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.

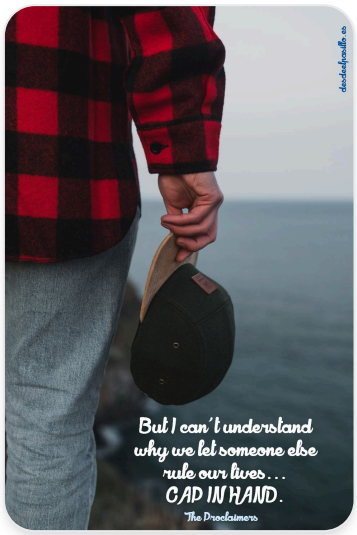
Abrir canción y actividades

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.

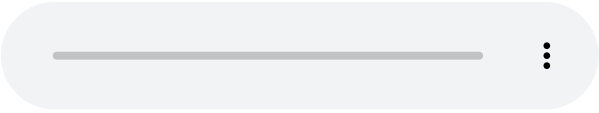
1. Before a long trip, you must _____ (hacer la maleta) carefully.
2. They put all the suitcases in the car _____ (maletero).
3. The family stopped at a _____ (área de servicio) on the motorway.
4. In Valencia, José Luis gave them a warm _____ (bienvenida).
5. They slept in the _____ (habitación de invitados).
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.

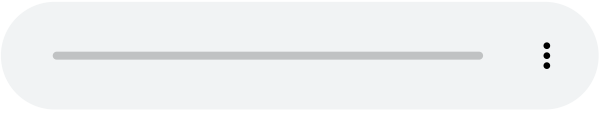
1. The family took the _____ (ferry) from Almería to Nador.
2. At the airport, there was a problem with the car _____ (alquiler).
3. Sadly, all the cars were _____ (completos, sin disponibilidad).
4. They stopped at a roadside _____ (restaurante) near Fez.
5. In Morocco, people often drink sweet mint _____ (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

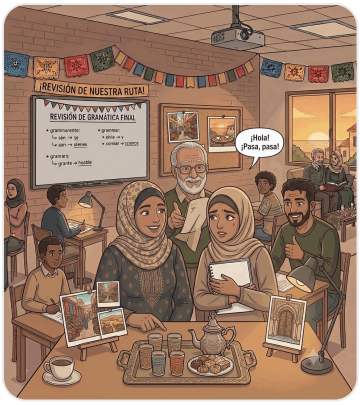


Imagen generada con Google Gemini Flash-Lite

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

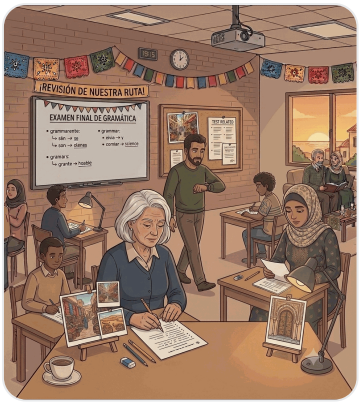


Imagen generada con Google Gemini Flash-Lite

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.

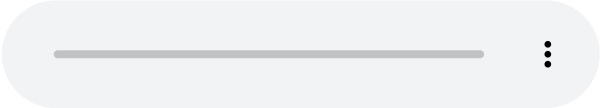
6. SOUND LAB

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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