?
2. What time does Julio think they will arrive in Eibar?
3. What happens to the weather during the journey?
4. How does Saadia welcome them?

4. LANGUAGE IN ACTION

Language Lab

Will (pronósticos y decisiones espontáneas)

Forma: sujeto + will/won't + verbo base (contracción 'll), igual para todas las personas.
Usos: 1) predicciones u opiniones sobre el futuro — *I think it will rain*; 2) decisiones tomadas en el mismo momento de hablar — *Don't worry, we'll drive more carefully*.
Contraste: a diferencia de *be going to* (Sesión 2), *will* no implica un plan previo, sino una opinión, promesa o reacción espontánea.

Grammar Drill

1. I think it _____ (rain) soon.
2. They _____ (arrive) in Eibar around eight o'clock.
3. _____ there _____ (be) a lot of traffic today?
4. Don't worry, we _____ (drive) more carefully.
5. The mountain roads _____ (not/be) easy in the rain.
6. Cristóbal thinks the journey _____ (take) a long time.
7. I _____ (help) you with the bags, Consuelo.
8. Saadia probably _____ (not/wait) up too late for them.
9. What time _____ you _____ (arrive), do you think?
10. I'm sure everything _____ (be) fine tomorrow.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. to drive /tʊ draɪv/ — conducir.

2. traffic /ˈtræfɪk/ — tráfico.

3. mountain pass /ˈmaʊntɪn pɑːs/ — puerto de montaña.

4. petrol /ˈpetrəl/ — gasolina.

5. toll /təʊl/ — peaje.

6. roadworks /ˈrəʊdwɜːks/ — obras en la carretera.

7. exit /ˈeksɪt/ — salida (de autopista).

8. distance /ˈdɪstəns/ — distancia.

9. clouds /klaʊdz/ — nubes.

10. to rest /tʊ rest/ — descansar.

6. SOUND LAB

contractions of be: I'm, you're, he's, she's, we're, they're

Escucha y reconoce las contracciones frecuentes del verbo be en frases del viaje.
Repite las frases manteniendo la contracción, sin separar artificialmente las dos palabras.
Escucha las seis frases y después repite cada contracción dentro de su frase.

Escucha el modelo local. Repite las contracciones dentro de las frases, no como etiquetas aisladas. Foco fijado por M4l A1-27.

I'm ready for the journey. You're in the right car. He's checking the map. She's looking at the rain. We're going north today. They're waiting near the station. Listen and repeat: I'm, you're, he's, she's, we're, they're.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I'm ready | you're in the right car | he's checking | she's looking | we're going | they're waiting

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, haced predicciones sobre el tiempo y el tráfico de un viaje imaginario, usando will/won't.

Writing

1. Escribe 5 predicciones sobre cómo crees que será tu próximo fin de semana, usando will.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Michael Bolton — "A Love So Beautiful" (1995)**
>
> Mientras escuchas, anota si oyes la contracción "'ll" o la palabra "will" en algún momento, y qué predicción o promesa crees que expresa el cantante.

Abrir canción y actividades (BestSongs_Interactivo.html · song-27)

8. MEDIATION / REAL LIFE

Mediation

Saadia, que apenas habla, necesita que alguien explique a un vecino vasco de habla inglesa cuántos días se van a quedar los visitantes.

Tarea: El alumnado media brevemente la información (en inglés sencillo, usando will para predicciones sobre la estancia) a partir de los datos que Itto aporta en español.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use contractions of be intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Sing Along with AI · Do You Miss Me Too

- Use only the mapped activity for this session.

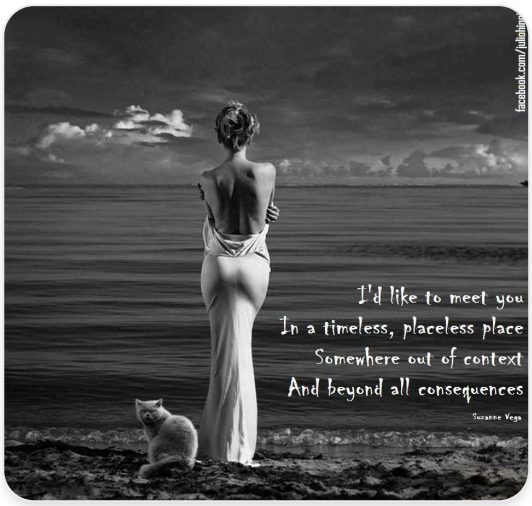
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 5 · CLASE 4

A Day in the Basque Country

Un día por el País Vasco: Bilbao y San Sebastián · Vocabulario de viajes y monumentos



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos predicciones y planes del recorrido.	Reactivar
2. Story / Listening	12	Escuchamos un día de visitas por el País Vasco.	Comprender
3. Understanding	8	Comprobamos horarios, lugares y acciones previstas.	Comprobar comprensión
4. Language in Action	15	Combinamos planes organizados, intenciones y predicciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ciudad, visitas y monumentos.	Ampliar vocabulario útil
6. Sound Lab	10	Identificamos las palabras informativas que reciben el acento principal.	Escuchar y producir
7. Let's Use English	12	Explicamos un plan de visita destacando la información importante.	Comunicar
8. Mediation / Real Life	5	Resumimos un itinerario breve para otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

A Day in the Basque Country

🎧 2. STORY / LISTENING

🎧 Listening: "A Day in the Basque Country"

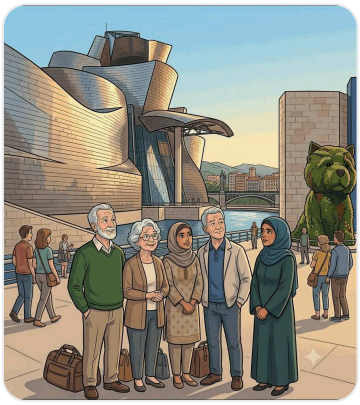
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. There are no classes on 28th February because it's Día de Andalucía. → .....
2. Saadia stays at home instead of coming to Bilbao. → .....
3. They visit the Guggenheim Museum in the morning. → .....
4. Saadia orders fish at the restaurant. → .....
5. It is calm and windless at San Sebastián. → .....

📖 The Story: "A Day in the Basque Country"

Un día por el País Vasco: Bilbao y San Sebastián



It's Monday, 28th February, the Día de Andalucía, so there are no classes today. Saadia is coming with them to Bilbao, though she prefers listening to talking. "We're visiting the Guggenheim Museum this morning," Julio announces, checking his guidebook. At the entrance, Consuelo buys five admission tickets, while Cristóbal takes photos of the strange, shiny building. Inside, Itto loves the modern art, though she doesn't understand all of it. Around one o'clock, they walk to a small Moroccan restaurant that Saadia loves. "I'm going to order a tagine," says Saadia quietly, the first full sentence she has said all morning. The waiter recommends the mint tea, and everyone agrees it's delicious. In the afternoon, they drive to San Sebastián to see the famous Playa de la Concha. "I think it will be windy near the sea," warns Cristóbal, and he's right — a strong wind blows along the beach promenade. Consuelo buys a small souvenir for her granddaughter. Late in the evening, on the way back, they stop for a while in the quiet forest near Mondragón, close to Eibar, enjoying a few minutes of silence under the trees before returning to Saadia's house.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Julio check before visiting the museum?
2. What does Saadia order at the restaurant?
3. What does Cristóbal predict about the weather in San Sebastián?
4. Where do they stop on the way back to Eibar?

4. LANGUAGE IN ACTION

Language Lab

Repaso integrado: Presente Continuo / Be going to / Will

En esta sesión combinamos las tres formas de futuro trabajadas: **presente continuo** para planes ya agendados con hora/lugar concretos (*We're visiting the museum at ten*); **be going to** para intenciones y decisiones ya tomadas (*I'm going to order a tagine*); **will** para predicciones u opiniones sobre lo que va a pasar (*I think it will be windy*). Identifica en cada frase cuál es la forma más adecuada según el contexto.

Grammar Drill

1. Look at those clouds — I think it _____ (rain) soon.
2. We _____ (visit) the Guggenheim Museum at ten o'clock; it's already booked.
3. Saadia _____ (order) a tagine — she has already decided.
4. I'm sure the beach _____ (be) beautiful.
5. Consuelo _____ (buy) a souvenir; she has already chosen one.
6. This evening, they _____ (stop) in Mondragón forest — it's planned.
7. Cristóbal thinks it _____ (be) windy near the sea.
8. What _____ you _____ (order) at the restaurant?
9. Don't worry, I _____ (help) you carry the bags.
10. Tomorrow morning, they _____ (leave) for Madrid at nine.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. museum /mjuˈziːəm/ — museo.

2. beach promenade /biːtʃ ˌprɒməˈnɑːd/ — paseo marítimo.

3. view /vjuː/ — vista.

4. monument /ˈmɒnjʊmənt/ — monumento.

5. guidebook /ˈgaɪdbʊk/ — guía turística.

6. souvenir /ˌsuːvəˈnɪə/ — recuerdo (de viaje).

7. admission ticket /ədˈmɪʃn ˈtɪkɪt/ — entrada.

8. windy /ˈwɪndi/ — ventoso.

9. to recommend /tʊ ˌrekəˈmend/ — recomendar.

10. shiny /ˈʃaɪni/ — brillante, reluciente.

6. SOUND LAB

information stress

Escucha qué palabras aportan la información principal y reciben mayor prominencia.

Repite las frases destacando de forma natural las palabras informativas, sin exagerarlas.

Primero identifica las palabras importantes; después repite las frases completas del audio.

Escucha el modelo local y detecta dónde cae la prominencia. Después repite las frases completas con un énfasis natural. Foco fijado por M4I A1-28.

Today we're visiting the Basque Country. We're meeting Marta at eleven. We're having lunch in a small café. In the afternoon, we're walking by the sea. Listen for the important words: Basque Country, Marta, eleven, lunch, café, sea. Now repeat the sentences.

Basque Country | Marta | eleven | lunch | café | sea

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, planificad una visita turística de un día combinando las tres formas de futuro (We're visiting..., We're going to see..., I think it will be...).

Writing

1. Escribe un breve párrafo (5-6 frases) describiendo un día de turismo ideal, usando al menos una frase de cada estructura de futuro trabajada.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Neil Diamond — "The Story Of My Life" (1986)**
>
> Mientras escuchas, intenta detectar alguna de las tres formas de futuro trabajadas hoy (presente continuo, going to, will) y anota una frase, con tus propias palabras, que resuma lo que el cantante planea o predice.

Abrir canción y actividades (BestSongs_Interactivo.html · song-28)

8. MEDIATION / REAL LIFE

Mediation

En el Museo Guggenheim, un turista extranjero pregunta a Cristóbal, en inglés, qué van a visitar por la tarde.

Tarea: El alumnado media la respuesta de Cristóbal (dada en español) al turista, usando las tres formas de futuro según corresponda.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use information stress intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 25 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · I'll See You Again

- Use only the mapped activity for this session.

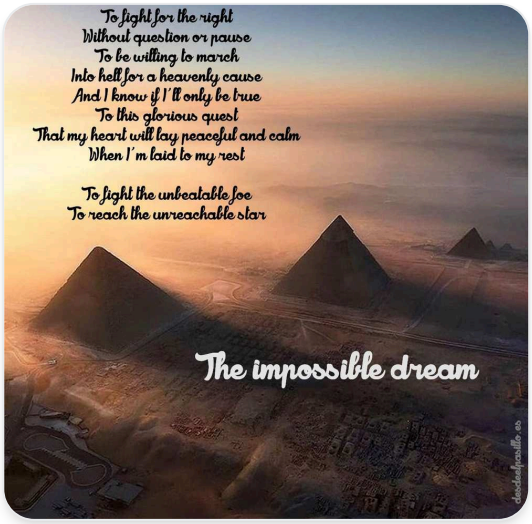
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 5 · CLASE 5

The Journey South: Eibar to Madrid

Rumbo al sur: de Eibar a Madrid · Integración de futuro + must/have to



⏱️ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos planes, horarios y visitas del viaje.	Reactivar
2. Story / Listening	12	Escuchamos el viaje de Eibar a Madrid.	Comprender
3. Understanding	8	Comprobamos obligaciones, planes y detalles del alojamiento.	Comprobar comprensión
4. Language in Action	15	Usamos must y have to para obligaciones sencillas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de hotel, documentación y desplazamiento.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos gonna al compararla con going to en habla natural.	Reconocer sin imitar
7. Let's Use English	12	Hablamos de obligaciones y planes usando formas estándar.	Comunicar
8. Mediation / Real Life	5	Transmitimos requisitos prácticos de un alojamiento o viaje.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Journey South: Eibar to Madrid

2. STORY / LISTENING

🎧 Listening: "The Journey South: Eibar to Madrid"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Saadia says goodbye with a long, noisy farewell. → .....
2. They stay one night in Madrid. → .....
3. Cristóbal says you don't need any documents at the hotel. → .....
4. Itto thinks the Valle de los Caídos will be impressive. → .....
5. They plan to leave late the next morning. → .....

📖 The Story: "The Journey South: Eibar to Madrid"

Rumbo al sur: de Eibar a Madrid



Early on Tuesday morning, Saadia says goodbye with a quiet hug, promising to visit Almería one day. "We're driving to Madrid today," Julio explains, "and we're going to stay one night there before the last stretch home." "You must show your identity card at the hotel reception," Cristóbal reminds everyone, an old habit from his working years. The journey south is long, and by early afternoon they stop near the Valle de los Caídos. "I think this place will be very impressive," says Itto, looking at the huge stone monument in the distance. They walk around for a while, mostly in silence, reflecting on the history of the place. In the evening, they finally check in at a small hotel near Madrid. The receptionist smiles and says, "Your room is on the second floor, down the corridor on the right." Consuelo, exhausted, sits in the lobby for a moment before going up. "Tomorrow we're leaving early," Julio says, "because it's a long way back to Almería, and we have to arrive before dark." Everyone agrees, and they go to bed early, ready for the final day of their long journey.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What does Saadia promise before they leave?
2. What must they show at the hotel reception?
3. What does Itto think about the Valle de los Caídos?
4. Why do they want to leave early the next day?

4. LANGUAGE IN ACTION

Language Lab

Integración de futuro + must / have to

Repasamos juntas las tres formas de futuro y añadimos **must / have to** para expresar obligación en el contexto de viaje.
Must: obligación fuerte, a menudo impuesta por una norma — *You must show your ID*.
Have to: obligación externa, más habitual en el habla cotidiana — *We have to arrive before dark*.
Forma negativa **mustn't**: prohibición — *You mustn't forget your luggage*.

Grammar Drill

1. We _____ (drive) to Madrid today — it's already planned.
2. You _____ (show) your identity card at the hotel.
3. I think this place _____ (be) very impressive.
4. They _____ (stay) one night in Madrid — they've decided.
5. We _____ (arrive) before dark tomorrow.
6. The receptionist _____ (check) their booking now.
7. Consuelo _____ (rest) for a moment in the lobby.
8. I'm sure the journey home _____ (be) tiring.
9. Tomorrow, they _____ (leave) early — it's already decided.
10. You _____ (not/forget) your luggage in the corridor!

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. hotel room /həʊ'tel ruːm/ — habitación de hotel.

2. receptionist /rɪ'sepʃənɪst/ — recepcionista.

3. to check in /tʊ tʃek ɪn/ — registrarse (en el hotel).

4. identity card /aɪ'dentɪti kɑːd/ — carné de identidad.

5. luggage /'lʌgɪdʒ/ — equipaje.

6. lobby /'lɒbi/ — vestíbulo.

7. to book /tʊ bʊk/ — reservar.

8. corridor /'kɒrɪdɔː/ — pasillo.

9. must /mʌst/ — deber (obligación).

10. have to /hæv tʊ/ — tener que.

6. SOUND LAB

going to / gonna — recognition only

Escucha y distingue going to en habla cuidada y gonna en habla natural.
No necesitas producir gonna. Para hablar, mantén going to como modelo de referencia.
Escucha los dos contrastes y decide qué versión oyes: going to o gonna.

Escucha y compara las dos versiones. El objetivo es reconocer gonna cuando aparezca; no tienes que repetirla ni usarla. Foco fijado por M4l A1-29.

Careful speech: We're going to leave Eibar after breakfast. Natural speech: We're gonna leave Eibar after breakfast. Careful speech: I'm going to call my family. Natural speech: I'm gonna call my family. Listen and choose the sentence you hear. You do not need to say gonna.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

We're going to leave... / We're gonna leave... | I'm going to call... / I'm gonna call...

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, simulad el check-in en un hotel: uno es el/la recepcionista, el otro es el/la cliente, usando must/have to y las formas de futuro trabajadas.

Writing

1. Escribe 5 frases sobre las normas y obligaciones de un hotel o de un viaje, usando must/have to.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Nina Simone — "Don't Let Me Be Misunderstood" (1964)**
>
> Mientras escuchas, anota si detectas alguna palabra relacionada con obligación, deseo o predicción, y relaciona el tono de la canción con el del viaje de vuelta.

Abrir canción y actividades (BestSongs_Interactivo.html · song-29)

8. MEDIATION / REAL LIFE

Mediation

Un turista de habla inglesa, en la recepción del hotel, no entiende bien las normas que el recepcionista español está explicando (en español) sobre horarios y documentación.

Tarea: El alumnado media la explicación del recepcionista al turista, usando must/have to y alguna forma de futuro.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use gonna — recognition only intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 25 · Reinforce
- Basic Vocabulary in Use · 50, 52 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Loving You Was Losing Me

- Use only the mapped activity for this session.

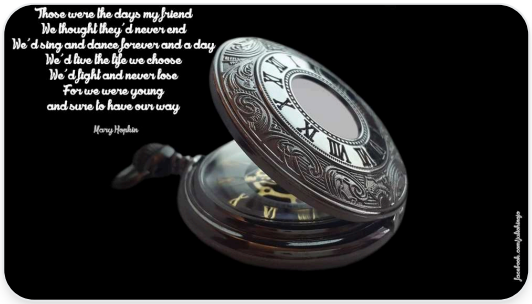
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 5 · CLASE 6

Review Fair: A Road Trip to Remember

Feria de repaso: un viaje inolvidable



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 5.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave del viaje.	Comprender
3. Understanding	6	Comprobamos detalles, planes y obligaciones del recorrido.	Comprobar comprensión
4. Language in Action	12	Consolidamos las estructuras principales de la unidad.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario útil de viajes y alojamiento.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos el ritmo de una secuencia breve de planes.	Escuchar y producir
7. Let's Use English	12	Reconstruimos y contamos el viaje con apoyo del grupo.	Comunicar
8. Mediation / Real Life	7	Mediamos información práctica entre varias etapas del viaje.	Mediar
🌏 Culture Window	10	Conectamos la unidad con la referencia cultural anglófona prevista.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Review Fair: A Road Trip to Remember

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 5

Presente continuo (planes agendados) · Be + going to (intenciones) · Will (pronósticos y decisiones espontáneas) · Must/have to (obligación) · Vocabulario de viajes, alojamiento y monumentos

Grammar Drill

1. On Friday, they _____ (leave) Almería at half past nine.
2. José Luis _____ (cook) paella for dinner.
3. They _____ (visit) Julio's cousin Aurelia in Badalona.
4. I think it _____ (rain) on the mountain roads.
5. Saadia _____ (order) a tagine at the restaurant.
6. Cristóbal thinks the beach _____ (be) windy.
7. You _____ (show) your identity card at the hotel.
8. Tomorrow, they _____ (leave) Madrid early.
9. We _____ (arrive) before dark.
10. I'm sure the journey _____ (be) unforgettable.

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

rhythm in plans with going to

Escucha el ritmo regular de una secuencia breve de planes.

Repite cada plan manteniendo grupos rítmicos claros y pausas naturales.

Escucha la secuencia completa; después repite cada plan siguiendo el ritmo del modelo.

Escucha primero la secuencia completa. Después repite cada plan siguiendo el ritmo y las pausas del modelo. Foco fijado por M4I A1-30.

Tomorrow we're going to leave Madrid early. First, we're going to have breakfast. Then, we're going to drive south. At midday, we're going to stop for lunch. In the evening, we're going to arrive home. Listen to the rhythm, then repeat each plan.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.4

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

Tomorrow we're going to leave Madrid early.

First, we're going to have breakfast.

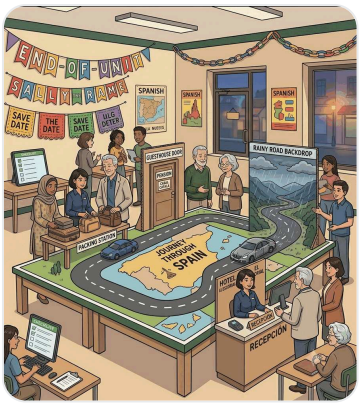
Then, we're going to drive south.

At midday, we're going to stop for lunch.

In the evening, we're going to arrive home.

7. LET'S USE ENGLISH

Roleplay



"Planning a Road Trip": en grupos de 4-5 personas, planificad un viaje largo en coche por etapas, usando las tres formas de futuro y must/have to en cada etapa (salida, parada, alojamiento, visita turística, vuelta), repartiendo los papeles de conductor/a, copiloto y anfitriones en cada parada. En cada etapa, producid 2-3 frases usando la gramática de la unidad.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Oscar Benton — "Bensonhurst Blues" (1973)**
>
> Escucha de cierre de la unidad.
> Repasamos las seis canciones de esta SdA: Madonna — "Don't Cry For Me Argentina" (1996), Meat Loaf — "Two Out Of Three Ain't Bad" (1977), Michael Bolton — "A Love So Beautiful" (1995), Neil Diamond — "The Story Of My Life" (1986), Nina Simone — "Don't Let Me Be Misunderstood" (1964), Oscar Benton — "Bensonhurst Blues" (1973).

Abrir canción y actividades (BestSongs_Interactivo.html · song-30)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

Culture Window · Burns Night

Escocia; cada 25 de enero se recuerda la vida y la obra de Robert Burns, poeta nacional de Escocia, mediante reuniones, comida, poesía y música.

Listen to a short Scottish-context text in clear English. Write three things you hear: a date, a food and an activity.



Haggis at a Burns Supper — Kim Traynor / Wikimedia Commons (CC BY-SA 3.0) · CC BY-SA 3.0

Before reading

- Look at the title. Is this celebration about a person, a season or a place?
- Do you know a writer, singer or poet who is celebrated in your country?

Burns Night is celebrated on the twenty-fifth of January. It is the birthday of Robert Burns, a famous Scottish poet who was born in seventeen fifty-nine.

Robert Burns wrote poems and songs about love, friendship, equality and everyday life. He is often called Scotland's National Bard, and his work is still read and sung today in Scotland and in many other countries.

A Burns Night celebration is often called a Burns Supper. People meet for a meal and remember Burns and his work. A traditional meal can include haggis, neeps and tatties. Neeps are turnips, and tatties are potatoes.

At some events, someone reads Burns's poem "Address to a Haggis" before the meal. Poetry, music and short speeches are also common. Some Burns Night celebrations are formal, but others are simple meals at home, in a local group, or with friends.

One of Burns's best-known songs is "Auld Lang Syne". People in many countries sing it at New Year. This is a good example of how the work of one local poet can become part of a wider international culture.

Think of a writer, singer or artist who is important where you live. How do people remember that person?

Understanding

- When is Burns Night?
- Who was Robert Burns?
- What are neeps and tatties?
- What poem may be read before the meal?
- Is Burns Night celebrated only in Scotland?

Cultures in conversation

- Compare Burns Night with a celebration of a writer, artist or important person that you know.

Let's talk

- Tell a partner: We celebrate… / People usually… / The person is important because…

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use rhythm in plans intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A1 Workbook · 2A + 5B + 10A · More Practice
- Practice Makes Perfect Basic English · Chapters 40–42 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Where Words End

- Use only the mapped activity for this session.

Abrir canción y actividades

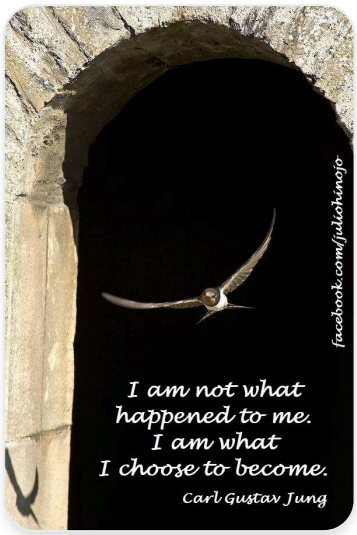
Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 6 · CLASE 1

The Ferry to Nador

El ferry a Nador · "To be" en pasado



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos viajes, lugares y experiencias anteriores.	Reactivar
2. Story / Listening	12	Escuchamos la salida en ferry hacia Nador.	Comprender
3. Understanding	8	Comprobamos detalles del puerto, la travesía y la llegada.	Comprobar comprensión
4. Language in Action	15	Usamos was/were para describir situaciones pasadas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ferry, puerto y controles.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación -ed /t/.	Escuchar y producir
7. Let's Use English	12	Contamos un primer tramo de viaje usando pasado.	Comunicar
8. Mediation / Real Life	5	Explicamos de forma sencilla cómo fue una travesía.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Ferry to Nador

🎧 2. STORY / LISTENING

🎧 Listening: "The Ferry to Nador"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Julio, Itto and Zahra travel from the port of Almería. → .....
2. The sea is very rough during the crossing. → .....
3. The crossing takes about four hours. → .....
4. Zahra is going to see her parents in Nador. → .....
5. The taxi driver is unfriendly. → .....

📖 The Story: "The Ferry to Nador"

El ferry a Nador · Itto empieza a contarle el viaje a Majda



It is January 2023, and Majda has just moved in with Julio and Itto after a difficult time. One quiet evening, Itto starts telling her about the family trip to Morocco last December. Julio, Itto and Zahra were at the port of Almería very early in the morning. The port was busy, and there were long queues of cars waiting for the ferry. Zahra was quiet but happy, because her parents were waiting for her in Ouaoumana. The crossing to Nador was calm, and the sea was blue and still. After a four-hour crossing, the ferry finally arrived in Nador, and the three travellers walked to the taxi rank near the port. The taxi driver was talkative and friendly, and the road to the airport wasn't very long. "Was the trip difficult so far?" Majda asks quietly. Itto smiles: "Not yet... the difficult part was waiting for us at the airport."

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Who travels to Morocco together?
2. Why is Zahra happy at the start of the trip?
3. How long does the ferry crossing take?
4. What does Itto say about the "difficult part" of the trip?

4. LANGUAGE IN ACTION

Language Lab

"To be" en pasado simple

Forma: I/He/She/It + was; You/We/They + were.
Afirmativa: Julio was at the port. They were early.
Negativa: wasn't / weren't → The sea wasn't rough. They weren't late.
Interrogativa: Was/Were + sujeto...? → Was the crossing calm? Were you tired?
Expresiones de tiempo pasado: last December, in 2022, that morning, four hours ago.

Grammar Drill

1. Julio and Itto _____ (be) at the port very early.
2. The sea _____ (not/be) rough during the crossing.
3. _____ Zahra happy about seeing her parents?
4. It _____ (be) December when they left Almería.
5. The ferry _____ (be) full of passengers.
6. They _____ (not/be) late for the ferry.
7. _____ the crossing calm?
8. The taxi driver _____ (be) very friendly.
9. _____ you tired after four hours at sea?
10. Nador _____ (not/be) far from the airport.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. ferry /'feri/ — trasbordador, ferry.

2. port /pɔːt/ — puerto.

3. deck /dek/ — cubierta (de un barco).

4. crossing /'krɒsɪŋ/ — travesía.

5. immigration /ˌɪmɪ'greɪʃn/ — control de inmigración.

6. customs /'kʌstəmz/ — aduana.

7. to disembark /ˌdɪsɪm'bɑːk/ — desembarcar.

8. passport control /'pɑːspɔːt kən'trəʊl/ — control de pasaportes.

9. taxi rank /'tæksi ræŋk/ — parada de taxis.

10. fare /feə/ — tarifa (de transporte).

6. SOUND LAB

-ed /t/

Escucha cómo -ed se pronuncia /t/ después de sonidos sordos.

Repite looked, stopped y walked sin añadir una sílaba extra.

Escucha las tres palabras, identifica el final /t/ y compáralas con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-31.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

looked stopped walked

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, imaginad que sois Julio e Itto y contáis a un compañero cómo fue el primer tramo del viaje (puerto, barco, llegada a Nador), usando was/were.

Writing

1. Escribe 5 frases sobre un viaje que hiciste tú, usando was/wasn't/were/weren't.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Otis Redding — "Sitting On The Dock Of The Bay" (1968)**
>
> Mientras escuchas, piensa en la relación entre el título de la canción y el puerto donde empieza el viaje de esta sesión; anota una palabra en inglés relacionada con el mar que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-31)

8. MEDIATION / REAL LIFE

Mediation

Consuelo, que nunca ha viajado en ferry, pregunta a Julio cómo fue la travesía a Marruecos.

Tarea: El alumnado media la conversación, explicando a Consuelo en español, en términos sencillos, lo que Julio cuenta en inglés sobre el puerto, el barco y la llegada a Nador.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use -ed /t/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 10 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Desert to Your Heart

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 6 · CLASE 2

No Car at the Airport

Sin coche en el aeropuerto · There was/were



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos la llegada a Nador y lo ocurrido en el puerto.	Reactivar
2. Story / Listening	12	Escuchamos un problema con el coche de alquiler.	Comprender
3. Understanding	8	Comprobamos el problema, las opciones y la solución.	Comprobar comprensión
4. Language in Action	15	Usamos there was/were y pasado de be para describir situaciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de alquiler, reserva y reclamación.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación -ed /d/.	Escuchar y producir
7. Let’s Use English	12	Explicamos un problema sencillo con una reserva.	Comunicar
8. Mediation / Real Life	5	Transmitimos información práctica entre cliente y empresa.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

No Car at the Airport

🎧 2. STORY / LISTENING

🎧 Listening: "No Car at the Airport"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. There is a car ready for Julio at the airport. → .....
2. The rental company makes a mistake with the reservation. → .....
3. There are many cheap cars available immediately. → .....
4. Zahra is very surprised about the problem. → .....
5. The family finally gets a more expensive car. → .....

📖 The Story: "No Car at the Airport"

Sin coche en el aeropuerto de Nador



A few days later, Itto continues the story for Majda. At Nador airport, there was a small car rental office in the arrivals hall. Julio showed the booking on his phone, but the woman at the desk looked worried. "I'm sorry," she said, "there isn't a car for you today. There was a mistake with the reservation." There were no other cars available at a normal price, only one expensive car from a different company. Julio wasn't happy about the extra cost, and Itto was tired after the long crossing. There was a long wait while they called several rental offices in Nador. Finally, there was one small car available, much more expensive than the online price. Zahra wasn't surprised at all; she said this kind of problem was common. Two hours late, and with a lighter wallet, the family finally left the airport.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What problem does Julio find at the car rental desk?
2. How does Julio feel about the extra cost?
3. Why isn't Zahra surprised about the situation?
4. How many hours late do they leave the airport?

4. LANGUAGE IN ACTION

Language Lab

There was/were (+ negativo), combinado con to be

Forma: There + was/were (+ not) + sustantivo.
Singular/incontable: There was a problem. There wasn't a car.
Plural: There were no cheap cars. There weren't any other options.
Interrogativa: Was there a car? Were there any other companies?
Combinado con to be: The office was open, but there wasn't a solution yet.

Grammar Drill

1. _____ a car ready for Julio at the desk.
2. _____ many cheap options that day.
3. _____ there a mistake with the reservation?
4. _____ only one expensive car available.
5. The rental office _____ (be) open early that morning.
6. _____ there any other rental companies nearby?
7. _____ a long queue of angry customers.
8. Zahra _____ (not/be) surprised by the problem.
9. _____ no cheap cars left that day.
10. The family _____ (be) two hours late because of the problem.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. car rental /kɑː 'rentl/ — alquiler de coches.

2. reservation /ˌrezə'veɪʃn/ — reserva.

3. to be fully booked /tə biː 'fʊli bʊkt/ — estar completo, sin disponibilidad.

4. deposit /dɪ'pɒzɪt/ — fianza, depósito.

5. contract /'kɒntrækt/ — contrato.

6. insurance /ɪn'ʃʊərəns/ — seguro.

7. key /kiː/ — llave.

8. refund /'riːfʌnd/ — reembolso.

9. to complain /tə kəm'pleɪn/ — quejarse.

10. to overcharge /tʊ ˌəʊvə'tʃɑːdʒ/ — cobrar de más.

6. SOUND LAB

-ed /d/

Escucha cómo -ed se pronuncia /d/ después de sonidos sonoros.

Repite called, arrived y complained manteniendo una sola sílaba final.

Escucha las tres palabras, identifica el final /d/ y compáralas con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-32.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

called arrived complained

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas: uno es el cliente (Julio), el otro el empleado de la empresa de alquiler; recread la conversación sobre el coche que no existe.

Writing

1. Escribe una queja breve (email o nota) a la empresa de alquiler de coches explicando el problema.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Percy Sledge — "When A Man Loves A Woman" (1991)**
>
> Mientras escuchas, anota si identificas alguna palabra relacionada con sentimientos (feelings) que podría describir cómo se sentía Julio ante el problema del coche.

Abrir canción y actividades (BestSongs_Interactivo.html · song-32)

8. MEDIATION / REAL LIFE

Mediation

Pilar, que está planeando un viaje, quiere saber exactamente qué pasó con el coche de alquiler en Marruecos.

Tarea: El alumnado media, explicando en español lo que ocurrió, a partir de los fragmentos en inglés que va aportando Julio.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use -ed /d/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 10 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Don't You Cry

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 6 · CLASE 3

The Road to Ouaoumana

El camino a Ouaoumana · Verbos regulares en pasado



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el problema del alquiler y la salida por carretera.	Reactivar
2. Story / Listening	12	Escuchamos el viaje hacia Ouaoumana y el reencuentro familiar.	Comprender
3. Understanding	8	Comprobamos paradas, comida y llegada.	Comprobar comprensión
4. Language in Action	15	Usamos verbos regulares en pasado para acciones terminadas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de carretera, comida y familia.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación -ed /ɪd/.	Escuchar y producir
7. Let's Use English	12	Contamos una pequeña secuencia de viaje en pasado.	Comunicar
8. Mediation / Real Life	5	Resumimos a otra persona cómo fue el trayecto.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Road to Ouaoumana

2. STORY / LISTENING

Listening: "The Road to Ouaoumana"

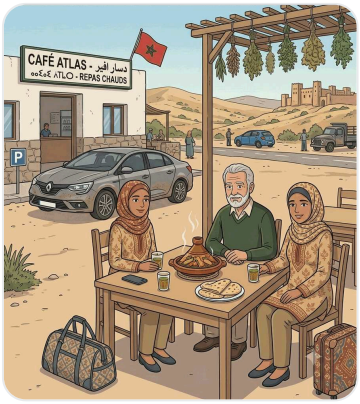
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. The family stops for lunch near Fez. → .....
2. They eat a fish tajine. → .....
3. The drive to Ouaoumana takes only one hour. → .....
4. Itto's parents are waiting for them at home. → .....
5. The family travels on to Khenifra the same evening. → .....

The Story: "The Road to Ouaoumana"

El camino a Ouaoumana · recogida de los abuelos



The next evening, Itto tells Majda about the long drive south. The rented car finally left Nador and travelled towards Fez, on a busy motorway full of trucks. Around midday, hungry and tired, they stopped at a roadside restaurant on the outskirts of Fez. The waiter recommended a chicken tajine with olives, and the family rested for almost an hour before continuing. Zahra ordered a sweet mint tea and talked quietly about her parents. After lunch, they walked back to the car and travelled for three more hours through small towns and green hills. Finally, they arrived in Ouaoumana in the late afternoon. Itto's parents, Ali Boukrim and Fátima, waited outside their house, and everyone embraced for a long time. Ali Boukrim cried a little, and Fátima prepared tea immediately. They talked and talked before finally travelling on to Khenifra that same evening.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where do they stop for lunch?
2. What does the waiter recommend?
3. How does Ali Boukrim react when he sees them?
4. Where do they travel to after Ouaoumana?

4. LANGUAGE IN ACTION

Language Lab

Verbos regulares en pasado (-ed)

Forma: verbo + -ed (regulares).
Ortografía: like → liked; stop → stopped (consonante final se dobla); try → tried (y → ied); travel → travelled (inglés británico, dobla la l).
Pronunciación: /t/ (stopped), /d/ (travelled), /ɪd/ (waited, rested), según el sonido final del verbo.
Uso: acciones terminadas en un momento concreto del pasado.

Grammar Drill

1. The car _____ (travel) south towards Fez.
2. They _____ (stop) at a roadside restaurant.
3. The waiter _____ (recommend) a chicken tajine.
4. Zahra _____ (order) a mint tea.
5. The family _____ (rest) for almost an hour.
6. They _____ (arrive) in Ouaoumana in the afternoon.
7. Everyone _____ (embrace) for a long time.
8. Ali Boukrim _____ (cry) a little with happiness.
9. Fátima _____ (prepare) tea immediately.
10. They _____ (travel) on to Khenifra that evening.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. roadside restaurant /ˈrəʊdsaɪd ˈrestrɒnt/ — restaurante de carretera.

2. tajine /tæˈʒiːn/ — tayín (guiso marroquí).

3. mint tea /mɪnt tiː/ — té con menta.

4. to stop for a break /tə stɒp fɔːr ə breɪk/ — parar a descansar.

5. grandparents /ˈgrænpeərənts/ — abuelos.

6. to embrace /tʊ ɪmˈbreɪs/ — abrazar.

7. family reunion /ˈfæməli riˈjuːniən/ — reencuentro familiar.

8. hungry /ˈhʌŋgri/ — hambriento.

9. tired /ˈtaɪəd/ — cansado.

10. to arrive safely /tʊ əˈraɪv ˈseɪfli/ — llegar sano y salvo.

6. SOUND LAB

-ed /ɪd/

Escucha cómo -ed añade una sílaba /ɪd/ después de /t/ y /d/.

Repite waited, rested y needed manteniendo clara la sílaba final /ɪd/.

Escucha, cuenta las sílabas y compara las tres palabras con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-33.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

waited rested needed

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, narrad (en pasado regular) un viaje largo en coche que hayáis hecho, con al menos una parada.

Writing

1. Escribe 5 frases sobre lo que hiciste el último verano, usando verbos regulares en pasado.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Perry Como — "Feelings" (1978)**
>
> Mientras escuchas, piensa en cómo se sintió la familia (feelings) al reencontrarse con los abuelos, y escribe una palabra en inglés para describir ese sentimiento.

Abrir canción y actividades (BestSongs_Interactivo.html · song-33)

8. MEDIATION / REAL LIFE

Mediation

Francisco, muy curioso, pregunta a Julio qué comieron exactamente durante la parada cerca de Fez.

Tarea: El alumnado media, tomando la descripción en inglés de Julio sobre el tajine y el té, y explicándosela a Francisco en español con detalle.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use -ed /ɪd/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Where The Shadows Meet

- Use only the mapped activity for this session.

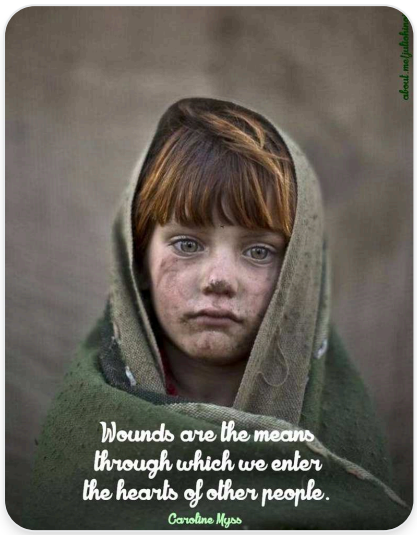
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 6 · CLASE 4

A Cold Week in Khenifra

Una semana fría en Khenifra · Verbos regulares y expresiones de tiempo



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos la llegada y las primeras acciones del viaje.	Reactivar
2. Story / Listening	12	Escuchamos una semana fría en Khenifra.	Comprender
3. Understanding	8	Comprobamos lugares, compras y acciones pasadas.	Comprobar comprensión
4. Language in Action	15	Revisamos verbos regulares y expresiones de tiempo pasado.	Construir precisión
5. Words We Need	10	Activamos vocabulario de vivienda, frío y zoco.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos las terminaciones -ed /t/ y /d/.	Escuchar y producir
7. Let’s Use English	12	Contamos actividades de una semana pasada.	Comunicar
8. Mediation / Real Life	5	Explicamos una compra o experiencia breve del viaje.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

A Cold Week in Khenifra

🎧 2. STORY / LISTENING

🎧 Listening: "A Cold Week in Khenifra"

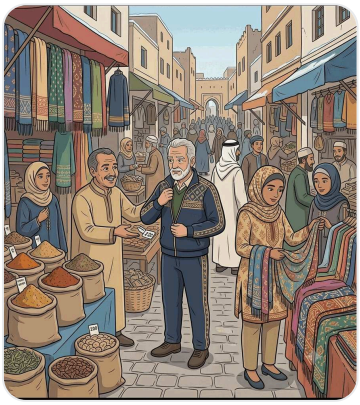
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. The apartment has a lift. → .....
2. The flat doesn't have any heating. → .....
3. Julio buys a tracksuit at the souk. → .....
4. Zahra goes shopping every day with Julio and Itto. → .....
5. The apartment is empty of presents by the end of the week. → .....

📖 The Story: "A Cold Week in Khenifra"

Una semana fría en Khenifra · días en el zoco



The following week, Itto tells Majda about their stay in Khenifra. The family arrived at a large, comfortable apartment on the third floor of an old building. There wasn't a lift, so everybody carried the suitcases up the stairs. It was very cold that week, and, worse, the apartment didn't have any heating. Itto's mother added extra blankets to every bed. Every morning, Julio and Itto walked to the souk in the centre of Khenifra. Two days after they arrived, Julio bargained for a warm tracksuit and some trainers, while Itto picked colourful scarves and spices for the family. Zahra usually stayed with her parents at home, resting and talking, while the others walked around the crowded market. By the end of the week, the small apartment was full of presents, bags, and happy memories.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What floor is the apartment on?
2. Why does everybody feel cold that week?
3. What does Julio buy at the souk?
4. What does Zahra usually do while Julio and Itto go shopping?

4. LANGUAGE IN ACTION

Language Lab

Verbos regulares (repaso) + expresiones de tiempo pasado

Repaso de verbos regulares en -ed + expresiones de tiempo: last December, that week, two days later, every morning (hábito dentro del relato pasado), by the end of the week.
Ejemplos: They arrived last December. Julio bargained two days later.

Grammar Drill

1. The family _____ (arrive) at a large apartment.
2. Everybody _____ (carry) the suitcases up the stairs.
3. Itto's mother _____ (add) extra blankets to the beds.
4. Julio and Itto _____ (walk) to the souk every morning.
5. Two days later, Julio _____ (bargain) for a tracksuit.
6. Itto _____ (pick) colourful scarves for the family.
7. Zahra _____ (stay) with her parents most days.
8. They _____ (not/expect) so much cold in Morocco.
9. The souk _____ (fill) with people every single day.
10. Julio _____ (thank) the seller for a good price.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. lift /lɪft/ — ascensor.

2. third floor /θɜːd flɔː/ — tercer piso.

3. heating /ˈhiːtɪŋ/ — calefacción.

4. cold /kəʊld/ — frío.

5. souk /suːk/ — zoco.

6. to bargain /tə ˈbɑːgɪn/ — regatear.

7. tracksuit /ˈtræksuːt/ — chándal.

8. wool blanket /wʊl ˈblæŋkɪt/ — manta de lana.

9. present /ˈprezənt/ — regalo.

10. crowded /ˈkraʊdɪd/ — abarrotado, concurrido.

6. SOUND LAB

-ed /t/ vs /d/

Escucha y distingue dos terminaciones de -ed: /t/ y /d/.

Repite los ejemplos por parejas de categoría, manteniendo claro el contraste final.

Clasifica cada palabra en /t/ o /d/ y comprueba tu decisión con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-34.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.4

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

walked travelled picked stayed thanked arrived

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, describid una casa o piso al que le faltaba algo importante (ascensor, calefacción...) y cómo os adaptasteis.

Writing

1. Escribe 5 frases sobre las cosas que compró la familia en el zoco de Khenifra.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Pink Floyd — "Another Brick On The Wall" (1982)**
>
> Mientras escuchas, piensa en la palabra "wall" (pared) y relaciónala con las paredes frías del piso de Khenifra; anota otra palabra relacionada con la construcción que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-34)

8. MEDIATION / REAL LIFE

Mediation

Carmen, que también ha vivido en un piso sin calefacción, quiere comparar su experiencia con la de Julio e Itto.

Tarea: El alumnado media entre el relato en inglés de Julio y el español de Carmen, explicando semejanzas y diferencias.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use contrast /t/ and /d/ intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Yesterday's Embers

- Use only the mapped activity for this session.

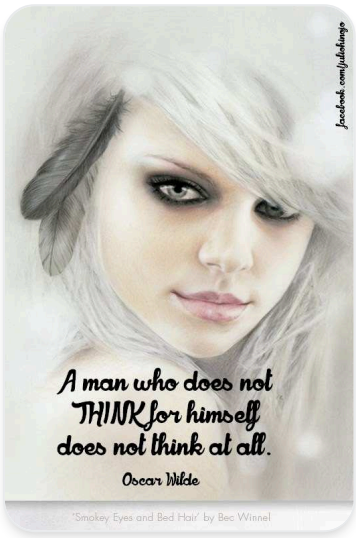
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 6 · CLASE 5

The Road to Abderrahim's Farm

El camino a la granja de Abderrahim · Repaso combinado e indicaciones



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos acciones y lugares de los días anteriores.	Reactivar
2. Story / Listening	12	Escuchamos el trayecto hasta la granja de Abderrahim.	Comprender
3. Understanding	8	Comprobamos indicaciones, carreteras y dificultades del trayecto.	Comprobar comprensión
4. Language in Action	15	Combinamos was/were, there was/were y verbos regulares.	Construir precisión
5. Words We Need	10	Activamos vocabulario de carretera, campo y controles.	Ampliar vocabulario útil
6. Sound Lab	10	Clasificamos -ed en /t/, /d/ y /ɪd/ con ejemplos claros.	Escuchar y producir
7. Let’s Use English	12	Damos indicaciones y contamos cómo fue un trayecto.	Comunicar
8. Mediation / Real Life	5	Ayudamos a otra persona a entender unas indicaciones sencillas.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Road to Abderrahim's Farm

🎧 2. STORY / LISTENING

🎧 Listening: "The Road to Abderrahim's Farm"

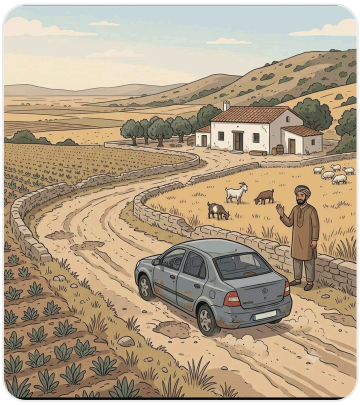
Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Ifrane is known as "the Switzerland of Morocco". → .....
2. Amín and Alí are Zahra's children. → .....
3. Mustapha works at the national radio in Rabat. → .....
4. The roads in Morocco are always in perfect condition. → .....
5. The last two kilometres to the farm are paved with new asphalt. → .....

📖 The Story: "The Road to Abderrahim's Farm"

El camino a la granja de Abderrahim · excursiones por la provincia



During the last days in Khenifra, Itto explains, the family visited several places nearby. In Ifrane, famous as "the Switzerland of Morocco", there was snow on the ground and the houses looked like alpine chalets. They also visited Meknés and Fez, and drove to Tadla to collect Mustapha's two sons, Amín and Alí, aged nine and six. Mustapha, a journalist, worked almost every day at the national radio station in Rabat, so he joined the family in Khenifra whenever his work allowed it. One morning, they drove to Abderrahim's farm, thirty kilometres from Khenifra. The Moroccan roads were often in poor condition, and there were police checkpoints at almost every roundabout. Many drivers were nervous about traffic fines, and some checkpoints expected a small extra payment to solve problems quickly. The last two kilometres, from the small village to the farm, weren't even paved: the track was full of deep potholes, and the little rental car moved forward very slowly. Abderrahim, not yet married then, was waiting outside, surrounded by his animals and his fields.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why is Ifrane called "the Switzerland of Morocco"?
2. Whose sons are Amín and Alí, and how old are they?
3. What are many Moroccan drivers afraid of near the checkpoints?
4. What is the road like for the last two kilometres to the farm?

4. LANGUAGE IN ACTION

Language Lab

Repaso combinado: to be + regulares + there was/were, e indicaciones

Repaso combinado: to be en pasado (was/were), there was/were, y verbos regulares en -ed.
Para dar indicaciones (functional language, presente): Go straight on. Turn left/right. It's on the outskirts of the village.
Ejemplo combinado: There were many checkpoints, and the road wasn't easy, so Julio asked a farmer: "Turn left after the bridge, then go straight on."

Grammar Drill

1. Ifrane _____ (be) covered in snow that week.
2. There _____ (be, plural) police checkpoints at every roundabout.
3. Mustapha _____ (work) at the radio station most days.
4. The road to the farm _____ (not/be) in good condition.
5. _____ Amín and Alí happy to see their cousins?
6. There _____ (not/be) any asphalt on the last two kilometres.
7. Many drivers _____ (worry) about traffic fines.
8. The little car _____ (move) forward very slowly.
9. Abderrahim _____ (be) not married yet at that time.
10. "Turn left after the bridge," the farmer _____ (explain).

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. snowy /ˈsnəʊi/ — nevado.

2. chalet /ˈʃæleɪ/ — chalé (estilo alpino).

3. roundabout /ˈraʊndəbaʊt/ — rotonda.

4. checkpoint /ˈtʃekpɔɪnt/ — control, punto de control.

5. police officer /pəˈliːs ˈɒfɪsə/ — agente de policía.

6. fine /faɪn/ — multa.

7. bumpy /ˈbʌmpi/ — con baches, irregular.

8. pothole /ˈpɒthəʊl/ — bache.

9. livestock /ˈlaɪvstɒk/ — ganado.

10. crops /krɒps/ — cultivos.

6. SOUND LAB

-ed endings: /t/, /d/, /ɪd/

Escucha y clasifica las tres pronunciaciones de -ed: /t/, /d/ y /ɪd/.
Repite dos ejemplos de cada grupo y mantén clara la terminación.
Organiza las seis palabras en tres grupos: /t/, /d/ y /ɪd/.
Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-35.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

stopped walked travelled arrived waited needed

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, uno pregunta y otro da indicaciones para llegar a un lugar del pueblo, usando imperativos + vocabulario de carretera.

Writing

1. Escribe 5 frases (en pasado) sobre las dificultades del camino hasta la granja de Abderrahim.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Pink Martini — "Splendor In The Grass" (2009)**
>
> Mientras escuchas, imagina el paisaje verde de los campos de Abderrahim y anota una palabra relacionada con la naturaleza que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-35)

8. MEDIATION / REAL LIFE

Mediation

Rogelio, muy interesado en los detalles, pregunta a Julio por qué había tanta presencia policial en las carreteras de Marruecos.

Tarea: El alumnado media, explicando en español, de forma sobria y sin juicios de valor, lo que Julio cuenta en inglés sobre los controles y la preocupación de los conductores por las multas.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use classify -ed /t/ /d/ /ɪd/ intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 10–12 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Feel Me Now

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 6 · CLASE 6

Review Fair: A Trip to Remember

Repaso final de la SdA 6



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 6.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave del viaje por Marruecos.	Comprender
3. Understanding	6	Comprobamos lugares, problemas y acciones del relato.	Comprobar comprensión
4. Language in Action	12	Consolidamos las estructuras de pasado trabajadas.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario útil de viaje, familia y carretera.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos ritmo y claridad al contar acciones pasadas.	Escuchar y producir
7. Let’s Use English	12	Reconstruimos una experiencia pasada con apoyo del grupo.	Comunicar
8. Mediation / Real Life	7	Resumimos para otra persona una experiencia del viaje.	Mediar
🌎 Culture Window	10	Conectamos la unidad con la referencia cultural anglófona prevista.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with...

Review Fair: A Trip to Remember

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 6

"To be" en pasado (was/were) · There was/were (+ negativo) · Verbos regulares en pasado (-ed) · Expresiones de tiempo pasado · Repaso combinado e indicaciones

Grammar Drill

1. Julio and Itto _____ (be) at the port early.
2. There _____ (be) a problem with the car reservation.
3. The family _____ (travel) to Fez for lunch.
4. There _____ (not/be) a lift in the building.
5. Everybody _____ (embrace) when they arrived in Ouaoumana.
6. _____ the sea calm during the crossing?
7. Julio _____ (bargain) for a tracksuit at the souk.
8. There _____ (be, plural) many checkpoints on the road.
9. The last two kilometres _____ (not/be) paved.
10. Mustapha _____ (work) at the radio station in Rabat.

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

rhythm in a short past story

Escucha el ritmo de una historia breve en pasado y localiza los verbos terminados en -ed.

Repite las dos frases manteniendo grupos rítmicos naturales y finales claros.

Escucha la historia completa; después repite las dos frases modelo y crea una frase propia.

Escucha primero la historia completa. Después repite las dos frases modelo con ritmo natural. Foco fijado por Lote 3 A1-36.

Yesterday I visited my sister, cooked lunch and watched a film. Later, we walked to the park and talked for an hour. Listen to the rhythm, then repeat the story. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.1

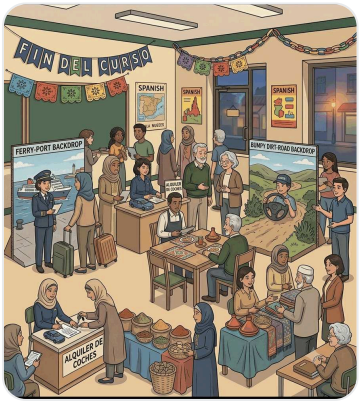
Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

Yesterday I visited my sister, cooked lunch and watched a film.

Later, we walked to the park and talked for an hour.

7. LET'S USE ENGLISH

Roleplay



"A Trip to Remember": en grupos de 4-5 personas, recread distintos tramos del viaje a Marruecos (el puerto y el ferry, la oficina de alquiler de coches, el restaurante de carretera, el zoco de Khenifra, el camino a la granja), repartiendo los papeles de Julio, Itto, Zahra y los personajes que van encontrando. En cada estación, producid 2-3 frases usando la gramática de la unidad (to be en pasado, there was/were, verbos regulares en -ed).

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Queen — "Too Much Love Will Kill You" (1992)**
>
> Escucha de cierre de la unidad, mientras Itto termina de contarle a Majda el final del viaje.
> Repasamos las seis canciones de esta SdA: Otis Redding — "Sitting On The Dock Of The Bay" (1968), Percy Sledge — "When A Man Loves A Woman" (1991), Perry Como — "Feelings" (1978), Pink Floyd — "Another Brick On The Wall" (1982), Pink Martini — "Splendor In The Grass" (2009), Queen — "Too Much Love Will Kill You" (1992).

Abrir canción y actividades (BestSongs_Interactivo.html · song-36)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

Culture Window · St Patrick's Day — 17 March

St Patrick's Day — 17 March

Listen for the main idea and key details.



St Patrick’s Day Parade, Cork — Sean MacEntee / Wikimedia Commons (CC BY-SA 3.0) · CC BY-SA 3.0

Before reading

- Look at the title and the date. What country do you connect with St Patrick’s Day?
- What colours, music or symbols do you know?

St Patrick’s Day is celebrated every year on the seventeenth of March. It remembers St Patrick, the patron saint of Ireland. The day began as a religious feast, but today it is also a celebration of Irish culture and history.

People celebrate in different ways. In many towns and cities there are parades, music, dancing and public events. Green is strongly connected with the day, and many people wear green clothes or use green decorations. The shamrock, a small three-leaf plant, is also a familiar symbol.

Music and dance are important parts of many celebrations. You may hear fiddles, harps, tin whistles or drums, and you may see traditional Irish dancing.

For some people, St Patrick’s Day still has a religious meaning. For others, it is mainly cultural, social or family-based. Irish communities outside Ireland also use the day to remember their links with the country.

St Patrick’s Day shows how one date can connect history, migration, music, religion and identity.

Understanding

- When is St Patrick’s Day?
- Who was St Patrick?
- Name two things people may see or hear during the celebrations.
- What colour is strongly connected with the day?
- Do all people celebrate St Patrick’s Day in the same way?

Cultures in conversation

- Compare St Patrick’s Day with a cultural or local celebration you know. Give one similarity and one difference.

Let’s talk

- Compare St Patrick’s Day with a cultural or local celebration you know. Give one similarity and one difference.

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use story rhythm with past verbs intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A1 Workbook · 11A + 10B · More Practice
- Practice Makes Perfect Basic English · Chapters 16, 20–21 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · I'm Hollow

- Use only the mapped activity for this session.

Abrir canción y actividades

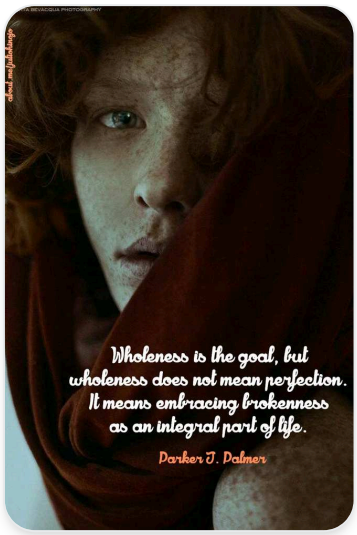
Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 7 · CLASE 1

A Quiet Evening at Home

Una noche tranquila en casa · Verbos irregulares (bloque 1)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el pasado regular y las experiencias anteriores.	Reactivar
2. Story / Listening	12	Escuchamos una conversación tranquila en casa.	Comprender
3. Understanding	8	Comprobamos personas, hechos y momentos de la historia.	Comprobar comprensión
4. Language in Action	15	Usamos un primer grupo de verbos irregulares en pasado.	Construir precisión
5. Words We Need	10	Activamos vocabulario de vida cotidiana, memoria y cambio.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos el sonido /e/ en formas irregulares frecuentes.	Escuchar y producir
7. Let’s Use English	12	Contamos brevemente algo que ocurrió en el pasado.	Comunicar
8. Mediation / Real Life	5	Transmitimos una experiencia pasada de forma sencilla.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

A Quiet Evening at Home

2. STORY / LISTENING

Listening: "A Quiet Evening at Home"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Majda has lived with Julio and Itto for a year and a half. → .....
2. Majda has a full-time job this summer. → .....
3. Majda usually looks at her phone during dinner. → .....
4. Itto decides to tell Majda about her own past. → .....
5. Majda leaves the table angry and refuses to listen. → .....

The Story: "A Quiet Evening at Home"

Verano de 2024 · Itto decide contarle a Majda su propia historia

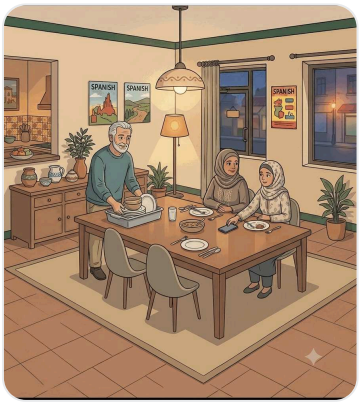


Imagen generada con Google Gemini Flash-Lite

It is the summer of 2024. Majda has lived with Julio and Itto for a year and a half now, ever since she left Zahra's flat and moved into the spare room upstairs. Every evening is almost the same: she comes home from a short walk, sits at the table, and looks at her phone for hours. She hasn't found a job yet, and she left her English classes after only two lessons. Tonight, during dinner, Itto watches her niece scroll through her phone without eating much. "Majda," she says gently, "can I tell you something tonight? Something about my own life, before I met Julio?" Majda looks up, surprised. She puts the phone down on the table, just for a moment. Julio smiles quietly and clears the plates. Itto takes a deep breath. "It's not an easy story," she says, "but maybe it can help you understand a few things." Majda nods slowly, and for the first time in weeks, her phone stays on the table, screen down, for almost an hour.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How long has Majda lived with Julio and Itto?
2. What does Majda usually do during dinner?
3. What does Itto ask Majda tonight?
4. What happens to Majda's phone at the end of the story?

4. LANGUAGE IN ACTION

Language Lab

Pasado simple irregular — bloque 1

Los verbos irregulares no añaden -ed en pasado; hay que memorizar su forma. Bloque 1: go→went, come→came, see→saw, leave→left, take→took, meet→met.
Afirmativa: She left the flat last year. They went for a walk.
Negativa: didn't + infinitivo → She didn't go to class today.
Interrogativa: Did + sujeto + infinitivo...? → Did she meet Julio in 2020?

Grammar Drill

1. Itto _____ (leave) Morocco many years ago.
2. Majda _____ (come) to live with them in January 2023.
3. They _____ (not/go) out for dinner last night.
4. _____ Itto _____ (meet) Julio at the school?
5. Majda _____ (take) her phone to the table again.
6. Julio _____ (see) Majda's tired face during dinner.
7. She _____ (not/leave) the room after dinner.
8. _____ you _____ (go) for a walk yesterday?
9. Itto _____ (take) a deep breath before starting the story.
10. They _____ (not/meet) any neighbours on the way home.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. screen time /skriːn taɪm/ — tiempo de pantalla.

2. to scroll /tə skrəʊl/ — desplazarse (por una pantalla).

3. notification /ˌnəʊtɪfɪˈkeɪʃn/ — notificación.

4. device /dɪˈvaɪs/ — dispositivo.

5. to unplug /tə ʌnˈplʌg/ — desconectar.

6. offline /ˌɒfˈlaɪn/ — desconectado, sin conexión.

7. addicted /əˈdɪktɪd/ — enganchado, adicto.

8. habit /ˈhæbɪt/ — hábito, costumbre.

9. to charge (a phone) /tə tʃɑːdʒ/ — cargar (un móvil).

10. distracted /dɪˈstræktɪd/ — distraído.

6. SOUND LAB

/e/ in irregular past forms

Escucha y reconoce el mismo sonido /e/ en went, left y met.
Repite went, left y met manteniendo una vocal breve y clara.
Escucha las tres palabras y compáralas dentro del grupo de verbos irregulares.
Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-37.

went left met

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, comentad vuestros propios hábitos con el móvil: cuánto tiempo lo usáis, para qué, y si alguna vez os gustaría desconectar más.

Writing

1. Escribe 5 frases sobre tu propia rutina diaria con el móvil, usando el vocabulario de esta sesión.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **R.E.M. — "Everybody Hurts" (1992)**
>
> Mientras escuchas, piensa en cómo a veces cuesta empezar a contar algo difícil, igual que le pasa a Itto esta noche; anota un verbo en pasado que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-37)

8. MEDIATION / REAL LIFE

Mediation

Carmen, que está preocupada porque su nieto también pasa mucho tiempo con el móvil, pregunta a Julio cómo ve esta situación desde su experiencia familiar.

Tarea: El alumnado media la conversación, explicando en español, con sobriedad y sin juzgar a nadie, lo que Julio cuenta en inglés sobre los hábitos tecnológicos en casa.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use /e/ in irregular past forms intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12 · Reinforce
- Basic Vocabulary in Use · 20 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Sound of Nothing

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 7 · CLASE 2

A Marriage That Never Was

El paseo de Costacabana · "Used to" y verbos irregulares (bloque 2)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos los primeros verbos irregulares de la unidad.	Reactivar
2. Story / Listening	12	Escuchamos la historia de un matrimonio que nunca llegó a ser real.	Comprender
3. Understanding	8	Comprobamos hechos, decisiones y consecuencias de la historia.	Comprobar comprensión
4. Language in Action	15	Usamos used to y un segundo grupo de verbos irregulares.	Construir precisión
5. Words We Need	10	Activamos vocabulario de relaciones, decisiones y vida pasada.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos /ɔː/ y /ɒ/ en formas irregulares conocidas.	Escuchar y producir
7. Let’s Use English	12	Comparamos hábitos pasados con la vida actual.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar un cambio importante de vida.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

A Marriage That Never Was

🎧 2. STORY / LISTENING

🎧 Listening: "A Marriage That Never Was"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Before coming to Spain, Itto used to teach at a driving school. → .....
2. Itto's sister Saadia arrived in Spain in 2007. → .....
3. Itto paid money for an arrangement that turned out to be a fraud. → .....
4. Itto knew the man she "married" very well. → .....
5. Itto got divorced in 2015. → .....

📖 The Story: "A Marriage That Never Was"

El paseo marítimo de Costacabana · el falso matrimonio

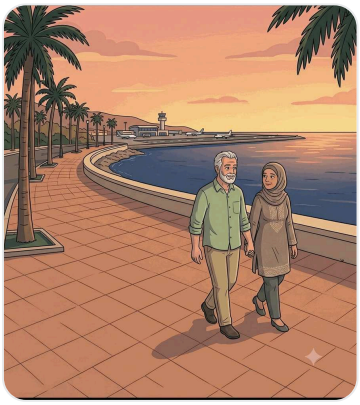


Imagen generada con Google Gemini Flash-Lite

The next evening, Julio and Itto walk along the promenade of Costacabana, close to the airport and the sea. The sky is orange, and the beach is almost empty. Itto starts talking quietly. "Before I met you, I used to live a very different life," she says. "I used to teach at a driving school in my town, and later I taught adult classes for a women's association too." Julio listens carefully. Itto continues: her sister Saadia arrived in Spain in 2004, and later Zahra in 2007. For years, Itto thought about coming too, but nothing worked. In the end, she paid a large amount of money — money her sister Saadia lent her — for an arrangement: a marriage with a Moroccan man living in Spain, so she could get a family visa. "I never even knew him," she says softly. "It was a fraud. I lost the money, and I lost several years of my life." She finally got divorced, alone, in 2015. Julio takes her hand without saying a word. The sea is calm, and for a while, they just keep walking.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What did Itto use to do before coming to Spain?
2. Why did Itto pay money for an arrangement?
3. Did Itto know the man she "married"? What happened?
4. In what year did Itto finally get divorced?

4. LANGUAGE IN ACTION

Language Lab

"Used to" (hábitos pasados) + irregulares (bloque 2)

"Used to" + infinitivo se usa para hablar de hábitos o situaciones pasadas que ya no son ciertas.
Afirmativa: She used to teach at a driving school.
Negativa: She didn't use to live in Spain.
Contraste con el presente: Now she lives in Almería, but she used to live in Morocco.
Verbos irregulares bloque 2: know→knew, think→thought, get→got, pay→paid, lose→lost, teach→taught.

Grammar Drill

1. Itto _____ (teach) at a driving school before coming to Spain.
2. She _____ (not/know) the man from the arrangement at all.
3. Itto _____ (think) about coming to Spain for many years.
4. She _____ (pay) a large amount of money for the arrangement.
5. In the end, Itto _____ (lose) the money and several years.
6. She finally _____ (get) divorced in 2015.
7. Before, she _____ (use to / not) live near the sea.
8. _____ she _____ (know) it was a fraud from the start?
9. Now Itto lives in Spain, but she _____ (use to) live in Ouaoumana.
10. Julio _____ (take) her hand without saying a word.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. fraud /frɔːd/ — fraude, estafa.

2. to scam /tə skæm/ — estafar.

3. arrangement /əˈreɪndʒmənt/ — arreglo, acuerdo.

4. driving instructor /ˈdraɪvɪŋ ɪnˈstrʌktə/ — profesor/a de autoescuela.

5. association /əˌsəʊsiˈeɪʃn/ — asociación.

6. to trust /tə trʌst/ — confiar.

7. promise /ˈprɒmɪs/ — promesa.

8. determined /dɪˈtɜːmɪnd/ — decidido/a, con determinación.

9. independent /ˌɪndɪˈpendənt/ — independiente.

10. disappointed /ˌdɪsəˈpɔɪntɪd/ — decepcionado/a.

6. SOUND LAB

/ɔː/ – /ɒ/ in irregular past forms

Escucha el contraste entre /ɔː/ en thought/taught y /ɒ/ en got/lost.

Repite las cuatro formas sin confundir la vocal larga /ɔː/ con la vocal corta /ɒ/.

Clasifica thought y taught frente a got y lost; después contrasta una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A1-38.

thought taught got lost

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, hablad de un cambio de vida importante (real o de algún personaje del elenco) que requirió mucha determinación, usando "used to".

Writing

1. Escribe 5 frases usando "used to" sobre cómo era la vida de alguien antes de un cambio importante.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Roy Orbison — "Pretty Woman" (1964)**
>
> Mientras escuchas, piensa en el contraste entre la vida que Itto tenía antes y la que decidió construir después; anota un verbo irregular que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-38)

8. MEDIATION / REAL LIFE

Mediation

Pilar, que tiene amigas marroquíes y está aprendiendo sobre extranjería, pregunta a Julio qué significa exactamente "conseguir los papeles" y por qué es tan importante para la comunidad marroquí en Almería.

Tarea: El alumnado media, explicando en español, con respeto y sin prejuicios, lo que Julio cuenta en inglés sobre las dificultades para conseguir la residencia legal.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use /ɔː/ – /ɒ/ in irregular past forms intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 15 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Golden Days

- Use only the mapped activity for this session.

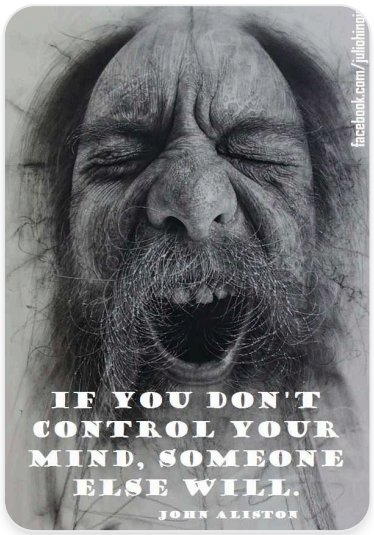
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 7 · CLASE 3

The Road to Éibar

Caminata cerca de casa · Verbos irregulares (bloque 3)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos used to y formas irregulares frecuentes.	Reactivar
2. Story / Listening	12	Escuchamos el viaje y la llegada a Éibar.	Comprender
3. Understanding	8	Comprobamos hechos, lugares y decisiones del relato.	Comprobar comprensión
4. Language in Action	15	Usamos un tercer grupo de verbos irregulares y conectores sencillos.	Construir precisión
5. Words We Need	10	Activamos vocabulario de viaje, ayuda y llegada.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos did y didn’t en preguntas y respuestas breves.	Escuchar y producir
7. Let’s Use English	12	Hacemos preguntas y respuestas sobre hechos pasados.	Comunicar
8. Mediation / Real Life	5	Transmitimos información básica de un viaje pasado.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Road to Éibar

🎧 2. STORY / LISTENING

🎧 Listening: "The Road to Éibar"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Saadia paid money for a tourist visa for Itto. → .....
2. Itto travelled directly to Éibar without going through France. → .....
3. Itto lived in Éibar for almost a year, cleaning houses. → .....
4. It was easy to get legal papers in the Basque Country without a contract. → .....
5. Itto decided to travel to Almería to look for legal work. → .....

📖 The Story: "The Road to Éibar"

Caminata cerca de casa · el visado de turista y la vida en Éibar

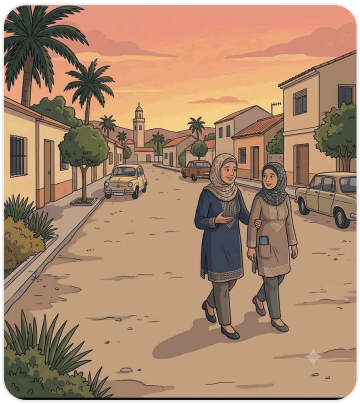


Imagen generada con Google Gemini Flash-Lite

A few days later, during a walk near home, Itto tells Majda the next part of her story. In 2017, her sister Saadia found a way to help her: she paid another large sum of money to people who promised a tourist visa. Early in 2018, Itto finally travelled to France. "I didn't know exactly what to expect," she tells Majda. "I just brought one small suitcase." At the airport, Saadia was waiting, and she drove Itto straight to Éibar, in the Basque Country. Itto lived there for almost a year, cleaning houses for several families. She said very little Spanish then, but she learnt quickly. "The weather was always grey," Itto laughs, "so different from Almería!" Majda listens closely, forgetting her phone completely. "Why didn't you stay in Éibar with Saadia?" she asks. Itto explains: without a proper contract, it was almost impossible to get legal papers there. So, after almost a year, she made a difficult decision: to travel south, to Almería, where her other sister Zahra could help her find real work.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did Itto get to Spain in 2018?
2. What did Itto do for work in Éibar?
3. Why couldn't Itto get legal papers in the Basque Country?
4. What decision does Itto make after almost a year in Éibar?

4. LANGUAGE IN ACTION

Language Lab

Pasado simple irregular — bloque 3

Verbos irregulares bloque 3: say→said, tell→told, find→found, buy→bought, bring→brought, drive→drove.
Uso de because / so para explicar causa y consecuencia: She didn't have a contract, so it was difficult to get papers.

Grammar Drill

1. Saadia _____ (find) a way to help her sister travel.
2. Early in 2018, Itto _____ (buy) a plane ticket to France.
3. Saadia _____ (drive) Itto from the airport to Éibar.
4. Itto _____ (tell) Majda about her year in the Basque Country.
5. She _____ (say) the weather was always grey there.
6. Itto _____ (not/find) a legal contract in Éibar.
7. _____ Saadia _____ (bring) warm clothes for her sister?
8. Majda _____ (not/say) a word; she just listened.
9. _____ Itto _____ (tell) the whole story in one evening?
10. Itto _____ (bring) only one small suitcase from Morocco.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. tourist visa /ˈtʊərɪst ˈviːzə/ — visado de turista.

2. suitcase /ˈsuːtkeɪs/ — maleta.

3. to promise /tə ˈprɒmɪs/ — prometer.

4. to clean (houses) /tə kliːn/ — limpiar (casas).

5. employer /ɪmˈplɔɪə/ — empleador/a.

6. weather /ˈweðə/ — tiempo (meteorológico).

7. grey /greɪ/ — gris.

8. contract /ˈkɒntrækt/ — contrato.

9. legal /ˈliːgl/ — legal.

10. decision /dɪˈsɪʒn/ — decisión.

6. SOUND LAB

did / didn’t in short questions and answers

Escucha did y didn’t dentro de preguntas y respuestas breves.

Repite una pregunta y una respuesta manteniendo did/didn’t claros.

Escucha el intercambio completo; después practica un patrón con una pareja.

Escucha el modelo local. Repite una pregunta y una respuesta y mantén did/didn’t claramente perceptibles. Foco fijado por Lote 3 A1-39.

Did you call him? Yes, I did. Did she go yesterday? No, she didn’t. Listen to did and didn’t in short questions and answers. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Did you call him? | Yes, I did. | Did she go yesterday? | No, she didn't.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, contad (usando el bloque 3) una decisión difícil que alguien tomó en su vida, real o de algún personaje del elenco.

Writing

1. Escribe 5 frases sobre el viaje de Itto usando said, told, found, bought, brought y drove.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Scorpions — "Still Loving You" (1984)**
>
> Mientras escuchas, piensa en la persistencia de Itto en su empeño de conseguir papeles; anota un verbo irregular que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-39)

8. MEDIATION / REAL LIFE

Mediation

Rogelio, muy interesado en los detalles, pregunta a Julio por qué es tan difícil conseguir papeles legales sin un contrato de trabajo en algunas regiones de España.

Tarea: El alumnado media, explicando en español, de forma objetiva y sin juicios de valor, la relación entre el contrato legal y la regularización.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use did / didn't in short questions and answers intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12 · Reinforce
- Basic Vocabulary in Use · 20 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Little Lights

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 7 · CLASE 4

The Greenhouse Contract

Cocina de casa · Verbos irregulares (bloque 4)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el viaje y los cambios vividos por Itto.	Reactivar
2. Story / Listening	12	Escuchamos la etapa del trabajo en el invernadero.	Comprender
3. Understanding	8	Comprobamos trabajo, esfuerzo y condiciones del relato.	Comprobar comprensión
4. Language in Action	15	Usamos un cuarto grupo de verbos irregulares en contexto.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trabajo, esfuerzo y tiempo.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos used to como un grupo sonoro breve en frases.	Escuchar y producir
7. Let’s Use English	12	Comparamos una situación pasada con otra actual.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar cómo cambió una situación laboral.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Greenhouse Contract

2. STORY / LISTENING

Listening: "The Greenhouse Contract"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Zahra helped Itto find work in a greenhouse in La Cañada. → .....
2. Itto got the legal contract completely free of charge. → .....
3. Itto worked without a salary for several months to pay off her debt. → .....
4. Itto gave up and stopped working when she felt tired. → .....
5. Majda says she already knew this part of Itto's story. → .....

The Story: "The Greenhouse Contract"

Cocina de casa · el invernadero y el año trabajando gratis



Imagen generada con Google Gemini Flash-Lite

The following week, in the kitchen after breakfast, Itto continues her story for Majda. In Almería, her sister Zahra helped her find work in a greenhouse in La Cañada. It wasn't easy: to get a legal contract, Itto had to pay another six thousand euros, this time to the greenhouse owner's contact. "It felt unfair," Itto admits, "but for many people without papers, this was the only real chance in Europe." During the last months of 2019 and the first months of 2020, Itto worked without any salary at all, to finish paying off the debt. She spent almost every day among the tomato plants, from early morning until the evening. She kept working, even when she felt exhausted. "I never sold anything I didn't have," she tells Majda firmly, "I paid with my own effort, every single day." Slowly, she became known in the neighbourhood as a serious, hard-working woman. Majda looks at her aunt with new respect. "I didn't know any of this," she whispers.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did Itto get her legal contract in Almería?
2. Why did Itto work without a salary for several months?
3. How does Itto describe the effort she made?
4. How does Majda react to hearing this part of the story?

4. LANGUAGE IN ACTION

Language Lab

Pasado simple irregular — bloque 4

Verbos irregulares bloque 4: make→made, become→became, feel→felt, sell→sold, keep→kept, spend→spent. Repaso de expresiones de tiempo: during the last months of 2019, from early morning until the evening, every single day.

Grammar Drill

1. Zahra _____ (make) it possible for Itto to find work.
2. Itto _____ (spend) almost every day among the tomato plants.
3. She _____ (feel) exhausted, but she kept working.
4. Itto _____ (keep) working even during the hardest months.
5. She _____ (not/sell) anything; she only worked to pay her debt.
6. Slowly, Itto _____ (become) known as a hard-working woman.
7. _____ Itto _____ (make) any friends at the greenhouse?
8. Majda _____ (feel) surprised by her aunt's story.
9. They _____ (not/spend) much money that year.
10. _____ Itto _____ (keep) a diary during that difficult time?

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. greenhouse /ˈgriːnhaʊs/ — invernadero.

2. debt /det/ — deuda.

3. to pay off /tə peɪ ɒf/ — saldar, terminar de pagar.

4. salary /ˈsæləri/ — salario.

5. hard-working /ˌhɑːdˈwɜːkɪŋ/ — trabajador/a.

6. unfair /ʌnˈfeə/ — injusto/a.

7. effort /ˈefət/ — esfuerzo.

8. contact (person) /ˈkɒntækt/ — contacto, intermediario.

9. owner /ˈəʊnə/ — propietario/a.

10. neighbourhood /ˈneɪbəhʊd/ — barrio.

6. SOUND LAB

used to /juːstə/ in connected speech

Escucha used to como un grupo sonoro breve /juːstə/ dentro de frases naturales.
Repite las frases sin separar artificialmente used y to.
Escucha las tres frases; después repite una y crea un ejemplo propio.

Escucha used to dentro de la frase completa. Repite sin separar las dos palabras y conserva el ritmo del modelo.
Foco fijado por Lote 3 A1-40.

I used to live in a village. She used to walk to work. We used to meet every Friday. Listen to used to as one short sound group. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I used to live in a village. | She used to walk to work. | We used to meet every Friday.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, describid un trabajo duro que conocéis bien (propio, familiar o de un personaje del elenco), usando el bloque 4.

Writing

1. Escribe 5 frases sobre cómo Itto pagó su deuda, usando made, became, felt, sold, kept y spent.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Sting — "Englishman In New York" (1987)**
>
> Mientras escuchas, piensa en la idea de ser extranjero/a en un lugar nuevo; anota un verbo irregular que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-40)

8. MEDIATION / REAL LIFE

Mediation

Consuelo y Cristóbal, que conocen bien la zona de invernaderos de La Cañada, comentan con Julio la situación de muchos trabajadores extranjeros en Almería.

Tarea: El alumnado media, explicando en español, con respeto y sin estereotipos, lo que Julio cuenta en inglés, centrándose en el esfuerzo personal de Itto.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use used to /juːstə/ in connected speech intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12 · Reinforce
- Basic Vocabulary in Use · 20 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Till I Die

- Use only the mapped activity for this session.

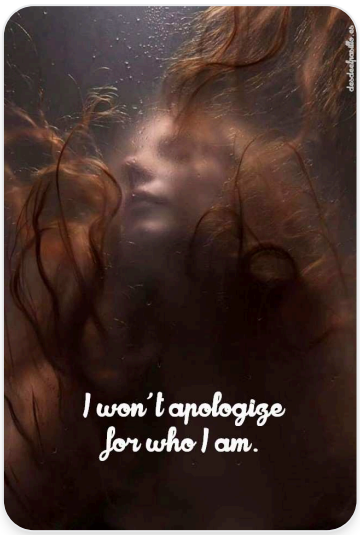
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 7 · CLASE 5

Papers of Her Own

Sobremesa en casa · Verbos irregulares (bloque 5) y cierre del relato



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el trabajo y los cambios de la sesión anterior.	Reactivar
2. Story / Listening	12	Escuchamos cómo Itto consigue sus propios papeles.	Comprender
3. Understanding	8	Comprobamos hechos, decisiones y resultado de la historia.	Comprobar comprensión
4. Language in Action	15	Usamos un quinto grupo de verbos irregulares y repasamos used to.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trámites, autonomía y cambio.	Ampliar vocabulario útil
6. Sound Lab	10	Consolidamos formas irregulares dentro de frases completas.	Escuchar y producir
7. Let's Use English	12	Contamos un cambio importante usando pasado sencillo.	Comunicar
8. Mediation / Real Life	5	Mediamos información básica sobre un trámite o experiencia.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Papers of Her Own

2. STORY / LISTENING

Listening: "Papers of Her Own"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

1. Itto received the Social Worker's report in July 2020. → .....
2. Itto got her NIE by marrying a Spanish citizen. → .....
3. Itto enrolled at Alkayasí before getting her NIE. → .....
4. Itto met Julio at the greenhouse where she worked. → .....
5. At the end of the conversation, Majda says she might try an English class. → .....

The Story: "Papers of Her Own"

Sobremesa en casa · el NIE, Alkayasí, y el cierre del relato con Majda



Imagen generada con Google Gemini Flash-Lite

On a quiet Sunday, after lunch, Itto finishes her story. In July 2020, after three long years of legal residence in Spain, a social worker finally understood her situation and wrote the report Itto needed. A few months later, in October 2020, Itto got her NIE — her own resident permit, won through her own effort, without depending on any husband. "I never chose the easy way," she tells Majda, "but I chose my own way." That same September, before even having her NIE, Zahra had already enrolled her at the Alkayasí adult school, with just her passport. There, in a small classroom, Itto met an English and Computing teacher called Julio. Majda listens until the end, and for a moment nobody speaks. Then Itto adds gently: "Everybody's story breaks at some point, Majda. Mine broke many times. But it didn't stay broken." Majda finally puts her phone in another room, without being asked. "Maybe I could try one English class," she says quietly. Itto smiles and squeezes her hand.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. When did Itto receive the Social Worker's report?
2. How did Itto finally get her NIE?
3. Where and how did Itto meet Julio?
4. What does Majda decide at the end of the conversation?

4. LANGUAGE IN ACTION

Language Lab

Pasado simple irregular — bloque 5 + repaso de "used to"

Verbos irregulares bloque 5: understand→understood, catch→caught, hear→heard, win→won, choose→chose, break→broke.
Repaso de "used to": Itto used to live a very different life, but she never used to give up.

Grammar Drill

1. The social worker finally _____ (understand) Itto's situation.
2. Itto _____ (win) her NIE through her own effort, not through marriage.
3. She _____ (choose) her own way, not the easy one.
4. Itto's first, false marriage _____ (break) down completely in 2015.
5. Majda _____ (hear) the whole story for the first time that Sunday.
6. Zahra _____ (catch) the chance to enrol Itto at school early.
7. Itto _____ (not/understand) much Spanish when she arrived.
8. Itto _____ (not/win) her papers by marrying a Spanish citizen.
9. Before meeting Julio, Itto _____ (use to) live a very different life.
10. That evening, Majda _____ (catch) herself putting her phone away, without thinking.

5. WORDS WE NEED

Vocabulary Lab: 10 Key Words

1. social worker /ˈsəʊʃl ˈwɜːkə/ — trabajador/a social.

2. report /rɪˈpɔːt/ — informe.

3. resident permit /ˈrezɪdənt ˈpɜːmɪt/ — permiso de residencia (NIE).

4. achievement /əˈtʃiːvmənt/ — logro.

5. proud /praʊd/ — orgulloso/a.

6. milestone /ˈmaɪlstəʊn/ — hito, momento clave.

7. to enrol /tə ɪnˈrəʊl/ — matricularse.

8. application /ˌæplɪˈkeɪʃn/ — solicitud.

9. independent /ˌɪndɪˈpendənt/ — independiente.

10. determined /dɪˈtɜːmɪnd/ — decidido/a.

6. SOUND LAB

irregular past forms in complete phrases

Escucha varias formas irregulares dentro de secuencias completas.
Repite una secuencia manteniendo claras las formas de pasado.
Identifica los verbos irregulares del audio y repite una de las dos secuencias.

Escucha las formas irregulares dentro de frases completas. Después repite una secuencia con ritmo natural. Foco fijado por Lote 3 A1-41.

I went, I saw, I came back. She had lunch, made a call and found her keys. Listen to the irregular past forms inside complete phrases. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I went, I saw, I came back. | She had lunch, made a call and found her keys.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, reflexionad sobre un logro personal conseguido "por cuenta propia", sin depender de nadie más, usando el bloque 5.

Writing

1. Escribe 5 frases que resuman el recorrido completo de Itto (desde 2015 hasta 2020), usando al menos 3 verbos irregulares distintos.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Supertramp — "School" (1974)**
>
> Mientras escuchas, piensa en la decisión final de Majda de "probar una clase"; anota un verbo irregular que reconozcas y repasa mentalmente los 5 bloques de esta SdA.

Abrir canción y actividades (BestSongs_Interactivo.html · song-41)

8. MEDIATION / REAL LIFE

Mediation

Julio e Itto hablan con Majda sobre su uso del móvil, usando la propia historia de superación de Itto como argumento para animarla, sin presionarla.

> *"Maybe you could try one class, Majda... it's never too late to start something new."*

Tarea: En parejas, el alumnado media entre lo que dice Itto en inglés sobre su propia historia y una posible respuesta de Majda en español, practicando cómo animar a alguien sin presionarlo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use irregular past forms in complete phrases intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 15 · Reinforce
- Basic Vocabulary in Use · 20 · Reinforce

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Let It Be

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 7 · CLASE 6

Review Fair: Her Own Way

Repaso final de la SdA 7



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 7.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave de la historia de Itto.	Comprender
3. Understanding	6	Comprobamos hechos y cambios principales de la unidad.	Comprobar comprensión
4. Language in Action	12	Consolidamos verbos irregulares y used to.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario útil de cambios vitales y trámites.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos el ritmo de un relato breve en pasado.	Escuchar y producir
7. Let’s Use English	12	Reconstruimos y contamos una historia con apoyo del grupo.	Comunicar
8. Mediation / Real Life	7	Mediamos una experiencia pasada de forma sencilla.	Mediar
🌎 Culture Window	10	Conectamos la unidad con Diwali y la idea de luz y nuevos comienzos.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with...

Review Fair: Her Own Way

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

Language Lab

Resumen de Competencias de SdA 7

Pasado simple irregular: los 30 verbos irregulares más frecuentes, repartidos en 5 bloques · "Used to" para hábitos pasados en contraste con la vida actual · Vocabulario de trámites migratorios y de hábitos tecnológicos.

Grammar Drill

1. Itto _____ (leave) Morocco to build a new life.
2. She _____ (pay) a large sum of money for a fraudulent arrangement.
3. Saadia _____ (drive) her sister from the airport to Éibar.
4. Itto _____ (spend) months working without any salary.
5. The social worker finally _____ (understand) her situation in 2020.
6. Before Spain, Itto _____ (use to) teach at a driving school.
7. Zahra _____ (find) Itto a place to live in La Cañada.
8. Itto _____ (not/win) her papers through marriage.
9. _____ Itto _____ (meet) Julio at the adult school in September 2020?
10. Majda finally _____ (catch) herself putting her phone away.

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

narrative rhythm in a short past story

Escucha cómo el relato se organiza en grupos de sentido y pausas naturales.

Repite una frase manteniendo el ritmo narrativo y las pausas del modelo.

Escucha la mini-historia completa; después repite una frase y cuenta una acción pasada propia.

Escucha primero la mini-historia completa. Después repite una frase siguiendo sus grupos de sentido y pausas.
Foco fijado por Lote 3 A1-42.

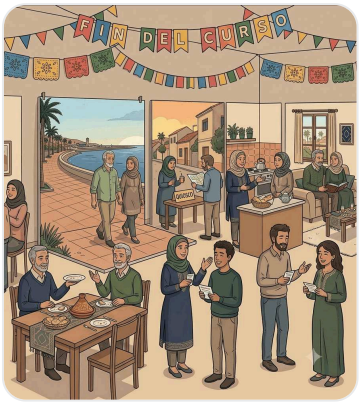
Last Saturday, I got up early, took the bus and visited my family. In the afternoon, we ate together and talked about old times. Listen to the story rhythm. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Last Saturday, I got up early, took the bus and visited my family.

In the afternoon, we ate together and talked about old times.

7. LET'S USE ENGLISH

Roleplay



"Her Own Way": en grupos de 4-5 personas, recread los principales momentos del relato de Itto (el falso matrimonio, el visado y Éibar, el invernadero, la obtención del NIE, la conversación final con Majda), usando el vocabulario y los verbos irregulares de la unidad. Cerrad la escena con una frase de ánimo de Julio o Itto dirigida a Majda.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **The Animals — "House Of The Rising Sun" (1964)**
>
> Escucha de cierre de la unidad, mientras la familia comparte una sobremesa tranquila tras la conversación con Majda.
> Repasamos las seis canciones de esta SdA: R.E.M. — "Everybody Hurts" (1992), Roy Orbison — "Pretty Woman" (1964), Scorpions — "Still Loving You" (1984), Sting — "Englishman In New York" (1987), Supertramp — "School" (1974), The Animals — "House Of The Rising Sun" (1964).

Abrir canción y actividades (BestSongs_Interactivo.html · song-42)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

Culture Window · Diwali — the Festival of Lights

Diwali — the Festival of Lights

Listen for the main idea and key details.



House decoration during Diwali — Dew kodu pagli / Wikimedia Commons (CC BY-SA 4.0) · CC BY-SA 4.0

Before reading

- What can light represent in a celebration?
- Do you know a festival where people decorate homes with lights?

Diwali is often called the Festival of Lights. It is celebrated by millions of people in India and in communities around the world. Hindu, Sikh and Jain communities celebrate it in different ways.

Light is the best-known symbol of the festival. People may light small oil lamps called diyas, decorate homes and streets, visit family and friends, share sweets and give presents. Some communities also organise music, dancing, prayers and public celebrations.

For many Hindus, Diwali is connected with the victory of good over evil and light over darkness. One well-known tradition remembers the return of Rama and Sita to Ayodhya. Sikh and Jain traditions give this period their own religious meanings.

Because Diwali has different traditions, it is better not to describe it as one single story or one identical celebration.

For many families, Diwali is also a time for friendship, hope and new beginnings. Its lights offer a simple message: darkness can be answered with light.

Understanding

- What is Diwali often called?
- What are diyas?
- Name two things people may do during Diwali.
- Do Hindu, Sikh and Jain communities all give Diwali exactly the same meaning?
- What positive ideas are often connected with the festival?

Cultures in conversation

- Compare Diwali with a festival you know that uses light, candles, fire or decorations.

Let’s talk

- Compare Diwali with a festival you know that uses light, candles, fire or decorations.

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use narrative rhythm in a short past story intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Basic Grammar in Use · 11–12, 15 · Reinforce
- English File A1 Workbook · 12A–12B + 11B · More Practice
- Practice Makes Perfect Basic English · Chapters 17–19 + 60 · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · In the Dream

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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SDA 8 · CLASE 1

Two Years That Changed Everything

Repaso de la SdA 1 y la SdA 2 · To be, presente simple y rutinas



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos los cambios y aprendizajes trabajados hasta ahora.	Reactivar
2. Story / Listening	12	Escuchamos una historia sobre dos años de cambios.	Comprender
3. Understanding	8	Comprobamos hechos, personas y momentos clave.	Comprobar comprensión
4. Language in Action	15	Reutilizamos estructuras conocidas para hablar de experiencias.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario útil de cambios y vida cotidiana.	Ampliar vocabulario útil
6. Sound Lab	10	Marcamos palabras clave y acento léxico en un plan breve.	Escuchar y producir
7. Let's Use English	12	Contamos un cambio importante con lenguaje conocido.	Comunicar
8. Mediation / Real Life	5	Ayudamos a resumir una experiencia para otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Remember the people and places from the course. Say one familiar sentence about them.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

2. STORY / LISTENING

Listening: "Two Years That Changed Everything"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

The Story: "Two Years That Changed Everything"

Memory Lane · repaso de la SdA 1 (Itto llega al aula) y la SdA 2 (rutinas en La Cañada)

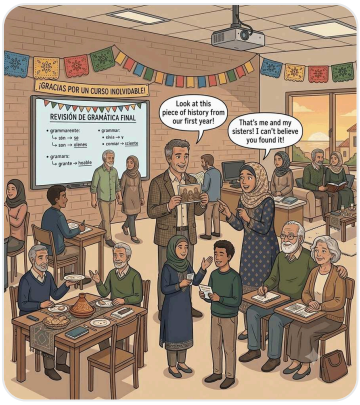


Imagen generada con Google Gemini Flash-Lite

It is nearly the end of the course, and Julio looks back at the beginning. Almost six years ago, in September 2020, Itto walked into his classroom for the first time, carrying only her passport and a lot of courage. In those early months, she learned the alphabet of a new life: how to say “there is” and “there are”, how to talk about her family, and how to describe her daily routine. Every morning she got up early, caught the bus, and studied for hours before going to the greenhouse. Julio remembers her first “Good morning, teacher” with a smile. That shy student is now sitting in the same classroom, ready for her final review before the end of Level A1.

3. UNDERSTANDING

1. Itto started at Alkayasí in September 2020. → .....
2. Itto arrived at the school with many suitcases full of clothes. → .....
3. Itto learned to talk about "there is" and "there are" at the beginning of the course. → .....
4. Itto never went to the greenhouse after class. → .....
5. Itto is still a student at Alkayasí at the end of Level A1. → .....

Comprensión escrita — responde con frases completas:

1. When did Itto start at Alkayasí?
2. What did Itto learn about in her first months?
3. What was Itto's daily routine like at the beginning?
4. How does Julio describe Itto's first days in class?

4. LANGUAGE IN ACTION

Language Lab

Bloque A · Gramática acumulada — SdA 1 y SdA 2

Repaso de: to be, demostrativos (this/that/these/those), there is/are, negativas/preguntas, posesivos/artículos (SdA 1) · presente simple, adverbios de frecuencia, preposiciones de tiempo/lugar (SdA 2).

Grammar Drill

1. Itto _____ (be) from Morocco.
2. _____ (this) is her English notebook.
3. There _____ two new students in the class today.
4. _____ this Julio's book?
5. Itto _____ (not/be) from Spain.
6. _____ (these) are Francisco's glasses.
7. Itto _____ (get up) at seven every morning.
8. Julio usually _____ (teach) English on Mondays.
9. Itto _____ (not/work) on Sundays.
10. _____ Itto _____ (study) Cookery at the FP centre?
11. Francisco is _____ (never) late for class.
12. Carmen goes to the market _____ Saturdays.
13. Classes start _____ four o'clock.
14. Itto's classroom is _____ the ground floor.
15. _____ (there) is a new poster on the wall.

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 1-2)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

1. Julio writes on the _____ (pizarra) every day.
2. Itto sits next to her _____ (compañera de clase) Carmen.
3. Every morning, Itto has _____ (desayuno) before class.
4. Francisco always brings his _____ (gafas) to read.
5. Julio's _____ (asignatura) is English and Computing.
6. Itto usually _____ (se levanta) at seven o'clock.
7. Classes start _____ (los lunes) at four in the afternoon.
8. Itto's _____ (marido) is also her English teacher.
9. Carmen never arrives _____ (tarde) to class.
10. Francisco's _____ (nieta) sometimes visits him after class.

6. SOUND LAB

information stress in a short travel plan

Escucha qué palabras llevan la información principal en un plan breve.

Repite las dos frases marcando de forma natural las palabras clave.

Escucha, identifica las palabras prominentes y después di un plan propio.

0:00 / 0:31

Escucha el modelo local y fíjate en las palabras informativas que reciben mayor prominencia. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to the key words. I NEED a TICKET for MONday. The TRAIN leaves at SEVen. Repeat the sentence, then say one short travel plan with clear key words. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 28.0 · p. 65 · exercise 28.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I NEED a TICKET for MONday.

The TRAIN leaves at SEVen.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, recordad juntos: ¿cómo era vuestro primer día de clase en Alkayasí? Describid vuestra rutina diaria de aquel primer curso.

Writing

1. Escribe 5 frases sobre cómo era tu vida y tu rutina cuando empezaste el curso, usando el presente simple.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **The Beatles — "Let It Be" (1973)**
>
> Mientras escuchas, piensa en cómo Itto dejó atrás las dificultades del principio para seguir adelante; repasa mentalmente el presente simple.

Abrir canción y actividades (BestSongs_Interactivo.html · song-43)

8. MEDIATION / REAL LIFE

Mediation

Un compañero nuevo, que no estuvo en el curso 2020-2021, pregunta a Francisco cómo era Itto en sus primeras clases.

Tarea: El alumnado media, en español, resumiendo lo que Francisco recuerda en inglés sobre la llegada de Itto al aula.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use familiar English to ask and answer simple questions.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use information stress in a short travel plan intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Blinded By Love

- Listen and use only the familiar words and activities that help you review.

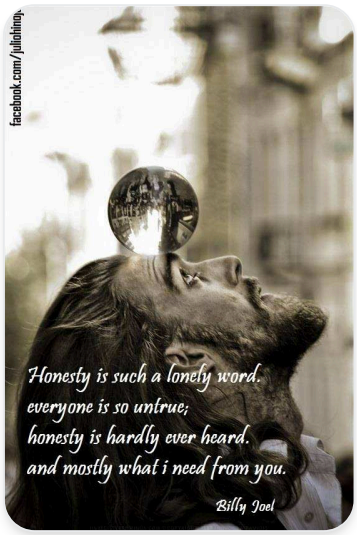
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 2

A Day to Remember

Repaso de la SdA 3 · Have got, genitivo sajón y comparativos



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos una experiencia importante de la sesión anterior.	Reactivar
2. Story / Listening	12	Escuchamos un día especial y sus detalles principales.	Comprender
3. Understanding	8	Comprobamos acciones, personas y momentos del relato.	Comprobar comprensión
4. Language in Action	15	Reutilizamos preguntas y respuestas conocidas.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de experiencias y recuerdos.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos preguntas y respuestas breves con claridad.	Escuchar y producir
7. Let’s Use English	12	Conversamos sobre un día que recordamos bien.	Comunicar
8. Mediation / Real Life	5	Transmitimos los datos principales de una experiencia.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed “Two Years That Changed Everything”. Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

2. STORY / LISTENING

Listening: "A Day to Remember"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

The Story: "A Day to Remember"

Memory Lane · repaso de la SdA 3 (boda civil y religiosa)

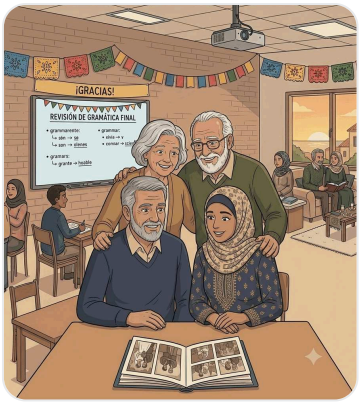


Imagen generada con Google Gemini Flash-Lite

On 1 March 2021, in the small Juzgado de Paz of Serón, Julio and Itto got married. It wasn't a big celebration: only a few close relatives were there, including Zahra, Hamid and Julio's son David. Everybody has got good memories of that morning — the simple rings, the quiet street outside, and the warm hugs afterwards. A few months later, in August, the couple had a second, religious ceremony at the Moroccan consulate in Almería. Itto's ring is more precious to her than anything else she owns. Today, in class, the group looks again at old photos and remembers how two very different families became one.

3. UNDERSTANDING

1. Julio and Itto got married in Serón. → .....
2. The civil wedding had hundreds of guests. → .....
3. David attended his father's wedding. → .....
4. The religious ceremony took place before the civil one. → .....
5. The couple had two ceremonies in total. → .....

Comprensión escrita — responde con frases completas:

1. Where did the civil wedding take place?
2. Who attended the wedding?
3. When was the religious ceremony?
4. How does Itto feel about her ring?

4. LANGUAGE IN ACTION

Language Lab

Bloque A · Gramática acumulada — SdA 3

Repaso de: have got, genitivo sajón, posesivos, pronombres objeto, comparativos sencillos.

Grammar Drill

1. Itto _____ (have got) a new white dress for the wedding.
2. Julio _____ (not/have got) many relatives at the ceremony, only a few.
3. _____ David _____ (have got) a difficult relationship with his father?
4. That is Julio _____ son.
5. Serón is a small village; _____ church is very old.
6. Zahra and Hamid are Itto's siblings; _____ are important to her.
7. Julio invited David to the wedding, and Itto was very kind to _____.
8. The civil ceremony was smaller than the religious _____.
9. August was _____ (hot) than March in Almería.
10. The religious ceremony was _____ (formal) than the civil one.
11. Serón is _____ (small) than Almería city.
12. David's relationship with his father is not _____ (easy) as before.
13. Whose ring is this? It's _____.
14. This wedding photo is _____ (de ellos, pronombre posesivo).
15. _____ (these/this) rings are Julio and Itto's.

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 3)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

1. Itto wore a beautiful _____ (vestido) for her wedding.
2. The _____ (boda civil) took place in Serón.
3. Zahra and Hamid are Itto's _____ (hermanos).
4. David is Julio's _____ (hijo).
5. The judge signed the _____ (certificado de matrimonio).
6. Itto's family gave the couple a beautiful _____ (regalo).
7. The religious ceremony took place at the Moroccan _____ (consulado).
8. Everybody gave the couple a big _____ (abrazo).
9. It was a small and _____ (íntima) family celebration.
10. Itto's _____ (anillo) was simple and elegant.

6. SOUND LAB

clear question-and-answer intonation

Escucha la entonación de dos preguntas y sus respuestas breves.

Repite una pareja pregunta-respuesta manteniendo claridad y entonación natural.

Escucha, responde y crea una respuesta personal con el mismo patrón.

Escucha la pregunta y la respuesta como una unidad. Después practica un intercambio completo. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen and answer. Where do you live? I live near the school. What do you enjoy? I enjoy music. Repeat the questions and answers, then make one answer about you. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 14.0 · p. 37 · exercise 14.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

Where do you live? — I live near the school.

What do you enjoy? — I enjoy music.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, comparad la boda de Julio e Itto con otra boda que conozcáis, usando comparativos.

Writing

1. Escribe 5 frases sobre la boda de Julio e Itto usando have got, genitivo sajón y comparativos.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **The Bee Gees — "Words" (1977)**
>
> Mientras escuchas esta canción de amor, anota dos posesivos o pronombres objeto que reconozcas en la letra.

Abrir canción y actividades (BestSongs_Interactivo.html · song-44)

8. MEDIATION / REAL LIFE

Mediation

Consuelo, que no pudo asistir a la boda religiosa, pregunta a Cristóbal qué recuerda él de aquel día en el Consulado de Marruecos.

Tarea: El alumnado media, con respeto y sobriedad, resumiendo en español lo que Cristóbal cuenta en inglés sobre la ceremonia.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use familiar English to ask and answer simple questions.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use clear question-and-answer intonation intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Battleground of Broken Hearts

- Listen and use only the familiar words and activities that help you review.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 3

Saturday Mornings

Repaso de la SdA 4 · Imperativos, presente continuo y contables/incontables



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos hábitos y experiencias cotidianas.	Reactivar
2. Story / Listening	12	Escuchamos una mañana de sábado y sus actividades.	Comprender
3. Understanding	8	Comprobamos acciones y detalles de la rutina.	Comprobar comprensión
4. Language in Action	15	Reutilizamos estructuras conocidas en situaciones cotidianas.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de tiempo libre y rutinas.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos el ritmo de frases cotidianas breves.	Escuchar y producir
7. Let's Use English	12	Creamos un mini-diálogo sobre una rutina conocida.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar una rutina sencilla.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed "A Day to Remember". Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

2. STORY / LISTENING

Listening: "Saturday Mornings"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

The Story: "Saturday Mornings"

Memory Lane · repaso de la SdA 4 (mercadillo, bazar y cafetería)

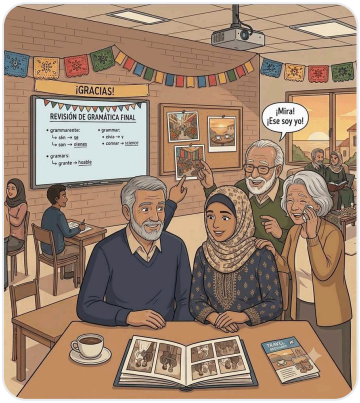


Imagen generada con Google Gemini Flash-Lite

Every Saturday morning, Julio and Itto go shopping with their good friends Consuelo and Cristóbal. First, they walk around the Zapillo market, buying fresh fruit and vegetables. Then they visit the Moroccan bazaar in El Puche for halal meat and spices. Consuelo never leaves without a bag of oranges, and Cristóbal always looks for a bargain. After shopping, the four friends sit down at La Dulce Alianza for coffee and cake. Consuelo can't resist a sweet pastry, and Cristóbal always orders a strong coffee. These Saturday mornings have become a small, happy routine for all of them, much more than just a shopping trip.

3. UNDERSTANDING

1. Julio and Itto go shopping alone every Saturday. → .....
2. Consuelo and Cristóbal often join them. → .....
3. They buy halal meat at the Moroccan bazaar. → .....
4. They never have coffee after shopping. → .....
5. Consuelo enjoys a sweet pastry at the café. → .....

Comprensión escrita — responde con frases completas:

1. Who goes shopping with Julio and Itto on Saturdays?
2. Where do they buy halal meat?
3. What does Consuelo always buy?
4. Where do they go for coffee?

4. LANGUAGE IN ACTION

Language Lab

Bloque A · Gramática acumulada — SdA 4

Repaso de: imperativos, presente continuo, contables/incontables (a/an, some/any), can (habilidad/permiso), verbos de preferencia + -ing.

Grammar Drill

1. _____ (look) at this bread, it smells wonderful!
2. _____ (not/forget) your shopping list!
3. Consuelo _____ (buy) vegetables at the market right now.
4. Julio and Itto _____ (wait) for Cristóbal outside the café.
5. There is _____ apple on the table.
6. There are _____ oranges in the bag.
7. Is there _____ milk left?
8. There isn't _____ sugar in the cupboard.
9. Itto _____ (can) speak Arabic, French and Spanish.
10. _____ we sit here for a moment?
11. Consuelo loves _____ (chat) after the market.
12. Itto doesn't like _____ (shop) alone.
13. Cristóbal _____ (enjoy) a coffee with his friends.
14. _____ (be) careful with the hot coffee!
15. They _____ (prefer) walking to driving on Saturdays.

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 4)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

1. Every Saturday, Julio and Itto go to the _____ (mercadillo).
2. Consuelo always buys fresh _____ (fruta) at the market.
3. They buy halal meat at the Moroccan _____ (bazar).
4. After shopping, they have a coffee at their favourite _____ (cafetería).
5. Itto checks her shopping _____ (lista) before leaving home.
6. Cristóbal doesn't like carrying heavy _____ (bolsas).
7. Alcampo is a big _____ (supermercado).
8. Consuelo loves a _____ (pastel) with her coffee.
9. They buy _____ (especias) at the Moroccan bazaar.
10. The market is busy and _____ (con mucha gente) on Saturday mornings.

6. SOUND LAB

rhythm in short everyday phrases

Escucha el ritmo de tres frases cotidianas muy breves.
Repite cada frase manteniendo la palabra clave claramente perceptible.
Usa una de las frases en un mini-diálogo con una pareja.

Escucha el ritmo del modelo y repite la frase completa, no solo la palabra destacada. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to the rhythm. A cup of TEA, please. See you on FRI-day. I can HELP you. Repeat each short phrase, then use one phrase in a mini-dialogue. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

A cup of TEA, please. | See you on FRI-day. | I can HELP you.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, planificad en voz alta la compra de este sábado, usando imperativos y contables/incontables.

Writing

1. Escribe 5 frases sobre lo que hay o no hay que comprar esta semana, usando some/any.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **The Righteous Brothers — "Unchained Melody" (1965)**
>
> Mientras escuchas, piensa en las pequeñas rutinas de los sábados; anota un imperativo o un verbo en presente continuo que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-45)

8. MEDIATION / REAL LIFE

Mediation

Un vecino nuevo pregunta a Consuelo dónde puede comprar productos marroquíes en el barrio.

Tarea: El alumnado media, indicando en español las opciones que Consuelo explica en inglés.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use familiar English to ask and answer simple questions.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use rhythm in short everyday phrases intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · So Hollow

- Listen and use only the familiar words and activities that help you review.

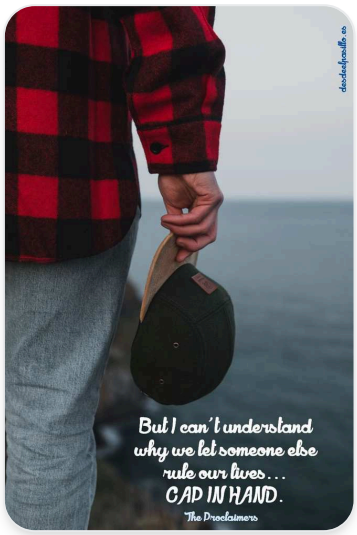
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 4

On the Road

Repaso de la SdA 5 · Going to, will y must/have to



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos desplazamientos y situaciones de viaje.	Reactivar
2. Story / Listening	12	Escuchamos una historia ambientada en la carretera.	Comprender
3. Understanding	8	Comprobamos acciones, lugares y secuencia del relato.	Comprobar comprensión
4. Language in Action	15	Reutilizamos presente y pasado en contexto conocido.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de viaje y carretera.	Ampliar vocabulario útil
6. Sound Lab	10	Consolidamos terminaciones claras en plurales, tercera persona y pasado.	Escuchar y producir
7. Let's Use English	12	Hablamos de un trayecto usando frases sencillas.	Comunicar
8. Mediation / Real Life	5	Transmitimos información práctica de un viaje.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed “Saturday Mornings”. Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

🎧 2. STORY / LISTENING

🎧 Listening: "On the Road"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

📖 The Story: "On the Road"

Memory Lane · repaso de la SdA 5 (viaje al Puente de Andalucía)

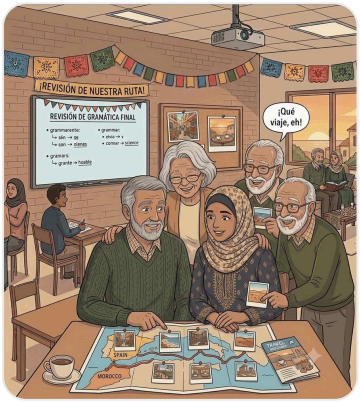


Imagen generada con Google Gemini Flash-Lite

During the Puente de Andalucía in 2022, Julio and Itto set off on a long journey to Eibar, to visit Itto's sister Saadia. Cristóbal and Consuelo travelled with them for the first time, in the family's Mercedes S430. On the way, they stayed one night in Valencia with José Luis, and another in Badalona with Aurelia. On the 28th of February, they visited Bilbao and San Sebastián, and admired the view from the beach promenade. On the way home, they stopped in Madrid. It was tiring, but everybody agreed it was one of the best trips of their lives, full of hugs, good food, and new memories.

🔎 3. UNDERSTANDING

1. The trip took place in 2022. → .....
2. Cristóbal and Consuelo stayed at home. → .....
3. The family visited José Luis in Valencia. → .....
4. They didn't visit Bilbao or San Sebastián. → .....
5. The family stopped in Madrid on the way home. → .....

Comprensión escrita — responde con frases completas:

1. Why did they travel to Eibar?
2. Who travelled with Julio and Itto for the first time?
3. Where did they stay overnight?
4. What did they do on the 28th of February?

🧠 4. LANGUAGE IN ACTION

🧠 Language Lab

Bloque A · Gramática acumulada — SdA 5

Repaso de: presente continuo (planes agendados), be + going to (intenciones), will (pronósticos y decisiones espontáneas), must/have to (obligación).

Grammar Drill

1. Next weekend, the family _____ (travel) to Valencia.
2. Julio _____ (visit) José Luis on the first night.
3. I think it _____ (rain) in the mountains.
4. Don't worry, I _____ (help) you with the suitcase.
5. They _____ (not/stay) in Bilbao for long.
6. You _____ (must) wear your seatbelt in the car.
7. We _____ (have to) stop at a service station soon.
8. Cristóbal doesn't _____ (have to) drive; Julio drives the long parts.
9. _____ you _____ (visit) the Guggenheim Museum?
10. I'm sure Consuelo _____ (enjoy) San Sebastián.
11. They _____ (meet) Aurelia in Badalona on the way.
12. Passengers _____ (must not) leave luggage unattended.
13. What time _____ they _____ (arrive) in Madrid?
14. We _____ (have to) book the hotel room in advance.
15. I promise I _____ (send) you a postcard from San Sebastián.

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 5)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

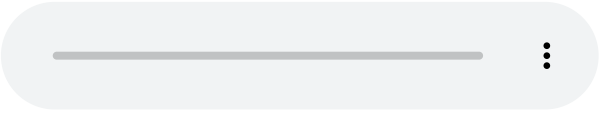
1. Before a long trip, you must _____ (hacer la maleta) carefully.
2. They put all the suitcases in the car _____ (maletero).
3. The family stopped at a _____ (área de servicio) on the motorway.
4. In Valencia, José Luis gave them a warm _____ (bienvenida).
5. They slept in the _____ (habitación de invitados).
6. Aurelia _____ (les dio la bienvenida) with a big hug.
7. San Sebastián has a beautiful beach _____ (paseo marítimo).
8. They bought a small _____ (recuerdo) in Bilbao.
9. At the hotel, the _____ (recepcionista) gave them the key.
10. Travellers _____ (deben) wear a seatbelt in the car.
11. They had to _____ (facturar la entrada) at the hotel desk.
12. The mountain pass was very _____ (con viento).

6. SOUND LAB

clear grammatical endings in familiar words

Escucha terminaciones conocidas de plural, tercera persona y pasado.
Repite las palabras y frases sin perder el sonido final.

Clasifica los finales que oyes y después repite las tres frases completas.



Escucha con atención el final de las palabras. Después repite las frases conservando esos finales. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to the endings: books, bags, buses; worked, played, wanted. Repeat the words clearly. Then say: She works here. He called yesterday. The bus arrives at six. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 42.0 · p. 93 · exercise 42.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

books / bags / buses | worked / played / wanted | She works here. | He called yesterday. | The bus arrives at six.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, planificad un viaje imaginario de fin de semana, usando going to y will.

Writing

1. Escribe 5 frases sobre los planes de un viaje futuro, usando going to, will y must/have to.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **The Ronettes — "Be My Baby" (1963)**
>
> Mientras escuchas, piensa en la ilusión de emprender un viaje juntos; anota una forma de futuro (going to o will) que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-46)

8. MEDIATION / REAL LIFE

Mediation

Un amigo pregunta a Cristóbal si viajar con el grupo fue cansado, dado que él ya no conduce tramos largos.

Tarea: El alumnado media, resumiendo en español la respuesta de Cristóbal sobre cómo se organizó el viaje.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use familiar English to ask and answer simple questions.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use clear grammatical endings in familiar words intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Silence Is Finally Mine

- Listen and use only the familiar words and activities that help you review.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 5

Christmas in Ouaoumana

Repaso de la SdA 6 · Pasado simple regular y there was/were



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos experiencias pasadas y referencias temporales.	Reactivar
2. Story / Listening	12	Escuchamos una celebración navideña en Ouaoumana.	Comprender
3. Understanding	8	Comprobamos personas, acciones y detalles culturales.	Comprobar comprensión
4. Language in Action	15	Reutilizamos pasado sencillo para contar experiencias.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de familia, celebración y tiempo.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos expresiones temporales de pasado con claridad.	Escuchar y producir
7. Let's Use English	12	Contamos una experiencia pasada breve.	Comunicar
8. Mediation / Real Life	5	Ayudamos a resumir una celebración familiar.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed “On the Road”. Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

🎧 2. STORY / LISTENING

🎧 Listening: "Christmas in Ouaoumana"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

📖 The Story: "Christmas in Ouaoumana"

Memory Lane · repaso de la SdA 6 (Navidad de 2022 en Marruecos)

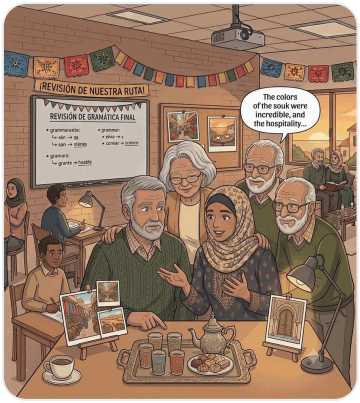


Imagen generada con Google Gemini Flash-Lite

At Christmas 2022, Itto and Julio travelled by ferry to Morocco, to meet Itto's parents for the first time. There was a problem with the car rental at Nador airport, but they finally found another car. They stayed a whole week in a cold flat in Khenifra, without heating, but full of family warmth. Every day, they went shopping at the souk, and in the evenings, they drank mint tea with Itto's parents. They also visited Ifrane, Meknés, and Abderrahim's farm. It was Itto's first trip home with her husband, and a very emotional experience for the whole family.

🔎 3. UNDERSTANDING

1. Itto and Julio flew to Morocco. → .....
2. There was a problem with the car rental. → .....
3. The flat in Khenifra had heating. → .....
4. They visited the souk every day. → .....
5. It was Itto's first trip home with Julio. → .....

Comprensión escrita — responde con frases completas:

1. How did Itto and Julio travel to Morocco?
2. What problem did they have at the airport?
3. What was the flat in Khenifra like?
4. What did they do every evening?

🧠 4. LANGUAGE IN ACTION

🧠 Language Lab

Bloque A · Gramática acumulada — SdA 6

Repaso de: pasado simple regular (to be + verbos regulares), there was/were, expresiones de tiempo pasado.

Grammar Drill

1. Last December, Itto and Julio _____ (travel) to Morocco.
2. The ferry _____ (arrive) in Nador in the morning.
3. There _____ a problem with the car rental.
4. There _____ many people at the souk that day.
5. Itto's parents _____ (be) very happy to see her.
6. The flat in Khenifra _____ (not/have) heating.
7. _____ they _____ (visit) Ifrane during the trip?
8. Zahra _____ (stay) with her parents for a few days.
9. They _____ (not/arrive) late for the family reunion.
10. They _____ (stop) at a roadside restaurant near Fez.
11. Last year, Abderrahim _____ (live) alone on his farm.
12. In 2022, there _____ no snow in Khenifra in December.
13. The children _____ (enjoy) the trip to Meknés very much.
14. They _____ (not/expect) the car problem at the airport.
15. _____ the family _____ (bargain) at the souk?

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 6)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

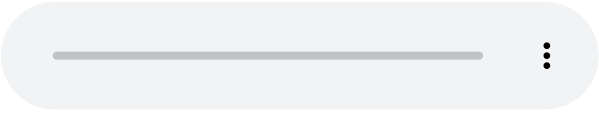
1. The family took the _____ (ferry) from Almería to Nador.
2. At the airport, there was a problem with the car _____ (alquiler).
3. Sadly, all the cars were _____ (completos, sin disponibilidad).
4. They stopped at a roadside _____ (restaurante) near Fez.
5. In Morocco, people often drink sweet mint _____ (té).
6. Ali and Fátima gave Itto a big _____ (abrazo) at the airport.
7. The flat in Khenifra had no _____ (calefacción).
8. They went shopping every day at the _____ (zoco).
9. You can often _____ (regatear) for a better price at the souk.
10. The road to Abderrahim's farm was full of _____ (baches).
11. The family finally _____ (llegaron sanos y salvos) after a long journey.
12. It was cold and _____ (nevado) in the mountains.

6. SOUND LAB

past-time phrases with clear stress

Escucha expresiones temporales frecuentes y la palabra que recibe el acento principal.
Repite las expresiones y una frase completa sobre el pasado.

Escucha, repite y crea una frase propia con una referencia temporal.



Escucha primero las expresiones temporales y después la frase completa. Mantén clara la referencia al pasado. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to these past-time phrases: last week, yesterday morning, two days ago. I visited my family yesterday. Repeat, then say one clear sentence about your past. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 43.0 · p. 95 · exercise 43.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

last week | yesterday morning | two days ago | I visited my family yesterday.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, describid un viaje familiar que recordéis bien, usando el pasado simple regular.

Writing

1. Escribe 5 frases sobre el viaje de Itto y Julio a Marruecos, usando there was/were y verbos regulares.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Tom Jones — "I Who Have Nothing" (1970)**
>
> Mientras escuchas, piensa en la emoción de un reencuentro familiar; anota un verbo regular en pasado que reconozcas.

Abrir canción y actividades (BestSongs_Interactivo.html · song-47)

8. MEDIATION / REAL LIFE

Mediation

Pilar, que nunca ha viajado a Marruecos, pregunta a Rogelio qué le pareció más interesante del relato del viaje.

Tarea: El alumnado media, resumiendo en español lo que Rogelio explica en inglés sobre la experiencia familiar.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use familiar English to ask and answer simple questions.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use past-time phrases with clear stress intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Lingering Memories

- Listen and use only the familiar words and activities that help you review.

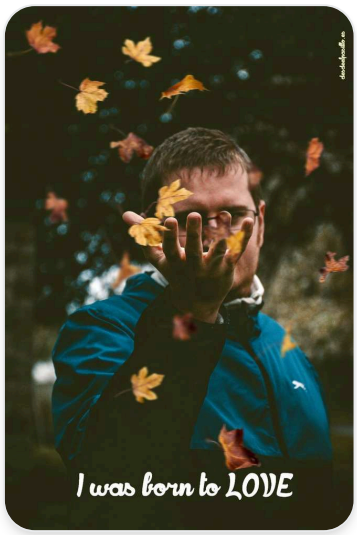
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 6

A New Student

Repaso de la SdA 7 · Pasado simple irregular y used to · Majda se incorpora al aula



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos planes, invitaciones y vida de aula.	Reactivar
2. Story / Listening	12	Escuchamos la llegada de una nueva estudiante.	Comprender
3. Understanding	8	Comprobamos personas, planes y respuestas del relato.	Comprobar comprensión
4. Language in Action	15	Reutilizamos going to y fórmulas de invitación.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de aula, planes y relaciones.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos una entonación amable al proponer y aceptar planes.	Escuchar y producir
7. Let’s Use English	12	Proponemos un plan y respondemos de forma natural.	Comunicar
8. Mediation / Real Life	5	Mediamos una invitación o propuesta sencilla.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed “Christmas in Ouaoumana”. Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

2. STORY / LISTENING

🎧 Listening: "A New Student"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

Listen and check

📖 The Story: "A New Student"

Memory Lane · repaso de la SdA 7 (odisea migratoria de Itto) y llegada de Majda al aula

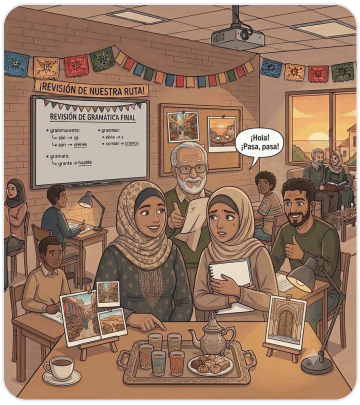


Imagen generada con Google Gemini Flash-Lite

In the summer of 2024, Majda spent most of her time alone with her phone. She had lived with Julio and Itto since January 2023, but she hadn't found a job or gone back to studying. One evening, Itto decided to tell her the whole story of her own difficult journey to Spain — the false marriage, the years in Éibar, the greenhouse, and finally her own NIE. Majda listened carefully, and for the first time in months, she put her phone away. Today, almost two years later, Majda walks into Julio's classroom for her very first English lesson, a little nervous, but ready to start.

3. UNDERSTANDING

1. Majda spent a lot of time on her phone in summer 2024. → .....
2. Majda had lived with Julio and Itto since 2020. → .....
3. Itto told Majda about her own migration story. → .....
4. Majda decided never to study English. → .....
5. Majda attends her first English class today. → .....

Comprensión escrita — responde con frases completas:

1. What did Majda usually do in the summer of 2024?
2. What story did Itto tell Majda?
3. How did Majda react to the story?
4. What happens to Majda "today", in this session?

4. LANGUAGE IN ACTION

Language Lab

Bloque A · Gramática acumulada — SdA 7

Repaso de: pasado simple irregular (30 verbos, 5 bloques) + used to (hábitos pasados).

Grammar Drill

1. Itto _____ (leave) Morocco many years ago.
2. Majda _____ (come) to live with Julio and Itto in 2023.
3. Before working at the greenhouse, Itto _____ (use to) teach at a driving school.
4. Itto _____ (not/know) many people when she arrived in Almería.
5. She _____ (pay) a lot of money for a fraudulent arrangement.
6. Zahra _____ (find) Itto a job in a greenhouse.
7. Itto _____ (not/win) her papers through marriage.
8. _____ Itto _____ (meet) Julio at the Alkayasí school?
9. Majda _____ (spend) a lot of time on her phone.
10. Majda didn't _____ (use to) study every day, but now she does.
11. The social worker finally _____ (understand) Itto's situation.
12. Itto _____ (feel) proud of her achievement.
13. Majda _____ (catch) herself putting her phone away.
14. Itto's first marriage _____ (break) down in 2015.
15. _____ Majda _____ (decide) to try an English class?

5. WORDS WE NEED

Bloque B · Vocabulary Test (SdA 7)

Repaso de vocabulario ya trabajado en la unidad: completa con la palabra o expresión correcta en inglés.

1. Majda spends too much _____ (tiempo de pantalla) on her phone.
2. She likes to _____ (desplazarse) through social media for hours.
3. Majda has become a little _____ (enganchada) to her phone.
4. It's a good idea to _____ (desconectar) sometimes.
5. Before Spain, Itto's marriage was a _____ (fraude).
6. Itto worked hard in a _____ (invernadero) to pay off her debt.
7. She finally got her _____ (permiso de residencia).
8. Itto felt very _____ (orgullosa) of her achievement.
9. Getting the NIE was an important _____ (hito) in her life.
10. Majda decided to _____ (matricularse) in an English class.
11. Itto has always been very _____ (decidida) and independent.
12. The social worker wrote an important _____ (informe).

6. SOUND LAB

friendly intonation in invitations and plans

Escucha cómo una propuesta y una respuesta pueden sonar amables y naturales.

Repite las tres frases con una entonación amistosa, sin exagerarla.

Practica la mini-secuencia y después propón un plan propio.

Escucha la secuencia completa. Después repite manteniendo una entonación amable y natural. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to the friendly plans. I'm going to visit my family. Would you like to come? Yes, that sounds great. Repeat with friendly intonation, then suggest one plan. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.3

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I'm going to visit my family. | Would you like to come? | Yes, that sounds great.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, dad la bienvenida a Majda a la clase: presentaos y contadle brevemente de qué trata el curso, usando pasado simple e irregulares.

Writing

1. Escribe 5 frases resumiendo el recorrido completo de Itto (2015-2020), usando al menos 3 verbos irregulares distintos.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Tracy Chapman — "Baby Can I Hold You" (1988)**
>
> Mientras escuchas, piensa en las promesas y los nuevos comienzos, como el de Majda hoy; anota un verbo irregular que reconozcas.
> Repasamos las seis canciones de esta Gran Repaso Final: The Beatles — "Let It Be" (1973), The Bee Gees — "Words" (1977), The Righteous Brothers — "Unchained Melody" (1965), The Ronettes — "Be My Baby" (1963), Tom Jones — "I Who Have Nothing" (1970), Tracy Chapman — "Baby Can I Hold You" (1988).

Abrir canción y actividades (BestSongs_Interactivo.html · song-48)

8. MEDIATION / REAL LIFE

Mediation

Tarik, que conoce bien la historia de su tía, ayuda a Majda a entender en español algo que Itto ha contado en inglés durante la sesión.

> *"Maybe you could try one class, Majda... it's never too late to start something new."*

Tarea: El alumnado media entre lo que se dice en inglés y una posible respuesta de Majda en español, dándole la bienvenida al grupo.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use familiar English to ask and answer simple questions.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use friendly intonation in invitations and plans intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice
- Practice Makes Perfect Basic English · Chapter 60 selectivo · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Don't Let Me Down

- Listen and use only the familiar words and activities that help you review.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 7

Simulacro de Examen Oficial

Nivel Básico A1 · Modelo EOI Almería · Carmen se prepara para el examen oficial



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos estrategias para comprender instrucciones.	Reactivar
2. Story / Listening	12	Escuchamos y seguimos consignas de un simulacro.	Comprender
3. Understanding	8	Comprobamos qué hay que hacer en cada parte.	Comprobar comprensión
4. Language in Action	15	Reutilizamos lenguaje conocido bajo condiciones de examen.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario funcional de instrucciones y tareas.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos pausas y palabras clave en instrucciones breves.	Escuchar y producir
7. Let’s Use English	12	Respondemos a tareas similares a las de una prueba oficial.	Comunicar
8. Mediation / Real Life	5	Ayudamos a aclarar una consigna sin resolverla por otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

In the previous session, you reviewed “A New Student”. Choose one useful word or sentence and say it again.

Try again

- Say one thing you remember.
- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

🎧 2. STORY / LISTENING

Bienvenida al Simulacro

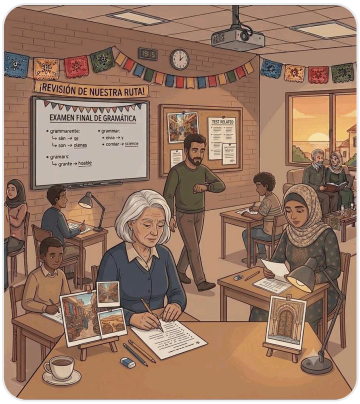


Imagen generada con Google Gemini Flash-Lite

Carmen lleva meses preparándose para presentarse al examen oficial de la Escuela Oficial de Idiomas de Almería (Nivel Básico, A1). Hoy, para ayudarla — y para que todo el grupo compruebe hasta dónde ha llegado en este curso — Julio propone un simulacro completo, con la misma estructura que un examen real: Comprensión de Textos Escritos, Comprensión de Textos Orales, Producción de Textos Escritos (con mediación) y Producción de Textos Orales.

Cada parte se corrige de forma distinta: las Partes 1 y 2 son autocorregibles; las Partes 3 y 4 incluyen una propuesta de respuesta modelo y una rúbrica de autoevaluación, porque en el examen real las evalúa una persona.

Listen and check

🎓 Parte 2. Comprensión de Textos Orales (15 min)

Escucha la narración (sin leer el texto) y marca Verdadero (V) o Falso (F). El audio se reproduce dos veces, como en el examen oficial.

Guion de referencia para la grabación (no debe mostrarse al alumnado durante la prueba): "It's Saturday morning. Rogelio gets up early, as always. He never misses his English class, even on a rainy day. Today, he walks to the market with his umbrella, because the sky is grey. He buys some fruit and a newspaper, and then he goes home to read for an hour. In the afternoon, he calls his daughter, who lives in Madrid. He tells her about the end-of-year party at Alkayasí, and she promises to visit that weekend. Rogelio is a little nervous about the mock exam next week, but he has studied hard all year."

🎧 Listening: "Rogelio's Saturday"

Escucha el audio de la narración (sin leer el texto) y marca Verdadero (V) o Falso (F).

1. Rogelio often misses his English class. → .....
2. Rogelio walks to the market on Saturday morning. → .....
3. Rogelio's daughter lives in Almería. → .....
4. Rogelio's daughter promises to visit at the weekend. → .....
5. Rogelio feels completely calm about the mock exam. → .....

🔎 3. UNDERSTANDING

🎓 Parte 1. Comprensión de Textos Escritos (15 min)

Lee los dos textos y completa los huecos con la palabra o expresión correcta del texto.

Texto 1 — Email
Dear Saadia,

We are all fine here in Almería. Last week, Majda started her first English class with Julio — she was very

nervous, but she loved it! Julio says she is a hard-working student. The weather is warm now, and we often have dinner on the roof terrace. Next month, Carmen is going to take the official EOI exam, and Julio is helping the whole class to prepare for it. We hope to visit you in Eibar again next year.

With love,
Itto

1. Majda started her English class _____ week.
2. Carmen is going to take the _____ exam next month.
3. The family often has dinner on the _____.
4. True or False: Itto doesn't want to visit Saadia again. _____

Texto 2 — Aviso
ALKAYASÍ ADULT SCHOOL — END OF YEAR CELEBRATION. Date: last Thursday in June. Time: 6:00 pm. Place: school playground. All students, families and friends are welcome! Bring some homemade food to share. There will be music, a small quiz, and a special "thank you" to all our teachers. Please confirm your attendance with your teacher before Monday.

5. The celebration is on the last _____ of June.
6. Families should bring _____ food.
7. Students must confirm attendance before _____.

🧠 4. LANGUAGE IN ACTION

🎓 Parte 3. Producción y Coproducción de Textos Escritos (30 min)

Esta parte no es autocorregible: se evalúa con la rúbrica y la respuesta modelo, igual que en el examen real.

Tarea A — Producción de Textos Escritos (15 min)

Escribe un correo breve (60-80 palabras) a un amigo o amiga, contándole cómo ha sido tu curso de inglés este año: qué has aprendido, un momento difícil, y algo de lo que te sientas orgulloso/a.

Checklist de autoevaluación:

- ¿Usé el pasado simple correctamente en al menos 3 frases?
- ¿Incluí al menos 3 palabras de vocabulario del curso?
- ¿Mi texto tiene entre 60 y 80 palabras?
- ¿Empecé y terminé el email de forma adecuada (Dear.../Best wishes)?

Ver una respuesta modelo (ábrela solo después de escribir la tuya)

Dear Ana, This year at Alkayasí was not easy, but I learned a lot. At the beginning, I found the past tense difficult, especially the irregular verbs! The hardest moment was the grammar test in January, but I didn't give up. Now I feel proud because I can talk about my daily routine, my family, and even my future plans in English. Next year I want to try Level A2. Best wishes, [your name]

Tarea B — Mediación escrita (15 min)

Un amigo o amiga que no habla inglés te pregunta, en español, qué dice el aviso de la fiesta de fin de curso (Texto 2 de la Parte 1). Escribe en español un resumen breve (3-4 líneas) con la información más importante, sin traducir palabra por palabra.

5. WORDS WE NEED

Choose six familiar words from this session. Group them by people, places, actions or feelings.

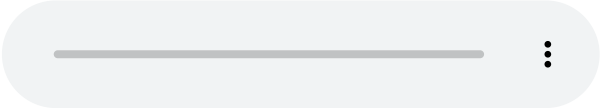
6. SOUND LAB

pauses and key words in instructions

Escucha las palabras de orden y las pausas que organizan una instrucción.

Repite la secuencia haciendo una pausa breve después de cada paso.

Escucha y ordena mentalmente los cuatro pasos; después repite la secuencia.



Escucha la secuencia completa y usa las pausas para separar claramente cada instrucción. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen to the instructions. First, open the book. Next, read the question. Then, write two sentences. Finally, check your work. Repeat with a short pause after each step. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

First, open the book. | Next, read the question. | Then, write two sentences. | Finally, check your work.

7. LET'S USE ENGLISH

Parte 4. Producción y Coproducción de Textos Orales (20 min)

Practica en parejas. Esta parte se evalúa con la rúbrica de la derecha; no es autocorregible.

Monólogo (2-3 min por persona)

Habla sobre tu rutina diaria y tu familia: ¿a qué hora te levantas?, ¿qué haces normalmente durante el día?, cuenta algo sobre un familiar.

Coproducción oral — tarjetas de rol (por parejas)

Tarjeta A
Eres un/a estudiante que quiere saber cómo es el curso de Nivel A2 el año que viene. Pregunta a tu compañero/a (el profesor) sobre horarios, gramática y dificultad.

Tarjeta B
Eres Julio, el profesor. Responde a las preguntas de tu compañero/a sobre el Nivel A2, animándole a continuar el año que viene.

Rúbrica de evaluación (para el profesor)

Criterio	1	2	3
Pronunciación	☐	☐	☐
Corrección gramatical	☐	☐	☐
Vocabulario	☐	☐	☐
Fluidez	☐	☐	☐

Criterio	1	2	3
Cumplimiento de la tarea	☐	☐	☐

> **EXTENDED · Canción de la sesión original**
>
> **🎵 Sing Along**
>
> **Van Morrison — "Not Supposed To Break Down" (1998)**
>
> Como cierre especial y simbólico de graduación del Nivel A1 — una excepción a la reserva habitual de esta pista —, escucha esta canción pensando en el camino recorrido durante el curso.

Abrir canción y actividades (BestSongs_Interactivo.html · song-49)

8. MEDIATION / REAL LIFE

Claves para presentarse a la EOI

- En Andalucía, el Nivel A1 corresponde al Nivel Básico de la Escuela Oficial de Idiomas.
- La preinscripción para los exámenes libres suele abrirse entre marzo y abril, y la prueba se celebra a principios de junio.
- El examen real se compone de cuatro destrezas: Comprensión de Textos Orales, Comprensión de Textos Escritos, Producción de Textos Escritos y Producción de Textos Orales (con tareas de mediación en varias partes).
- Hay que consultar las fechas exactas cada año en la web de la EOI de Almería (eoialmeria.es).

¡Enhorabuena a todo el grupo por llegar hasta aquí! Este simulacro es también un pequeño acto de graduación del Nivel A1.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the key message in a familiar A1 text or recording.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use familiar English to ask and answer simple questions.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use pauses and key words in instructions intelligibly.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Choose one short dialogue or text from this review unit and practise it again with a partner.

More practice

- Change two details in a familiar speaking task and do it again.

Catch up

- Read or listen to the key message from this session. Write four familiar words and tell a partner what happens.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Clown That Cried

- Listen and enjoy; read the short story if you want.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA 8 · CLASE 8

Tea, Sweets, and Goodbyes

Celebramos el camino recorrido y usamos nuestro inglés para compartir, agradecer y despedirnos.



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos el simulacro y el recorrido completo del curso.	Reactivar
2. Story / Listening	9	Escuchamos una conversación final con té, dulces y despedidas.	Comprender
3. Understanding	6	Comprobamos recuerdos, agradecimientos y planes próximos.	Comprobar comprensión
4. Language in Action	12	Reutilizamos libremente estructuras conocidas sin introducir gramática nueva.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de recuerdos, agradecimiento y despedida.	Ampliar vocabulario útil
6. Sound Lab	8	Hacemos una comprobación final de inglés claro y amable.	Escuchar y producir
7. Let’s Use English	12	Mantenemos conversaciones breves de despedida y celebración.	Comunicar
8. Mediation / Real Life	7	Transmitimos información práctica de un encuentro final.	Mediar
🌏 Culture Window	10	Conectamos el cierre con Madaraka Day, historia e identidad.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de repaso y disfrute.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Remember the exam simulation and the work you did before it. Today the course ends with a real conversation, not another test.

Try again

- Say one thing you remember.

- Ask your partner one simple question.

If you were absent

Read or listen to the story in this tab. Note two key words and ask a partner for one important detail.

Today we continue with…

Today we reuse familiar English in a new review situation. We are not learning a new grammar point.

2. STORY / LISTENING

Listen first while your teacher or a partner reads. It is the last English class of the course. Itto brings mint tea and small sweets. Julio puts cups on a table. Carmen and Francisco arrive with music and fruit. Everyone sits together. They talk about the year: a funny class, a useful word and a good day together. Itto says, 'I like our English afternoons. Thank you for helping me.' Francisco smiles and says, 'My favourite memory is our first conversation.' Carmen has a simple plan: 'Next week, I'm going to listen to an English song at home.' Julio raises his cup: 'Thank you, everyone. This is goodbye for now, not goodbye forever.' They drink their tea, share the sweets and continue talking in simple English.

Listen and check

Listen again. Raise your hand when you hear a person, a food or drink, a memory, a plan, a thank-you or a goodbye.

3. UNDERSTANDING

True or False?

1. Itto brings mint tea and sweets. → .....
2. Nobody talks about the course. → .....
3. Carmen has an immediate plan with English. → .....
4. Julio says it is goodbye forever. → .....

Talk together

- What does Itto bring?
- What is Francisco's favourite memory?
- What is Carmen going to do next week?

4. LANGUAGE IN ACTION

Use English you already know. Choose a useful frame and complete it with your own idea.

- I like… / My favourite … is…
- I remember… / We had…
- Would you like some tea? — Yes, please. / No, thank you.
- Thank you for… / Thanks for everything.
- Next week, I'm going to…
- Goodbye for now. / See you soon.

There is no new grammar today. Combine familiar frames to make a real, friendly message.

5. WORDS WE NEED

1. tea — té

2. sweet — dulce

3. cup — taza

4. together — juntos/as

5. memory — recuerdo

6. favourite — favorito/a

7. thank you — gracias

8. goodbye — adiós / despedida

6. SOUND LAB

final sound check: clear, friendly English

Escucha preguntas, agradecimientos y despedidas familiares del curso.

Repite dos mensajes con pronunciación clara, ritmo natural y tono amable.

Escucha, responde a una pregunta y elige una frase de despedida para decir a una pareja.

Escucha el modelo final y prioriza claridad, ritmo y una entonación amable. Foco fijado por A1 consolidation route (EPIU Elementary 30–33, selective review).

Listen, repeat and answer. Hello, how are you? What did you enjoy this year? What are you going to do next? Thank you for learning with us. See you soon. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

Hello, how are you? | What did you enjoy this year? | What are you going to do next?

Thank you for learning with us. | See you soon.

7. LET'S USE ENGLISH

Tea-table conversations

Work in groups of three or four. Offer a drink or a sweet, accept or decline politely, share one memory, thank somebody and say one immediate plan.

Conversation cards: Would you like...? · Yes, please. · No, thank you. · I remember... · My favourite... · Thank you for... · I'm going to... · See you soon.

Change partners once. Listen, respond and keep the conversation friendly.

Abrir canción y actividades (BestSongs_Interactivo.html · song-50)

8. MEDIATION / REAL LIFE

A classmate receives this short message: *"Tea at five. Please bring one cup. Tell us your favourite class memory. See you there!"*

Explain the practical information in Spanish or very simple English: what, what time, what to bring and what to prepare. Then help the classmate write a short reply.

🌍 Culture Window · Madaraka Day — Kenya · 1 June

Kenya; 1 June commemorates internal self-government in 1963 and connects history, identity and hopes for the future.

Listen and identify the date, one historical fact and two ways people may celebrate.



Kenya Military Parade on Madaraka Day — Маз мол / Wikimedia Commons (CC BY-SA 4.0) · CC BY-SA 4.0

Before reading

- Look at the picture. What can you see: flags, people, music or a parade?
- What can a national celebration tell us about a country's history?

Madaraka Day is a national day in Kenya. It is celebrated every year on the first of June. The word madaraka comes from Swahili and means authority or self-government.

The date remembers the first of June nineteen sixty-three, when Kenya achieved internal self-government after a long period of British colonial rule. This was an important step on the road to full independence.

Today, Madaraka Day is celebrated in different places across Kenya. The main national ceremony is led by the President. People may see a guard of honour, parades, music, speeches and cultural performances. The host county can also present its traditions and local projects.

The celebration remembers history, but it also looks to the future. Official speeches often talk about development, education, work, technology and national unity.

Kenya has many languages and cultures. English and Swahili are both important in public life, and many people also speak other Kenyan languages.

Madaraka Day shows how a country can remember its colonial past while celebrating self-government, identity and hopes for the future.

Understanding

- When is Madaraka Day celebrated?
- What does "madaraka" mean?
- What happened in Kenya on 1 June 1963?
- Name two things people may see or hear during the celebrations.
- Does Madaraka Day only look at the past?

Cultures in conversation

- Compare Madaraka Day with a national or regional celebration you know. What does each celebration remember?

Let's talk

- Use these starters: Madaraka Day is on… / It remembers… / People may see… / In my country or region, we celebrate…

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand a short message about a class celebration.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can offer something, share a simple memory and say an immediate plan.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use final sound check: clear, friendly English intelligibly.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Record or write a four-line goodbye message: a memory, a thank-you, a plan and a farewell.

More practice

- Have the tea-table conversation again with a different partner or family member.

Catch up

- Read the celebration story. Underline the food and drink, the memory, the plan, the thank-you and the goodbye. Then tell somebody the key message.

Recursos de tu biblioteca

- English File A1 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · After All These Years

- Listen and enjoy; read the short story if you want.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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LEVEL A1

BEST ENGLISH SONGS Ever A1



PROYECTO ALKAYASÍ

• • • LEARN • PRACTICE • COMMUNICATE • • •

Learn together

Speak with confidence

Autor:
Julio Hinojo Lopez



CEFR ★★★★★ A1

Portada:
Francisco Navarro

READ | SPEAK | LISTEN

Your journey to English starts here!

CURSO DE INGLÉS

NIVEL A1

PARA PRINCIPIANTES

SEP Alkayasí

Best English Songs Ever A1

“50 canciones comerciales para practicar inglés”

Cincuenta canciones clásicas en inglés (con año y artista), cada una con tres ejercicios originales: Target Verbs, Reading Comprehension Story y True/False.

Por respeto a los derechos de autor de las canciones comerciales, este libro no reproduce ninguna letra: solo título, artista y año — la escucha se hace desde la plataforma habitual del alumno (Spotify, YouTube Music, radio...).

Las historias de comprensión lectora forman parte del universo narrativo del Proyecto Alkayasí, sin seguir necesariamente el orden cronológico estricto de las 8 Situaciones de Aprendizaje.



Escanee o pulse para escuchar el audio

¿Por qué canciones en la clase de inglés?

Cuando escucha una canción en inglés antes de completar los ejercicios de esta unidad, no está simplemente disfrutando de una pausa amena entre la gramática y el vocabulario: está entrenando, de la forma más natural posible, aquello que más cuesta desarrollar en cualquier aula de idiomas — el oído. La música ofrece algo que ningún libro de texto puede replicar con la misma eficacia: lengua real, cargada de ritmo, entonación y emoción, repetida una y otra vez hasta quedar grabada en la memoria casi sin esfuerzo consciente.

La idea de usar canciones en la enseñanza de idiomas no es una moda reciente ni una simple estrategia para amenizar la clase. El lingüista Stephen Krashen, en su conocida Hipótesis del Filtro Afectivo, explica que aprendemos mejor cuando la ansiedad es baja y la motivación es alta: un aula relajada, donde el alumnado disfruta de lo que hace, facilita que la lengua "entre" con menos resistencia. Pocas actividades logran ese estado de relajación y disfrute con tanta naturalidad como escuchar y cantar una canción, especialmente entre alumnado adulto que, en muchos casos, regresa al aula después de décadas y llega con cierto recelo hacia el aprendizaje formal. Décadas antes, el psiquiatra y pedagogo búlgaro Georgi Lozanov ya había desarrollado la Sugestopedia, un método que utilizaba deliberadamente la música como herramienta para relajar al alumnado y favorecer la memorización de vocabulario y estructuras. La música, en ambos enfoques, no es un adorno: es un vehículo pedagógico.

Más allá del componente emocional, las canciones son también un recurso privilegiado para trabajar los aspectos orales del idioma, que son precisamente los más difíciles de practicar fuera de un entorno de inmersión real. Cuando cantamos, imitamos de forma inconsciente el ritmo, el acento tónico y la entonación natural del inglés — esos rasgos suprasegmentales que, según numerosos estudios de fonología aplicada a la enseñanza de segundas lenguas, resultan determinantes para que un hablante suene natural y sea comprendido con facilidad, incluso por encima de la pronunciación exacta de cada sonido aislado. Una canción nos obliga a producir enlaces entre palabras, contracciones y reducciones vocálicas —exactamente lo que ocurre en el habla espontánea— de un modo que ningún ejercicio de repetición mecánica consigue igualar. El investigador Tim Murphey, especializado en el uso de canciones en el aula de idiomas, describió este fenómeno como el "efecto de la canción pegadiza" (song-stuck-in-my-head phenomenon): una melodía se instala en la mente y, con ella, la estructura lingüística que transporta, de forma que el alumnado terminará tarareando —y por tanto practicando— el idioma incluso fuera del aula, sin proponérselo.

El ejercicio de lectura en voz alta que acompaña a cada canción de este libro —ya aparezca numerado como Ejercicio 2 o como Ejercicio 3, según la estructura de cada libro— no es casual en su diseño. Después de haber escuchado la canción y trabajado el vocabulario y los verbos de la unidad, el alumnado ya ha estado en contacto con el campo léxico y el tono emocional de la pieza varias veces. Leer el relato en voz alta en ese momento cierra el círculo: convierte la comprensión pasiva en producción oral activa, practicando la pronunciación, el ritmo de las frases y la fluidez de lectura en un texto que ya resulta familiar y cercano, lo que reduce la carga cognitiva y permite centrar la atención en cómo suena la propia voz al hablar inglés. Es, en definitiva, un puente controlado entre escuchar y hablar, dos destrezas que rara vez se entrenan juntas en la enseñanza tradicional de idiomas.

Existe además un argumento relacionado con la memoria a largo plazo. La combinación de melodía, ritmo y repetición favorece lo que la psicolingüística denomina "aprendizaje de secuencias formulaicas": fragmentos de lengua que se memorizan y recuperan como bloques completos, en lugar de palabra por palabra. Es el mismo mecanismo por el que muchas personas recuerdan perfectamente la letra de una canción escuchada por última vez hace veinte años, mientras que olvidan con facilidad una lista de vocabulario estudiada la semana pasada. Aprovechar ese mecanismo natural de la memoria, en lugar de

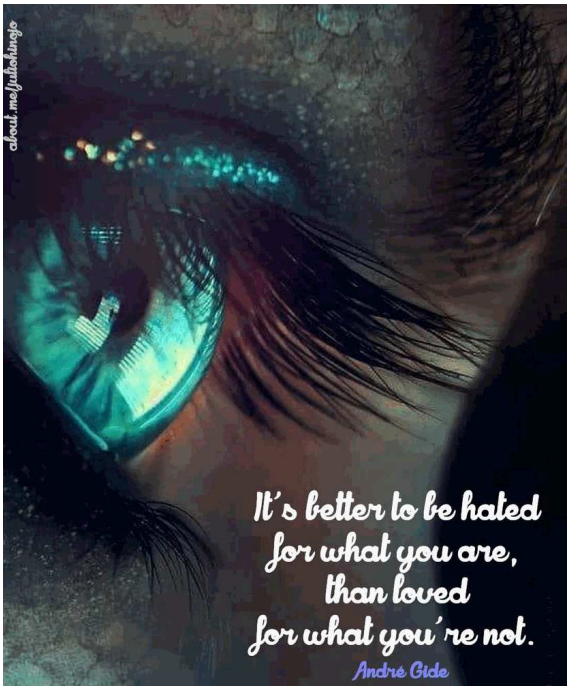
ignorarlo, es sencillamente buena pedagogía.

Conviene aclarar, además, que este razonamiento didáctico es igualmente válido tanto si la canción proviene de un artista o grupo reconocido como si ha sido generada mediante inteligencia artificial. Lo que aporta valor pedagógico no es la fama de quien interpreta la pieza, sino la calidad del insumo lingüístico que contiene: ritmo, entonación, vocabulario y estructuras gramaticales reales, presentadas de forma natural y memorable. Por eso este libro incluye ambos tipos de repertorio con el mismo tratamiento didáctico, sin distinción de estatus entre uno y otro: lo importante es la lengua que transportan, no su origen.

Tampoco puede olvidarse que quien usa este material es, en su inmensa mayoría, alumnado adulto, con toda la particularidad que ello implica. La andragogía, el campo de la pedagogía centrado específicamente en cómo aprenden las personas adultas —desarrollado en profundidad por autores como Malcolm Knowles—, subraya que el alumnado adulto aprende mejor cuando la actividad conecta con su experiencia vital, cuando percibe una utilidad clara y cuando se respeta su autonomía como aprendiz, en lugar de infantilizar el proceso. Las canciones cumplen holgadamente estos tres requisitos: son un terreno común a cualquier generación, tienen una aplicación inmediata y reconocible fuera del aula, y permiten a cada persona implicarse en el grado que le resulte cómodo, ya sea tarareando en silencio o leyendo el relato final en voz alta con total naturalidad.

Por último, no debe subestimarse el valor cultural y motivacional de trabajar con música real. Escuchar canciones —ya sean clásicos conocidos o piezas más recientes— conecta el aprendizaje del idioma con la cultura viva que lo rodea, y recuerda al alumnado adulto que el inglés no es solo una asignatura pendiente, sino una lengua que también se disfruta, se canta y se comparte. Ese componente lúdico, lejos de restar seriedad al aprendizaje, es precisamente lo que sostiene la motivación a largo plazo, tan necesaria en un proceso de aprendizaje permanente como el que se cursa en los centros de Educación Permanente de la Junta de Andalucía.

Por todas estas razones, cada canción de este libro no es un simple complemento de ocio entre unidades de gramática: es una herramienta didáctica deliberada, pensada para trabajar de forma integrada el oído, la pronunciación, la memoria léxica y la motivación del alumnado adulto. Disfrútela como lo que es: una forma agradable, eficaz y profundamente humana de aprender un idioma.



CANCIÓN 01/50

ABBA — "The Winner Takes It All" (1980)

Audio disponible en audio/best_songs/ABBA - The Winner Takes It All (1980) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, I _____ to my best friend about my favorite music. [talk]	
2	The happy children _____ a big house with beautiful Lego blocks right now. [build]	
3	My brother always _____ video games on his computer after school. [play]	
4	The young girl _____ a loud noise and looks out of the window. [hear]	
5	Last night, the famous actor _____ his new trophy with a big smile. [take]	
6	Right now, the teacher _____ the difficult English rules on the board. [explain]	
7	We _____ a funny movie at the local cinema last Saturday. [watch]	
8	My sister _____ her old boyfriend when she looks at old photos. [miss]	
9	The golden dice _____ on the table and stops on number six. [fall]	
10	She _____ a funny song in the kitchen at this very moment. [sing]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: audition, nervous, stage, microphone, winner

Carmen and Dolores are best friends, and they are today at the historic Teatro Cervantes in Almería. They want to sing in the famous "The Voice" television contest. It is a very big day because it is their first real audition. Carmen is incredibly nervous and her hands are cold as ice. Dolores tells her a funny joke about a singing cat to help her relax. Suddenly, the strict presenter calls Carmen's name. She walks carefully onto the grand stage and looks at the heavy microphone. She closes her eyes and sings an amazing ABBA song. The three judges love her beautiful voice and they stand up to clap. The public screams with joy. Carmen is the official winner of the day. Dolores runs to the center of the stage and gives her a giant, happy hug.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Carmen and Dolores are sisters competing in a television contest.	
2	The musical event takes place at the Teatro Cervantes in Almería.	
3	Dolores is the person who feels very nervous before the show.	
4	Carmen sings a song by the famous pop group ABBA on the stage.	
5	The strict judges hate the performance and do not clap at all.	

CANCIÓN 02/50

Adele — "Someone Like You" (2011)

Audio disponible en audio/best_songs/Adele - Someone Like You (2011) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I _____ a beautiful song on the radio this morning. [hear]	
2	They _____ a nice house in a small village last year. [find]	
3	My sister _____ to a wonderful man two months ago. [marry]	
4	The shy boy always _____ behind the door when guests arrive. [hide]	
5	We _____ a big chocolate cake for your birthday party tonight. [bring]	
6	Every day, I _____ that my dreams come true in the future. [hope]	
7	I _____ a new English teacher at the school yesterday afternoon. [meet]	
8	My brother always _____ his keys inside his black backpack. [forget]	
9	She _____ her childhood days with a sweet smile on her face. [remember]	
10	The fast birds _____ high in the blue sky at this moment. [fly]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: sad, bench, fountain, letter, envelope

Gema Gloria sits alone under the warm sun on a long stone bench. She is at the beautiful Rambla de Almería, a lovely place with tall palm trees and green plants. The day is bright, but her heart is quite sad because her boyfriend is moving to a new country tomorrow. She takes out a pen and a clean piece of paper to write a final farewell letter. Gema carefully writes all her sweet memories and her deep wishes for his happy future. The water in the nearby grand fountain makes a relaxing sound while she finishes her message. Finally, she folds the paper gently and puts it into a white envelope. She walks away with a peaceful smile, ready to say goodbye forever.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Gema Gloria is writing a letter to her mother on a park bench.	
2	The story takes place at the famous Rambla de Almería.	
3	Gema feels very happy and excited about her boyfriend moving away.	
4	There is a grand fountain making a relaxing sound near Gema.	
5	She puts the finished farewell message into a white envelope.	

CANCIÓN 03/50

Amy Winehouse — "You Know I'm No Good" (2006)

Audio disponible en audio/best_songs/Amy Winehouse - You Know Im No Good (2006) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My friends always _____ at the entrance of the restaurant at 8:00 PM. [meet]	
2	The small dog _____ the hot food on the table and wags its tail. [sniff]	
3	Yesterday, the little boy _____ because he lost his favorite blue toy. [cry]	
4	They _____ a delicious cold beer during their lunch last Sunday. [drink]	
5	Look! The beautiful birds _____ out of the open window right now. [fly]	
6	I _____ to my brother on the phone for two hours last night. [talk]	
7	The smart students always _____ the words of the teacher in class. [remember]	
8	My sister _____ a funny text message to her boyfriend this morning. [send]	
9	The heavy glass _____ on the kitchen floor and breaks into pieces. [fall]	
10	She _____ the answer to the question at this very moment. [know]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: waiter, tapas, angry, table, problem

Rosa and her close friend are inside the busy Bar Macareno in La Cañada de San Urbano, Almería. They sit at a small table near the door. The friendly waiter quickly brings two cold beers and some traditional tapas, like spicy potatoes and ham. However, nobody is eating because the two friends have a major problem to discuss. Rosa is very angry because her friend always forgets their appointments. They argue in low voices while the bar fills with local people. Her friend explains that his car is broken, but Rosa does not want to listen to his excuses. Finally, he apologizes and promises to buy a new bicycle to arrive on time in the future. Rosa smiles a little bit, finishes her tapa, and the argument ends peacefully.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Rosa and her friend are having lunch at a bar in La Cañada.	
2	The waiter brings two glasses of red wine to their table.	
3	The two friends are arguing because Rosa is very angry.	
4	The main problem is that Rosa always forgets their appointments.	
5	The friend promises to buy a new bicycle to fix the problem.	

CANCIÓN 04/50

Andy Williams — "Love Story" (1970)

Audio disponible en audio/best_songs/Andy Williams - Love story (1970) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We always _____ our English class at nine o'clock in the morning. [begin]	
2	My grandfather loves to _____ interesting stories about his young days. [tell]	
3	The train _____ at the station early yesterday morning. [arrive]	
4	The kind man _____ a beautiful red rose to his wife every Friday. [give]	
5	My mother always _____ the shopping bags with fresh vegetables. [fill]	
6	Right now, I _____ to the top shelf to get the green apples. [reach]	
7	The bright stars _____ beautifully in the dark sky last night. [burn]	
8	I _____ the answer to your difficult question right now. [know]	
9	The little children _____ to the park to play after school. [go]	
10	She _____ a big glass of water because she is very thirsty. [drink]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: shop, fruit, vegetables, married, happy

Rosario and Juan are two sweet grandparents who own a colorful local shop in Retamar, Almería. Every morning, they open the doors together to sell the best products in the neighborhood. Juan organizes the fresh fruit like sweet oranges and red tomatoes under the plastic awning. Meanwhile, Rosario cleans the green vegetables and smiles at the regular customers. This lovely couple is special because they are married for forty wonderful years. They work together every single day, but they never argue or feel tired of each other. Juan often plays romantic old music on a small radio to make Rosario laugh. They are very happy because their beautiful love story is just as strong as their very first day together.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Rosario and Juan have a colorful clothes shop in Retamar.	
2	Juan puts out fresh fruit like oranges and tomatoes every morning.	
3	The two grandparents have been married for forty wonderful years.	
4	Rosario and Juan argue a lot because they work together every day.	
5	Juan plays romantic music on a small radio to make his wife laugh.	

CANCIÓN 05/50

Barbra Streisand — "Woman In Love" (1980)

Audio disponible en audio/best_songs/Barbra Streisand - Woman In Love (1980) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My grandparents _____ a sweet kiss to say goodbye this morning. [kiss]	
2	The young boy _____ a scary sound in the dark room last night. [hear]	
3	I always _____ the truth when my teacher asks a question. [know]	
4	The tired student _____ on a small rock and drops his backpack. [stumble]	
5	They _____ a big surprise party for their friend's birthday next week. [plan]	
6	We _____ in a small house near the beautiful mountains last summer. [live]	
7	My brother _____ a long letter to his girlfriend two days ago. [write]	
8	The soccer player _____ on the green grass after a fast run. [fall]	
9	Right now, the mother _____ her small baby tightly in her arms. [hold]	
10	She _____ to her best friend on the phone at this moment. [talk]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: castle, marriage, view, ring, happy

Itto sits under a big tree and looks at the ancient castle of Serón in Almería. She remembers her very first visit to this beautiful town many years ago. She came to see the traditional house of his teacher Julio, which is located right next to the high stone walls. The memory brings a warm smile to her face. It was a romantic afternoon with a spectacular view of the green valley below. In that exact spot, Julio took a small box out of his jacket pocket. He held a beautiful silver ring and asked her partner to marry him. It was a perfect, unforgettable moment under the Spanish sun. Today, Itto feels incredibly happy because that special marriage proposal started a wonderful life together in Almería.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Itto is looking at a modern museum in the center of Almería.	
2	The house of teacher Julio is located next to the Serón castle.	
3	Itto visited the beautiful town of Serón for the first time today.	
4	Itto proposed marriage to her partner during her first visit there.	
5	He took a beautiful gold watch out of his pocket for the proposal.	

CANCIÓN 06/50

Ben E. King — "Stand By Me" (1968)

Audio disponible en audio/best_songs/Ben E. King - Stand By Me (1968) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The black cat always _____ out of the house when the night comes. [come]	
2	We _____ a huge ship in the ocean during our last holiday. [see]	
3	My protective brother always _____ next to me when I feel sad. [stand]	
4	The children _____ a lot when they watched the sad film yesterday. [cry]	
5	The heavy rocks _____ into the blue sea during the storm. [fall]	
6	I _____ out of the window and see the moon in the sky right now. [look]	
7	The young boy never _____ a tear when he hurts his knee. [shed]	
8	My sister _____ an old photo of our grandparents two hours ago. [find]	
9	They _____ English with their friends at the school this evening. [learn]	
10	She _____ a beautiful diary about her daily life every night. [write]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: alone, classroom, wor, lesson, proud

Rafa loves learning new things, and tonight he walks happily into the adult school Alkayasí. He is not alone today because he finally convinced his sweet wife to join the English course with him. They enter the bright classroom and sit together at a desk near the front. Their expert teacher, Julio, welcomes them with a big, friendly smile. He starts an interesting lesson about basic vocabulary and simple verbs. Rafa's wife is a little bit nervous at first, but she participates well and repeats the words correctly. Rafa looks at her and feels incredibly proud of her effort. They practice conversations together and laugh at their pronunciation mistakes. It is a fantastic night of study, and they promise to stand by each other every day until they speak perfect English.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Rafa goes to the adult school Alkayasí completely alone tonight.	
2	Julio is the name of the English teacher at the school.	
3	The husband and wife sit together at a desk in the classroom.	
4	Rafa feels very angry because his wife makes many mistakes.	
5	The couple promises to support each other during their English study.	

CANCIÓN 07/50

Billy Joel — "Honesty" (1979)

Audio disponible en audio/best_songs/Billy Joel - Honesty (1979) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	They always _____ for their lost keys under the living room sofa. [search]	
2	My grandparents _____ in a beautiful, small house near the beach. [live]	
3	It always _____ to rain when we plan a nice weekend picnic. [seem]	
4	The kind teacher _____ his old books to the students yesterday. [give]	
5	I can _____ my favorite blue pen inside my school backpack now. [find]	
6	The elegant lady _____ a beautiful red dress to the party last night. [wear]	
7	My brother _____ to travel around the world with his best friends. [want]	
8	I _____ that the local library closes at eight o'clock tonight. [know]	
9	The polite student _____ for a glass of water during the lesson. [ask]	
10	We _____ upon our parents when we need good personal advice. [depend]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: cozy, honest, wise, sad, truth

Teacher Julio sits on a comfortable green sofa in his cozy living room. He is talking quietly with his lovely wife, Itto, after a very long day at school. Julio feels a little bit sad because some people at his job are not sincere. He explains to Itto that a few colleagues say nice things to his face but then change their stories later. Itto listens carefully and holds his hand to comfort him. Julio believes that being honest is the most important value in life, even when it is difficult. He thinks that the world needs more sincerity and fewer false promises. Itto agrees completely and tells him to always speak the truth no matter what. Her wise words make Julio smile, and he feels happy to have a true friend at home.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is talking to his sister in the cozy school library.	
2	Julio feels sad because some colleagues at work show hypocrisy.	
3	His wife Itto disagrees with him and leaves the living room.	
4	Julio thinks that honesty is the most important value in life.	
5	Itto holds his hand and tells him to always speak the truth.	

CANCIÓN 08/50

Chris De Burgh — "Lady In Red" (1999)

Audio disponible en audio/best_songs/Chris De Burgh - Lady In Red (1999) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I _____ at the beautiful pictures in the modern museum right now. [look]	
2	My lazy brother _____ his difficult English homework yesterday afternoon. [do]	
3	The bright yellow sun _____ in the clear blue sky every summer morning. [shine]	
4	The confused students always _____ the teacher a lot of questions. [ask]	
5	The hungry child _____ to eat a big chocolate ice cream yesterday. [want]	
6	They _____ together at the funny disco party at this very moment. [dance]	
7	My lovely sister _____ a new green jacket to school last Monday. [wear]	
8	I never _____ to call my sweet grandmother on her birthday. [forget]	
9	The driver _____ his car to the left side of the road five minutes ago. [turn]	
10	The happy baby _____ when his mother gives him a soft red toy. [smile]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: festival, dress, dice, board, champion

Teacher Julio and his wife Itto are celebrating the San Urbano festival in La Cañada. Tonight, the adult school Alkayasí is organizing a very important and funny "parchís" tournament. Parchís is a popular Spanish game for older people. Itto is wearing a stunning traditional Moroccan red dress. She looks absolutely gorgeous, and Julio cannot stop looking at her. Many adult students say hello and compliment her elegant style. They sit at a big wooden table to play the game. Julio throws the lucky dice and moves his small pieces across the colourful board. However, Itto is a fantastic player. She plays with great strategy, captures Julio's pieces, and wins the final match easily. She is the grand champion of the night! Teacher Julio smiles proudly, kisses her hand, and buys her a sweet churro to celebrate her big victory.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio and his wife Itto are at a music concert in Madrid.	
2	The Alkayasí school is organizing a popular "parchís" tournament.	
3	Itto is wearing a beautiful traditional Moroccan red dress tonight.	
4	Teacher Julio plays the game perfectly and wins the final match easily.	
5	Julio celebrates the victory by buying Itto a sweet churro at the end.	

CANCIÓN 09/50

Chris Rea — "Nothing To Fear" (1992)

Audio disponible en audio/best_songs/Chris Rea - Nothing To Fear (1992) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I _____ the warm heat of the summer sun on my face today. [feel]	
2	My grandmother always tells me: "Please, never _____ your family." [forget]	
3	We _____ a bright shooting star in the sky last night. [see]	
4	The children _____ happily to the upbeat music at the party. [dance]	
5	The nice teacher _____ the new classroom to the young students. [show]	
6	They _____ at the beautiful painting in the art gallery right now. [gaze]	
7	We always _____ dinner together at eight o'clock in the evening. [eat]	
8	My sister _____ the big house early tomorrow morning to catch a bus. [leave]	
9	The tall security guard _____ next to the front door right now. [stand]	
10	I _____ that English grammar is very important for my future job. [know]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: workshop, corner, snake, scared, box

Zahra visits her good friend Sebastián at his busy mechanical workshop in Almería. She loves watching him repair old cars, but today she receives a terrible surprise. Suddenly, a tiny green snake comes out from a dark corner behind some old tires. Zahra is incredibly scared and jumps onto a sturdy plastic chair. She screams loudly because she absolutely hates snakes, rats, and mice. Sebastián hears the noise, drops his metal wrench, and runs to help her immediately. He is a very brave man and does not feel any fear. He calmly takes a large cardboard box and puts it over the little reptile. Sebastián carries the animal outside to the countryside where it is safe. Zahra gets down from the chair, breathes with relief, and thanks her friend for his fast help.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Zahra is visiting her friend Sebastián at his car workshop.	
2	A large brown rat jumps out from behind some old tires.	
3	Zahra feels very scared because she hates reptiles and mice.	
4	Sebastián uses a plastic bucket to catch the tiny snake.	
5	The mechanic carries the small animal outside to the countryside.	

CANCIÓN 10/50

Dire Straits — "Brothers In Arms" (1985)

Audio disponible en audio/best_songs/Dire Straits - Brothers In Arms (1985) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We _____ across the beautiful mist-covered mountains during our holiday last winter. [walk]	
2	The kind family always _____ their home to the people in need. [open]	
3	My friend _____ to his hometown last week after a long trip. [return]	
4	The bright fire _____ intensely in the dark fireplace all night. [burn]	
5	The experienced doctor _____ a terrible accident on the street yesterday. [witness]	
6	The strong words of the man _____ his best friend's feelings deeply. [hurt]	
7	We _____ together in a peaceful neighborhood far from the big city. [live]	
8	The old teacher _____ a final farewell to his students before retiring. [bid]	
9	A famous writer _____ this interesting book about history many years ago. [write]	
10	The young boys always _____ funny toy castles in the playground. [make]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: cousin, palace, missile, war, worried

Teacher Julio sits in the quiet courtyard of his family house in Serón. He is talking seriously with José Luis, his favorite cousin. The afternoon is peaceful, but José Luis is incredibly worried about his wife. She works very hard in Dubai for the wealthy sheikhs of the United Arab Emirates. A few days ago, a dangerous military missile exploded near the grand palace where she lives. The terrifying news shocked the whole family. Julio listens with deep empathy and brings his cousin a hot cup of tea. They discuss the horrible situation of the war in Iran and how it affects innocent people everywhere. Julio tells his cousin to stay strong and positive. Finally, José Luis checks his mobile phone, sees a safe message from his wife, and breathes a sigh of relief under the Spanish sun.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio and José Luis are talking in a modern school in Dubai.	
2	José Luis is very worried because a missile exploded near his wife.	
3	The wife of José Luis works for the wealthy sheikhs in the UAE.	
4	The two men discuss the beautiful weather and their next holiday.	
5	José Luis receives a message on his phone confirming his wife is safe.	

CANCIÓN 11/50

Disturbed — "The Sound Of Silence" (2015)

Audio disponible en audio/best_songs/Disturbed - The sound of silence (2015) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every evening, the black cat _____ out of the old house to look at the moon. [come]	
2	My grandfather always _____ to his old friends about his youth in Almería. [talk]	
3	The young boy _____ a bad nightmare while he was sleeping in his bed. [have]	
4	The soft winter snow still _____ on the top of the high mountains today. [remain]	
5	Last night, I _____ alone down the narrow streets of the small village. [walk]	
6	The driver _____ his car to the left side of the road five minutes ago. [turn]	
7	We _____ a beautiful painting of the old town in the museum yesterday. [see]	
8	The professional singer _____ a new pop song for his next album last week. [write]	
9	The kind professor always _____ his adult students with great patience. [teach]	
10	The water drops _____ softly from the green leaves during the rain. [fall]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: news, health, post, censorship, freedom

Teacher Julio sits at his computer and opens his favorite social network, Facebook. He wants to share some important global news about healthy eating, nutrition, and corporate vaccines. He carefully writes a long, text-based post to help his followers improve their physical health. In his message, Julio mentions the strange events of the 2020 pandemic and the new medical treatments. Suddenly, a red warning message appears on his computer screen. Facebook instantly blocks his text because of its modern safety algorithms. Julio feels very sad and disappointed with this strict digital censorship. He explains to his wife that true freedom of speech does not exist on modern social media platforms today. He closes the website and decides to read a real book in absolute silence.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is sharing some interesting news on his Facebook page.	
2	Julio writes a long post about sports car racing and football games.	
3	Facebook blocks his comment because he mentions the 2020 pandemic.	
4	Julio feels very happy about the digital rules of the internet network.	
5	The teacher thinks there is no real freedom of speech on social media.	

CANCIÓN 12/50

Don McLean — "And I Love You So" (1970)

Audio disponible en audio/best_songs/Don McLean - And I Love You So (1970) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My grandparents _____ each other very much since they were teenagers. [love]	
2	The polite tourists _____ the local tour guide for some directions. [ask]	
3	We _____ in a beautiful apartment in the center of Almería last year. [live]	
4	I always _____ the truth to my friends because honesty is important. [tell]	
5	My father gently _____ my hand when we walked through the crowded market. [take]	
6	I _____ that the English test is going to be very easy for everyone. [know]	
7	The black shadows _____ the tall man down the dark, narrow street. [follow]	
8	The kind police officer _____ the trapped bird free from the cage. [set]	
9	Right now, the happy students _____ very busy with their school project. [be]	
10	I _____ an interesting comic book in the library yesterday afternoon. [read]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: folds, note, married, blushes, kiss

Francisco sits at his desk inside the bright English classroom at the adult school Alkayasí. Today is a very special day because the school is celebrating Valentine's Day. Francisco looks at his sweet wife, Rosario, who is sitting next to him learning new vocabulary. He decides to write a romantic love note in English to surprise her. Francisco writes about their long life together and how they are married for fifty wonderful years. He smiles because he is still completely in love with her, just like their very first day. He folds the small paper and gently gives it to Rosario. She reads his beautiful words, blushes, and gives him a sweet kiss. They both feel incredibly happy under the warm light of the classroom.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Francisco and Rosario are celebrating Valentine's Day at a restaurant.	
2	Francisco decides to write a romantic love note in English for his wife.	
3	The couple has been married for fifty wonderful years.	
4	Rosario feels very angry when she reads the note from her husband.	
5	Rosario gives Francisco a sweet kiss after reading his beautiful words.	

CANCIÓN 13/50

Elvis Presley — "You Don't Have To Say You Love Me" (1966)

Audio disponible en audio/best_songs/Elvis Presley - You Dont Have To Say You Love (1966) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My best friend always _____ a nice cup of tea when she feels cold. [need]	
2	They _____ at a beautiful hotel near the beach last summer holiday. [stay]	
3	The clever chameleon _____ its bright skin color from green to brown. [change]	
4	The fast train _____ away from the station five minutes ago. [go]	
5	I _____ my white dog around the public park every morning. [follow]	
6	The hungry cat _____ for food near the kitchen door right now. [beg]	
7	We always _____ the rules of the classroom to learn correctly. [understand]	
8	Please, _____ my honest words because I never tell any lies. [believe]	
9	It always _____ to rain when we forget our black umbrellas. [seem]	
10	I _____ a beautiful song on my guitar at this very moment. [play]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: carefully, classmate, exam, shy, secret

Esteban sits quietly inside the large classroom at the Escuela Oficial de Idiomas de Almería. Today is a very important day because teacher Julio's adult students have a difficult terminal exam. Everyone is silent and reading their English notes carefully. Esteban looks at the wooden desk next to him, where a beautiful classmate is sitting. He feels quite nervous, but not because of the difficult test papers. Esteban is starting to fall in love with her sweet smile and her dark eyes. It is a big secret because he is too shy to say anything to her today. Suddenly, teacher Julio starts giving out the exam papers. Esteban breathes deeply, looks away from his lovely classmate, and begins to write his answers with a hopeful heart.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Esteban is taking a difficult English exam at the language school.	
2	Teacher Julio is the person who is giving out the test papers today.	
3	Esteban feels very nervous because he does not study his vocabulary.	
4	The young man is secretly falling in love with a beautiful classmate.	
5	Esteban tells his classmate all his romantic feelings before the test.	

CANCIÓN 14/50

Engelbert Humperdinck — "How I Love You" (1993)



Audio disponible en audio/best_songs/Engelbert Humperdinck - How I Love You (1993) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Right now, the loving mother _____ her small baby tightly in her arms. [hold]	
2	I always _____ where the migrating birds fly during the cold winter. [wonder]	
3	The clever students _____ the answers to the questions very well today. [know]	
4	My brother _____ his car to the left side of the street five minutes ago. [turn]	
5	We _____ our new English lessons at nine o'clock every morning. [begin]	
6	The old dog always _____ near the warm fireplace on a rainy day. [lay]	
7	The soft summer rain still _____ on the green leaves of the trees. [remain]	
8	Right now, I _____ to the top shelf to get the big dictionary. [reach]	
9	My grandfather _____ an interesting book about history last night. [read]	
10	She _____ a beautiful picture of the ancient castle yesterday afternoon. [draw]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: building, bench, feelings, politely, brave

The difficult English exam is finally over, and the adult students walk out of the school building. Esteban and his beautiful classmate walk together into the quiet exterior gardens of the EOI de Almería. The sun is warm, and they sit on a comfortable green bench near some colorful roses. Esteban breathes deeply and decides to be very brave today. He turns to her and explains his romantic feelings and his growing interest in her sweet personality. He looks into her eyes and politely asks her to have dinner together at a traditional restaurant next Friday night. His classmate blushes, smiles brightly, and says yes to his romantic invitation. Esteban feels incredibly happy because his secret dream is coming true under the beautiful Spanish sky.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Esteban talks to his classmate inside the crowded school library.	
2	The two students sit together on a green bench in the gardens.	
3	Esteban hides his true feelings and only talks about the exam.	
4	He invites his beautiful classmate to have dinner next Friday night.	
5	The classmate feels very angry and says no to his special invitation.	

CANCIÓN 15/50

Eric Clapton — "River Of Tears" (1998)

Audio disponible en audio/best_songs/Eric Clapton - River Of Tears (1998) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The strong river _____ the small wooden boat away yesterday afternoon. [carry]	
2	I _____ a beautiful red car on the dusty street this morning. [see]	
3	The shy children always _____ behind the big sofa during the game. [hide]	
4	The fast athlete _____ in the stadium at this very moment. [run]	
5	My sister _____ the answer to the difficult question right now. [know]	
6	I _____ very happy when I spend quality time with my family. [feel]	
7	The busy train _____ the local station exactly ten minutes ago. [leave]	
8	The lucky boy _____ a shiny gold coin on the ground yesterday. [find]	
9	We always _____ for a peaceful world with no more bad problems. [wish]	
10	The kind mother _____ her small baby tightly in her arms right now. [hold]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: whiteboard, condolences, news, grandmother, law, support

Teacher Julio is inside his English classroom at the adult school Alkayasí. He is very busy working on the modern digital whiteboard to prepare tomorrow's lesson materials. Suddenly, his colleague teacher David enters the room. David looks incredibly sad and has tears in his eyes. He gives Julio some bad news and explains that his beloved grandmother passed away this morning, so he must leave the school immediately. Julio stops working, walks over to David, and offers his deep condolences. Julio gently reminds him that it is the natural law of life for elderly people to leave us when their time comes. David listens carefully and feels better because of this kind emotional support. He thanks Julio with a soft voice and walks away quietly to be with his family.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is preparing English materials on a digital blackboard.	
2	Teacher David enters the classroom feeling very happy and excited.	
3	David needs to leave the school because his grandmother passed away.	
4	Julio tells David that it is the natural law of life to live forever.	
5	David thanks Julio for his kind emotional support before leaving.	

CANCIÓN 16/50

J. J. Cale — "Money Talks" (2001)

Audio disponible en audio/best_songs/J. J. Cale - Money Talks (2001) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My grandfather always _____ an interesting story about his youth. [tell]	
2	The polite students _____ very quietly when the lesson begins. [talk]	
3	The smart teacher _____ that English is important for our future. [say]	
4	Please, _____ my honest words because I never tell any lies. [believe]	
5	I can _____ a new blue pen inside my school backpack now. [buy]	
6	We _____ a loud noise in the quiet street late last night. [hear]	
7	The poor baby _____ because he wants his warm bottle of milk. [cry]	
8	The little cat _____ softly behind the big sofa to catch a mouse. [steal]	
9	They _____ to buy a beautiful new car for the family yesterday. [decide]	
10	My sister _____ into the kitchen to surprise her mother right now. [come]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: garage, worried, money, budget, agrees

Teacher Julio and his wife Itto are standing inside their dark garage looking at their old vehicle. Julio wants to change it and buy a modern Nissan Qashqai. Itto looks worried and explains that they have many monthly bills, so money is short right now. She thinks a new car is too expensive for their budget. However, Julio smiles and tells her that life is short and we need to live with enthusiasm. He says that money comes and goes, but beautiful moments stay forever. Itto listens carefully to his words and sees the great illusion in his eyes. Finally, she agrees with her husband. They decide to go to the shop and buy the beautiful car. Julio feels incredibly happy and hugs his wife tightly under the garage light.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Julio and Itto are discussing a new vehicle inside their garage.	
2	Itto thinks they have plenty of money to spend this month.	
3	Julio believes that life is short and we must live with enthusiasm.	
4	The couple decides to buy a modern Nissan Qashqai car together.	
5	Itto gets very angry at the end and leaves the house alone.	

CANCIÓN 17/50

Janis Joplin — "Little Girl Blue" (1969)

Audio disponible en audio/best_songs/Janis Joplin - Little Girl Blue (1969) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every evening, the quiet children _____ the stars from their bedroom window. [count]	
2	I always _____ where the migrating birds fly during the cold winter season. [wonder]	
3	The old man _____ on his favorite chair near the door this morning. [sit]	
4	My grandparents _____ exactly how I feel when I have a bad day. [know]	
5	The warm summer raindrops _____ softly on the green grass right now. [fall]	
6	I _____ very happy when I spend quality time with my lovely family. [feel]	
7	The polite girl _____ to the kitchen to help her mother with dinner. [go]	
8	The tired hikers _____ against a big pine tree to rest their legs. [lean]	
9	My brother _____ a long letter to his best friend two days ago. [write]	
10	She _____ to live in a beautiful new city early next year. [want]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: depressed, divorce, currently, cozy, heal

Majda is the young niece of Itto, and she is currently facing a very difficult time. She is terribly depressed after her recent divorce, and she feels completely alone. Because of this sad situation, her kind aunt Itto invites her to stay at teacher Julio's comfortable house in Almería. Itto prepares a bright, cozy room for her and makes delicious meals every day to help her feel better. Majda accepts the generous invitation and decides to stay with them for a few months. She wants to rest, heal her broken heart, and find her inner strength again. She plans to live in this peaceful home until she can return to Paris and fully rebuild her beautiful life with a happy smile.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Majda is very depressed because she has a difficult English exam today.	
2	Itto is Majda's kind aunt who invites her to stay at her home.	
3	Majda stays in a dark, cold garage during her visit to Almería.	
4	The young niece plans to stay with Julio and Itto for a short season.	
5	Majda wants to rebuild her personal life in Paris in the future.	

CANCIÓN 18/50

Joan Baez — "The Partisan"

Audio disponible en audio/best_songs/Joan Baez - The Partisan - exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The strong soldiers _____ across the international borders during the conflict. [pour]	
2	My grandfather decided to _____ into the high mountains to stay safe. [vanish]	
3	The polite tourists never _____ the local guide about his personal life. [ask]	
4	The young children always _____ their muddy footprints on the kitchen floor. [cover]	
5	The famous actor _____ his name because he wanted a quiet, simple life. [change]	
6	Sadly, the poor man _____ his old gold watch in the crowded market yesterday. [lose]	
7	The kind woman _____ food and warm blankets to the cold travelers. [give]	
8	The old person _____ peacefully in her comfortable bed last winter night. [die]	
9	We _____ down the narrow road because we must catch the morning train. [go]	
10	The fresh night winds _____ strongly through the tall trees right now. [blow]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: grilled, barbecue, history, freedom, proud

Ali Boukrim, Itto's sweet father, arrives from Morocco to live forever at teacher Julio's house. Tonight, during the holy month of Ramadan, the happy family enjoys a delicious midnight barbecue together. After eating the grilled meat, they sit on comfortable chairs in the dark, quiet garden. Under the bright stars, Ali tells an amazing secret story about his youth. Many years ago, he was a brave partisan fighter during the French protectorate. He hid in the high rocky hills and fought hard for the complete independence of his country. He speaks about the dangers, the old friends, and the ultimate victory. Julio and Itto listen in absolute silence, learning about this incredible piece of family history. Ali explains that freedom is a beautiful gift. Itto looks at her old father and feels incredibly proud of his incredible life and courage.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Ali Boukrim comes from Morocco to visit his family for just one weekend.	
2	The family enjoys a delicious barbecue in the garden during Ramadan.	
3	Ali was a brave partisan who fought against the Spanish army in the past.	
4	The family listens to Ali's historical story in absolute silence tonight.	
5	Itto feels very proud of her father's great bravery and courage.	

CANCIÓN 19/50

Josh Groban — "You Raise Me Up" (2003)

Audio disponible en audio/best_songs/Josh Groban - You Raise Me Up (2003) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The patient people always _____ quietly in the clinic room for the doctor. [wait]	
2	My grandfather _____ to our cozy house to visit the family last Sunday. [come]	
3	The peaceful grandparents _____ on the comfortable green sofa every afternoon. [sit]	
4	The strong soldiers _____ the heavy flag up so everyone can see it. [raise]	
5	The tall security guard _____ near the front entrance door right now. [stand]	
6	We _____ down the narrow road to catch the early morning train. [walk]	
7	I _____ a very heavy box of old books up the stairs yesterday. [carry]	
8	My sister _____ that English vocabulary is important for her new job. [know]	
9	The little children _____ beautiful wooden toys in the school playground. [make]	
10	I _____ very happy when I spend quality time with my lovely family. [feel]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: gather, prayer, faith, values, connection

After Ali finishes his emotional partisan story in the garden, the family walks into the quiet living room. Itto, her brave father Ali, and her sweet mother Fatima gather together for the final prayer of the day before going to sleep. They hold a powerful faith that guides their lives without any extreme ideas. This spiritual connection supports their traditional values and makes them incredibly kind, just, and simple people. Teacher Julio sits nearby and watches them with a respectful smile. Although he does not have any religious beliefs himself, he feels genuine joy for them. He understands that their beautiful traditions bring them great inner peace and emotional comfort after a long day under the warm Almería sun.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Itto, Ali, and Fatima enter the living room to have a big dinner.	
2	The family performs the final prayer of the day before bedtime.	
3	Their powerful faith makes them unfair and very complicated people.	
4	Teacher Julio participates in the prayer because he has a strong faith.	
5	Julio feels happy that his family finds comfort in their traditions.	

CANCIÓN 20/50

Judy Garland — "Somewhere Over the Rainbow" (1939)

Audio disponible en audio/best_songs/Judy Garland - Somewhere Over the Rainbow (1939) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The clear water always _____ from the high mountain to the valley. [come]	
2	My grandparents _____ an interesting story about their youth last night. [hear]	
3	The bright bluebirds _____ happily across the sunny garden today. [fly]	
4	I always _____ for a peaceful world with no more bad problems. [wish]	
5	The young children _____ up very early on Christmas morning. [wake]	
6	The sweet ice cream _____ quickly under the hot summer sun. [melt]	
7	You can _____ your lost English book inside the school library now. [find]	
8	My brother _____ a classic black and white film two hours ago. [watch]	
9	They _____ down the narrow road to catch the early bus yesterday. [go]	
10	The wise old man _____ to his family about his past life in Morocco. [talk]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: movie, village, cinema, memories, laughs

After the final prayer of the day finishes, teacher Julio relaxes and plays a beautiful classic song in his quiet living room. His father-in-law, Ali, listens carefully to the sweet melody of Judy Garland. Suddenly, a big smile appears on his face because the music brings back wonderful memories from fifty years ago. He turns to his daughter Zahra and reminds her of their native village, Ouaoumana. He tells the family about a special summer night when they watched the famous movie "The Wizard of Oz" together. It was a beautiful outdoor summer cinema under a sky full of bright stars. Zahra laughs and remembers how she loved the magical story of the rainbow. Everyone feels incredibly happy sharing these sweet stories from the past in their cozy Almería home.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Ali remembers watching a famous movie fifty years ago in his native village.	
2	The music that teacher Julio plays makes Ali feel very angry and sad.	
3	Zahra watched "The Wizard of Oz" with her father during an outdoor summer cinema.	
4	Ouaoumana is the name of the town where Julio was born in Spain.	
5	The family enjoys sharing beautiful stories and memories in the living room.	

CANCIÓN 21/50

Kansas — "Dust in the Wind" (1977)

Audio disponible en audio/best_songs/Kansas - Dust in the Wind (1977) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I slowly _____ my tired eyes when I go to bed at night. [close]	
2	The fast train leaves the station and suddenly it is _____. [go]	
3	The white fluffy clouds _____ softly across the bright blue sky today. [pass]	
4	The soft brown cookies _____ easily when the small baby touches them. [crumble]	
5	My grandparents always _____ to watch sad films on television. [refuse]	
6	We can _____ a beautiful white bird flying high above the green trees now. [see]	
7	Time _____ away quickly when you are spending a fun day with friends. [slip]	
8	The wealthy man cannot _____ more time even with all his gold. [buy]	
9	Teacher Julio still _____ in the quiet living room after midnight. [remain]	
10	I _____ that learning English is a fantastic experience for my future. [know]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: song, healthy, wish, beloved, peaceful

The house is completely silent because everyone is finally sleeping. Teacher Julio sits alone in his dark living room, listening to a beautiful classic song by Kansas. The deep music makes him think about his beloved father-in-law, Ali, who is ninety-two years old now. Ali is quite healthy for his advanced age, but Julio knows that life is short and temporary. He feels a little emotional thinking about the big empty space Ali will leave in the family one day. Julio makes a sincere wish for the future. He hopes to share many more happy and peaceful years with Ali, now that they are all living together under the warm sun of Spain.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is listening to music with his friends in a noisy bar.	
2	Ali is ninety-two years old and is currently in good health for his age.	
3	Julio thinks about how short life is while listening to a classic song.	
4	The teacher wants his father-in-law to return to Morocco immediately.	
5	Julio hopes to enjoy more quiet and happy years with his family in Spain.	

CANCIÓN 22/50

Katie Melua — "If You Were A Sailboat" (2007)

Audio disponible en audio/best_songs/Katie Melua - If You Were A Sailboat (2007) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The police officer decides to _____ the suspicious man through the dark park. [trail]	
2	We _____ our small white boat on the blue ocean every summer morning. [sail]	
3	My active brother _____ in the cold sea at the beach right now. [swim]	
4	They _____ in a big, modern house in the center of Almería today. [live]	
5	The kind teacher _____ his bad habits because he wanted to be better. [change]	
6	I _____ that English is a very important language for my future. [know]	
7	My mobile phone _____ loudly when my best friend called me yesterday. [ring]	
8	The professional singer _____ a beautiful song at the concert last night. [sing]	
9	My mother always _____ the hungry birds in the garden every morning. [feed]	
10	I _____ a very interesting book about history at home yesterday. [read]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: beach, sailboat, shore, steer, sailor

Tarik, his wife Sana, and their little son Mohamed spend a wonderful day at the Costacabana beach. The afternoon is warm and sunny. Small Mohamed sits on the wet sand and plays with a colorful plastic sailboat right on the edge of the water. His mother, Sana, watches him very carefully with a sweet smile. Meanwhile, his father, Tarik, is a good swimmer and swims for a while in the refreshing sea close to them. Sana walks over to her son, sits down on the sand to play with him, and asks: "Mohamed, what would you do if you were a brave sailor?" The boy laughs and says he would steer his ship to a safe shore. They feel incredibly happy together.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Tarik, Sana, and Mohamed are spending a sunny day at Costacabana beach.	
2	Mohamed is playing with a real electronic drone on the sand.	
3	Tarik is swimming in the sea while his wife watches their son.	
4	Sana asks her son what he would do if he were a cowboy.	
5	The family feels very happy playing together near the water.	

CANCIÓN 23/50

Kenny Rogers — "Lady" (1980)

Audio disponible en audio/best_songs/Kenny Rogers - Lady (1980) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My grandparents _____ each other very much since they were young teenagers. [love]	
2	The kind mother always _____ her little baby tightly in her arms. [hold]	
3	Please, _____ my honest words because I am telling you the truth. [believe]	
4	The young boy _____ a beautiful new star in the night sky. [find]	
5	The morning sun enters the window and we _____ up with a smile. [wake]	
6	I can _____ a loud bird singing outside my bedroom window right now. [hear]	
7	I _____ a beautiful red car on the street yesterday morning. [see]	
8	The patient people _____ for the local bus for thirty minutes yesterday. [wait]	
9	We _____ a nice smartphone because we want to call our friends. [need]	
10	I _____ that learning English vocabulary is fantastic for my future. [know]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: classroom, song, wife, married, chorus

The English lesson is over, and teacher Julio plays a classic romantic track for his adult students at Alkayasí. He loves using a nice song to improve their pronunciation and listening skills. Today, the music makes him think about Francisco, his oldest student, who is seventy-six years old. Francisco has a beautiful love story with his sweet wife, Rosario. They are happily married for more than fifty wonderful years. Francisco sits at his desk and listens to the lyrics with a gentle smile. He wishes Rosario could come to the bright classroom to study English with him, but she is too shy to attend. Everyone feels incredibly happy singing the chorus together before going home.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio plays a song at the end of the lesson to practice pronunciation.	
2	Francisco is the youngest student inside the English class at Alkayasí.	
3	Francisco and his wife Rosario have been married for over fifty years.	
4	Rosario attends the English lessons every day and sits next to her husband.	
5	The students feel very happy singing the classic love song in the classroom.	

CANCIÓN 24/50

Led Zeppelin — "Stairway To Heaven" (1975)

Audio disponible en audio/best_songs/Led Zeppelin - Stairway To Heaven (1975) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My rich aunt is sure that everything in the jewelry store _____ to gold. [turn]	
2	The wealthy woman always _____ expensive gifts when she goes shopping. [buy]	
3	When the teacher _____ to the school, the English lesson can start. [get]	
4	The little girl _____ that the library is open on Saturday morning. [know]	
5	A beautiful small bluebird _____ happily in the old tree every morning. [sing]	
6	I always _____ where the wild birds go during the cold winter. [wonder]	
7	I slowly _____ out of the window to see the beautiful sunrise today. [look]	
8	The wise old man always _____ the young children to the safe path. [lead]	
9	The cool night winds _____ strongly through the tall green trees right now. [blow]	
10	We can _____ the long song clearly if we listen very carefully. [hear]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: rock, masterpiece, song, track, fills

The English lesson is finishing, and teacher Julio selects a special track for his adult students at Alkayasí. He chooses "Stairway to Heaven," an amazing masterpiece of British rock music. This classic track is one of Julio's favorite melodies, and he knows that Juan José will love it. Juan José is a true, traditional rocker who always enjoys listening to powerful guitar solos. He sits at his wooden desk and listens to the epic song with total concentration. Juan José wishes his sweet wife could join him in this bright classroom to learn vocabulary together, but she stays at home. Still, the fantastic music fills the room, and all the students feel incredibly happy before the class ends.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio plays a famous British pop song from the year 2020.	
2	Juan José is a dedicated rock music fan who loves classic tracks.	
3	The English lesson takes place at the adult education center Alkayasí.	
4	Juan José's wife attends the English class with him every day.	
5	The students feel very happy listening to the music at the end of class.	

CANCIÓN 25/50

Madonna — "Don't Cry For Me Argentina" (1996)

Audio disponible en audio/best_songs/Madonna - Dont Cry For Me Argentina (1996) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The young student always tries to _____ her complex feelings to her teacher. [explain]	
2	We _____ a good dictionary because the English vocabulary is difficult today. [need]	
3	Please, _____ my honest words because I always tell the truth to my family. [believe]	
4	The chameleon can _____ its bright skin color from green to brown very fast. [change]	
5	My grandparents decided to _____ in a quiet, beautiful village near the beach. [stay]	
6	The active children _____ down the street to catch the school bus this morning. [run]	
7	I _____ the important promise that I made to my mother last summer. [keep]	
8	It _____ to the young world that the digital revolution was a fantastic solution. [seem]	
9	I can _____ of a very good answer for the final question on the test now. [think]	
10	The teacher tells us to _____ at the digital blackboard to see the correct word. [look]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: square, computer, papers, encouragement, support

In the morning, teacher Julio leaves his adult education center and walks through the sunny square of La Cañada. Suddenly, he sees his student Gissanel Ruth and stops to chat with her for a moment. Gissanel did not attend the morning computer class today, so Julio politely asks her if she plans to come to the English lesson later in the afternoon. Gissanel smiles and explains that she is very busy organizing important legal papers this week. She needs to complete these documents to bring her beloved mother to Spain from her native city in Peru. Julio gives her words of encouragement and tells her that he hopes to see them both very soon. Gissanel feels very happy for his kind support.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio meets Gissanel Ruth in the square of La Cañada in the morning.	
2	Gissanel attended her morning computer class before meeting the teacher.	
3	Julio asks Gissanel if she will come to the English class in the afternoon.	
4	Gissanel is preparing official papers to travel to Peru for a long holiday.	
5	The student wants to bring her mother to Spain to live together.	

CANCIÓN 26/50

Meat Loaf — "Two Out Of Three Ain't Bad" (1977)

Audio disponible en audio/best_songs/Meat Loaf - Two out of three aint bad (1977) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We can _____ softly about our school project after the film finishes. [talk]	
2	The weather is very cold and the white snow _____ up on the high mountains. [pile]	
3	I always _____ for a happy world with no more sad problems. [wish]	
4	The busy waiters _____ the hot coffee into the white cups right now. [pour]	
5	My younger sister always _____ hard to pass her difficult English exams. [try]	
6	We can _____ beautiful gold coins inside the old museum today. [find]	
7	I cannot _____ to you because telling the truth is very important. [lie]	
8	My grandfather always _____ his childhood stories with a sweet smile. [remember]	
9	The kind mother _____ her small baby before he goes to sleep. [kiss]	
10	The sad actors _____ their big bags and leave the theatre quietly. [pack]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: square, crowded, tribute, cousin, enjoy

Teacher Julio and his wife travel to the beautiful town of Serón on the eighth of March. The local town hall organizes a special event for International Women's Day. They walk into the crowded town square to watch a wonderful tribute to Julio's sweet cousin, Mariquita. Julio is incredibly happy because he meets his adult children, Marina and David, at the celebration. They do not see each other very often, so they enjoy spending quality time together, talking and laughing during the beautiful ceremony. When the event finishes, it is time to return home. They say goodbye to each other with a warm hug, feeling a little sad because the family reunion is ending under the afternoon sun.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Julio and his wife travel to Serón to celebrate a special birthday party.	
2	The town hall organizes a beautiful tribute to Julio's cousin, Mariquita.	
3	Marina and David are Julio's children who live in the same house with him.	
4	The family event takes place on the eighth of March for Women's Day.	
5	The family members feel very happy and celebrate all night at a noisy bar.	

CANCIÓN 27/50

Michael Bolton — "A Love So Beautiful" (1995)

Audio disponible en audio/best_songs/Michael Bolton - A love so beautiful (1995) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The golden summer sun slowly _____ behind the high mountains last night. [go]	
2	I always _____ very happy when I spend quality time with my family. [feel]	
3	Time is short, and we cannot let these precious moments _____ away. [slip]	
4	The young students are too small to _____ this difficult grammar rule. [understand]	
5	My grandparents _____ exactly what to do when a big problem happens. [know]	
6	Two old friends sometimes _____ apart when they live in different cities. [drift]	
7	When I _____ about my happy childhood, a big smile appears on my face. [think]	
8	The tired leaves _____ from the tall trees during the windy autumn days. [fall]	
9	A beautiful white bird _____ high up in the blue sky this morning. [fly]	
10	The teacher always _____ his new lesson materials on the digital board. [prepare]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: misses, mountain, ballad, memories, misunderstandings

Teacher Julio is driving back home from the special tribute in Serón. He is inside his modern new car, traveling along the quiet mountain road of Sierra de los Filabres. Julio feels a little sad because he misses his adult children a lot. A sweet romantic ballad plays softly on the vehicle's sound system. Suddenly, many beautiful childhood memories of his daughter Marina return to his mind. He looks at the road and reflects on life. He thinks that a father's love for his children is the most sincere and unconditional feeling in the world, even when small misunderstandings happen. This deep thought fills his heart with great warmth and peace under the evening sky.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is traveling to a noisy rock concert in a distant city.	
2	Julio drives his new car along the Sierra de los Filabres mountain road.	
3	The teacher feels a bit sad because the family reunion is over.	
4	A fast techno song plays loudly on the car's radio during the trip.	
5	The music makes Julio remember sweet childhood moments of his daughter Marina.	

CANCIÓN 28/50

Neil Diamond — "The Story Of My Life" (1986)

Audio disponible en audio/best_songs/Neil Diamond - The Story Of My Life (1986) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The students always _____ an interesting book during the English lesson. [read]	
2	The morning lesson _____ at nine o'clock every single day. [start]	
3	The busy train _____ the local station exactly ten minutes ago. [leave]	
4	A new school term _____ early in the month of September. [begin]	
5	The lucky boy _____ a shiny gold coin on the ground yesterday. [find]	
6	I _____ for the morning bus for twenty minutes yesterday. [wait]	
7	My younger brother was very _____ of the big barking dog. [afraid]	
8	The little girl happily _____ a sweet song in the school choir. [sing]	
9	The old leaves fall from the trees and _____ during the cold winter. [die]	
10	When I listen to Neil Diamond, I _____ about my personal life. [think]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: lyrics, romances, current, fortunate, true

Teacher Julio continues driving his new car down the quiet mountain road, returning home. The next track that plays on the stereo is a beautiful, deep romantic song by Neil Diamond. The profound lyrics make Julio reflect on his long and intense life. He thinks about his past romances, but his mind quickly focus on the present. He smiles because he knows that his current love for his third wife, Itto, is the most important one. Instead of looking at old memories, Julio prefers to dream about their bright future together. He feels incredibly fortunate and happy because the present love is always the only true love in a person's heart.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio is driving his car down a quiet mountain road.	
2	The song playing on the car radio is a fast, energetic heavy metal track.	
3	Julio spends the entire trip feeling sad and thinking only about his past.	
4	Itto is Julio's third wife and the true love of his present life.	
5	The music makes Julio feel happy and look forward to the future.	

CANCIÓN 29/50

Nina Simone — "Don't Let Me Be Misunderstood" (1964)



Audio disponible en audio/best_songs/Nina Simone - Dont Let Me Be Misunderstood (1964) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My clever friends completely _____ this difficult English grammar rule now. [understand]	
2	We can _____ a beautiful black bird flying high in the blue sky today. [see]	
3	When everything _____ wrong in the kitchen, my mother remains very calm. [go]	
4	The happy little children always _____ their sweet smiles behind the door. [hide]	
5	Life _____ its complex problems, but we must face them with enthusiasm. [have]	
6	I _____ my lost keys inside my school backpack yesterday afternoon. [find]	
7	The busy young girl _____ herself alone in the big library last night. [find]	
8	My sister always _____ hard to pass her monthly computer exams. [try]	
9	Teacher Julio _____ a wonderful old student at the shopping mall yesterday. [meet]	
10	She _____ to return to her English lessons early next winter. [hope]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: mall, store, unexpectedly, job, restorer

Teacher Julio goes shopping at the busy Torrecárdenas commercial mall in Almería. Inside a famous clothing store, he unexpectedly meets Ángeles, a fantastic old student whom he has not seen for a long time. They stop to chat politely for a few minutes. Ángeles explains that she is currently working very hard and doing excellent in her professional job as an art restorer. Because of her busy schedule, she cannot attend the adult center classes right now. However, she tells Julio that she plans to return to his lessons in the future. Julio feels incredibly proud and happy to hear this news because Ángeles is one of his dearest and most beloved students.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio meets his old student Ángeles at a restaurant in Serón.	
2	Ángeles is currently working as a professional art restorer.	
3	The old student has plenty of free time to attend morning classes now.	
4	Ángeles hopes to return to Julio's English lessons in the future.	
5	Julio feels very happy because Ángeles is a very dear student to him.	

CANCIÓN 30/50

Oscar Benton — "Bensonhurst Blues" (1973)

Audio disponible en audio/best_songs/Oscar Benton - Bensonhurst Blues (1973) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Our pretty secretary always _____ that you are the best boss in the company. [say]	
2	The wealthy man pretends to _____ about my family when we talk. [care]	
3	The famous actors _____ the rules and use their power in a bad way. [abuse]	
4	The young girl can _____ that you suffer from your sad thoughts. [know]	
5	My grandparents always _____ their childhood stories with a beautiful smile. [remember]	
6	The busy teacher decides to _____ his old student at his house today. [visit]	
7	I _____ a wonderful old friend on the street yesterday morning. [find]	
8	The students _____ a very intensive computer course a few months ago. [do]	
9	Julio politely _____ his student to collect his official certificate. [ask]	
10	We _____ to meet our best friends for a delicious lunch this weekend. [plan]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: street, neighbor, course, available, upcoming

Teacher Julio walks down the quiet Cruz de Martos street to visit his sister-in-law, Zahra. Right outside her front door, he unexpectedly meets Pepe Salinas, who is Zahra's neighbor and an old student of his. Julio has a very special affection for Pepe, who is seventy-six years old now. Julio smiles and reminds him that his official certificate for the intensive digital course they completed together is finally available at Alkayasí. He asks Pepe to drop by the education center to collect it whenever he can. Before saying goodbye, they make an exciting plan to have lunch together during the upcoming weekend at Julio's home. Pepe has no plans for Christmas, as usual, and he agrees to meet on Sunday. He absolutely loves the delicious Moroccan couscous that Itto prepares like nobody else.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio meets his old student Pepe Salinas outside Zahra's house.	
2	Pepe Salinas is a very young boy who is currently studying in primary school.	
3	Pepe's intensive computer course certificate is ready for collection at Alkayasí.	
4	The two friends decide to travel to Paris together this weekend.	
5	Pepe is excited about the weekend lunch because he loves Itto's Moroccan couscous.	

CANCIÓN 31/50

Otis Redding — "Sitting On The Dock Of The Bay" (1968)

Audio disponible en audio/best_songs/Otis Redding - Sitting On The Dock Of The Bay (1968) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The happy grandparents always _____ on the comfortable green bench outside. [sit]	
2	The morning sun rises early and the warm evening _____ quickly in summer. [come]	
3	The excited children love to _____ the large ships on the blue ocean. [watch]	
4	The heavy soccer balls slowly _____ across the wet grass field. [roll]	
5	My older brother _____ his dynamic home city to find a new job. [leave]	
6	The fast train _____ directly toward the capital city two hours ago. [head]	
7	I _____ that a good friendship always stays strong through the years. [guess]	
8	The tired runners decided to _____ under the tall trees after the race. [rest]	
9	The adventurous tourists _____ across many distant countries every year. [roam]	
10	The diligent students _____ their new vocabulary lessons every single day. [check]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: workshop, retired, shadow, illness, labor

Teacher Julio walks to his sister-in-law Zahra's apartment, but she is not there. On his way back home, he stops at Sebastián's old mechanics workshop to check if they are inside. Luckily, he finds Zahra and her husband Sebastián sitting together comfortably in the cool shadow. They are eating sunflower seeds, relaxing, and just watching time pass by. Since Sebastián recently retired due to a medical illness, he has a lot of free hours. He truly loves spending his days in his traditional workspace, even though he does not do hard physical labor anymore. Seeing his family so peaceful and happy brings a warm smile to Julio's face.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio finds Zahra inside her own apartment on the top floor.	
2	Sebastián and Zahra are sitting in the shadow eating sunflower seeds.	
3	Sebastián retired from his job because he won a big financial lottery.	
4	The retired husband loves spending his free time at his old workshop.	
5	Julio feels glad to see his relatives resting and enjoying their time together.	

CANCIÓN 32/50

Percy Sledge — "When A Man Loves A Woman" (1991)

Audio disponible en audio/best_songs/Percy Sledge - When a Man Loves a Woman (1991) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	When an active person _____ a hobby, they practice it every single day. [love]	
2	The busy student cannot _____ his mind on his difficult English homework. [keep]	
3	The clever merchants _____ their old products for new items every season. [trade]	
4	I always _____ a beautiful white shell when I walk along the sunny beach. [find]	
5	We can _____ a massive black ship moving across the blue ocean today. [see]	
6	The driver decides to _____ his big car around because the street is closed. [turn]	
7	My generous grandparents _____ all their money to help local charities. [spend]	
8	The tired travelers _____ deeply in their comfortable beds after the long trip. [sleep]	
9	The famous radio station _____ beautiful classic melodies every single evening. [play]	
10	The happy dancers _____ slowly together on the wooden floor last night. [dance]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: chilled, beer, youth, girlfriend, couples

Inside the quiet mechanics workshop, Sebastián offers teacher Julio a chilled non-alcoholic beer. They sit comfortably in the cool shadow while an old radio plays a romantic classic track by Percy Sledge. The sweet melody makes Julio travel back in time to his young days. The romantic song reminds him of his youth, when he danced slowly with Nieves, his very first girlfriend, at the local village disco. He remembers how the clubs always played slow, beautiful love music at the end of the night so young couples could hold each other close. Remembering those simple and innocent times makes Julio feel incredibly happy as he enjoys his drink under the warm afternoon sun.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Sebastián invites teacher Julio to have a hot cup of coffee inside the house.	
2	The old radio plays a famous rock song by a modern electronic band.	
3	The music makes teacher Julio remember his first girlfriend, Nieves.	
4	In the past, the village disco played fast music at the very end of the night.	
5	Julio feels happy remembering his youth while relaxing in the workshop shadow.	

CANCIÓN 33/50

Perry Como — "Feelings" (1978)

Audio disponible en audio/best_songs/Perry Como - Feelings (1978) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Happy children always _____ great joy when they play at the sunny park. [feel]	
2	My younger sister always _____ hard to learn complex English verbs. [try]	
3	I want to _____ all my bad days and focus on the beautiful present. [forget]	
4	Heavy raindrops slowly _____ down the clean glass window this afternoon. [roll]	
5	I always _____ for a peaceful life full of health and tranquil moments. [wish]	
6	The busy trains _____ to the local station at five o'clock every day. [come]	
7	The kind mother decided to _____ her small baby tightly in her warm arms. [hold]	
8	My active brother _____ a famous football player on the street last year. [meet]	
9	The generous man _____ to give a cold drink to his guest a moment ago. [offer]	
10	The clever students always _____ their teacher's difficult questions correctly. [answer]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: connection, hurry, softly, sharp, funny

Sebastián offers teacher Julio a second non-alcoholic beer inside the traditional mechanics workshop. Julio is in a little bit of a hurry, but he decides to stay and accepts the drink. On Nostalgia radio, another slow classic song by Perry Como plays softly. The beautiful music makes Julio think about his youth again. He remembers his first girlfriend, Nieves, but he especially thinks about her sister, Piedad. Julio always felt a very strong connection with Piedad because she was incredibly intelligent and funny. She always made him laugh out loud with her sharp, clever sense of humor. Remembering those funny conversations and old family stories makes Julio feel very nostalgic and relaxed.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Sebastián offers teacher Julio a second cold drink in the workshop.	
2	Julio leaves the mechanic shop immediately because he refuses the beer.	
3	The old radio station plays a slow romantic song by Perry Como.	
4	Piedad was Julio's first girlfriend when he was a teenager in the village.	
5	Piedad always made Julio laugh because she had a fantastic sense of humor.	

CANCIÓN 34/50

Pink Floyd — "Another Brick On The Wall" (1982)

Audio disponible en audio/best_songs/Pink Floyd - Another Brick on the Wall (1982) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We _____ a good digital projector to display the grammar lessons today. [need]	
2	The strict security guards always tell the children to _____ alone the old building. [leave]	
3	The hungry boys always _____ all their delicious dinner very quickly. [eat]	
4	I can _____ a beautiful black bird flying high in the blue sky now. [see]	
5	My younger brother decides to _____ still when the photographer takes the picture. [stand]	
6	Teacher Julio safely _____ his modern family home after a long morning walk. [arrive]	
7	I _____ a wonderful old friend near the supermarket yesterday afternoon. [find]	
8	The young student turned around because he wanted to _____ to his classmate. [talk]	
9	The math teacher angrily _____ a small red pen onto the wooden desk. [throw]	
10	The energetic children completely _____ a terrible scare from the big barking dog. [get]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: stew, plums, shares, lighter, rougher

Teacher Julio arrives home and finds his lovely wife, Itto, cooking inside the warm kitchen. She is preparing a delicious traditional Moroccan beef stew with plums called "tajine". Julio explains that he is a bit late because he stopped to have a cold drink with Zahra and Sebastián. While they wait for dinner, Julio shares a funny memory from his old school days when he was thirteen years old. He explains that he once turned around in class to talk to his first girlfriend, Nieves. Suddenly, their strict teacher, Don Paco, threw a heavy plastic lighter directly at them to capture their attention. The object flew between their faces at a terrible speed and gave them a massive fright! Julio tells the anecdote with affection, explaining how school discipline was much rougher in the past. Itto listens intently, feeling very happy to share these unique life stories together.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Itto is preparing a traditional Spanish potato omelet inside the kitchen.	
2	Julio arrives a little late because he was visiting Zahra and Sebastián.	
3	When Julio was thirteen years old, Nieves sat behind him in the classroom.	
4	The school teacher, Don Paco, gave Julio and Nieves a sweet chocolate bar.	
5	Julio feels a lot of anger and deep hatred when he remembers his old teacher.	

CANCIÓN 35/50

Pink Martini — "Splendor In The Grass" (2009)

Audio disponible en audio/best_songs/Pink Martini - Splendor in the grass (2009) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I can _____ a beautiful black bird flying high in the blue sky right now. [see]	
2	The young students always _____ hard before a difficult English exam. [think]	
3	My adventurous brother always wants to _____ a new business in summer. [start]	
4	The children love to walk when the grass _____ green and soft in spring. [be]	
5	The little girl always _____ to come along with her mother to the shop. [like]	
6	The wild tigers always _____ after smaller animals in the big forest. [chase]	
7	When I _____ into your beautiful eyes, I feel very calm and happy. [look]	
8	Time moves very fast, so we should _____ our active lives more slowly. [take]	
9	The tired travelers decided to _____ their heads on the comfortable grass. [rest]	
10	The happy group can _____ to the soft music playing on the radio today. [listen]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: chatting, elderly, peaceful, busy, gratitude

After chatting with Itto in the kitchen, teacher Julio walks into the living room. There, he finds his wife's elderly parents, Ali and Fatima, reading the Quran very quietly. Both of them are over eighty-five years old, and they look incredibly calm and peaceful. Looking at them makes Julio reflect on his own busy life. He realizes that it is very important to slow down, take things with more patience, and enjoy the beautiful present moment without stress. Old age gives people a wise perspective on life, showing that there is no urgent hurry, only gratitude for being alive. This beautiful thought makes Julio feel relaxed and deeply happy inside his home.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio finds his parents-in-law reading the Quran in the living room.	
2	Ali and Fatima are very young children who are playing with plastic toys.	
3	Julio's parents-in-law are both over eighty-five years old.	
4	The scene makes Julio think that everyone needs to live life with more stress and hurry.	
5	Old age can give people a beautiful sense of peace and gratitude for life.	

CANCIÓN 36/50

Queen — "Too Much Love Will Kill You" (1992)

Audio disponible en audio/best_songs/Queen - Too Much Love Will Kill You (1992) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Heavy raindrops are _____ down on the green grass outside the window. [rain]	
2	The brave traveler decides to _____ his difficult problems with a brave smile. [face]	
3	I always _____ very happy when my family sits together around the table. [feel]	
4	The children love to _____ back at their childhood pictures from last year. [look]	
5	My older sister needs to _____ up her mind about her university studies. [make]	
6	The busy train is _____ directly toward the central station right now. [head]	
7	I always _____ the morning news carefully before I start my work. [read]	
8	The young sun can _____ beautiful light into our bright classroom. [bring]	
9	If you live a good life, you are never bound to _____ your happiness. [lose]	
10	The active students completely _____ the grammar explanation today. [understand]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: Although, niece, mood, mistaken, skills

Itto calls from the kitchen to say that the food is ready. She asks teacher Julio to call Majda, her young niece, who has been living with them for almost two years. Majda enters the cozy dining room to join the family. Although she was depressed in the past, her mood is much better now, and she is making realistic plans to move to Paris to continue her life independently. Julio looks at her and reflects on how an excessive or mistaken love can destroy a person's spirit. He deeply hopes she can turn the page and look at her future with authentic hope. They all sit down with Itto's parents and enjoy a fantastic dinner together. Everyone feels incredibly happy celebrating Itto's wonderful cooking skills because they absolutely love her traditional dishes.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Itto calls the family because the morning breakfast is ready on the table.	
2	Majda is Itto's niece and has been staying at Julio's house for nearly two years.	
3	Majda is planning to stay at Julio's house forever because she refuses to travel.	
4	Teacher Julio wishes that Majda can look at her future with positive hope.	
5	The whole family enjoys the dinner and celebrates Itto's great culinary skills.	

CANCIÓN 37/50

R.E.M. — "Everybody Hurts" (1992)

Audio disponible en audio/best_songs/R.E.M. - Everybody Hurts (1992) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	When the summer day is very long, the quiet night _____ yours alone. [be]	
2	The kind girl always feels better when she _____ along to her favorite music. [sing]	
3	My eyes fill with tears when my little sister _____ during a sad film. [cry]	
4	It always _____ deeply when a good friend tells a painful lie. [hurt]	
5	Please, _____ tightly to my warm hand when we cross the busy street. [hold]	
6	When you _____ like giving up, remember that your family loves you. [feel]	
7	I _____ that learning English vocabulary is a wonderful decision for my future. [think]	
8	The loyal dog always takes great _____ in its kind owner's presence. [comfort]	
9	The energetic boy decided to _____ the red ball across the big garden yesterday. [throw]	
10	The diligent teacher always _____ the internet on his modern portable laptop. [navigate]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: surfs, upstairs, advice, forgive, former

After a delicious dinner, the family spends some quiet time in the comfortable living room. Everyone watches Moroccan television together while teacher Julio surfs the internet to complete an online training course on his laptop. Later, the family goes upstairs to sleep, but Majda stays downstairs to chat with Julio about her future plans to move to Paris very soon. Julio listens to her carefully and offers some gentle advice. He insists on the importance of making peace with her complicated past. He tells her that she needs to forgive her former husband and accept her own part of responsibility, helping her understand that everyone hurts others sometimes, even without intending to do so. This honest conversation leaves Majda feeling calmer and more happy about her next step in life.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio uses his portable laptop to finish an online training course.	
2	Majda goes upstairs to sleep early without talking to anyone in the family.	
3	Majda talks with teacher Julio about her upcoming plans to live in Paris.	
4	Julio advises Majda to remain angry and never forgive her former husband.	
5	The teacher explains to his niece that everyone can cause pain to others sometimes.	

CANCIÓN 38/50

Roy Orbison — "Pretty Woman" (1964)

Audio disponible en audio/best_songs/Roy Orbison - Pretty Woman (1964) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The beautiful model loves _____ down the busy fashion street every afternoon. [walk]	
2	I always want to _____ new interesting people when I travel abroad. [meet]	
3	Please _____ my mistake because I did not want to cause any trouble. [pardon]	
4	The friendly neighbor always decides to _____ for a short minute to chat. [stop]	
5	My grandmother loves to _____ her sweet smile to all the little children. [give]	
6	The diligent students _____ very hard to finish their intensive computer lessons. [work]	
7	I completely _____ all your instructions because they are very clear. [understand]	
8	The little baby begins to _____ loudly when he feels very hungry at night. [cry]	
9	I _____ the modern computer screen to see the final results of my project. [check]	
10	The teacher always tells us that a new bright day will _____ tomorrow. [come]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: downstairs, niece, pretty, whole, worries

Majda finally says goodnight and decides to go to bed. Teacher Julio stays downstairs in the living room for a little longer to finish an online training course about AI on his laptop. Although he does not love the content, he knows he can adapt some advanced ideas for his digital students. Finally, he turns off his computer and thinks about his niece for a moment. Majda is only thirty-two years old and has a whole life ahead of her. She is a pretty young woman who will easily find a new partner if she wants to build a new family. Julio knows that she deeply desires to become a mother and worries about getting older, but he feels sure that she will find true love soon and live a very happy life.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio goes to sleep at the exact same time as his niece Majda.	
2	Julio finishes an online training course about artificial intelligence.	
3	The teacher plans to use some course materials for his advanced computer lessons.	
4	Majda is a fifty-year-old woman who never wants to have any children.	
5	Julio is confident that Majda will eventually find a new love in the future.	

CANCIÓN 39/50

Scorpions — "Still Loving You" (1984)

Audio disponible en audio/best_songs/Scorpions - Still loving you (1984) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We _____ more patience to resolve these complicated administrative documents. [need]	
2	The young athlete hopes to _____ the gold medal at the next match. [win]	
3	Love can _____ down the highest walls when people try to understand each other. [bring]	
4	If I could start the digital project from the beginning, I would _____ my strategy. [try]	
5	The chameleon can _____ its skin color very quickly to hide from danger. [change]	
6	The careless accident completely _____ the beautiful flowers in the garden. [kill]	
7	You should always try to _____ in your family because they love you. [trust]	
8	My sister decided to _____ the old broken computer away yesterday afternoon. [throw]	
9	I know that I have _____ your feelings, and I want to apologize sincerely. [hurt]	
10	The teacher knows that the students _____ a clear explanation to learn English. [need]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: Lying, divorce, face, painful, determined

After her deep conversation with teacher Julio, Majda goes upstairs to her quiet bedroom. She gets into bed, but she cannot sleep. Lying in the dark, she thinks deeply about her former husband again. She understands that the divorce was partly her responsibility. She left Paris and came to Spain to organize her legal immigration papers because doing it in France was impossible. Being separated for such a long time made the separation logical. Although she knows he still loves her, Majda accepts that their romantic story is completely over. It is finally time to face life without constantly bringing the painful past to her memory. Soon, she will move back to Paris, the city where she always wanted to live, feeling determined and happy about her future.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Majda goes upstairs to her bedroom and falls asleep immediately.	
2	Majda came to Spain from Paris to arrange her legal immigration papers.	
3	The long separation made it logical for Majda's former husband to choose divorce.	
4	Majda believes that her former husband hates her completely and never loved her.	
5	The young woman decides to forget the past and plans to live in Paris soon.	

CANCIÓN 40/50

Sting — "Englishman In New York" (1987)

Audio disponible en audio/best_songs/Sting - Englishman in New York (1987) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I do not _____ bitter coffee in the morning because I prefer sweet hot milk. [drink]	
2	My grandfather always decides to _____ a small cup of hot tea after lunch. [take]	
3	You can _____ the singing birds very clearly when you open the window. [hear]	
4	The polite students always _____ to their teacher with great respect. [talk]	
5	I can _____ a tall man walking down the busy street right now. [see]	
6	The brave firefighter can _____ many difficult situations during his day. [suffer]	
7	When you feel happy and relaxed, a big beautiful _____ appears on your face. [smile]	
8	My active friends always _____ your company when they want to play football. [avoid]	
9	A true gentleman will walk carefully down the street but he will never _____. [run]	
10	Teacher Julio finally goes upstairs because he wants to _____ in his bed. [sleep]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: deep, headphones, foreigner, fit, environment

After his deep conversation with Majda, teacher Julio finally goes upstairs to his quiet bedroom to sleep. Just like his niece, he tries to rest, but sleep does not come easily to his mind. He decides to put on his comfortable headphones and listen to some soft music to relax. A classic song by Sting starts playing, telling the story of an Englishman living in New York. The profound lyrics make Julio reflect deeply about life. He thinks that, sometimes, we feel like a complete foreigner in certain places and cultures. Because of our distinct personal traditions and values, we do not always fit perfectly into the environment where we live by circumstance. Realizing this human truth makes Julio feel calm, peaceful, and happy with his own identity under the night sky.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio falls asleep instantly as soon as his head touches the pillow.	
2	Julio uses his headphones to listen to a classic song by the artist Sting.	
3	The song playing in the headphones talks about an American living in London.	
4	The music makes Julio think about how people can sometimes feel like foreigners.	
5	Julio believes that different traditions and values can make it hard to fit in perfectly.	

CANCIÓN 41/50

Supertramp — "School" (1974)

Audio disponible en audio/best_songs/Supertramp - School (1974) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I can _____ a beautiful black bird flying high in the blue sky right now. [see]	
2	Please do not _____ your English books on the kitchen table today. [forget]	
3	The young children have got to _____ many new vocabulary words this week. [learn]	
4	The strict teacher always tells the noisy students to _____ their play. [stop]	
5	The little boy is _____ along nicely with his difficult reading exercises. [come]	
6	The children love to _____ in the green park after the lessons are over. [play]	
7	My grandparents always tell me to _____ up with patience and strength. [grow]	
8	The wise old men never _____ their friends when they make a small mistake. [criticize]	
9	Honest people always try to do exactly as their heart tells them to _____. [do]	
10	Teacher Julio suddenly _____ a soft click and turns off his modern headphones. [hear]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: teenage, punished, childhood, corridors, rebellious

Inside his dark bedroom, teacher Julio listens to Supertramp, one of his favorite teenage bands, through his headphones. The famous track playing is called "School". This deep music brings back vivid memories of his childhood school days. He remembers spending hours punished out in the corridors because of his rebellious spirit. Ironically, Julio reflects that today, as a professional teacher, he still feels like he is standing in those same hallways. He finds it difficult to fit into an oppressing educational system that often acts like a rigid factory, crushing individual creativity. However, teaching his students directly and helping them think freely makes him truly happy, knowing he's changing the system from the inside.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio listens to his favorite heavy metal rock band on the laptop speaker.	
2	The song "School" makes Julio think about his adolescent years and old student days.	
3	When Julio was a young student, he was always perfect and never got punished.	
4	As a teacher, Julio loves rigid factory-like systems that eliminate individuality.	
5	Julio feels a conflict between his rebellious values and the traditional school system.	

CANCIÓN 42/50

The Animals — "House Of The Rising Sun" (1964)

Audio disponible en audio/best_songs/The Animals - House Of The Rising Sun (1964) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	There _____ a historic brick building near the central station of New Orleans. [be]	
2	My grandparents always _____ that hard work is the key to a successful life. [know]	
3	The clever tailor slowly _____ a beautiful long dress for the young bride. [sew]	
4	The traveler only _____ a small leather suitcase for his weekend trip. [need]	
5	Honest parents always _____ their children to study hard for the future. [tell]	
6	I do not want to _____ my valuable time playing silly computer games. [spend]	
7	The active passengers decided to _____ quickly onto the morning train. [go]	
8	My older brother decided to _____ a heavy metal chain to lock his bike. [wear]	
9	Teacher Julio _____ as a busy waiter at a popular holiday disco long ago. [work]	
10	The young man happily _____ his difficult university degree last summer. [finish]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: Rising, poverty, willpower, fate, degrees

Teacher Julio decides to listen to one last song before turning off his headphones. The classic melody of "The house of the Rising Sun" plays softly. The track makes him reflect on all the young children who escape poverty and difficult family backgrounds through pure willpower. Julio identifies with them deeply. He remembers when he was twenty years old, working as a nighttime waiter at busy holiday clubs in Mallorca. Back then, his life was chaotic, moving from one casual romance to another without a real destination. However, he bravely chose to change his fate. He moved to the beautiful city of Granada to study at the university. Through immense personal effort, he completed two degrees and graduated top of his class both times. Remembering this incredible victory over his past makes him feel deeply proud and happy.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio listens to the song while working in a laboratory in Granada.	
2	When Julio was twenty years old, he worked as a waiter in Mallorca.	
3	Julio decided to change his direction in life and attend university.	
4	The teacher studied two university degrees and graduated top of his class.	
5	Julio feels sad and regrets changing his old life at the holiday clubs.	

CANCIÓN 43/50

The Beatles — "Let It Be" (1973)

Audio disponible en audio/best_songs/The Beatles - Let It Be (1973) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I always _____ my car keys inside my jacket pocket when I am in a hurry. [find]	
2	The kind neighbor always _____ to our house when we need some help. [come]	
3	The wise grandfather is _____ soft words of advice to the young boy now. [speak]	
4	The intelligent students completely _____ with the new classroom rules today. [agree]	
5	We can _____ a beautiful bright light shining through the window right now. [see]	
6	The morning sun can _____ brightly over the green hills of Almería today. [shine]	
7	I usually _____ up at seven o'clock every morning to prepare my lessons. [wake]	
8	The brave girl decides to _____ her bags and move to a big new city. [pack]	
9	Teacher Julio kindly _____ his beloved niece a valuable piece of advice. [give]	
10	The happy family completely _____ to travel together to France next year. [decide]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: airport, ticket, stubbornly, advice, flow

The whole family travels together to the busy Almería airport. Majda has finally booked her plane ticket and decided to move to Paris to restart her life independently. Although her legal residency papers are not fully guaranteed yet, she feels confident that she will resolve everything over the next few years. Itto, her parents, and teacher Julio stand at the terminal to say goodbye and wish her the best of luck. Right before she leaves, Julio smiles warmly and offers her a final piece of advice: "Let it be, Majda." He reminds her that it is better to flow peacefully with life's events instead of fighting them stubbornly. Majda hugs everyone tightly, looking toward her future with hope, which makes Julio feel deeply happy and proud.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	The family accompanies Majda to the train station in Granada.	
2	Majda is traveling to Paris to start a new chapter in her life.	
3	Majda's regular legal status in France is completely resolved right now.	
4	Teacher Julio advises Majda to fight stubbornly against every life situation.	
5	The family wishes Majda good luck and feels happy about her hopeful future.	

CANCIÓN 44/50

The Bee Gees — "Words" (1977)

Audio disponible en audio/best_songs/The Bee Gees - Words (1977) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	A kind person can always _____ an everlasting smile to make people feel safe. [smile]	
2	The loving mother hopes the children will never _____ a tear because of sadness. [drop]	
3	I always feel sad when I _____ my favorite book is missing from the shelf. [find]	
4	The young couple decides to _____ a brand new story together in a new city. [start]	
5	When you walk into the classroom, I can _____ you how to write the verbs. [show]	
6	The old friends love to _____ for hours about their wonderful childhood memories. [talk]	
7	The famous singer wants to _____ his beautiful new song to his loyal family. [dedicate]	
8	My sister promises that she will _____ me a call as soon as she arrives. [give]	
9	If you say something important, you must truly _____ every single word. [mean]	
10	The active travelers always _____ a big suitcase when they go abroad. [take]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: enough, proper, words, silence, trip

The rest of the family arrives a little late at the Almería airport, but they still have enough time to say a proper goodbye to Majda. Her mother, Zahra, stands in front of her but does not know what to say because she cannot find the right words. Sebastián, her brother Tarik, his wife Sana, and little baby Mohamed are all there to support them. Zahra knows that choosing the correct expressions can heal a person, while bad ones can cause deep pain. Selecting them well is one of the greatest lessons in life, because a cold silence between people who truly love each other is terrible. Finally, they share a very warm hug, and the whole family feels deeply happy to show their sincere affection before the long trip.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Tarik and his wife Sana arrive at the airport with their little son Mohamed.	
2	The family arrives so late that they cannot see Majda before she gets on the plane.	
3	Zahra immediately starts shouting and finds the perfect words to say.	
4	The story suggests that cold silence is worse than choosing the right words.	
5	The family members feel happy to express their love and say goodbye properly.	

CANCIÓN 45/50

The Righteous Brothers — "Unchained Melody" (1965)

Audio disponible en audio/best_songs/The Righteous Brothers - Unchained Melody (1965) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The busy weeks slowly _____ by when you are waiting for a special holiday trip. [go]	
2	Independent cats can _____ so much curiosity and energy during the day. [do]	
3	I always _____ your help when I translate these complex English sentences. [need]	
4	Large mountain rivers smoothly _____ down to the blue ocean every single day. [flow]	
5	The small children always _____ when they hear a loud noise in the dark. [sigh]	
6	Please _____ for me near the school entrance because I am a little late. [wait]	
7	My adventurous friends are _____ home from their long journey tomorrow morning. [come]	
8	The whole family decides to _____ together in the beautiful green patio. [gather]	
9	The intelligent girl easily _____ difficult words because she studies hard. [learn]	
10	The tourists completely _____ their past problems and enjoy the sunny day. [forget]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: patio, overcame, smart, fluently, hopeful

After saying goodbye to Majda at the busy airport, the entire family returns to teacher Julio's house. They sit together in the beautiful outdoor patio to relax and talk. Everyone feels a bit sad because Majda is gone, but they are also very optimistic about her future. They know she successfully overcame her deep depression and is finally ready to move forward with her life. She is an incredibly smart, capable young woman who speaks multiple languages fluently. The family thinks that maybe, in the future, she will return to university to complete her degree in Spanish Philology, which she had to abandon when she married in France. While discussing these hopeful plans, they all enjoy a hot cup of traditional Moroccan green tea, feeling peaceful and happy to be together.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	The family gathers in teacher Julio's kitchen to cook a giant dinner.	
2	Everyone feels completely pessimistic and angry about Majda's trip.	
3	Majda is an intelligent girl who can speak several languages very well.	
4	In the past, Majda abandoned her university studies when she got married.	
5	The family drinks traditional Moroccan green tea while chatting in the patio.	

CANCIÓN 46/50

The Ronettes — "Be My Baby" (1963)

Audio disponible en audio/best_songs/The Ronettes - Be My Baby (1963) exercise 2.mp3



EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I always remember the special night when we _____ for the first time. [meet]	
2	The small children _____ a long time to finish their difficult exams. [need]	
3	If you work hard, your proud parents will never _____ you go. [let]	
4	The polite students always _____ thank you when they receive a gift. [say]	
5	The warm sun can _____ people feel very comfortable during winter. [make]	
6	The drivers always _____ their heads to look at the new modern building. [turn]	
7	Please _____ for me near the airport entrance because I am coming soon. [wait]	
8	The young boy can _____ a beautiful white bird flying in the sky. [see]	
9	I absolutely _____ my kind grandparents because they are very generous. [adore]	
10	The happy family completely _____ to listen to a classic American song. [decide]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: taste, own, blush, gaze, joyful

While most family members usually listen to traditional Amazigh music, Tarik enjoys a very open and cosmopolitan musical taste. For this reason, teacher Julio respects him deeply and sees him like his own son. As they sit in the beautiful outdoor patio, Tarik surprises everyone by playing a classic 1960s American movie song. He begins to sing the romantic lyrics directly to Sana, his lovely wife. This sweet gesture makes her blush deeply under the gaze of the entire family. Mohamed, Itto, and Zahra laugh out loud watching the funny and romantic scene. Sharing this spontaneous and joyful moment together makes everyone feel incredibly relaxed and happy.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Most of Itto's family members prefer to listen to classic American country music.	
2	Teacher Julio treats Tarik with great affection and views him almost like a son.	
3	Tarik plays an old sixties song from American movies to surprise his wife, Sana.	
4	Sana feels very angry and leaves the patio immediately when Tarik sings to her.	
5	Mohamed, Itto, and Zahra laugh and enjoy the romantic moment in the patio.	

CANCIÓN 47/50

Tom Jones — "I Who Have Nothing" (1970)

Audio disponible en audio/best_songs/Tom Jones - I Who Have Nothing (1970) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I always _____ my best friends because they are honest and kind. [adore]	
2	The hard-working student does not _____ a expensive new car yet. [have]	
3	My helpful brother always wants to _____ a special gift to his mother. [give]	
4	The wealthy businessman happily _____ beautiful jewelry for his wife. [buy]	
5	Please _____ me because I am telling you the complete truth. [believe]	
6	The professional tour guides can _____ the visitors to many historic places. [take]	
7	The children love to _____ the little birds through the glass window pane. [watch]	
8	The happy couple decides to _____ gracefully together at the party. [dance]	
9	Tarik carefully _____ the meaning of the English romantic lyrics to Sana. [explain]	
10	The young driver finally _____ to work as a professional truck driver. [start]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: poor, flat, rent, truck, reward,

Tarik plays another beautiful song while driving his family home inside their old Mercedes. He explains to his wife, Sana, that the music describes a poor man who has no riches but offers eternal love. In a way, Tarik feels a similar connection to the story because they still live in his mother's small flat while they search for a personal space to rent. However, his new job as a truck driver brings reasonable money and great hope for their future independence. Sana listens affectionately, feeling very happy and safe because she knows that their hard work will soon reward them with the private home they need.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Tarik plays a classic English romantic song for Sana inside his car.	
2	The song tells the story of a very rich man who buys sparkling diamonds.	
3	Tarik and Sana currently live independently in a big luxury house.	
4	Tarik recently started a new job working as a professional truck driver.	
5	The couple feels optimistic about finding their own rental space soon.	

CANCIÓN 48/50

Tracy Chapman — "Baby Can I Hold You" (1988)

Audio disponible en audio/best_songs/Tracy Chapman - Baby Can I Hold You (1988) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Sometimes "sorry" _____ the most difficult word to say after an argument. [be]	
2	The busy weeks slowly _____ by while the young couple searches for a flat. [go]	
3	Beautiful words do not always _____ easily when a person feels very shy. [come]	
4	Please _____ my mistake because I really did not want to hurt you. [forgive]	
5	My grandmother loves to _____ the little baby tightly in her warm arms. [hold]	
6	If I _____ you the complete truth about my life, would you believe me? [tell]	
7	I truly _____ my wonderful family because they support all my dreams. [love]	
8	The small child always _____ very quickly during long nighttime car trips. [sleep]	
9	Hard-working people can _____ their monthly house bills with their new salary. [pay]	
10	The happy couple decides to _____ to sweet romantic music before bed. [listen]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: bedroom, meaning, hug, bills, intimacy

Inside their quiet bedroom, Tarik and Sana prepare to go to sleep after a long day. Little Mohamed fell asleep during the car ride home, so the parents enjoy a peaceful moment alone. Tarik decides to play one last romantic song that he loves. Sana asks him to explain the meaning of the English lyrics, and when she understands the deep message, she gives her husband a warm, loving hug. She thinks about their urgent need to find a private apartment where they can share their intimacy without their child in the same room. They know that money does not automatically buy a happy life, but it certainly helps to pay the expensive everyday bills and build their independent future.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Mohamed is awake and playing with loud plastic toys inside the bedroom.	
2	Sana asks Tarik to explain the translation of the romantic english song.	
3	Sana gives her husband a warm hug after learning the meaning of the lyrics.	
4	The young couple prefers to share their bedroom with their son forever.	
5	The story mentions that money can help a family pay their life bills.	

CANCIÓN 49/50

Van Morrison — "Not Supposed To Break Down" (1998)

Audio disponible en audio/best_songs/Van Morrison - Not Supposed To Break Down (1998) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	A true friend can always _____ what you are feeling inside your heart. [feel]	
2	The kind grandmother does not want to get _____ with dangerous neighborhood problems. [involve]	
3	Many poor people are _____ because they do not have enough food to eat. [starve]	
4	The brave soldiers always _____ alone on the cold mountain during the night. [stand]	
5	When everything is difficult, it is very easy to _____ down and cry. [break]	
6	Please _____ this small white pill with a glass of clean water now. [swallow]	
7	The birds love to _____ to the gentle sounds of nature in the morning. [listen]	
8	The beautiful mother bird is _____ its tiny white eggs with its wings. [cover]	
9	Wise people always try to _____ what is true and honest in this life. [find]	
10	The children can _____ that their grandfather loves them very much today. [tell]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: awake, problems, strong, elderly, holds

Everyone goes to bed, but Zahra stays awake for a while in the quiet living room. Her elderly father, who came to visit for a few days, sits peacefully by her side. He absolutely loves spending time with his little great-grandson, Mohamed, and shares a deep connection with Zahra. Tonight, Zahra feels incredibly sad because her daughter Majda left for Paris, and she knows it will take a long time to see her again. She tries her best to remain strong while facing heavy emotional and financial problems. However, it is very easy to break down when life becomes so complicated. Her father holds her hand gently, offering his silent support to make her feel calm and happy to have him near.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Zahra stays in the living room alone with her father after the others go to sleep.	
2	Zahra's father dislikes visiting her flat and hates playing with his great-grandson.	
3	Zahra feels very sad because her daughter Majda has returned to Paris.	
4	The story shows that Zahra has no economic or emotional difficulties at all.	
5	It can be very easy for a person to break down when facing many hard problems.	

CANCIÓN 50/50

Yvonne Elliman — "I Don't Know How To Love Him" (1973)



Audio disponible en audio/best_songs/Yvonne Elliman - I dont know how to love him (1973) exercise 2.mp3

EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Many people do not _____ how to solve this difficult English puzzle without help. [know]	
2	The strong wind can _____ the heavy green branches of the tree outside. [move]	
3	The warm spring weather has completely _____ the landscape of the valley. [change]	
4	I can _____ myself in the clean glass window pane of the classroom. [see]	
5	Please _____ this small gift as a sign of my sincere friendship. [take]	
6	You should not _____ and shout inside the quiet school library. [scream]	
7	The polite students always _____ of their future plans with great enthusiasm. [speak]	
8	I never _____ that learning English with classic songs would be so fun. [think]	
9	The scary sound in the dark always _____ the little children in the house. [scare]	
10	The teacher decides to _____ his head to look at the blackboard. [turn]	

EXERCISE 2 · READING COMPREHENSION STORY

Vocabulario clave: movie, feelings, history, truths, facts

During Holy Week, teacher Julio projects the beautiful 1970s musical movie Jesus Christ Superstar in his English class. After watching it, the students study the emotional song where Mary Magdalene expresses her deep feelings. Julio uses this moment to talk about different theories regarding the real history of these famous events. He even recommends a later film that suggests Jesus lived a quiet, alternative life with a traditional family. He explains that there is so much to investigate about the things told to us as absolute truths. The students feel very happy to participate in such an interesting debate, realizing that historical facts can often be revised.

EXERCISE 3 · TRUE OR FALSE

#	Statement	T/F
1	Teacher Julio shows a modern science fiction film to his students during class.	
2	The students work on a song where Mary Magdalene expresses her inner feelings.	
3	Julio explains that all historical information about the past is always 100% simple and certain.	
4	The teacher mentions a movie that suggests Jesus had a family life later on.	
5	The students feel happy to learn about alternative theories and research history.	

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ENGLISH A1

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LEVEL A1

50 Selected AI Songs *for* A1



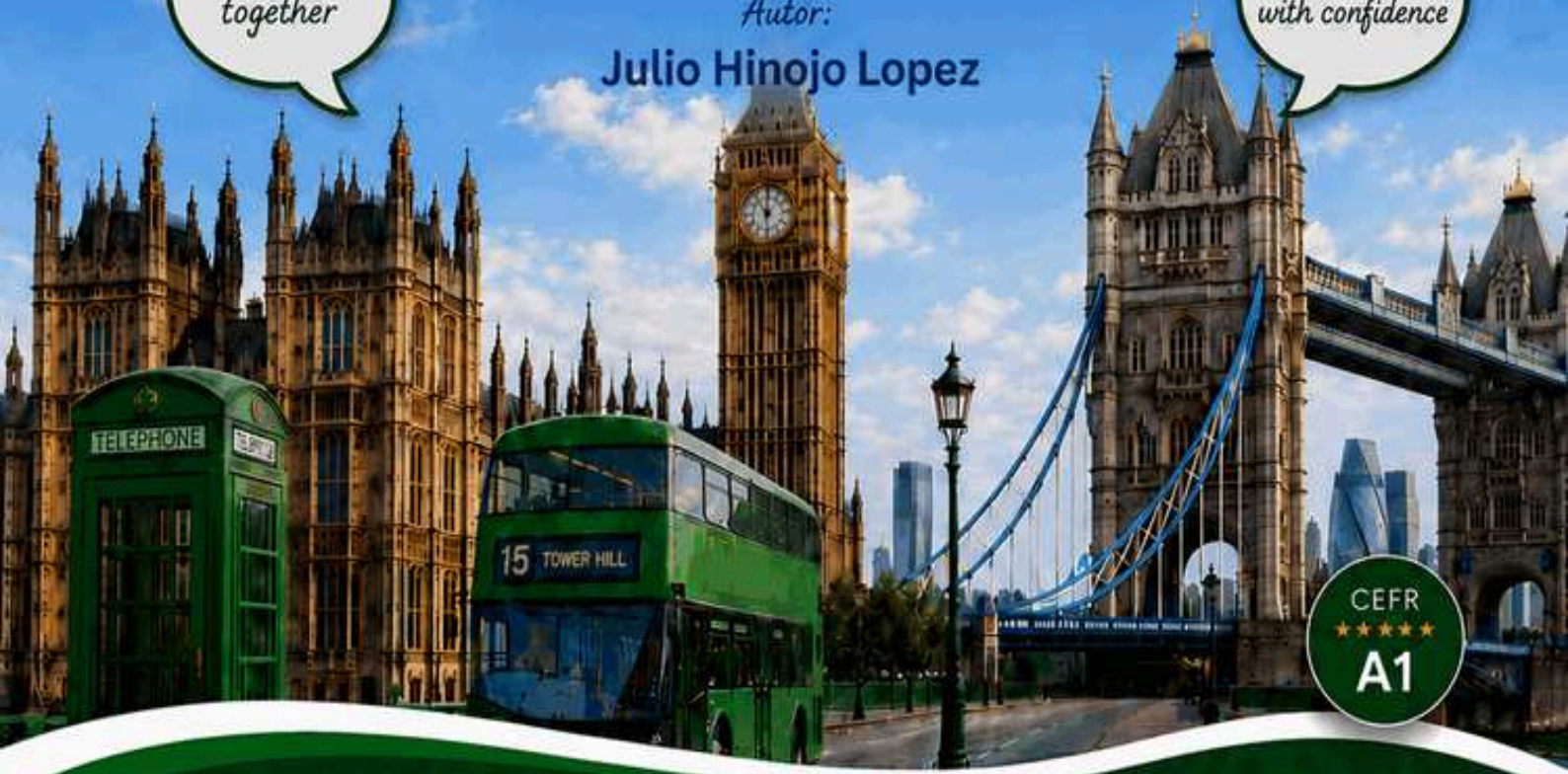
PROYECTO ALKAYASÍ

• • • LEARN • PRACTICE • COMMUNICATE • • •

Learn together

Speak with confidence

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CEFR ★★★★★ A1

Portada:
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READ | SPEAK | LISTEN

CURSO DE INGLÉS
NIVEL A1
PARA PRINCIPIANTES

SEP Alkayasí

50 Selected AI Songs for A1

“50 canciones generadas con IA para practicar inglés”

Cincuenta pistas de creación musical con inteligencia artificial, cada una con tres ejercicios originales: Target Verbs, Fill in the Gaps y Listen and Read a Story from Our Class.

La procedencia y titularidad de derechos de estas pistas (descargadas de YouTube) no está confirmada, por lo que — con el mismo criterio de máxima cautela que en el libro de canciones comerciales — este cuaderno no reproduce ninguna letra: solo canal/título y la tarea de escucha.

Los relatos de lectura en voz alta forman parte del mismo universo narrativo del Proyecto Alkayasí que el resto del material, con el alumnado y el profesorado del aula como protagonistas.



Escanee o pulse para escuchar el audio

¿Por qué canciones en la clase de inglés?

Cuando escucha una canción en inglés antes de completar los ejercicios de esta unidad, no está simplemente disfrutando de una pausa amena entre la gramática y el vocabulario: está entrenando, de la forma más natural posible, aquello que más cuesta desarrollar en cualquier aula de idiomas — el oído. La música ofrece algo que ningún libro de texto puede replicar con la misma eficacia: lengua real, cargada de ritmo, entonación y emoción, repetida una y otra vez hasta quedar grabada en la memoria casi sin esfuerzo consciente.

La idea de usar canciones en la enseñanza de idiomas no es una moda reciente ni una simple estrategia para amenizar la clase. El lingüista Stephen Krashen, en su conocida Hipótesis del Filtro Afectivo, explica que aprendemos mejor cuando la ansiedad es baja y la motivación es alta: un aula relajada, donde el alumnado disfruta de lo que hace, facilita que la lengua "entre" con menos resistencia. Pocas actividades logran ese estado de relajación y disfrute con tanta naturalidad como escuchar y cantar una canción, especialmente entre alumnado adulto que, en muchos casos, regresa al aula después de décadas y llega con cierto recelo hacia el aprendizaje formal. Décadas antes, el psiquiatra y pedagogo búlgaro Georgi Lozanov ya había desarrollado la Sugestopedia, un método que utilizaba deliberadamente la música como herramienta para relajar al alumnado y favorecer la memorización de vocabulario y estructuras. La música, en ambos enfoques, no es un adorno: es un vehículo pedagógico.

Más allá del componente emocional, las canciones son también un recurso privilegiado para trabajar los aspectos orales del idioma, que son precisamente los más difíciles de practicar fuera de un entorno de inmersión real. Cuando cantamos, imitamos de forma inconsciente el ritmo, el acento tónico y la entonación natural del inglés — esos rasgos suprasegmentales que, según numerosos estudios de fonología aplicada a la enseñanza de segundas lenguas, resultan determinantes para que un hablante suene natural y sea comprendido con facilidad, incluso por encima de la pronunciación exacta de cada sonido aislado. Una canción nos obliga a producir enlaces entre palabras, contracciones y reducciones vocálicas —exactamente lo que ocurre en el habla espontánea— de un modo que ningún ejercicio de repetición mecánica consigue igualar. El investigador Tim Murphey, especializado en el uso de canciones en el aula de idiomas, describió este fenómeno como el "efecto de la canción pegadiza" (song-stuck-in-my-head phenomenon): una melodía se instala en la mente y, con ella, la estructura lingüística que transporta, de forma que el alumnado terminará tarareando —y por tanto practicando— el idioma incluso fuera del aula, sin proponérselo.

El ejercicio de lectura en voz alta que acompaña a cada canción de este libro —ya aparezca numerado como Ejercicio 2 o como Ejercicio 3, según la estructura de cada libro— no es casual en su diseño. Después de haber escuchado la canción y trabajado el vocabulario y los verbos de la unidad, el alumnado ya ha estado en contacto con el campo léxico y el tono emocional de la pieza varias veces. Leer el relato en voz alta en ese momento cierra el círculo: convierte la comprensión pasiva en producción oral activa, practicando la pronunciación, el ritmo de las frases y la fluidez de lectura en un texto que ya resulta familiar y cercano, lo que reduce la carga cognitiva y permite centrar la atención en cómo suena la propia voz al hablar inglés. Es, en definitiva, un puente controlado entre escuchar y hablar, dos destrezas que rara vez se entrenan juntas en la enseñanza tradicional de idiomas.

Existe además un argumento relacionado con la memoria a largo plazo. La combinación de melodía, ritmo y repetición favorece lo que la psicolingüística denomina "aprendizaje de secuencias formulaicas": fragmentos de lengua que se memorizan y recuperan como bloques completos, en lugar de palabra por palabra. Es el mismo mecanismo por el que muchas personas recuerdan perfectamente la letra de una canción escuchada por última vez hace veinte años, mientras que olvidan con facilidad una lista de vocabulario estudiada la semana pasada. Aprovechar ese mecanismo natural de la memoria, en lugar de

ignorarlo, es sencillamente buena pedagogía.

Conviene aclarar, además, que este razonamiento didáctico es igualmente válido tanto si la canción proviene de un artista o grupo reconocido como si ha sido generada mediante inteligencia artificial. Lo que aporta valor pedagógico no es la fama de quien interpreta la pieza, sino la calidad del insumo lingüístico que contiene: ritmo, entonación, vocabulario y estructuras gramaticales reales, presentadas de forma natural y memorable. Por eso este libro incluye ambos tipos de repertorio con el mismo tratamiento didáctico, sin distinción de estatus entre uno y otro: lo importante es la lengua que transportan, no su origen.

Tampoco puede olvidarse que quien usa este material es, en su inmensa mayoría, alumnado adulto, con toda la particularidad que ello implica. La andragogía, el campo de la pedagogía centrado específicamente en cómo aprenden las personas adultas —desarrollado en profundidad por autores como Malcolm Knowles—, subraya que el alumnado adulto aprende mejor cuando la actividad conecta con su experiencia vital, cuando percibe una utilidad clara y cuando se respeta su autonomía como aprendiz, en lugar de infantilizar el proceso. Las canciones cumplen holgadamente estos tres requisitos: son un terreno común a cualquier generación, tienen una aplicación inmediata y reconocible fuera del aula, y permiten a cada persona implicarse en el grado que le resulte cómodo, ya sea tarareando en silencio o leyendo el relato final en voz alta con total naturalidad.

Por último, no debe subestimarse el valor cultural y motivacional de trabajar con música real. Escuchar canciones —ya sean clásicos conocidos o piezas más recientes— conecta el aprendizaje del idioma con la cultura viva que lo rodea, y recuerda al alumnado adulto que el inglés no es solo una asignatura pendiente, sino una lengua que también se disfruta, se canta y se comparte. Ese componente lúdico, lejos de restar seriedad al aprendizaje, es precisamente lo que sostiene la motivación a largo plazo, tan necesaria en un proceso de aprendizaje permanente como el que se cursa en los centros de Educación Permanente de la Junta de Andalucía.

Por todas estas razones, cada canción de este libro no es un simple complemento de ocio entre unidades de gramática: es una herramienta didáctica deliberada, pensada para trabajar de forma integrada el oído, la pronunciación, la memoria léxica y la motivación del alumnado adulto. Disfrútela como lo que es: una forma agradable, eficaz y profundamente humana de aprender un idioma.



CANCIÓN 01/50

Raselhits — "Love and Tears"

Audio disponible en audio/ai_songs/Raselhits - Love and Tears - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I always _____ your warm name when I think about our happy holidays. [feel]	
2	Yesterday morning, Tarik _____ slowly down the long path to the beach. [walk]	
3	Look! The happy children _____ together in the garden right now. [dance]	
4	My mother always _____ my small hand when we cross the street. [hold]	
5	The nice wind _____ the green leaves on the trees last Sunday. [recall]	
6	Yesterday, she unfortunately _____ her favorite black pen in the classroom. [lose]	
7	The little birds always _____ to the high trees when it starts to rain. [return]	
8	Last night, the white snow _____ softly on the roof of the house. [fall]	
9	He happily _____ his lost dog behind the big school yesterday evening. [seek]	
10	Listen! The kind teacher _____ very softly to the small kids at this moment. [speak]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: gentle wind, falling rain, storm and calm, cannot erase, autumn sun, love and tears, quiet nights, dance as one, tender whisper, fleeting smiles

#	Sentence	Tu respuesta
1	I love sleeping during the _____ when there is no noise outside.	
2	My grandmother spoke with a _____ so the baby could sleep.	
3	We saw some _____ on the faces of the tired students.	
4	The romantic movie was full of _____, but it had a happy ending.	
5	The two professional ice skaters always _____ on the ice.	
6	The yellow leaves look beautiful under the warm _____ in October.	
7	A _____ blew my favorite blue hat away during our walk.	
8	Water can clean the floor, but it _____ these old paint marks.	
9	Open your umbrella quickly because there is a lot of _____ today.	
10	A good ship captain knows how to sail through _____.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Francisco is seventy-six years old, and next month his first great-grandson is coming to visit from Barcelona. Yesterday, he cleaned the whole house and bought some flowers for the table. In the evening, his daughter called him. She said the baby was born early, and everyone was happy and healthy! Francisco could not speak for a moment. Big tears started to fall down his face, but he was smiling too. His neighbor Carmen saw him through the window and asked, "Are you okay, Francisco?" He laughed and answered, "Yes, Carmen, I am perfect! Sometimes people cry because they are sad, but today I am crying because I am the happiest man in La Cañada!" Carmen hugged him, and they both laughed together in the street.

CANCIÓN 02/50

Armando Basilio — "Love in Autumn"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My brother _____ to music in his bedroom every evening. [listen]	
2	Last year, we _____ a beautiful lake during our holidays. [visit]	
3	Look! The autumn leaves _____ from the trees right now. [fall]	
4	She _____ a beautiful song at the concert last Saturday. [sing]	
5	They usually _____ in the park when the weather is warm. [walk]	
6	Yesterday, I _____ an old friend at the local supermarket. [meet]	
7	The wind _____ very strongly outside at the moment. [blow]	
8	We _____ in a small house near the mountains three years ago. [live]	
9	He always _____ his morning coffee before going to work. [drink]	
10	The children _____ a funny game in the garden yesterday afternoon. [play]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: world, days, smile, heart, paths, gold, wind, silver, sun, sky

#	Sentence	Tu respuesta
1	The yellow banana has a bright _____ color.	
2	There are seven _____ in a normal week.	
3	Look up! The _____ is very blue today, and there are no clouds.	
4	It is very cold today because the _____ is blowing hard.	
5	In winter, the _____ shines less and the nights are longer.	
6	She always has a big, happy _____ on her face when she sees us.	
7	He wears a beautiful _____ watch on his left wrist.	
8	Doctors say exercise is very good for your _____.	
9	There are many different _____ to walk through in this forest.	
10	Traveling helps you learn a lot about the _____ we live in.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every autumn, Julio and Itto like to remember their first year together. Six years ago, Itto started English classes at Alkayasí, and Julio was her teacher. One cold November afternoon, they walked together through the town square for the first time. The leaves were falling, and the sky was grey, but they talked for two hours about their families and their dreams. Yesterday, they walked the same path again. Itto looked at the old café and smiled. "Do you remember our first coffee here?" she asked. Julio nodded and took her hand. "Of course. That day, I knew you were a special person," he said. They sat on the same bench, watched the autumn leaves fall, and felt very grateful for their life together.

CANCIÓN 03/50

Bleeding Strings — "All Alone But I Will Survive"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	I _____ at 7:00 AM every morning because I have a job. [wake]	
2	We _____ through a beautiful park yesterday afternoon. [walk]	
3	She _____ a lot of money to a charity last week. [give]	
4	Look! My friends _____ a funny game in the schoolyard. [play]	
5	He _____ all his keys at home this morning. [leave]	
6	They usually _____ for a doctor when they feel very sick. [call]	
7	Right now, the children _____ a nice film in the living room. [watch]	
8	Last night, I _____ an interesting question on the internet. [ask]	
9	My mother always _____ a beautiful hat when it is very hot. [wear]	
10	We _____ a dark shadow near the garage five minutes ago. [see]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: hand, words, heart, room, name, night, world, streets, fire, stars

#	Sentence	Tu respuesta
1	Please write your first _____ and your surname on this paper.	
2	The city is very quiet because it is late at _____ .	
3	He always opens the door with his left _____ .	
4	There are three big windows in my favorite _____ at home.	
5	We love looking up at the bright _____ when the sky is clear.	
6	The cars are driving fast through the narrow _____ of the town.	
7	She did not understand the teacher's _____ because they were too difficult.	
8	It is very cold, so we need to start a warm _____ in the kitchen.	
9	He loves her very much with all his _____ .	
10	Geography lessons help students learn about different countries in the _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last weekend, Consuelo went to visit her sister in Málaga for three days. For the first time in many years, Cristóbal was alone in the house. At first, he felt a little strange without her voice in the kitchen. On Saturday, he decided to cook dinner by himself. He looked in the fridge, found some vegetables and eggs, and made a simple tortilla. It was not perfect, but he felt proud. He also washed all the dishes and cleaned the living room before Consuelo came home. When she arrived, she was surprised. "Did you really do all this alone?" she asked. Cristóbal smiled and said, "Yes! I missed you a lot, but I learned that I can survive without you... for three days, at least!" They both laughed and hugged each other.

CANCIÓN 04/50

Caelis — "Empty Heart"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	When my grandfather was ten years old, he _____ a lot with his friends. [laugh]	
2	Yesterday, my sister _____ a beautiful song on her new guitar. [sing]	
3	Look! The teacher _____ the new words on the board right now. [write]	
4	We usually _____ our grandparents on Sunday mornings. [visit]	
5	The children _____ their bedroom doors because it was very cold. [lock]	
6	Last night, I _____ outside to look at the beautiful moon. [walk]	
7	She always _____ her old books to the local library. [give]	
8	Five minutes ago, he _____ a big spider on the living room wall. [see]	
9	At the moment, they _____ an interesting game in the garden. [play]	
10	My cousin _____ in London for three years when he was young. [live]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: hand, shadow, sun, light, night, life, room, world, heart, toy

#	Sentence	Tu respuesta
1	The _____ is very hot and bright during the summer.	
2	He always turns on the _____ when he wants to read a book.	
3	My little son has a favorite green _____ car that he plays with every day.	
4	It is very dark because there are many tall trees making a big _____ .	
5	She lives in a very big house with a beautiful dining _____ .	
6	The doctor checked the old man's _____ to see if he was healthy.	
7	Many people travel because they want to see different places in the _____ .	
8	Can you give me a _____ with these heavy shopping bags, please?	
9	It is very quiet in this small village during the _____ .	
10	Moving to a new country completely changed her _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Carmen's daughter lives in Germany, and they cannot see each other very often. Some evenings, the house feels very quiet, and Carmen feels a little empty inside. Last Tuesday was one of those evenings. She sat in her armchair and looked at an old photograph of her daughter as a little girl. Suddenly, her phone rang. It was a video call! Her daughter's face appeared on the screen, smiling and waving. They talked for one hour about the weather, the grandchildren, and Carmen's English classes. After the call, Carmen felt completely different. Her heart was full again. She made a cup of tea and thought, "Distance is difficult, but love always finds a way to travel across the world." That night, she slept peacefully, with a happy smile on her face.

CANCIÓN 05/50

Raselhits — "My Melody"

Audio disponible en audio/ai_songs/Raselhits - My melody - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Look! A small, beautiful bird _____ in the garden right now. [appear]	
2	The kind teacher always _____ the young children with a smile. [guide]	
3	A happy family of birds _____ in the tall green tree last summer. [live]	
4	Yesterday morning, Tarik _____ a soft step on the wooden floor. [take]	
5	My grandmother unfortunately _____ her glasses in the kitchen yesterday. [lose]	
6	When I was a little child, I always _____ before going to sleep. [pray]	
7	Look! Your best friend _____ right here next to the school door. [stand]	
8	Last night, the little baby _____ very warm and safe in her bed. [feel]	
9	We happily _____ a delicious chocolate cake for my brother's birthday. [make]	
10	She always _____ a beautiful melody when she walks to the market. [sing]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: every night, inside of me, gentle light, evening skies, standing right here, used to pray, roses in the air, soft step, in the breeze, sweet song

#	Sentence	Tu respuesta
1	We can see the first bright stars appearing in the dark _____.	
2	The small lamp on the desk gives a very nice and _____.	
3	My father reads a funny story to my little brother _____.	
4	I feel a lot of joy _____ because today is the weekend.	
5	The green leaves of the big tree move slowly _____.	
6	The cat walked with a _____ so the mouse did not hear it.	
7	The garden smells wonderful, like there are fresh _____.	
8	When my grandfather was young, he _____ for good rain for his farm.	
9	Don't look for your keys on the table; they are _____ in my hand.	
10	The happy birds in the park are singing a very _____ today.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Rogelio worked as a doctor for many years, but now he is retired. He has a new hobby: gardening. Every morning, he goes outside and takes care of his tomato plants. While he works, he always hums the same little melody, a song from his childhood in Almería. Yesterday, his neighbor heard him and asked, "What song is that, Rogelio? I don't know it." Rogelio laughed and said, "Nobody knows it! My grandmother sang it to me when I was a small boy, and now I sing it to my tomatoes." His neighbor thought this was very funny, but also very sweet. From that day, every time she passes his garden, she listens for Rogelio's little melody, and it always makes her smile.

CANCIÓN 06/50

Clara Monroe — "When I Look at You"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, she _____ behind the big curtain during the game. [hide]	
2	Look! The teacher _____ a beautiful picture on the board. [draw]	
3	He always _____ his keys on the kitchen table after work. [leave]	
4	We _____ a very interesting city during our last summer holidays. [visit]	
5	The little boy unfortunately _____ from his bicycle yesterday morning. [fall]	
6	At the moment, they _____ for their lost cat in the garden. [look]	
7	My father usually _____ a traditional song when he cooks dinner. [sing]	
8	Yesterday, my cousin _____ a very old friend at the train station. [find]	
9	I _____ my trembling hands near the warm fire ten minutes ago. [hold]	
10	She _____ to the radio in her bedroom every afternoon. [listen]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: road, home, heartbeat, soul, eyes, night, life, hands, walls, world

#	Sentence	Tu respuesta
1	Open your _____ and look at this beautiful rainbow in the sky!	
2	The old castle has very high and thick stone _____ .	
3	It is very dark outside because it is 11:00 at _____ .	
4	The doctor listened to the baby's regular _____ with a special tool.	
5	Please wash your _____ with soap and warm water before eating.	
6	This long _____ goes directly to the capital city.	
7	Music is very important for him because it feeds his _____ .	
8	After a very long day at work, he loves going back _____ to relax.	
9	There are many interesting animals and plants in our _____ .	
10	My grandfather is eighty years old and has a very happy _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Consuelo and Cristóbal have been married for over fifty years. Last month, they celebrated their wedding anniversary with a small family dinner. During the dinner, their grandchildren asked, "What is the secret of a long marriage?" Consuelo looked at Cristóbal for a moment before answering. "Every morning, I look at your grandfather's face, and I still see the young man I fell in love with," she said. Cristóbal smiled and took her hand under the table. "And I still see the most beautiful woman in La Cañada," he added. The grandchildren laughed, but they were also a little moved. That night, walking home, Consuelo thought that after fifty years, some things never change: when she looks at Cristóbal, her heart still feels young.

CANCIÓN 07/50

EverHits — "Do You Miss Me Too"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every evening, she _____ the house through the back door. [leave]	
2	Last summer, we _____ in a beautiful lake during our holidays. [swim]	
3	Look! The happy couples _____ together at the party right now. [dance]	
4	He usually _____ to the office when the weather is nice. [walk]	
5	Yesterday morning, I _____ an old photo inside my desk. [find]	
6	They _____ a very loud sound in the kitchen five minutes ago. [hear]	
7	At the moment, the waiter _____ the empty glasses with water. [fill]	
8	My grandmother always _____ for us near the train station. [wait]	
9	She _____ her small child tightly because it was very cold. [hold]	
10	We _____ a movie about animals in the living room last night. [watch]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: rooms, name, night, air, floor, light, doors, heart, home, silence

#	Sentence	Tu respuesta
1	Please turn on the _____ because it is very dark in this corridor.	
2	He always sleeps very well when it is cool at _____ .	
3	After a long trip, it feels wonderful to arrive back _____ .	
4	The teacher wrote my first _____ correctly on the chalkboard.	
5	Open the window, please! We need some fresh _____ in the classroom.	
6	There is complete _____ in the library because everyone is studying.	
7	She runs every morning to keep her _____ healthy and strong.	
8	Be careful! The kitchen _____ is wet because I washed it.	
9	This large hotel has over fifty comfortable _____ for guests.	
10	Please close all the _____ before you leave the school.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Pilar's two daughters are studying at university in Granada. Since September, the house has felt very quiet without them. Every Sunday, Pilar calls them on video, and they talk about their classes and their new friends. Last Sunday, her older daughter asked, "Mum, do you miss us a lot?" Pilar smiled and answered honestly, "Every single day, but I am also very proud of both of you." Her daughters told her about a new recipe they wanted to try, and Pilar promised to send them her grandmother's old cookbook. After the call, Pilar felt a little sad, but also happy, because her daughters were becoming independent young women. She looked at their childhood photos on the wall and thought, "They will always be my little girls, wherever they are."

CANCIÓN 08/50

Let Babylon Burn — "Battleground of Broken Hearts"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every evening, he _____ a small candle on the kitchen table. [light]	
2	Last year, she _____ all her old family photos in a big box. [keep]	
3	Look! The children _____ outside in the garden right now. [play]	
4	We usually _____ a nice song together during our music lessons. [sing]	
5	Yesterday morning, I _____ an old friend at the local market. [hear]	
6	They _____ still near the bus stop when it started to rain. [stand]	
7	The glass unfortunately _____ into small pieces five minutes ago. [fall]	
8	At the moment, my father _____ a heavy box in the garage. [hold]	
9	My sister always _____ a beautiful blue scarf in winter. [wear]	
10	We _____ a delicious dinner at a traditional restaurant last night. [eat]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: chair, window, rain, plate, name, hands, picture, wall, song, coat

#	Sentence	Tu respuesta
1	Please write your _____ clearly at the top of the exam paper.	
2	She hung a beautiful painting on the living room _____ .	
3	It is very cold outside, so you need to wear a heavy _____ .	
4	He took a beautiful _____ of his family during their holiday.	
5	Look out the _____ ! The sun is shining and the sky is blue.	
6	Put the delicious food on this white _____ , please.	
7	My favorite radio station is playing a very happy _____ right now.	
8	Please wash your _____ with soap before you eat dinner.	
9	Sit down on this comfortable _____ near the fireplace and relax.	
10	Take an umbrella with you because there is a lot of _____ today.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Tarik worked as a waiter in a busy restaurant in Almería for four years. One Friday evening, the restaurant was extremely busy, and Tarik made a small mistake with an order. His colleague got angry and said some unkind words in front of the customers. Tarik felt hurt, and for the rest of the evening, they did not speak to each other. The next morning, before their shift, Tarik decided to talk to his colleague. "I am sorry about yesterday," he said. "It was a difficult night for both of us." His colleague looked surprised, and then smiled. "No, I am sorry too. I should not have shouted at you," he replied. They shook hands and started work together, friends again. Sometimes, Tarik thought, the bravest thing is not winning an argument, but ending it.

CANCIÓN 09/50

Melodyspot — "After All These Years"

Audio disponible en audio/ai_songs/Melodyspot - After All These Years - Exercise 3.mp3



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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	We _____ through a beautiful forest during our trip last summer. [walk]	
2	Look! The fire _____ brightly in the living room fireplace right now. [glow]	
3	He always _____ his car keys on the small table near the entrance. [change]	
4	My grandparents _____ a beautiful house in a quiet village many years ago. [build]	
5	At the moment, the happy children _____ to a funny song together. [sing]	
6	Yesterday, she _____ her hand tightly to help her cross the street. [hold]	
7	They usually _____ on the dance floor when the music is lively. [dance]	
8	Last night, I _____ up early because I heard a strange noise outside. [rise]	
9	My mother always _____ a delicious cake when it is someone's birthday. [choose]	
10	The flowers in the garden _____ very fast because it is springtime. [grow]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: sand, lines, warmth, fire, storms, eyes, skies, hands, world, home

#	Sentence	Tu respuesta
1	The winter weather is terrible with strong winds and big _____ .	
2	Look at the beautiful blue _____ ! There are no clouds today.	
3	It is very cold in the kitchen, so we need to light the _____ .	
4	We can feel the pleasant _____ of the sun on our faces today.	
5	Please wash your _____ with soap before you sit down to eat.	
6	Traveling to different countries helps you learn about the _____ .	
7	She has beautiful green _____ that look like her mother's.	
8	After a very long day at work, it feels great to arrive _____ .	
9	My grandmother has beautiful laughter _____ around her eyes when she smiles.	
10	The children love playing on the beach and building castles with the _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Francisco and Carmen have been classmates at Alkayasí for many years. They started English classes together when they were both recently retired, and now they always sit next to each other. Last week, during the final class of the course, the teacher asked the students to say a few words about their experience. Carmen stood up first. "After all these years, English class is not just about grammar for me," she said. "It is about friendship." Francisco nodded and added, "Carmen is right. We have learned many verbs together, but we have also shared many laughs." The other students clapped, and Carmen and Francisco smiled at each other, remembering their very first, nervous day in class, many years before.

CANCIÓN 10/50

Morgan Luna — "Blinded By Love"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, I _____ a strange message on my phone. [see]	
2	She always _____ a beautiful costume for the school party. [dress]	
3	The train usually _____ back to the station at 6:00 PM. [come]	
4	At the moment, they _____ their bags because they are leaving. [hold]	
5	My brother _____ straight down the street five minutes ago. [walk]	
6	Last year, we _____ a lot of money because everything was expensive. [lose]	
7	Look! The happy children _____ at the teacher right now. [smile]	
8	He _____ for the bus alone in the rain yesterday afternoon. [wait]	
9	My mother always _____ her car keys on the kitchen table. [keep]	
10	We _____ a loud noise outside the window last night. [hear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: truth, hand, home, time, woman, friends, line, heart, signs, kiss

#	Sentence	Tu respuesta
1	Look at those traffic _____ ! You must stop the car here.	
2	Excuse me, do you have the correct _____ ? My watch is broken.	
3	She gave her small child a warm _____ on the cheek before school.	
4	He always writes his name carefully on the first _____ of the paper.	
5	I love meeting my close _____ at the cafe on Saturdays.	
6	A good person always tells the _____ and never tells lies.	
7	Exercise is very important to keep your _____ healthy and strong.	
8	After a very long day at work, it feels wonderful to go _____ .	
9	That polite _____ works as a doctor at the local hospital.	
10	Please hold my _____ when we cross this busy street.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Itto finished her cooking course last May, and she was extremely proud. On the day of her final exam, Julio waited outside the school with a small bunch of flowers. When Itto walked out, smiling, Julio was so excited that he did not notice his own car, parked right behind him! He walked backward and bumped into it gently. Itto laughed and said, "Be careful! You look so happy that you cannot see anything!" Julio laughed too and said, "It's true. When I am proud of you, I forget everything else in the world." They celebrated with a special dinner that evening, and Julio told the story to everyone at the table, still a little embarrassed, but very happy about his wife's big achievement.

CANCIÓN 11/50

Raselhits — "Angel of Love"

Audio disponible en audio/ai_songs/Raselhits - Angel of love - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, an old friend _____ to see me at the hospital. [come]	
2	Look! The beautiful flowers _____ in the garden right now. [bloom]	
3	He always _____ very softly when the baby is sleeping. [speak]	
4	We usually _____ our grandparents during the weekend. [visit]	
5	Yesterday morning, the sun _____ brightly after the big storm. [shine]	
6	They _____ near the ancient ruins during their holiday last year. [stay]	
7	The little birds _____ over the high trees five minutes ago. [fly]	
8	At the moment, my sister _____ a sad song on the piano. [play]	
9	I _____ a strange noise outside the kitchen window last night. [hear]	
10	The teacher _____ all our difficult questions yesterday afternoon. [answer]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: grief, prayer, silence, dawn, dreams, wings, heaven, rain, flame, soul

#	Sentence	Tu respuesta
1	It is very quiet because there is complete _____ inside the library.	
2	The birds wake up and start singing at _____ when the sun rises.	
3	The family felt deep _____ when their old dog died.	
4	Some people believe that good souls go to _____ after life.	
5	Large eagles have very strong _____ to fly high in the mountains.	
6	He sleeps for eight hours and always has very happy _____ .	
7	She closes her eyes and says a silent _____ before eating dinner.	
8	Beautiful classical music always touches my _____ deeply.	
9	Be careful with that match! The yellow _____ is very hot.	
10	Take an umbrella with you because there is a lot of cold _____ today.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every Tuesday, Rogelio helps his elderly neighbor carry her shopping bags up the stairs. She is over ninety years old and lives alone, but she is always cheerful and full of stories. Yesterday, it was raining heavily, and her umbrella broke on the way home. Rogelio saw her from his window and ran outside immediately, without even taking his own coat. He carried her heavy bags, held his umbrella over her head, and walked her safely to her door. She looked at him with grateful eyes and said, "Thank you, Rogelio. You are like a guardian angel to me." Rogelio laughed and answered, "I am just a retired doctor with strong arms, that's all!" But secretly, he felt very proud, and every Tuesday since then, he always checks the weather forecast before her shopping trip.

CANCIÓN 12/50

Sons of Ashes — "All I Needed Was You"

Audio disponible en audio/ai_songs/Sons of Ashes - All I Needed Was You - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, I _____ my lost keys under the sofa. [find]	
2	Look! The stars _____ very brightly in the dark sky tonight. [shine]	
3	He always _____ the world for new adventures during his holidays. [search]	
4	We _____ through a beautiful forest last Sunday afternoon. [wander]	
5	At the moment, my sister _____ a comfortable place to study. [choose]	
6	Last year, they _____ to London to learn a new language. [travel]	
7	The children usually _____ inside the house when it is raining. [stay]	
8	Five minutes ago, I _____ a strange noise coming from the kitchen. [hear]	
9	She always _____ in her dreams because she is a positive person. [believe]	
10	We _____ a huge shadow near the garden wall yesterday evening. [see]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: warmth, shadow, answers, cities, world, light, meaning, chaos, silence, voice

#	Sentence	Tu respuesta
1	New York and Tokyo are very big _____ with millions of people.	
2	Traveling to different countries helps you learn about our beautiful _____ .	
3	Please turn on the _____ because it is too dark to read a book.	
4	There is complete _____ in the room because the baby is sleeping.	
5	The dictionary helps students find the exact _____ of difficult words.	
6	The morning market was in total _____ with people shouting and running.	
7	I did not understand the exam questions, so my _____ are wrong.	
8	She speaks very softly, but her _____ is always clear and pleasant.	
9	Sit near the fireplace if you want to feel the pleasant _____ of the fire.	
10	When the sun is behind you, you can see your own dark _____ on the ground.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last month, Pilar had a difficult week. She had three exams for her English course, and her house was full of problems: the washing machine broke, and her car needed new tyres. On Friday evening, she felt extremely tired and a little overwhelmed. Her husband noticed her tired face and, without saying a word, made her a cup of tea and sat next to her on the sofa. He did not talk about the exams or the broken washing machine. He just held her hand and watched a film with her. Pilar looked at him and smiled. "You know," she said, "I don't need a new washing machine or perfect exam results. Some evenings, all I need is a cup of tea and your company." Her husband smiled back and said, "Then you are a very easy woman to make happy."

CANCIÓN 13/50

Stella Noir — "The Silence Is Finally Mine"

Audio disponible en audio/ai_songs/Stella Noir - The silence is finally mine - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	My grandmother always _____ a heavy velvet coat during the cold winter. [wear]	
2	Last night, I _____ all my keys inside my leather bag. [keep]	
3	Look! The boat _____ very slowly into the lake right now. [sink]	
4	He _____ a beautiful song at the theater yesterday evening. [sing]	
5	We usually _____ to school together when the weather is nice. [walk]	
6	At the moment, the students _____ a very difficult lesson. [learn]	
7	She _____ to the train station alone five minutes ago. [go]	
8	Yesterday morning, I _____ an old friend at the traditional market. [find]	
9	My brother always _____ very softly when he is tired. [whisper]	
10	They _____ a wonderful movie on television last Sunday afternoon. [watch]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: moon, keys, hand, land, floors, story, doors, coat, night, stars

#	Sentence	Tu respuesta
1	Please close the kitchen _____ because it is very cold outside.	
2	The children love looking up at the bright _____ in the dark sky.	
3	He always opens the main entrance door with his silver _____ .	
4	The teacher read an interesting _____ to the class this morning.	
5	She wears a warm yellow _____ when she goes out in winter.	
6	The big white _____ is very bright and beautiful tonight.	
7	We must clean the wooden _____ of the house every weekend.	
8	Please hold my _____ tightly when we cross this busy street.	
9	This beautiful _____ has many tall mountains and green valleys.	
10	It is very quiet in this small town during the _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last weekend, Cristóbal and Consuelo's grandchildren came to visit for two days. The house was full of noise: toys on the floor, cartoons on the television, and children running everywhere. Cristóbal loved every minute of it, but he was also quite tired by Sunday evening. On Monday morning, after Consuelo left for her hairdresser appointment, the house became completely quiet. Cristóbal made himself a coffee, sat in his favourite armchair, and closed his eyes for a moment. He listened to the silence, the birds outside, and his own slow breathing. He thought, "This silence is finally mine, just for one hour." He enjoyed every peaceful minute, and later, when Consuelo came home with fresh bread, he was smiling and completely relaxed, ready for their next noisy family visit.

CANCIÓN 14/50

Bleeding Strings — "Don't You Cry"

Audio disponible en audio/ai_songs/Bleeding Strings - Dont you cry - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	When my mother was a young girl, she always _____ about her exams. [worry]	
2	Yesterday morning, the sun _____ beautifully after the big storm. [rise]	
3	Look! The happy children _____ together in the playground right now. [laugh]	
4	We usually _____ a lot of funny jokes when we meet our friends. [smile]	
5	The little baby _____ loudly because he was very hungry last night. [cry]	
6	At the moment, my father _____ his old car keys inside his jacket pocket. [keep]	
7	They _____ a heavy wooden box to the garage five minutes ago. [carry]	
8	Last summer, we _____ many beautiful birds near the mountain lake. [see]	
9	My grandmother always _____ my hand tightly when we cross the street. [hold]	
10	The teacher _____ a beautiful traditional song during the class yesterday. [sing]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: shadow, times, sun, head, streets, sky, rain, trouble, fight, days

#	Sentence	Tu respuesta
1	There are seven _____ in a normal week.	
2	Look up! The _____ is very clear and blue this afternoon.	
3	Take an umbrella with you because there is a lot of cold _____ today.	
4	The cars are driving very quickly through the narrow _____ of the city.	
5	In summer, the hot _____ shines for many hours during the day.	
6	He was in big _____ because he lost his passport at the airport.	
7	Sometimes, life can be difficult, but good _____ will come soon.	
8	When the sun is behind the building, it makes a large, dark _____ .	
9	Please wear a warm hat on your _____ because it is freezing outside.	
10	The two boxers had a very long _____ at the sports stadium last night.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Francisco's great-grandson often visits him on Saturday mornings. Last Saturday, the little boy was playing with his favourite toy car when it suddenly broke into two pieces. His small face turned red, and he started to cry loudly in the kitchen. Francisco quickly sat down next to him and said gently, "Don't you cry, my boy. Let's see what Grandpa Francisco can do." He took his old toolbox from the cupboard and, with a little glue and patience, he fixed the toy car in ten minutes. The little boy's tears disappeared immediately, and he hugged Francisco tightly. "You can fix everything!" he said happily. Francisco laughed and answered, "Not everything, but I can fix toy cars and sad little faces, and that is enough for today."

CANCIÓN 15/50

Caelis — "Forgot Myself"

Audio disponible en audio/ai_songs/Caelis - Forgot Myself - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, I _____ a beautiful song on the radio before sleeping. [hear]	
2	She always _____ a lot of money on expensive clothes on Saturdays. [spend]	
3	Look! The teacher _____ the difficult lesson to the class right now. [explain]	
4	We usually _____ our homework in the living room after lunch. [do]	
5	Yesterday morning, my father _____ his old car keys on the table. [leave]	
6	The little girl _____ for her lost doll in the garden five minutes ago. [cry]	
7	At the moment, they _____ down the street to catch the bus. [run]	
8	Last year, we _____ in a very small apartment near the city center. [live]	
9	He _____ his name clearly at the top of the form yesterday afternoon. [write]	
10	My mother always _____ to help me when I have a big problem. [try]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: smile, mirror, tears, name, shadow, heart, years, hand, world, gold

#	Sentence	Tu respuesta
1	Traveling to different countries helps you learn about our beautiful _____ .	
2	My grandfather is eighty _____ old, but he is very healthy and strong.	
3	She had big _____ in her eyes because the movie was very sad.	
4	He bought a beautiful wedding ring made of yellow _____ for his wife.	
5	Please write your first _____ and your surname on this exam paper.	
6	She always has a happy _____ on her face when she greets the students.	
7	Exercise and healthy food are very important for your _____ .	
8	When the sun is behind you, you can see your dark _____ on the ground.	
9	Please hold my _____ tightly when we cross this busy street.	
10	He looked at his own face in the bathroom _____ while washing his teeth.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Carmen discovered a new hobby last year: painting small watercolour pictures of flowers. Every Wednesday afternoon, she sits at her kitchen table with her paints and brushes. Last Wednesday, she started painting a simple rose, but she completely forgot about the time. Two hours passed, and she did not notice at all! Suddenly, her phone rang. It was her friend from the English class, asking, "Carmen, where are you? The class started thirty minutes ago!" Carmen looked at the clock in shock and said, "Oh no, I completely forgot myself! I will be there in ten minutes!" She grabbed her bag and ran out of the house, laughing at herself. That evening, she told her classmates the whole story, and everyone agreed that a good hobby can make time disappear.

CANCIÓN 16/50

Let Babylon Burn — "Choose the Ones Who Choose You"

Audio disponible en audio/ai_songs/Let Babylon Burn - Choose the Ones Who Choose You - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, the police officer _____ forward to help the old woman. [step]	
2	Look! The dark shadows _____ along the wall right now. [chase]	
3	He always _____ his homework before he goes to bed. [finish]	
4	We usually _____ a lot of beautiful pictures during our summer holidays. [show]	
5	At the moment, the bus _____ at the corner of the street. [stop]	
6	Last year, they _____ a very long road to get to the small village. [walk]	
7	She _____ to her best friend on the phone for two hours last night. [talk]	
8	My brother always _____ a space for my car in his garage. [make]	
9	Yesterday afternoon, I _____ a nice book to relax in the garden. [choose]	
10	The children _____ a very loud noise in the kitchen five minutes ago. [hear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: nights, road, soul, words, way, shadows, hands, end, skin, days

#	Sentence	Tu respuesta
1	Please wash your _____ with warm water and soap before dinner.	
2	The long _____ goes directly from the village to the big capital city.	
3	It is very cold outside during the winter _____ , so we stay indoors.	
4	He did not understand the teacher's _____ because they were too difficult.	
5	In summer, the hot sun shines for many hours during the _____ .	
6	The little boy loves playing with the dark _____ on the bedroom wall.	
7	Doctors say that drinking water is very good to keep your _____ healthy.	
8	We stayed until the _____ of the movie because it was very interesting.	
9	Some people believe that music is a beautiful medicine for the human _____ .	
10	Excuse me, sir! Can you tell me the _____ to the nearest supermarket?	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Tarik has many acquaintances at work, but only a few real friends. One of his old friends, from a different job, always calls him only when he needs a favour, but he never has time to meet just to talk. Last month, Tarik felt tired of this situation. He decided to spend more time with his true friends instead: the people who always answer his messages, who remember his birthday, and who ask about his day. Last weekend, he organised a simple barbecue with three close friends from his English class. They talked, laughed, and helped him clean up afterwards, without being asked. Tarik thought, "This is exactly what I need: friends who choose to be here, not friends who only appear when it is convenient for them." He felt lighter and happier than in months.

CANCIÓN 17/50

Melodyspot — "After the Rain"

Audio disponible en audio/ai_songs/Melodyspot - After the Rain - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the strong storm finally _____ after three long days. [pass]	
2	Look! The dark smoke _____ across the garden from the neighbor's house. [drift]	
3	He always _____ a deep breath before he starts a difficult running race. [breathe]	
4	We _____ a very interesting path through the forest last Sunday morning. [walk]	
5	Last night, the bright moon _____ beautifully over the quiet sea. [guide]	
6	They unfortunately _____ their train tickets at the station an hour ago. [lose]	
7	At the moment, my grandfather _____ a beautiful old song in the kitchen. [hum]	
8	My sister usually _____ a lot of useful lessons when she makes a mistake. [learn]	
9	The warm wind _____ softly through the open windows right now. [whisper]	
10	The yellow flowers in our garden _____ very fast last spring. [bloom]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: moon, peace, storm, light, sky, dawn, smoke, hands, night, wind

#	Sentence	Tu respuesta
1	The winter weather was terrible with a lot of rain and a big _____ .	
2	Look up at the clear blue _____ ! There is not a single cloud today.	
3	We can see white _____ coming out of the chimney of that small house.	
4	It is very quiet in the library because everyone enjoys the _____ .	
5	Please wash your dirty _____ with soap before you touch the food.	
6	He turned on the desk lamp because there was not enough _____ to read.	
7	The streets of the city are completely empty and quiet at _____ .	
8	The yellow _____ is very round, bright, and beautiful this evening.	
9	A strong _____ blew my favorite summer hat right off my head.	
10	The birds always start singing at _____ when the sun begins to rise.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

One afternoon in October, a heavy storm arrived in La Cañada. The rain fell for almost two hours, and Itto stayed inside, watching through the window. When the rain finally stopped, she decided to go for a short walk before dinner. The streets smelled fresh and clean, and the air felt cooler than before. Suddenly, she saw a beautiful rainbow above the rooftops, with soft colours from red to purple. Itto stood still for a moment, smiling quietly. It reminded her of the rainbows she used to see in Morocco after summer storms, when she was a little girl. She took a photo with her phone and sent it to Julio, with the message: "Look what the rain left behind." That evening, they talked about rainbows from their different countries, and both agreed that some things in nature are the same everywhere.

CANCIÓN 18/50

Morgan Luna — "Don't Let Me Down"

Audio disponible en audio/ai_songs/Morgan Luna - Dont Let Me Down - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young boy _____ a beautiful singing voice on the radio. [hear]	
2	Look! The teacher _____ a heavy book with both hands right now. [hold]	
3	He always _____ to school early because he lives very close. [come]	
4	We usually _____ our grandparents on Sunday afternoons. [visit]	
5	The direct words of the doctor _____ like a sharp knife last night. [cut]	
6	They unfortunately _____ their expensive cameras during their trip. [lose]	
7	At the moment, my sister _____ a happy story to her little daughter. [tell]	
8	Last week, I _____ my car keys on the small table near the entrance. [leave]	
9	My mother always _____ to help me when I have a difficult problem. [try]	
10	The children _____ quietly in the living room five minutes ago. [stand]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: tongue, home, thief, face, time, dream, truth, shelter, talk, diamonds

#	Sentence	Tu respuesta
1	The doctor asked the little boy to open his mouth and show his _____ .	
2	My grandfather always tells an interesting _____ about his childhood.	
3	The expensive necklace was covered in beautiful, bright _____ .	
4	After a very long day at school, it feels great to arrive _____ .	
5	She washed her dirty _____ with fresh water before going to bed.	
6	Excuse me, sir! Do you have the correct _____ ? My phone is dead.	
7	A clever _____ stole my leather wallet on the crowded bus yesterday.	
8	During the heavy rain storm, we found a dry _____ under a big tree.	
9	Last night, I had a very strange _____ about flying across the ocean.	
10	A good and honest person always tells the _____ and never lies.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Majda had an important English test at her evening course, and she felt very nervous the night before. She called her aunt Itto for advice, since Itto always seemed calm before her own exams. "What if I don't remember the verbs?" Majda asked, worried. Itto laughed gently and said, "Majda, you have studied every day this month. Your brain will not let you down." On the day of the test, Majda kept repeating Itto's words in her mind. When the results arrived one week later, Majda had passed with a good mark. She immediately called Itto to share the news. "You were right," Majda said, smiling through the phone. "I didn't let myself down after all." Itto felt very proud of her niece and told her, "The hardest exam is always trusting yourself, and you did it."

CANCIÓN 19/50

Raselhits — "Angela"

Audio disponible en audio/ai_songs/Raselhits - Angela - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, my grandfather _____ through the beautiful park. [walk]	
2	Look! The detective _____ a clue on the floor right now. [find]	
3	He always _____ a happy face when he sees his grandchildren. [remain]	
4	We usually _____ to our friends on the phone on Friday evenings. [talk]	
5	At the moment, the thick snow _____ slowly down from the roof. [drift]	
6	Last summer, we _____ in the dark woods and got completely lost. [wander]	
7	My father _____ close to the fireplace because he was very cold last night. [stay]	
8	Five minutes ago, the little baby _____ when his mother left the room. [wake]	
9	She always _____ a quiet wish when she sees a shooting star. [whisper]	
10	The children _____ a very big sandcastle on the beach yesterday afternoon. [make]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: stars, summer, rains, soul, dawn, gold, voice, light, footsteps, mind

#	Sentence	Tu respuesta
1	The sky changes from dark to bright at _____ when the sun rises.	
2	She has a beautiful singing _____ and practices every single day.	
3	On a clear night, you can see millions of bright _____ in the sky.	
4	He bought a beautiful wedding ring made of yellow _____ for his wife.	
5	Reading books helps you relax and clears your _____ after a busy day.	
6	We heard the loud _____ of someone walking upstairs in the old house.	
7	July and August are my favorite months because I love the _____ weather.	
8	The plants grow very quickly when there are warm _____ in the spring.	
9	Please turn on the lamp because there is not enough _____ in this room.	
10	Many people believe that beautiful art can touch the human _____ deeply.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

One Tuesday morning, Julio's phone rang during breakfast. A friendly voice said, "Hello, is this Angela's house?" Julio, a little confused, answered, "I'm sorry, there is no Angela here. This is Julio." The woman apologised and explained that she had the wrong number. Ten minutes later, the same number called again! This time, Julio answered with a smile and said, "Hello again. Still no Angela here, I'm afraid." They both laughed, and the woman finally noticed her mistake: she had changed one number in her contact list. Later that day, Julio told Itto the funny story at lunch. "I think I need a new name today," he joked. "Julio-slash-Angela, available for wrong numbers only." Itto laughed so much that she almost dropped her cup of tea, and for weeks, she called him "Angela" whenever he answered the phone too quickly.

CANCIÓN 20/50

Sons of Ashes — "Loving You Was Losing Me"

Audio disponible en audio/ai_songs/Sons of Ashes - Loving You Was Losing Me - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, she _____ all her old toys behind when she moved to her new house. [leave]	
2	Look! The sun _____ brightly through the kitchen window right now. [shine]	
3	He always _____ to help his friends when they have a big problem. [try]	
4	We _____ a traditional costume to the school festival last week. [wear]	
5	At the moment, they _____ a new house because their family is growing. [build]	
6	Last night, the little boy _____ for a long time because he lost his toy car. [cry]	
7	My brother _____ straight across the football field five minutes ago. [cross]	
8	They usually _____ to music in the living room after dinner to relax. [listen]	
9	Last year, I _____ a beautiful song at the theater and won a prize. [sing]	
10	The trees in our garden _____ very fast during the spring season. [grow]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: room, silence, dreams, roots, soil, pieces, worth, line, crack, perfume

#	Sentence	Tu respuesta
1	She has big _____ of becoming a professional doctor in the future.	
2	Please write your name carefully on the first _____ of the paper.	
3	This sweet _____ smells like roses and fresh summer flowers.	
4	There is complete _____ in the examination room during the test.	
5	Be careful! There is a small _____ in the glass water bottle.	
6	This modern hotel _____ has a very large bed and a balcony.	
7	He bought a new car because he knows the true _____ of his old one.	
8	Big trees have very strong _____ to stay steady in the ground.	
9	Plants need water, sunlight, and good, dark _____ to grow well.	
10	The puzzle has one hundred small _____ that are difficult to connect.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

For many years, Consuelo worried constantly about her grandchildren: their health, their school marks, their friendships. She often stayed awake at night, thinking about small problems that were not really serious. One day, her daughter told her honestly, "Mum, all this worry is not good for you. You are losing yourself in our lives instead of living your own." At first, Consuelo felt hurt, but she thought about it carefully. She realised her daughter was right. Slowly, she started doing things just for herself again: gardening, English classes, and long walks with Cristóbal. She still loved her family deeply, of course, but she stopped carrying every small worry as her own. "Loving my family does not mean losing myself," she told her daughter later. "I understand that now, and I feel much happier."

CANCIÓN 21/50

Bleeding Strings — "I'm Hollow"

Audio disponible en audio/ai_songs/Bleeding Strings - Im Hollow - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, I _____ an old friend's name in a book. [hear]	
2	Look! The dark shadows _____ along the bedroom wall right now. [stretch]	
3	He always _____ a secret wish when he sees a shooting star. [whisper]	
4	We _____ down the road together during our holiday last summer. [walk]	
5	At the moment, the little boat _____ slowly away across the lake. [drift]	
6	Last night, the bright moon _____ my path through the quiet woods. [light]	
7	They unfortunately _____ their train tickets at the station an hour ago. [lose]	
8	My brother always _____ his old toys when he cleans his room. [erase]	
9	Yesterday afternoon, she _____ her hand out to catch a butterfly. [reach]	
10	The flowers in our garden _____ very fast during the spring season. [grow]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: ghost, skies, sound, shadows, footsteps, path, stars, winds, heartbeat, silence

#	Sentence	Tu respuesta
1	Look up at the clear night _____ ! You can see the round moon.	
2	When the sun goes down, the trees make long, dark _____ on the grass.	
3	There is complete _____ in the room because the family is sleeping.	
4	We heard loud _____ upstairs, but there was nobody in the house.	
5	Suddenly, a very strange and loud _____ came from the kitchen.	
6	On a beautiful, clear night, millions of tiny _____ shine in the sky.	
7	The runner felt a very fast _____ after finishing the long race.	
8	He told us a scary story about a friendly _____ that lives in a castle.	
9	Cold winter _____ blew all the dry leaves off the tall trees.	
10	Follow this small gravel _____ and you will find the beautiful river.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Pilar keeps a big biscuit tin in her kitchen, always full of homemade cookies for visitors. Last Thursday, her English classmates came to her house to study together before an exam. When Pilar opened the tin to serve the biscuits, she found it completely empty! "I'm hollow!" she said, laughing, holding up the empty tin. Everyone looked confused for a second, and then they understood: her teenage son had eaten every single biscuit the night before, without saying anything. Pilar shook her head and said, "Well, I baked forty biscuits on Sunday, and my son ate them all alone in four days!" Her classmates laughed and offered to bring snacks instead. In the end, they studied verbs with tea and other people's biscuits, and Pilar promised to hide the next batch in a very secret place.

CANCIÓN 22/50

Caelis — "In the Dream"

Audio disponible en audio/ai_songs/Caelis - In the dream - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the old musician _____ his guitar for three hours on the street. [hold]	
2	Look! The sun _____ brightly over the mountains right now. [shine]	
3	He always _____ his deep feelings inside his personal diary. [hide]	
4	We unfortunately _____ the theater early because we were very tired last night. [leave]	
5	At the moment, the happy children _____ a new game in the garden. [play]	
6	Last winter, the heavy snow completely _____ the tiny village. [shut]	
7	They _____ beautifully at the concert yesterday evening. [sing]	
8	Five minutes ago, I _____ my brother's loud voice from the kitchen. [hear]	
9	My grandmother always _____ when she watches a funny movie. [laugh]	
10	The alarm clock usually _____ at 7:00 AM every morning. [wake]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: silence, face, room, dream, guitar, stream, star, years, voice, stages

#	Sentence	Tu respuesta
1	My brother loves music and practices playing the _____ every afternoon.	
2	She has a beautiful singing _____ and wants to be a professional singer.	
3	On a clear night, you can see a bright _____ shining in the sky.	
4	There was total _____ in the library because everyone was studying.	
5	He washed his cold _____ with warm water before going to bed.	
6	Last night, I had a very strange _____ about flying over the ocean.	
7	The children sat near the small, clean _____ to watch the fish swim.	
8	This modern hotel _____ has a very large bed and two big windows.	
9	Famous actors love performing on big _____ in front of many people.	
10	My grandfather lived in London for ten _____ when he was young.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last Monday, Carmen arrived at her English class looking very tired but also very amused. Her classmates asked if she was okay. "I am fine," she said, "but I had the strangest dream last night!" In her dream, she was taking her English exam, but the teacher was actually her own cat, wearing glasses and holding a red pen! In the dream, the cat kept saying, "Miau, wrong verb, try again," every time Carmen answered a question. Everyone in the classroom laughed loudly when Carmen described the story with dramatic hand movements. Francisco said, "Maybe your cat wants extra biscuits for correcting your homework!" Carmen laughed too and admitted that even in her dreams, she could not stop thinking about irregular verbs. "I think I need a holiday from English," she joked, "even my dreams are giving me homework now!"

CANCIÓN 23/50

Let Babylon Burn — "Eyes Closed"

Audio disponible en audio/ai_songs/Let Babylon Burn - Eyes Closed - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday evening, I _____ at the beautiful stars from my window. [gaze]	
2	Look! The happy couple _____ slowly on the dance floor right now. [sway]	
3	He always _____ his car keys on the small table near the entrance. [lose]	
4	We unfortunately _____ our favorite umbrella on the bus last Tuesday. [lose]	
5	At the moment, the bartender _____ a cold drink for the customer. [help]	
6	Last year, my brother _____ away from his old apartment to live near the beach. [walk]	
7	They usually _____ into the local cafe to buy a hot coffee before work. [step]	
8	Five minutes ago, the little children _____ a giant tower with their toys. [start]	
9	My mother always _____ an emotional lump in her throat during sad movies. [feel]	
10	The thick ice on the lake _____ very quickly last weekend. [disappear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: colors, bar, drinks, world, walls, star, friend, night, moon, year

#	Sentence	Tu respuesta
1	It is very quiet in this small town during the dark _____ .	
2	The children love looking up at the bright, round _____ this evening.	
3	On a clear night, you can see a tiny, shining _____ in the sky.	
4	He wants to paint the four _____ of his bedroom a light blue.	
5	January is the first month of a completely new _____ .	
6	The waiter brought three cold _____ to our table at the restaurant.	
7	Traveling to different countries helps you learn about our big _____ .	
8	The young artist used many bright _____ to paint the beautiful picture.	
9	They sat on tall stools at the wooden _____ to order some snacks.	
10	My close _____ always helps me when I have a difficult problem.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every Sunday afternoon, after a big family lunch, Cristóbal sits in the garden with his eyes closed, listening to the birds. Consuelo always says he is sleeping, but Cristóbal insists he is just "resting his eyes." Last Sunday, their grandson tried to test this theory. He quietly placed a paper hat on Cristóbal's head and took a photograph. A minute later, Cristóbal opened one eye and said, "I saw that, you know." Everyone in the garden burst out laughing, including Cristóbal himself. "See?" he told Consuelo proudly. "I told you I wasn't really sleeping!" Consuelo just smiled and shook her head. "Eyes closed or not," she said, "you always know exactly what is happening around you." Cristóbal closed his eyes again, satisfied, while the paper hat stayed on his head for the rest of the afternoon.

CANCIÓN 24/50

Melodyspot — "Memory Remains"

Audio disponible en audio/ai_songs/Melodyspot - Memory remains - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday evening, she _____ the roads on her old map to find the way. [trace]	
2	Look! The beautiful child _____ a sweet song in the kitchen right now. [sing]	
3	He always _____ for his lost keys under the sofa when he leaves home. [search]	
4	We unfortunately _____ behind the group because we walked too slowly. [stand]	
5	At the moment, the morning sun _____ behind the mountains. [awaken]	
6	Last night, the little girl _____ for her lost toy until she fell asleep. [cry]	
7	My father _____ into the dark room to find his glasses five minutes ago. [step]	
8	They usually _____ to the local library on Saturday mornings to study. [go]	
9	Last year, I _____ my arm out to catch a beautiful butterfly. [reach]	
10	The bright light from the lamp _____ my way through the dark corridor. [light]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: rain, floor, hands, door, name, guilt, roads, secrets, silence, dawn

#	Sentence	Tu respuesta
1	Please close the main _____ of the house because it is very windy.	
2	The cars are driving very carefully because the _____ are wet and dangerous.	
3	There is complete _____ in the room because the baby is sleeping peacefully.	
4	She has a lot of big _____ in her diary that nobody else knows.	
5	Take a warm umbrella with you because there is a lot of cold _____ today.	
6	The little boy wrote his first _____ at the top of the white paper.	
7	The birds always start singing beautifully at _____ when the sun rises.	
8	He dropped his silver keys, and they fell right onto the wooden _____ .	
9	Please wash your dirty _____ with soap and warm water before dinner.	
10	He felt a lot of _____ after making a bad mistake with his best friend.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

While cleaning an old drawer last weekend, Rogelio found his stethoscope from his very first year as a doctor, over forty years ago. He held it carefully and remembered his old hospital, his first patients, and the young nurse who later became his wife. Many things had changed since then: new hospitals, new machines, new doctors. But some memories remained perfectly clear in his mind, like his very first successful operation. Rogelio decided to keep the stethoscope in a small wooden box, instead of the drawer. That evening, he showed it to his grandson, who was curious about medicine. "This little tool remembers many stories," Rogelio told him, "even the ones I sometimes forget myself." His grandson listened carefully, and for a moment, Rogelio felt like a young doctor again, full of hope for the future.

CANCIÓN 25/50

Morgan Luna — "Where the Shadows Meet"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the old man _____ his heavy jacket because it was a very cold day. [wear]	
2	Look! The little baby _____ a beautiful dream right now. [have]	
3	He always _____ his cars carefully on the driveway every evening. [keep]	
4	We unfortunately _____ behind the tall building and lost the group last night. [meet]	
5	At the moment, the bright sun _____ behind the thick white clouds. [hide]	
6	Last summer, she _____ a very beautiful picture of the ocean for her mother. [show]	
7	My brother _____ a small bird flying out of the tall tree five minutes ago. [see]	
8	They usually _____ to the local sports center on Friday afternoons. [go]	
9	Last year, the yellow roses in our front garden _____ beautifully in May. [bloom]	
10	The children _____ a scary story from their grandfather yesterday night. [hear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: name, eyes, breath, morning, home, weight, road, touch, place, voice

#	Sentence	Tu respuesta
1	I love this quiet _____ in the park because there are many green trees.	
2	The doctor asked the patient to take a deep _____ through the nose.	
3	This heavy suitcase has a lot of _____ , so I cannot lift it alone.	
4	She closed her tired _____ and went to sleep after a very long day.	
5	The soft _____ of the silk blanket felt very nice on my skin.	
6	Please write your first _____ clearly on the first page of the exam.	
7	We heard a loud _____ calling our names from the other side of the street.	
8	After a wonderful holiday, it always feels great to return _____ .	
9	Every _____ , I drink a hot cup of coffee before going to work.	
10	Follow this straight _____ and you will find the main train station.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

After a long shift at the restaurant, Tarik likes to walk along the beach before going home. Last Friday, he finished work later than usual, just as the sun was setting behind the mountains. He walked slowly, watching his own shadow become longer and longer on the sand. Near the old fishing boats, he met his friend from the English class, who was also walking alone that evening. They sat together where the long shadows of the boats met the shadow of the lighthouse, and they talked about their week: work, exams, and small worries. The conversation was calm and easy, without any hurry. When it became completely dark, they walked back together, feeling lighter. Tarik thought that sometimes the best conversations happen exactly there, in the quiet space where shadows meet and the day slowly ends.

CANCIÓN 26/50

Poetry Kode — "The Song That Silenced the Bar"

Audio disponible en audio/ai_songs/Poetry Kode - The Song That Silenced the Bar - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young boy _____ a fast rabbit across the green field. [chase]	
2	Look! The dark moon _____ brightly over the quiet lake right now. [shine]	
3	He always _____ his favorite songs when he cooks dinner in the kitchen. [sing]	
4	We unfortunately _____ behind the group because we stopped to take a photo. [fall]	
5	At the moment, the little girl _____ a beautiful butterfly on a rose. [see]	
6	Last winter, the cold wind _____ the dry leaves across the garden. [blow]	
7	My brother _____ a strange whisper from the hallway five minutes ago. [hear]	
8	They usually _____ their friends at the local cafe on Friday afternoons. [meet]	
9	Last year, I _____ a tiny puppy on the street and brought it home. [find]	
10	The thick ice on the road _____ very quickly during the warm day. [melt]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: windows, dream, sky, heart, shadows, rain, king, thoughts, fire, moonlight

#	Sentence	Tu respuesta
1	He wrote a romantic letter to express all the deep feelings in his _____ .	
2	When the sun sets, the big trees cast long, dark _____ on the grass.	
3	Please close the kitchen _____ because it is starting to get very cold.	
4	We could see the path clearly last night because of the bright _____ .	
5	In old stories, a powerful _____ lives in a beautiful golden castle.	
6	She had a wonderful _____ about traveling around the world last night.	
7	Writing down your daily _____ in a journal can help you relax your mind.	
8	Look at those dark clouds! I think we are going to have heavy _____ today.	
9	There are no clouds this evening, so you can see a beautiful, blue _____ .	
10	They put some dry wood together to make a warm _____ in the garden.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every Friday evening, Francisco, Cristóbal, and Rogelio meet at a small bar near the square to play cards and talk about football. Last Friday, a young street musician came in and asked politely if he could sing one song. The bar was noisy, with many conversations and clinking glasses, but as soon as he began singing, something strange happened: everyone stopped talking. Francisco put down his cards, Cristóbal forgot his coffee, and Rogelio simply listened with his eyes closed. The young man's voice was simple, but full of feeling, and for three minutes, the whole bar was completely silent. When the song finished, everyone clapped enthusiastically, and the owner gave the musician a free drink. "I have never seen this bar so quiet," Rogelio said, surprised. Cristóbal nodded and added, "Some songs are stronger than forty conversations at once."

CANCIÓN 27/50

Raselhits — "Desert to Your Heart"

Audio disponible en audio/ai_songs/Raselhits - Desert to Your Heart - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young detective _____ the footprints in the soft mud. [chase]	
2	Look! The teacher _____ near the blackboard waiting for us right now. [stand]	
3	He always _____ his car keys when he is in a big hurry. [lose]	
4	We unfortunately _____ far away into the forest and lost our map last Sunday. [wander]	
5	At the moment, the little boy _____ his favorite toy under the bed. [find]	
6	Last summer, a brilliant idea _____ our team win the science competition. [lead]	
7	My brother _____ a very high wall to catch his runaway football five minutes ago. [climb]	
8	They usually _____ a short prayer before they start their morning breakfast. [say]	
9	Last year, my family _____ into a beautiful new house near the beach. [move]	
10	The thick smoke _____ slowly up from the campfire during the night. [rise]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: flame, hands, wind, sand, sins, dunes, moon, gold, desert, skies

#	Sentence	Tu respuesta
1	The children love building big castles with the yellow _____ at the beach.	
2	It is very beautiful to look up at the bright, round _____ on a clear night.	
3	In Egypt, you can see huge camel groups walking across the hot _____ .	
4	The strong autumn _____ blew all the dry brown leaves off the trees.	
5	In old stories, pirates hid big boxes full of shiny _____ coins on islands.	
6	The long, sandy _____ in the desert look like soft golden waves.	
7	Please wash your dirty _____ carefully with soap before eating dinner.	
8	Look at those clear, blue _____ ! There isn't a single cloud today.	
9	In many religions, people ask for forgiveness for their past _____ .	
10	The little birthday candle had a tiny, bright yellow _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

One evening, while watching a documentary about the Sahara Desert, Itto became very quiet. Julio noticed and asked softly, "What are you thinking about?" Itto smiled and said, "The desert near my family's town in Morocco. The sand, the silence, the incredible stars at night. It feels far away now, but it is always close to my heart." Julio took her hand and asked her to tell him more, so Itto described the golden dunes, the cold desert nights, and the warm tea her family shared under the sky. Julio listened carefully, imagining every detail. "One day," he said, "I would love to see that desert with you." Itto squeezed his hand and answered, "Then one day, I will show you exactly why it never really leaves my heart, no matter how far away I live." They continued watching the documentary together, closer than before.

CANCIÓN 28/50

Sons of Ashes — "Peace in the Fire"

Audio disponible en audio/ai_songs/Sons of Ashes - Peace In The Fire - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the heavy rain _____ quickly down the steep mountain streets. [run]	
2	Look! The little puppy _____ its owner's face with so much love right now. [find]	
3	He always _____ his heavy grocery bags by the kitchen door when he arrives. [hold]	
4	We unfortunately _____ a lot when we heard the sad news last night. [break]	
5	At the moment, the bright neon lights _____ slowly into the dark night. [fade]	
6	Last winter, my grandfather _____ a lot older after his long illness. [grow]	
7	My sister _____ into her cozy bed because she was very tired five minutes ago. [step]	
8	They usually _____ deeply before they start their morning yoga exercises. [breathe]	
9	Last year, I _____ to be a brave superhero during our school play. [pretend]	
10	The old lighthouse _____ the lost ships through the thick fog last night. [light]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: fire, storm, sky, place, face, lights, rain, guard, world, streets

#	Sentence	Tu respuesta
1	The bright stars look like tiny silver diamonds scattered across the dark _____ .	
2	The city _____ are very busy and crowded with cars during the rush hour.	
3	Traveling to new countries is a wonderful way to learn about our big _____ .	
4	She washed her cold _____ with warm water and soap before going to sleep.	
5	This quiet park is my favorite _____ to sit down and read a book.	
6	They put some dry pieces of wood together to make a warm _____ in the garden.	
7	Please turn off all the electricity _____ in the house before you go to bed.	
8	The strong _____ blew down three large trees in our neighborhood last night.	
9	A brave security _____ stands at the main entrance of the bank all day.	
10	Don't forget your big umbrella because there is a lot of cold _____ today.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

On cold winter evenings, Carmen loves sitting near her small electric heater with a cup of hot chocolate and a good book. Last Tuesday, after a busy day of shopping and housework, she finally sat down at eight o'clock, completely exhausted. She turned on the heater, put on her favourite music very quietly, and opened her book. For one hour, she did not think about her shopping list, her English homework, or her telephone messages. She simply enjoyed the warmth and the silence of her living room. Her sister called later that evening and asked, "What did you do today?" Carmen smiled and answered, "Not very much, but it was exactly what I needed. Sometimes peace is not about doing something special. It is just about sitting quietly, feeling warm, and forgetting the world for one hour."

CANCIÓN 29/50

Stella Noir — "Yesterday's Embers"

Audio disponible en audio/ai_songs/Stella Noir - Yesterdays Embers - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young chef _____ a delicious soup on the kitchen table. [make]	
2	Look! The dark smoke _____ slowly up from the old chimney right now. [rise]	
3	He always _____ a heavy winter coat when he walks in the snow. [wear]	
4	We unfortunately _____ our way in the big city during our holiday last year. [lose]	
5	At the moment, the little boy _____ his clean clothes very carefully. [fold]	
6	Last winter, the cold weather _____ all the water in the small garden lake. [freeze]	
7	My brother _____ a loud noise outside his bedroom window ten minutes ago. [hear]	
8	They usually _____ their friends at the cinema on Saturday evenings. [meet]	
9	Last night, she _____ a beautiful white dress to the formal dinner party. [wear]	
10	The teacher _____ the young student to read the story aloud yesterday. [choose]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: house, night, road, table, door, winter, castle, rain, floor, ground

#	Sentence	Tu respuesta
1	We put the delicious birthday cake in the middle of the dining room _____ .	
2	Please close the front _____ because the cold wind is coming inside.	
3	The children dropped their toys and they are now scattered on the living room _____ .	
4	My family lives in a beautiful blue _____ with a small front garden.	
5	In old history books, a rich king and queen lived in a large stone _____ .	
6	Don't forget your umbrella because there is a lot of gray _____ today.	
7	It gets very cold and it sometimes snows during the dark months of _____ .	
8	Drive carefully because there are many big cars on this narrow countryside _____ .	
9	The golden leaves fell from the trees and covered the hard _____ in autumn.	
10	I love to look up at the bright white stars in the sky at _____ .	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

The morning after a big family celebration at home, Consuelo woke up early and went downstairs to clean the living room. The house was quiet after the noise and laughter of the night before: empty plates, a few forgotten glasses, and the fireplace full of yesterday's embers, now cold and grey. Consuelo swept the ashes carefully into a metal bucket, remembering the warm fire, the music, and her grandchildren's laughter from the evening before. She smiled, thinking that a house full of cold ashes in the morning always meant a house full of joy the night before. Cristóbal came downstairs and found her smiling at the empty fireplace. "What are you thinking about?" he asked. Consuelo answered, "Just how much I love mornings like this: tired, a little messy, but full of good memories from yesterday."

CANCIÓN 30/50

Youtou Tunes — "Beautiful Crazy"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young girl _____ up early to listen to the birds. [wake]	
2	Look! The happy woman _____ beautifully to the music right now. [dance]	
3	He always _____ a happy song when he walks home from school. [sing]	
4	We unfortunately _____ down on the wet street during the rain last night. [fall]	
5	At the moment, the famous artist _____ a new picture in her studio. [paint]	
6	Last winter, she _____ a very long story about her family to her friends. [tell]	
7	My brother _____ a loud noise like thunder five minutes ago. [hear]	
8	They usually _____ their friends at the local cafe on Saturday mornings. [meet]	
9	Last night, I _____ over a small toy on the floor because it was dark. [stumble]	
10	The doctor carefully _____ the cut on the little boy's hand yesterday. [heal]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: joke, glass, book, smoke, morning, plan, sound, rhythm, world, sea

#	Sentence	Tu respuesta
1	Every _____, I drink a large glass of water and eat breakfast at seven o'clock.	
2	The children laughed loudly because the clever clown told a very funny _____.	
3	We live in a very big _____ with many different countries and languages.	
4	He poured some fresh orange juice into a clean _____ for his sister.	
5	She loves reading an interesting _____ before she goes to sleep at night.	
6	The water in the _____ was very blue and beautiful during our summer holiday.	
7	We heard a strange _____ outside the kitchen window, but it was only a cat.	
8	Before you start a new project, it is always a good idea to make a clear _____.	
9	The drummer played a fast _____, and everyone started to clap their hands.	
10	White _____ came out of the chimney because they made a fire inside.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every school morning at Pilar's house is a little chaotic. Two daughters getting ready, one dog wanting breakfast, and a husband looking everywhere for his car keys. Last Monday was especially busy: one daughter could not find her homework, the toaster stopped working, and the dog escaped into the garden in the rain! Pilar ran between rooms, shouting instructions, making sandwiches, and drying the wet dog with a towel, all at the same time. Somehow, everyone left the house on time, a little wet but smiling. Later, while drinking her coffee alone in the quiet kitchen, Pilar laughed to herself, remembering the whole scene. "This morning was completely crazy," she thought, "but it was also beautiful, in its own strange way." She decided that mornings like this, full of noise and small disasters, were simply part of a happy family life.

CANCIÓN 31/50

Sillk & Scars — "The Sound of Nothing"

Audio disponible en audio/ai_songs/Sillk & Scars - The Sound of Nothing - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the young boy _____ up at six o'clock because of the loud storm. [wake]	
2	Look! The beautiful white snow _____ slowly from the winter sky right now. [fall]	
3	He always _____ his warm jacket near the front door when he arrives. [leave]	
4	We unfortunately _____ our way in the big park during the rain last night. [lose]	
5	At the moment, the little girl _____ a long letter to her grandmother. [write]	
6	Last summer, they _____ a beautiful small house near the sandy beach. [build]	
7	My brother _____ a funny story from his best friend five minutes ago. [hear]	
8	They usually _____ on a comfortable chair near the window to read books. [sit]	
9	Last night, she _____ a quiet prayer before she closed her eyes to sleep. [make]	
10	The teacher _____ us a beautiful song about nature yesterday morning. [teach]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: name, air, rooms, shore, sun, space, wall, rain, morning, sound

#	Sentence	Tu respuesta
1	We can hear the loud _____ of the birds singing outside our window.	
2	Please open the window because the _____ inside the classroom is very hot.	
3	My new apartment has four large _____ and a very nice kitchen.	
4	He hung a beautiful family picture on the living room _____.	
5	Every _____, I eat a sweet apple and a piece of bread for breakfast.	
6	The bright _____ is shining in the sky today, so it is very warm.	
7	The little children love to run and play near the ocean _____.	
8	Put your large suitcase in that empty _____ under the stairs.	
9	My mother always writes my _____ on the first page of my school books.	
10	Don't forget your umbrella today because there is a lot of cold _____.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

After forty years of working in a noisy factory, Francisco now enjoys something he never had before: complete silence. Every morning, before the rest of the town wakes up, he sits on his terrace with a cup of coffee and listens to nothing at all: no machines, no telephones, no meetings. Just the quiet sound of the early morning. Yesterday, his son asked him, "Dad, don't you get bored with all this silence?" Francisco smiled and shook his head. "For forty years, I dreamed about mornings like this," he said. "Now I finally have time to hear the sound of nothing, and honestly, it is one of the most beautiful sounds I know." His son looked at him thoughtfully and, the next morning, sat down quietly beside his father, sharing the silence and the coffee without saying a word.

CANCIÓN 32/50

Bleeding Strings — "Let It Be"

Audio disponible en audio/ai_songs/Bleeding Strings - Let it be - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, when the rain _____ to fall, we ran inside the house. [begin]	
2	Look at the sky! The dark clouds _____ grey very fast right now. [turn]	
3	She always _____ a cup of hot coffee in the morning to wake up. [need]	
4	He unfortunately _____ his favorite silver glasses in the garden two days ago. [lose]	
5	Take a deep breath and _____ your beautiful dreams free! [set]	
6	If you walk every day, you can _____ many things to improve your health. [do]	
7	Time always _____ us the true path to happiness. [show]	
8	My grandfather _____ very tired after cleaning the patio yesterday afternoon. [feel]	
9	Don't worry about the wind; it always _____ strongly near the beach. [blow]	
10	Last summer, they _____ in a traditional house next to a small island. [stay]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: far and wide, memories, along the way, long road, through the leaves, left inside, every single, beyond the sea, winter coat, my love

#	Sentence	Tu respuesta
1	We walked to the museum and saw many beautiful old buildings _____.	
2	"Goodnight, _____," the mother said softly to her small child.	
3	My cousin David dreams of traveling to a mysterious island completely _____.	
4	Put on your big _____ because tonight is going to be very cold!	
5	The famous explorer traveled _____ to find new adventures around the world.	
6	After the long walk, Tarik had no strength _____ to continue.	
7	Looking at old family pictures always brings back happy _____ of our childhood.	
8	Uncle Francisco wakes up early _____ morning at dawn to feed his rooster.	
9	It was a _____ back home, but the bright moon guided us through the dark night.	
10	In the afternoon, the warm sun shone brightly _____ of the garden trees.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Consuelo's granddaughter, aged sixteen, often worries about small things: a difficult exam, an argument with a friend, or a photograph she does not like on social media. Last week, she visited Consuelo, looking upset about a minor mistake in her homework. Consuelo listened patiently and then said, "My dear, not every small mistake needs to be fixed immediately. Sometimes, it is better to just let it be." Her granddaughter looked confused, so Consuelo explained further. "When I was your age, I worried about everything too. Now, at seventy-four, I understand that most small problems solve themselves, if you give them time." Her granddaughter thought about this for a moment and finally smiled. "Maybe you are right, Grandma," she said. "Let it be." From that day, whenever something small went wrong, they both simply repeated those three words to each other.

CANCIÓN 33/50

Caelis — "Just a Toy"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, the young postman _____ all the heavy letters on the streets. [carry]	
2	She always _____ a beautiful flower to her mother on special days. [give]	
3	Last Saturday, Tarik _____ his bicycle and sat on a bench in the park. [choose]	
4	They _____ like old friends for hours during the dinner last night. [talk]	
5	Look at that! The cat _____ completely still under the tree right now. [stand]	
6	Two days ago, I _____ my heart to a person who did not love me back. [give]	
7	Listen! He _____ a sad song alone in the middle of the street. [sing]	
8	In the past, I thought that everything would _____ the same forever. [stay]	
9	When the teacher entered the classroom, the noisy students suddenly _____ loud. [speak]	
10	The strong wind unfortunately _____ my favorite book last night. [tear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: every morning, for the first time, shining lights, gentle smile, turned away, tore me down, golden crowd, in the park, a mile, morning sun

#	Sentence	Tu respuesta
1	She wakes up at seven o'clock _____ to prepare breakfast for her children.	
2	The kind doctor greeted the scared little boy with a very _____.	
3	The nearest supermarket is far from here; it is about _____ away.	
4	The children love to run on the green grass and play with the ball _____.	
5	Last summer, I saw the beautiful ocean _____ in my life.	
6	The big city looked amazing at night with all its colorful and _____.	
7	He felt very nervous because a large and _____ was watching his performance.	
8	When I called his name on the street, he quickly _____ and walked faster.	
9	Her unkind words completely _____ and made me cry in my room.	
10	The bright _____ woke me up early through the open bedroom window.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last Saturday, Tarik visited a friend's family for lunch. Their young son was celebrating his fifth birthday, and Tarik wanted to bring a small present. In the toy shop, he saw hundreds of colourful toys, but he finally chose a very simple wooden car, nothing expensive or complicated. When he gave it to the boy, the child looked at it for a moment and then smiled enormously. He spent the whole afternoon pushing the little car across the floor, making engine noises, completely happy. Tarik's friend said, "You know, he has many expensive toys with lights and sounds, but he always prefers the simple ones." Tarik laughed and answered, "Sometimes, a good present is not about how much it costs. It is just a toy, but for a five-year-old boy, it can be a whole adventure." He left the party feeling unexpectedly proud.

CANCIÓN 34/50

eSJe Radio — "The Wind Still Calls Your Name"

Audio disponible en audio/ai_songs/eSJe Radio - The Wind Still Calls Your Name - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, a beautiful white bird _____ right over our heads in the garden. [pass]	
2	The sun _____ down at eight o'clock last night, and the sky became dark. [go]	
3	Last summer, we _____ at the beach until midnight to watch the stars. [stay]	
4	He unfortunately _____ his car keys in the deep ocean water last week. [lose]	
5	Listen! The old guitar _____ a very beautiful melody right now. [hum]	
6	They _____ that romantic song together two years ago during their holiday. [write]	
7	Don't worry, my love; I _____ you for the mistake you made yesterday. [blame]	
8	When the music started, she quickly _____ around to see who was singing. [turn]	
9	He _____ the beach early this morning because he had to go to work. [leave]	
10	If the big tide _____ your ball back tomorrow, I will catch it for you. [bring]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: went down, old tune, never quiet, cold sand, letting go, somehow, half alive, passing through, beneath the moon, every wave

#	Sentence	Tu respuesta
1	We saw a large train _____ the small village yesterday afternoon.	
2	The problem was very difficult, but _____ Tarik found the correct answer.	
3	It was late, so the bright sun _____ behind the high mountains.	
4	The children ran barefoot on the _____ near the freezing winter sea.	
5	My grandfather always hums that same _____ when he cleans the patio.	
6	Last night, they sat on the beach and talked sweetly _____ and the stars.	
7	After the long and difficult exam, the tired students felt _____.	
8	Sometimes, _____ of the past is the best way to find true peace.	
9	The surfers enjoyed _____ that crashed against the shore this morning.	
10	The big city center is _____; there are always cars and people moving.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Cristóbal often walks his old dog, Rex, along the beach in the early evening. Last winter, a very strong wind was blowing, and Rex ran ahead, chasing seagulls near the water. Suddenly, Cristóbal could not see him anywhere among the rocks. He walked quickly, calling loudly, "Rex! Rex!" but the strong wind seemed to carry his voice in every direction except the right one. After ten worried minutes, he finally heard barking behind some fishing boats, and there was Rex, happily digging in the sand. Cristóbal sat down, relieved, and clipped the lead back onto his collar. "The wind still called your name," he told Rex, "but you were much too busy to listen, weren't you?" Rex simply wagged his tail and looked up innocently. Since that day, Cristóbal always keeps his dog closer whenever the wind is strong near the shore.

CANCIÓN 35/50

Bleeding Strings — "Till I Die"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, the beautiful theater stage _____ completely cold after the show. [be]	
2	Listen! I _____ a soft voice calling from the back of the garden right now. [hear]	
3	He always _____ his small daughter close when she feels scared of storms. [hold]	
4	Although they moved to another country last year, their true love _____ the same. [remain]	
5	We fortunately _____ our old friends in a beautiful café two days ago. [meet]	
6	Look! The dark shadows _____ slowly as the sun rises in the east. [fade]	
7	Last week, time _____ by so quickly because we had a lot of fun together. [slip]	
8	The old man's hands unfortunately _____ weak after working in the yard yesterday. [grow]	
9	She _____ a lot of heavy books to the library during her morning walk. [carry]	
10	The famous singer wrote this beautiful _____ track for his mother last summer. [final]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: without your name, most of all, guiding star, time slips by, every melody, grow weak, final song, hold you close, shadows fade, every breath

#	Sentence	Tu respuesta
1	The big theater poster looked very empty and strange _____ written on it.	
2	The old piano player remembered _____ of the classical music album.	
3	Sit next to me on the sofa, my love, and let me _____ during the movie.	
4	I like all kinds of fresh fruit, but I love sweet strawberries _____.	
5	The bright lighthouse on the high rock was our _____ during the dark night.	
6	When the morning sun shines brightly, the dark _____ inside the bedroom.	
7	Sit down and relax, because _____ very fast when you are busy.	
8	If you do not eat a good breakfast, your legs can _____ during the long walk.	
9	It was a very hard mountain climb, and he felt the freezing air with _____.	
10	The band played their _____ at midnight, and then the crowd went home.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Julio and Rogelio support different football teams, and every derby weekend, their friendly rivalry becomes very entertaining for the rest of the class. Last Sunday, Julio's team lost an important match, and Rogelio could not stop smiling about it on Monday morning. "Don't worry, Julio," Rogelio said, laughing. "There is always next season." Julio shook his head and answered seriously, "I have supported this team since I was seven years old. Win or lose, I will love them till I die!" Rogelio laughed even harder and said, "That is either true love or true madness, my friend." The other students joined the conversation, sharing stories about their own favourite teams from childhood. In the end, everyone agreed that football loyalty, like Julio's, often makes very little logical sense, but it always makes for a good story on a Monday morning.

CANCIÓN 36/50

Let Babylon Burn — "Hollow Rooms"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, we _____ a beautiful fire on the beach to stay warm. [light]	
2	He carefully _____ his initials on the old wooden desk during the class yesterday. [carve]	
3	Look! The dark storm _____ closer to our small village right now. [grow]	
4	The children fortunately _____ all their games before it started to rain. [finish]	
5	Yesterday morning, she _____ a loud noise and went outside to check. [hear]	
6	They _____ together like happy children in the middle of the living room. [dance]	
7	My grandfather always _____ for his family's health early in the morning. [pray]	
8	Last year, the brave soldier _____ a difficult battle to protect his country. [fight]	
9	He unfortunately _____ up at midnight because of a very bad dream. [wake]	
10	The famous musician _____ his beautiful new track alone yesterday afternoon. [sing]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: dark of night, from a distance, still walk, hollow rooms, different song, stolen kiss, whole world, missing too much, too wide, won't decay

#	Sentence	Tu respuesta
1	Open the door carefully because the entrance is not _____ for the big sofa.	
2	The owls love to fly and hunt for food during the quiet _____.	
3	The romantic movie ended with a sweet and _____ under the soft rain.	
4	We watched the large mountain animals safely _____ with our binoculars.	
5	The old abandoned castle had many cold and _____ with no furniture inside.	
6	Plastic materials are bad for nature because they _____ for hundreds of years.	
7	Traveling around the _____ is my brother's biggest and most beautiful dream.	
8	The radio station played a completely _____ after the news report.	
9	She felt very sad because she was _____ her family during her trip.	
10	Even though they are old, my grandparents _____ together in the park every afternoon.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Every August, before the new school year begins, Itto likes to visit Alkayasí to help Julio prepare the classroom. The building feels completely different in summer: the hollow rooms are quiet, the desks are empty, and there is no laughter in the corridors. Walking through the empty classroom, Itto remembered her very first day there, many years ago, feeling nervous and excited at the same time. She helped Julio clean the whiteboard and arrange the chairs in neat rows. "It feels strange, doesn't it?" she said. "So quiet now, but soon it will be full of voices again." Julio nodded and smiled. "I always like this quiet moment before September," he said. "It reminds me how much I look forward to the new students arriving." A week later, the same hollow rooms were full of life again, exactly as they both expected.

CANCIÓN 37/50

Melodyspot — "Run to You"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	At the moment, the bright sky _____ beautiful shades of blue and orange. [turn]	
2	Yesterday, I _____ the cold night air on my face during my walk. [feel]	
3	The city lights always _____ dim at midnight to save electricity. [go]	
4	He unfortunately _____ the important document in half three days ago. [fold]	
5	Last night, the little boy _____ his lost puppy through the entire neighborhood. [call]	
6	We fortunately _____ a lot of old facts during our history lesson yesterday. [know]	
7	Look! The dangerous criminal _____ away from the police right now. [break]	
8	Last summer, she _____ to the top of the mountain to see the sunrise. [run]	
9	The brave firemen quickly _____ for the exit before the roof fell. [reach]	
10	My sister _____ a beautiful movie about a friendly ghost last week. [follow]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: break away, turn blue, shades of gray, soft echo, every hill, won't fold, every tear, air is still, lights go dim, matter how

#	Sentence	Tu respuesta
1	On a hot summer afternoon, the _____ and the leaves do not move.	
2	Before the movie begins, the theater _____ and the room becomes dark.	
3	This heavy plastic map is very strong; it _____ even if you try hard.	
4	The energetic children ran up and down _____ in the countryside.	
5	The small dog tried to _____ from its owner's leash in the park.	
6	The kind mother dried _____ from her little daughter's face.	
7	The old black-and-white picture only showed different _____.	
8	We shouted inside the big empty cave and heard a _____ of our voices.	
9	When the weather is extremely cold, your hands can _____.	
10	No _____ difficult the homework is, Tarik always finishes it on time.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last Wednesday, Carmen was doing her shopping in town when she suddenly realised the time: her English class started in only five minutes, and the bus stop was quite far away! She quickly paid for her groceries and started walking as fast as she could, almost running through the busy street. She could see the bus already waiting at the stop, ready to leave. "Wait, please wait!" she shouted, running with her heavy shopping bags. The driver saw her through the mirror and kindly waited an extra few seconds. Carmen arrived completely out of breath, but smiling with relief. "Thank you so much," she said, sitting down finally. When she told her classmates the story later, Francisco laughed and said, "Carmen, you should try running every day. It might help with your football skills too!" Everyone laughed, and Carmen promised to leave home earlier next time.

CANCIÓN 38/50

Morgan Luna — "Where Words End"

Audio disponible en audio/ai_songs/Morgan Luna - Where Words End - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	There _____ a peaceful place beneath the silence of the old forest. [be]	
2	Last night, I _____ to the darkness and told it all my secrets. [speak]	
3	She patiently _____ for the bus under the cold rain yesterday morning. [wait]	
4	Although many years passed, something deeper still _____ in our hearts. [remain]	
5	Look at the roof! The shadows on the ceiling _____ very strange right now. [move]	
6	He unfortunately _____ to tell her the truth before she left the city. [mean]	
7	The bright morning suddenly _____ through the window without explaining. [come]	
8	He _____ up early inside the quiet room and walked to the kitchen. [rise]	
9	My grandfather unfortunately _____ a very painful wound during the war. [receive]	
10	Last night, the beautiful old candle _____ a soft light across the room. [shine]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: thousand more, room breathe, begging through, sleepless hearts, low flame, matter most, unfinished sign, spoken to, turns sweet, pale hand

#	Sentence	Tu respuesta
1	The ancient stone wall in the garden had a strange and _____.	
2	Tarik has not _____ his new neighbor since they arrived last week.	
3	Health and family are definitely the two things that _____ in life.	
4	We cooked our traditional dinner over a _____ in the kitchen.	
5	In the middle of the night, you can hear the quiet _____ slowly.	
6	The long and dark nights are very difficult for _____ that cannot rest.	
7	The sick man slowly lifted his _____ to wave goodbye to his doctor.	
8	I have visited this beautiful historical monument a _____ times.	
9	The wet puppy stood near the door, _____ its eyes to come inside.	
10	After a long cry, the sad memory sometimes _____ and brings peace.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last month, Consuelo and Cristóbal had a small disagreement about their holiday plans: she wanted the mountains, and he preferred the coast, as always. They discussed it for almost an hour, without any real agreement, and finally decided to stop talking about it for the evening. Later, while watching television together on the sofa, Cristóbal quietly took Consuelo's hand, without saying a single word. She looked at him, and after a moment, she rested her head on his shoulder. Neither of them mentioned the holiday again that night. The next morning, over breakfast, Consuelo simply said, "Let's go to the coast this year, and the mountains next year." Cristóbal smiled and answered, "That sounds perfect." Sometimes, after fifty years together, they both understood that words are not always necessary; a quiet hand and a shared silence can say more than any argument.

CANCIÓN 39/50

Raselhits — "Empty"

Audio disponible en audio/ai_songs/Raselhits - Empty - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	In the quiet room, she always _____ her secrets to her old teddy bear. [whisper]	
2	Although you are far away, I still _____ you near in my heart. [feel]	
3	Last winter, the world _____ cold and dark very early in the afternoon. [grow]	
4	My thoughts always _____ back to the beautiful summer holidays of my childhood. [wonder]	
5	Look! The tall teacher _____ to the students with a very kind voice right now. [speak]	
6	Yesterday, every small part of my body _____ the same after the long run. [feel]	
7	He unfortunately knew that the old scar on his arm would _____ fade. [never]	
8	True _____ remembers all the beautiful moments even after many years. [love]	
9	We fortunately _____ a lot of nice crafts during our school workshop yesterday. [make]	
10	The brave soldier _____ within the difficult battle until the very end. [remain]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: love remembers, never fade, feel you near, what we made, every shadow, night hath, whisper unto, feels the same, wonder back, cold and dim

#	Sentence	Tu respuesta
1	In old books, poets often _____ their ladies to express their deepest love.	
2	The old story says that the dark _____ taken all the golden stars away.	
3	When I walk home alone in the dark, I like to _____ to feel safe.	
4	The old abandoned garage was _____, and it smelled like wet rain.	
5	Sometimes, when I hear an old song, my memories _____ to the past.	
6	The little girl got scared because _____ on the wall looked like a monster.	
7	Entering this old school building _____ as walking into my childhood.	
8	The bright yellow color of these beautiful flowers will _____ during summer.	
9	Even when people grow old and change, true _____ the happy days.	
10	We looked proudly at the wooden birdhouse and smiled because we loved _____.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

On Saturday morning, Pilar opened her fridge to prepare breakfast and found it almost completely empty: no milk, no eggs, and only a very old piece of cheese. Her family had eaten everything during the week without telling her! Instead of feeling frustrated, Pilar decided to make it into a small adventure. She looked through her cupboards and found some flour, sugar, and a few apples. "Well," she said to her surprised family, "today we are having something different: apple pancakes, made from almost nothing!" Everyone helped: her husband mixed the batter, her daughters cut the apples, and together they cooked breakfast as a team. The pancakes were delicious, and the empty fridge became a funny family story instead of a problem. Later that day, Pilar wrote "milk, eggs, cheese" on a shopping list, adding at the bottom: "just in case we run out of adventures too."

CANCIÓN 40/50

Sons of Ashes — "The Soul Remembers"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, we _____ a very good documentary about wild animals on television. [watch]	
2	The morning bus always _____ to the station at eight o'clock sharp. [come]	
3	Look! The little baby _____ his mother's hand very strongly right now. [hold]	
4	The new blue shoes _____ perfectly when I tried them on at the shop yesterday. [fit]	
5	My small dog easily _____ after running in the big park for two hours last week. [tire]	
6	She usually _____ at home on Sunday afternoons to read a good book. [stay]	
7	The beautiful colors of the painting unfortunately _____ completely in the sun yesterday. [fade]	
8	His old computer _____ suddenly while he was writing an important email. [fail]	
9	Last month, they _____ their old car for a new and faster model. [trade]	
10	The famous artist always _____ beautiful pictures of the blue ocean. [paint]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: borrowed room, quiet nights, endless fire, days grow few, city lights, long ago, silver lines, seasons come and go, same old tale, grown frail

#	Sentence	Tu respuesta
1	As the years pass by, we sit together and watch how the _____.	
2	My grandfather's dark hair now has many beautiful _____ because he is getting old.	
3	The giant dinosaurs lived on this planet a very, very _____.	
4	We sat around the _____ to keep warm during the freezing winter night.	
5	When winter is near, the warm _____ and the nights get much longer.	
6	She loves reading adventure books during the _____ when everyone is sleeping.	
7	From the top of the high mountain, you can clearly see all the bright _____.	
8	The old tree in the garden has _____ and lost many of its green leaves.	
9	Every time my uncle visits, he tells us the _____ about his travels.	
10	During the holiday, we slept in a small _____ near the beautiful beach.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Itto's mother taught her many traditional recipes when she was young, but she never wrote down the exact amounts: just a little of this, a handful of that. Last weekend, Itto wanted to cook her mother's special bread for Julio's birthday, but she had no written recipe to follow. At first, she felt worried, but as soon as she started mixing the flour and warm water with her hands, something changed. Her hands seemed to remember the right amount, the right texture, even without exact measurements. "How did you know exactly how much water to add?" Julio asked, watching curiously. Itto smiled and answered, "I don't really know with my mind, but my soul remembers my mother's hands doing exactly this, many years ago." The bread turned out perfectly, warm and delicious, carrying a little piece of her mother's kitchen all the way to Almería.

CANCIÓN 41/50

Let Babylon Burn — "I'll See You Again"

Audio disponible en audio/ai_songs/Let Babylon Burn - Ill See You Again - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every morning, the warm sun _____ early and enters my bedroom. [rise]	
2	Yesterday morning, my sister _____ the door to let the fresh air in. [open]	
3	The small birds always _____ sweet songs during the spring. [sing]	
4	Last year, the tall boy _____ a little bit more every month. [grow]	
5	Look! My grandfather _____ his favorite old songs on the patio right now. [play]	
6	Yesterday evening, the bright stars _____ beautifully in the dark sky. [shine]	
7	Don't worry, the school bus always stops _____ behind the yellow house. [right]	
8	Last summer, the happy children _____ near the big water with their friends. [swim]	
9	My mother always _____ a heavy blanket over my bed in winter. [put]	
10	We happily _____ together on the sofa to watch a funny movie. [sit]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: morning light, close to you, safe and warm, summer breeze, old guitar, deep blue sea, open window, day by day, silver moon, right behind

#	Sentence	Tu respuesta
1	It is very dark inside the bedroom; we need the natural _____.	
2	A beautiful white butterfly flew into the kitchen through the _____.	
3	On a hot July afternoon, we love to feel the cool _____.	
4	The young student practices his English and improves his vocabulary _____.	
5	My father loves music and plays beautiful melodies on his _____.	
6	The night is very clear and we can see a beautiful _____.	
7	Don't run! The small dog is running happily _____ you.	
8	The large white boat sailed across the beautiful and _____.	
9	Inside the small wooden house, the little cats feel very _____.	
10	Sit next to me on this bench; I want to be _____ my best friend.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last month, one of Francisco and Carmen's classmates, a friendly woman from their English group, told everyone she was moving to Madrid to live closer to her son. On her last day of class, everyone brought small snacks, and Julio gave a short, warm speech about her time at Alkayasí. When it was time to say goodbye, Carmen hugged her tightly and said, "It won't be the same without you here." Francisco added, smiling but a little emotional, "Madrid is not so far, my friend. We will see you again, I am sure of it." They exchanged phone numbers and promised to send messages every week. Two months later, their friend visited La Cañada for a weekend, and the whole class organised a small reunion lunch. "You see?" Francisco said happily. "I told you we would see you again."

CANCIÓN 42/50

EverHits — "Feel Me Now"

Audio disponible en audio/ai_songs/EverHits - Feel Me Now - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, Tarik _____ through the dark streets completely alone. [walk]	
2	If you are the light behind that door, please _____ me close to you. [pull]	
3	He unfortunately _____ his way in the big forest during his trip last year. [lose]	
4	They say the heart _____ everything, but mine still remembers your face. [forget]	
5	Each time I close my eyes, my hand safely _____ for your warm touch. [reach]	
6	Yesterday, she _____ a very deep pain and started to cry in her room. [feel]	
7	My grandparents unfortunately _____ apart after many years of marriage. [break]	
8	The kind teacher always _____ the difficult heavy box for the small kids. [carry]	
9	Last summer, we _____ beautiful memories together next to the ocean. [make]	
10	Even though you _____ away yesterday, a part of you still lives in me. [walk]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: loudest turn, fading light, never show, ease the load, holding on, taste regret, broke apart, forgets in time, nights alone, breathing slow

#	Sentence	Tu respuesta
1	After running a very long marathon, the tired athlete sat down, _____.	
2	The old man felt very sad during those long _____ inside his quiet house.	
3	She is a very private person and prefers to _____ her true feelings to strangers.	
4	We watched the beautiful sunset and walked home under the _____ of the sun.	
5	They say that a person _____, but I still remember my childhood friends perfectly.	
6	The brave little boy was _____ to his father's hand during the storm.	
7	When you make a bad decision, you often _____ for a very long time.	
8	The sudden shout of the coach was the _____ of the whole football match.	
9	Sharing your difficult problems with a good friend can help to _____.	
10	The old antique clock fell off the wooden table and completely _____.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

After Cristóbal complained about a stiff back for several weeks, Rogelio, who was a doctor for many years, suggested some simple daily exercises: gentle stretching, short walks, and slow breathing. At first, Cristóbal was not very convinced. "I am seventy-four years old, Rogelio, not an athlete," he said, laughing. But he decided to try it anyway, every morning for one month. Slowly, something changed: he could bend down more easily, and his back pain almost disappeared. One morning, after finishing his stretches in the garden, Cristóbal said proudly, "Rogelio, come and feel this. My back feels completely different now!" Rogelio smiled and answered, "That's not magic, my friend, that's just your own body, finally moving properly again." Cristóbal nodded, grateful, and from that day, he never missed his morning exercises, always remembering Rogelio's simple advice.

CANCIÓN 43/50

Let Babylon Burn — "I Loved You in the Silence"

Audio disponible en audio/ai_songs/Let Babylon Burn - I Loved You in the Silence - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Last night, I _____ a beautiful old song in the quiet corners of my room. [choose]	
2	She patiently _____ still behind the tree until the storm finally stopped. [stand]	
3	Yesterday morning, he _____ a very deep pain when he fell on the floor. [feel]	
4	They unfortunately _____ a long letter that they never sent to their parents. [write]	
5	Look! Pieces of the old ancient vase _____ away when the cat touched it. [chip]	
6	The kind little boy _____ sweet tears when he saw the sad movie yesterday. [cry]	
7	My grandmother happily _____ while she prepared the delicious Sunday dinner. [smile]	
8	Last week, they _____ some heavy items from the old garage to the house. [move]	
9	He unfortunately _____ a beautiful wooden birdhouse during the class. [break]	
10	The bright white stars slowly _____ away as the warm morning sun arrived. [fade]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: walk alone, shadowed place, whole world, passing by, fade away, distant land, bleeding knees, summer afternoon, chipped away, quiet corners

#	Sentence	Tu respuesta
1	The children love to hide and play in the _____ of the large house.	
2	The cat sat quietly in a _____ under the desk to catch the mouse.	
3	We enjoyed a delicious cold ice cream during a very hot _____.	
4	The brave explorer crawled through the sharp rocks on his _____.	
5	The paint on the old wooden door _____ after many years of rain.	
6	Traveling around the _____ is my older brother's biggest dream.	
7	I waved from the window and saw my favorite teacher _____ on the street.	
8	The young sailor dreams of visiting a mysterious and _____ beyond the sea.	
9	She does not like to _____ in the dark forest after eight o'clock.	
10	Don't worry about the dark clouds; they always _____ when the wind blows.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

On quiet evenings, Julio and Itto often sit together on the sofa, each one reading their own book, without talking very much. At first, years ago, Itto thought this silence meant something was wrong between them. One evening, she finally asked Julio, "Are you upset with me? We haven't talked in almost an hour." Julio looked up, surprised, and smiled gently. "Not at all," he said. "I love these quiet moments with you, just as much as our conversations." Itto thought about this for a moment and realised she felt exactly the same way. From that evening, she stopped worrying about their comfortable silences. Now, whenever they sit together reading, occasionally touching hands or exchanging a small smile, Itto feels a deep, calm kind of love, the kind that does not always need words to feel completely real.

CANCIÓN 44/50

Raselhits — "Golden Days"

Audio disponible en audio/ai_songs/Raselhits - Golden Days - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday morning, the pages of the old book _____ over quickly in the strong wind. [flip]	
2	We happily _____ the beautiful brown horses down the countryside path last Sunday. [chase]	
3	He always _____ to protect his family from any danger when they were young. [vow]	
4	Listen! The soft wind _____ a beautiful secret through the trees right now. [whisper]	
5	Her grandfather's dark hair unfortunately _____ gray completely in his fifties. [turn]	
6	The famous singer always _____ her beautiful old songs during her live concerts. [betray]	
7	Look! The beautiful white snow _____ softly over the garden at this moment. [fall]	
8	My grandmother gently _____ an old romantic melody while cleaning the kitchen. [hum]	
9	Last summer, she _____ a very large and modern mirror for her new bedroom. [buy]	
10	The young children happily _____ around the big park until the sun went down. [play]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: golden days, autumn winds, morning dew, reckless flame, walk those roads, days gone by, wrinkled hands, down the lane, twilight hold, youth we had

#	Sentence	Tu respuesta
1	The green grass in the garden was completely wet with the fresh _____.	
2	The happy children rode their new bicycles _____ near the old farm.	
3	They started a dangerous fire with a _____ and burned the dry grass.	
4	My grandmother loves to sit on the sofa and talk sweetly about the _____.	
5	Traveling around the world with my family was part of the _____ of my life.	
6	The brown leaves fell from the high trees because of the strong _____.	
7	I always remember the beautiful _____ when we played outside all day long.	
8	The old piano player touched the keys softly with his beautiful _____.	
9	We sat quietly on the balcony and watched the peaceful _____ the city.	
10	It is a very beautiful area, and many tourists love to _____ during summer.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

When Consuelo was young, before she met Cristóbal, she used to dance every summer at the village fiestas near Serón, wearing a bright yellow dress her mother made for her. Last week, while cleaning an old wardrobe, she found a faded photograph from one of those golden evenings: young faces, simple music, and pure happiness. She showed the photograph to her granddaughter, who looked at it curiously. "Was life simpler then, Grandma?" the girl asked. Consuelo thought carefully before answering. "Simpler, yes, but not always easier," she said. "We just knew how to enjoy small things: a song, a dance, a warm evening with friends." Her granddaughter kept the photograph on her bedside table afterwards, saying she wanted to remember that golden days were not about the past being perfect, but about appreciating happy moments, then and now.

CANCIÓN 45/50

Bleeding Strings — "You're Beautiful"

Audio disponible en audio/ai_songs/Bleeding Strings - Youre Beautiful - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Every morning, I _____ my own reflection in the mirror before brushing my teeth. [see]	
2	Look! The dark shadows _____ quickly behind the trees as the sun rises. [fade]	
3	Last summer, a very kind local fisherman _____ our way back to the hotel. [guide]	
4	He unfortunately _____ a very heavy box up the stairs during the move yesterday. [carry]	
5	Every difficult obstacle he faced last year _____ his young heart much stronger. [make]	
6	The children happily _____ with gentle steps across the quiet library floor. [walk]	
7	Listen! I can hear a beautiful old melody that_____ from the theater stage right now. [rise]	
8	She carefully _____ her beautiful new bedroom walls with bright yellow paint. [paint]	
9	Don't worry about the small mistake; there is no need to _____ why it happened. [ask]	
10	The young sports team finally _____ the difficult championship match last night. [win]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: shadows fade, tales yet untold, gentle steps, let the light pour in, too long to bear, light in your eyes, guide your way, work of art, dim your glow, courage bold

#	Sentence	Tu respuesta
1	I can see a happy and bright _____ because you are smiling.	
2	When the morning sun shines brightly, the dark _____ inside the dark room.	
3	If you get lost in the forest, these bright stars will help to _____.	
4	The old history book in the library contains many mysterious _____.	
5	The brave firefighter showed a very _____ when he saved the little puppy.	
6	The cat moved with _____ so the little birds wouldn't hear it coming.	
7	Don't let bad comments _____; you are a wonderful and special person.	
8	The beautiful colorful painting in the museum is a true _____.	
9	Sometimes, the heavy backpack full of books is simply _____ for the child.	
10	Open the big wooden windows wide and _____ into the living room.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Before an important family wedding last spring, Pilar spent the whole afternoon trying on different dresses, feeling increasingly frustrated. Nothing seemed exactly right for the occasion. Finally, she chose a simple blue dress and walked nervously into the living room, asking her husband, "Well, what do you think?" Her husband looked up from his newspaper, smiled warmly, and said, "You're beautiful, exactly as you are. You always worry too much about these things." Pilar felt a little embarrassed but very happy. At the wedding, several friends complimented her dress, but what she remembered most was her husband's simple, honest comment at home. Later that evening, dancing together at the celebration, she whispered, "Thank you for this afternoon." He looked confused for a second, then smiled, understanding exactly what she meant, without needing any further explanation.

CANCIÓN 46/50

Let Babylon Burn — "Little Lights"

Audio disponible en audio/ai_songs/Let Babylon Burn - Little Lights - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The small map always _____ the young students back to their big school. [guide]	
2	Yesterday, my father _____ many bright stars in the sky. [see]	
3	The old colors of my favorite T-shirt fortunately _____ fade. [never]	
4	Last night, the little birds _____ sweet songs in the tall tree. [sing]	
5	My mother always _____ my hand when we cross the street. [hold]	
6	Yesterday morning, Tarik _____ his lost keys under the bed. [find]	
7	Look! The warm sun _____ the dark room into a happy place now. [turn]	
8	Last year, the tall boy _____ the high fruit on the apple tree. [reach]	
9	The hot fire happily _____ in the small kitchen all night. [burn]	
10	She unfortunately _____ a loud noise in the garden yesterday evening. [hear]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: never fade, turn night to day, across di sky, feel long, ease mi mind, reach dis far, heavy rain, darkest night, candle flame, guide we home

#	Sentence	Tu respuesta
1	The stars shine brightly during the _____ of the winter.	
2	The old lighthouse will help to _____ safely across the sea.	
3	The yellow plane flew fast _____ from east to west.	
4	Good memories of our childhood will _____ and always stay with us.	
5	I need my big umbrella today because there is a lot of _____.	
6	When you are bored or waiting for the bus, the hours _____.	
7	The yellow _____ is very hot, so please do not touch it.	
8	The bright lamps in the football stadium can _____ easily.	
9	I am very tired because we had to walk a lot to _____.	
10	Listening to soft music helps to _____ after a busy school day.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

In the first week of December, Julio suggested decorating the classroom for the upcoming Christmas holidays. Everyone brought something from home: Francisco brought an old string of little lights from his garage, Carmen brought paper stars, and Consuelo and Cristóbal brought a small artificial tree. Pilar's daughters helped cut out snowflakes, while Tarik carefully arranged the lights around the window, testing every bulb twice. When they finally turned off the main lights and switched on the little decorations, the whole classroom looked warm and magical, with soft colours reflecting on everyone's happy faces. "It looks beautiful," Itto said quietly, holding a cup of hot chocolate someone had brought. Rogelio raised his cup and said, "To another year of learning together, in this little school full of little lights." Everyone smiled, feeling grateful for their small, cheerful classroom community.

CANCIÓN 47/50

Raselhits — "Hollow Grace"

Audio disponible en audio/ai_songs/Raselhits - Hollow Grace - Exercise 3.mp3



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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The tall trees always _____ loudly when the strong wind blows. [whisper]	
2	Yesterday, I _____ through the quiet streets with my black dog. [walk]	
3	The yellow leaves _____ from the trees every year during autumn. [fall]	
4	Last night, the little boy unfortunately _____ his English homework. [forget]	
5	I always _____ your warm hand when we go to the big park. [feel]	
6	Look! The beautiful white moon _____ in the dark sky right now. [rise]	
7	My grandmother gently _____ an old song while cooking our dinner. [sing]	
8	Yesterday morning, we _____ a cup of hot tea to keep warm. [drink]	
9	She happily _____ a beautiful red star on her school notebook. [paint]	
10	My mother always _____ my old baby pictures in a small box. [keep]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: whisper loud, keep thy name, warm my hands, autumn leaves, fragile dream, hollow grace, night forget, weary light, fading touch, feel thee near

#	Sentence	Tu respuesta
1	In the cinema, you must not _____ because people want to listen.	
2	We watched the sunset and felt the _____ of the cold evening sun.	
3	In October, the ground is completely full of beautiful yellow _____.	
4	The old house had a sad and _____ after the family moved away.	
5	Even if the days pass by, my heart will never let the _____ your face.	
6	When I look at your old photograph, I can _____ again.	
7	The small candle on the desk gave a very weak and _____.	
8	The little girl had a _____ about flying with a big blue bird.	
9	On a freezing winter morning, I like to _____ with a hot cup of milk.	
10	You are my best friend, and I will always _____ in my heart.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Majda found an old ceramic vase in a small second-hand shop in Almería, slightly chipped but with a beautiful simple shape. At home, it stood empty on her shelf for several weeks, and she often looked at it, unsure what to do with it. One afternoon, walking home from her evening course, she passed a small flower stall and, without really planning it, bought a handful of white daisies. Back home, she filled the hollow vase carefully, arranging the flowers one by one. Suddenly, the empty, forgotten object became something graceful and alive on her shelf. She took a photograph and sent it to her aunt Itto, writing simply: "Look what a few flowers can do." Itto replied with a heart emoji and the words: "Sometimes emptiness is just waiting quietly for something beautiful to arrive." Majda smiled, looking again at her small, transformed corner of the room.

CANCIÓN 48/50

Let Babylon Burn — "So Hollow"

Audio disponible en audio/ai_songs/Let Babylon Burn - So Hollow - Exercise 3.mp3

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The happy boy _____ away from the park when it started to rain. [walk]	
2	Yesterday, my sister _____ a big, beautiful star on her notebook. [see]	
3	He always _____ his favorite books under his bed to keep them safe. [keep]	
4	Look! The hot fire _____ brightly in the small kitchen right now. [burn]	
5	Last year, we _____ down that long road to visit the beautiful beach. [walk]	
6	The little baby unfortunately _____ very sad and started to cry last night. [feel]	
7	My grandfather _____ up very early this morning to make some coffee. [rise]	
8	Yesterday, the kind girl _____ her friend's hand during the long walk. [hold]	
9	I fortunately _____ my lost blue pen on the classroom floor yesterday. [find]	
10	She always _____ a sweet song when she washes her white car. [sing]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: sacred place, walked away, cloud mi skies, 'til we grow old, find breath, so hollow, burns the flame, 'til di end, walk dat road, hold yuh hand

#	Sentence	Tu respuesta
1	The angry cat turned around and _____ from the small dog.	
2	The old church in the village is a very quiet and _____.	
3	They promised to be best friends and stay together _____ of the school year.	
4	Bad problems and sad days can sometimes _____ and make me sad.	
5	Look at the birthday cake; the yellow candle still _____.	
6	If you want to see the beautiful river, you must _____.	
7	After running very fast up the stairs, the tired boy could not _____.	
8	We can live in this beautiful town together _____ and have gray hair.	
9	Don't be afraid of the dark room; I will _____ to help you.	
10	The old wooden box was completely empty and felt _____ inside.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

Last Easter, Francisco bought a large decorated chocolate egg for his great-grandchildren, the biggest one in the shop, covered in colourful paper and ribbons. The children's eyes grew enormous with excitement when they saw it on the table. When the youngest boy finally broke it open, expecting to find sweets and small toys inside, he looked confused. "It's completely empty, Grandpa! It's so hollow!" he said, disappointed. Francisco laughed and explained gently, "Chocolate eggs are usually hollow inside, my boy. The chocolate itself is the present!" The children looked at each other and then started laughing too, a little embarrassed by their own expectations. They shared the chocolate happily among themselves, and Francisco promised to check next year's egg for a small surprise hidden inside as well, just to be safe. "Hollow chocolate," he told his daughter later, "but a very solid family memory."

CANCIÓN 49/50

Raselhits — "Lingering Memories"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	Yesterday, the old man _____ slowly along the quiet beach. [wander]	
2	The stars always _____ beautifully in the dark sky at night. [glow]	
3	Please _____ close to me when we walk through the big crowd. [stay]	
4	We fortunately _____ a beautiful birdhouse in the school workshop last week. [make]	
5	Look! The dark night _____ very dim as the heavy clouds arrive. [grow]	
6	My mother always _____ my face when I feel sad or tired. [remember]	
7	The little dog unfortunately _____ with fear during the loud storm yesterday. [tremble]	
8	Last summer, they _____ a sweet dog that used to live on their street. [have]	
9	He happily _____ a large castle on the wet sand yesterday morning. [build]	
10	A hot cup of chocolate always _____ my hands on a freezing winter day. [warm]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: warms my heart, stay close, waves upon, silver thread, once made, bitter sweet, evening tide, yester year, twilight hue, gentle ways

#	Sentence	Tu respuesta
1	We sat next to the sea and watched the beautiful _____ come in.	
2	Everybody loves the teacher because she has very kind and _____.	
3	The chocolate cake with dark coffee has a very nice and _____ taste.	
4	When we go to the market, the little child must _____ to his mother.	
5	This old wooden table is the best piece of furniture we _____.	
6	The sky changed from blue to a beautiful _____ during the sunset.	
7	My grandparents loved to dance to the popular music of _____.	
8	My grandmother always sews her old clothes with a strong _____.	
9	Look at the white _____ the sand; they look very beautiful.	
10	Seeing my family smile together always _____ after a long day.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

While organising some old boxes in his garage, Rogelio found a collection of photographs from his years working at the hospital: colleagues in white coats, retirement parties, and even a photograph of his very first day, looking young and nervous. He sat down on an old chair and looked through them slowly, remembering names and faces from many years before. Some colleagues had moved to different cities or retired long ago, but their memories lingered clearly in his mind, as if it all happened only yesterday. His wife found him there an hour later, still looking at the photographs with a thoughtful smile. "Lost in the past?" she asked gently. Rogelio shook his head and answered, "Not lost, just visiting for a while. These memories remind me why I chose medicine in the first place." He carefully put the photographs into a proper album that same evening.

CANCIÓN 50/50

Let Babylon Burn — "The Clown That Cried"

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EXERCISE 1 · TARGET VERBS

#	Sentence	Tu respuesta
1	The kind girl always _____ to her friends when they are sad. [listen]	
2	Yesterday, my little brother _____ a beautiful yellow hat for the party. [wear]	
3	The happy crowd _____ loudly after the funny show ended. [cheer]	
4	Look! The dark night _____ down over the small village right now. [come]	
5	Last night, she unfortunately _____ a big cup of water on the kitchen floor. [drop]	
6	My mother always _____ a sweet goodbye when I go to school. [whisper]	
7	Yesterday morning, Tarik _____ a little boy crying in the park. [see]	
8	The young dancer unfortunately _____ on the floor during the class. [fall]	
9	We happily _____ our old family photos together last Sunday. [hide]	
10	The children safely _____ the old school bus before it started to rain. [catch]	

EXERCISE 2 · FILL IN THE GAPS

Banco de palabras: left the stage, never missed, too late, black and grey, went down, colors bright, look beyond, spotlight burned, walking joke, broke a bit

#	Sentence	Tu respuesta
1	We arrived at the train station _____ and the train was not there.	
2	The beautiful flowers in the spring garden have _____ like yellow and red.	
3	My new cat has beautiful soft fur with colors of _____.	
4	The sun _____ behind the mountain and the night started.	
5	The poor boy felt like a _____ because his shoes were too big.	
6	The big _____ brightly on the actor during the theater show.	
7	The good student was very smart and _____ a single class.	
8	The old wooden chair _____ when the heavy man sat on it.	
9	The famous music band smiled, bowed, and happily _____.	
10	To find the hidden treasure, you must _____ the old stone wall.	

EXERCISE 3 · LISTEN AND READ A STORY FROM OUR CLASS

At the end-of-course celebration at Alkayasí, Julio organised a small party for all the students and their families. As a surprise, he hired a friendly street performer dressed as a clown to entertain the children who came along. The clown made simple jokes, small magic tricks, and funny faces, and soon all the children were laughing loudly, including Pilar's youngest niece and Francisco's great-grandson. At one point, during a particularly funny trick with disappearing sweets, the clown pretended to cry enormous, exaggerated tears because the sweets had "vanished forever." The children laughed so hard that some adults, including Consuelo and Carmen, started laughing too, wiping real tears of joy from their own eyes. Julio watched the whole scene from the classroom door, feeling proud of his little community. "A clown who cried," he thought, "but really, everyone here is crying today from pure happiness."



LEVEL A1

ENGLISH A1

PROYECTO ALKAYASÍ

• • • LEARN • PRACTICE • COMMUNICATE • • •

Learn together

Speak with confidence

Autor:
Julio Hinojo Lopez



CEFR ★★★★ A1

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