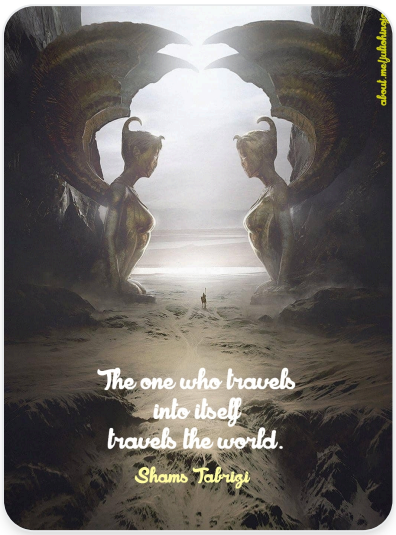
SDA A2·2 · CLASE 1

Leaving Almería

La salida hacia el norte, Julio e Itto solos



⏱ 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 relatos de viaje y pasado simple.	Reactivar
2. Story / Listening	12	Escuchamos la salida de Almería y los primeros momentos del viaje.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Repasamos pasado simple regular e irregular para narrar acciones terminadas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de viaje, equipaje y desplazamiento.	Ampliar vocabulario útil
6. Sound Lab	10	Clasificamos terminaciones -ed en /t/, /d/ y /ɪd/ dentro de un relato.	Escuchar y producir
7. Let’s Use English	12	Contamos cómo empezó un viaje real o imaginario.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona información básica sobre una salida o 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...

Leaving Almería

🎧 2. STORY / LISTENING

🎧 Listening: "The First Day on the Road"

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

Listen and check

1. Julio and Itto left Almería early in the morning. → .....
2. They stopped to sleep in Valencia. → .....
3. They only stopped once, for coffee and a sandwich. → .....
4. Saadia wasn't home when they arrived. → .....
5. They went straight to bed without eating. → .....

📖 The Story: "Leaving Almería"

Julio de 2025, primer día de un viaje de diez

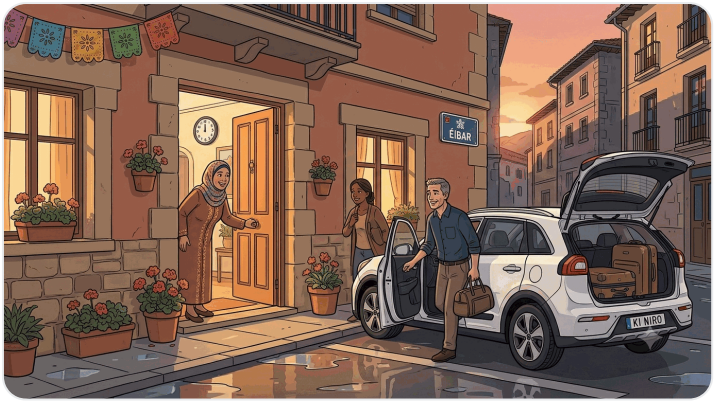


Imagen generada con Google Gemini Flash-Lite

Every summer, Julio and Itto planned a big trip, and this year's adventure was the longest one yet: ten days on the road, all the way to Paris and back. They loaded the boot of their Kia Niro with two suitcases, a cool box and Itto's small backpack, and at six in the morning, while the city was still quiet, they left home.

The first day was long. They drove north for hours, through the flat plains and the busy outskirts of Valencia, but this time they didn't stop to visit anyone. Only a few years earlier, on a different trip, they had slept a night in Valencia and another in Badalona — but this July, with ten days ahead of them, there wasn't time. They simply waved at the cities as they passed and kept driving.

By the afternoon, both of them were exhausted. The motorway seemed endless, and the car felt very hot every time they stopped. Around six o'clock, tired and hungry, they finally reached Éibar, in the Basque Country. Saadia opened the door before they even knocked — she had heard the car outside. She hugged them both tightly and said, in her calm voice, "You made it! Now come in, dinner is ready."

That night, after a simple but delicious meal, Julio and Itto slept deeply. Tomorrow, the real adventure would begin: crossing the border into France, with Saadia joining them for the next part of the journey.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How many days did the whole trip last, and where were they going?

.....

2. Why didn't Julio and Itto stop in Valencia or Badalona this time?

.....

3. How did Julio and Itto feel by the end of the first day?

.....

4. How did Saadia know they had arrived?

.....

5. What was going to happen the next day?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado simple (verbos regulares e irregulares del viaje)

El pasado simple describe acciones terminadas en un momento concreto del pasado — perfecto para narrar un viaje. Los verbos regulares añaden **-ed** (*they packed, they arrived*); muchos verbos frecuentes son irregulares (*drive→drove, leave→left, sleep→slept*). Preguntas y negaciones se forman con **did** (*Did they stop in Valencia? — No, they didn't.*). Marcadores típicos: *yesterday, last week, two years ago, in July...*

Grammar Drill

1. Julio and Itto _____ their car early in the morning. [pack]
2. They _____ Almería at six o'clock. [leave]
3. Itto _____ the route on her phone before they left. [check]
4. Julio _____ the tank before the journey. [fill]
5. They _____ (not/stop) in Valencia this time. [stop]
6. The journey _____ many hours. [take]
7. By the afternoon, they _____ very tired. [feel]
8. They _____ at a service station for coffee. [stop]
9. Saadia _____ them at the door. [hug]
10. She _____ dinner before they arrived. [prepare]
11. _____ they stop in Badalona?
12. _____ Julio drive the whole way?
13. They _____ (not/visit) anyone on the way this time. [visit]
14. After dinner, they _____ very well. [sleep]
15. The next morning, Saadia _____ them for the trip to France. [join]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. motorway /ˈməʊtəweɪ/ — autovía, autopista.

2. service station /ˈsɜːvɪs ˌsteɪʃn/ — área de servicio.

3. boot (car) /buːt/ — maletero.

4. suitcase /ˈsuːtkeɪs/ — maleta.

5. route /ruːt/ — ruta, itinerario.

6. journey /ˈdʒɜːni/ — viaje, trayecto.

7. exhausted /ɪgˈzɔːstɪd/ — agotado/a.

8. fill up (the tank) /fɪl ʌp/ — llenar (el depósito).

9. break (n.) /breɪk/ — parada, descanso.

10. hug /hʌg/ — abrazar, abrazo.

11. pack (v.) /pæk/ — hacer las maletas, cargar el coche.

12. plain (n.) /pleɪn/ — llanura.

13. outskirts /ˈaʊtskɜːts/ — afueras.

14. endless /ˈendləs/ — interminable.

15. tightly /ˈtaɪtli/ — fuerte, con fuerza (abrazar fuerte).

6. SOUND LAB

-ed endings: /t/ · /d/ · /ɪd/ review

Escucha y clasifica las terminaciones -ed del relato en /t/, /d/ o /ɪd/.

Repite los verbos dentro de sus frases manteniendo una terminación clara y natural.

Agrupa started y waited como /ɪd/; packed, checked y stopped como /t/; travelled como /d/. Después repite el relato.

0:00 / 0:38

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-07.

Yesterday we started our journey in Almería. We packed the car, checked the map and waited for everyone. Then we travelled north and stopped near the coast. Listen to the endings: started, packed, checked, waited, travelled, stopped. Group the words by the sound you hear, then repeat them in the sentences.

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.

started /ɪd/ | waited /ɪd/ | packed /t/ | checked /t/ | stopped /t/ | travelled /d/

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuéntale a tu compañero/a el mejor o el peor viaje en coche que recuerdes: ¿cuánto duró?, ¿qué llevabais?, ¿pasó algo especial por el camino?

Writing

1. Describe, en pasado simple, la salida de un viaje que hayas hecho alguna vez.
2. Escribe 3 frases sobre cómo te sentiste al final de un viaje largo.
3. Escribe una pregunta con "Did...?" sobre el viaje de otra persona.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Cat Stevens – Father and Son (1975)**
>
> Escucha la canción y localiza al menos dos verbos en pasado simple. ¿Qué sensación transmite sobre los viajes y las despedidas?

🎭 Roleplay

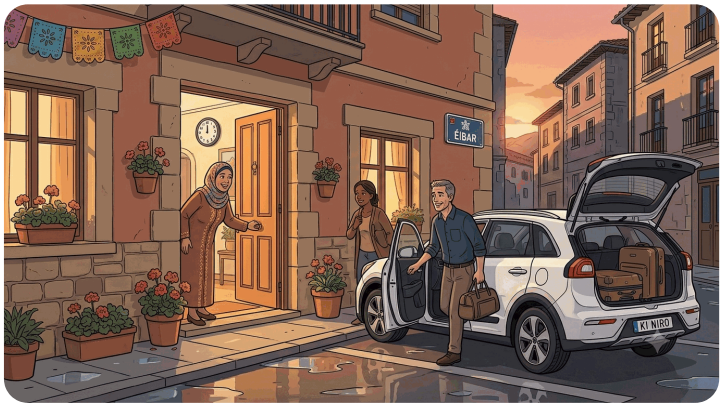


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la llegada a Éibar: una persona es Saadia, que recibe con cariño a los viajeros; la otra es Julio o Itto, contando cómo fue el primer día de viaje. Usad al menos 5 frases en pasado simple.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-07)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un vecino español que no habla inglés te pregunta por qué Julio e Itto no se quedaron a dormir en Valencia esta vez, si siempre lo hacían en otros viajes.

> *"This time, with ten days of travelling ahead of them, they didn't have time to stop and visit anyone on the way."*

Tarea: Explícaselo en español a tu vecino, de forma clara y natural, sin traducir palabra por palabra.

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 distinguish -ed endings 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

- Essential Grammar in Use · 11–12 · Reinforce
- English Vocabulary in Use Elementary · 32 · Reinforce

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

Sing Along with AI · I Walked It All

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·2 · CLASE 2

Crossing France

De Éibar a Nantes, con Saadia y el reto de las carreteras francesas



⏱ 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 inicio del viaje y las acciones en pasado.	Reactivar
2. Story / Listening	12	Escuchamos el recorrido por Francia y sus paradas.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos formas irregulares de pasado para ordenar acontecimientos.	Construir precisión
5. Words We Need	10	Activamos vocabulario de carretera, alojamiento y paradas.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos y producimos formas irregulares frecuentes dentro de una historia.	Escuchar y producir
7. Let's Use English	12	Narramos una etapa de viaje usando conectores sencillos.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona una etapa del recorrido.	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…

Crossing France

🎧 2. STORY / LISTENING

🎧 Listening: "Radars Everywhere"

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

Listen and check

1. Saadia crossed the border into France with Julio and Itto. → .....
2. Driving in France was easier than in Spain. → .....
3. Every village had exactly the same speed limit. → .....
4. They visited Mont Saint-Michel on the way to Nantes. → .....
5. They found out about the fines on the same day. → .....

📖 The Story: "Crossing France"

Un día entero de carretera, de Éibar a Nantes

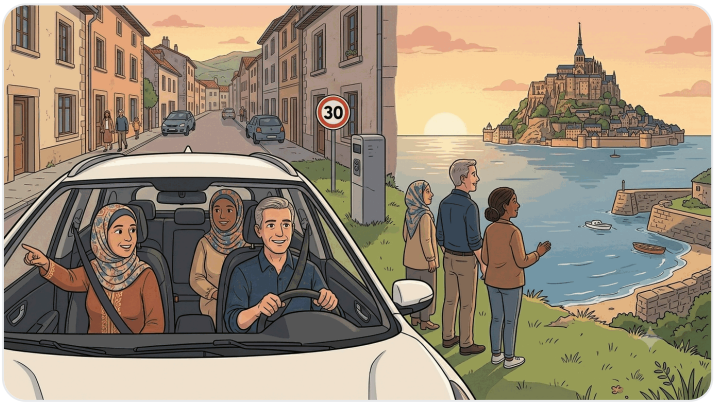


Imagen generada con Google Gemini Flash-Lite

As soon as they crossed the border, Julio realised that French roads were a different world. The tarmac was often cracked and uneven, nothing like the smooth Spanish motorways he was used to. Worse still, the speed limits changed constantly: seventy, then fifty, then thirty, often with almost no warning. Every tiny village seemed to have its own built-up area, with a painfully low limit and, very often, a hidden radar right at the entrance.

"Slow down, there's usually a camera near that sign," Saadia said, pointing at a small white sign with a village name on it. She had made this journey before and knew the tricks. Julio tried his best, but concentrating for hours, while also enjoying the beautiful countryside, wasn't easy at all.

Around midday, they stopped at Mont Saint-Michel, and for a while they forgot all about radars and speed limits. The famous abbey rose out of the sea like something from a fairy tale, and the three of them walked slowly up the narrow streets, taking photos and admiring the view of the bay.

Back in the car, they continued towards Nantes, where they were going to spend the night. Julio was driving carefully, or so he thought. In fact, two hidden cameras had already caught the white Kia Niro that day, flashing twice without anyone noticing. Nobody in the car knew it yet — the unwelcome letters, with two French fines inside, wouldn't arrive in Almería until a month later.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What surprised Julio about French roads compared to Spanish ones?

.....

2. Why did Saadia warn Julio near village signs?

.....

3. What did they visit around midday, and how did Julio describe it?

.....

4. What happened to the Kia Niro that Julio didn't notice at the time?

.....

5. When did the fines actually arrive at their house?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado simple + pasado continuo

Cuando dos acciones pasadas se cruzan, usamos el **pasado continuo** (*was/were + -ing*) para la acción "de fondo", más larga, y el **pasado simple** para la acción que la interrumpe: *While they were driving through the village, a hidden camera flashed.* También se usa el pasado continuo para describir una escena en un momento concreto: *At midday, they were walking around Mont Saint-Michel.*

Grammar Drill

1. Saadia _____ them early that morning. [join]
2. As soon as they _____ the border, the roads _____. [cross / change]
3. While Julio _____, Saadia _____ for radar signs. [drive / watch]
4. They _____ (not/see) the camera in time. [see]
5. At midday, they _____ around Mont Saint-Michel. [walk]
6. The abbey _____ out of the sea like a fairy tale. [rise]
7. While they _____ the view, the tide _____ in slowly. [admire / come]
8. They _____ towards Nantes after lunch. [continue]
9. Julio _____ he was driving carefully. [think]
10. In fact, two cameras _____ the car that day. [catch]
11. Nobody _____ the flashes at the time. [notice]
12. _____ Saadia warn Julio about the radars?
13. The fines _____ (not/arrive) until a month later. [arrive]
14. While Itto _____ photos, Julio _____ for a parking space. [take / look]
15. By evening, they _____ Nantes, tired but happy. [reach]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. border /ˈbɔːdə/ — frontera.

2. tarmac /ˈtɑːmæk/ — asfalto.

3. speed limit /spiːd ˈlɪmɪt/ — límite de velocidad.

4. built-up area /bɪlt ʌp ˈeəriə/ — travesía urbana.

5. speed camera /ˈspiːd ˌkæmərə/ — radar.

6. fine (n.) /faɪn/ — multa.

7. warn /wɔːn/ — advertir.

8. abbey /ˈæbi/ — abadía.

9. tide /taɪd/ — marea.

10. narrow /ˈnærəʊ/ — estrecho/a.

11. countryside /ˈkʌntrisaɪd/ — campo, paisaje rural.

12. flash (v.) /flæʃ/ — destellar, hacer un flash.

13. unwelcome /ʌnˈwelkəm/ — inoportuno, no deseado.

14. post (n.) /pəʊst/ — correo postal.

15. concentrate /ˈkɒnsntreɪt/ — concentrarse.

6. SOUND LAB

irregular past forms in a story

Escucha y reconoce formas irregulares frecuentes dentro de una narración breve.

Repite las formas dentro de las frases, manteniendo el ritmo del relato.

Escucha la historia y localiza left, drove, saw, ate, took, found y went. Después repite la secuencia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-08.

We left Spain early and drove across France. We saw small towns, ate at a roadside café and took photos near the river. At night, we found a quiet hotel and went to bed. Listen for the past forms: left, drove, saw, ate, took, found, went. Now repeat the story.

left | drove | saw | ate | took | found | went

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Compara conducir en España y en otro país que conozcas o hayas oído comentar: ¿qué diferencias hay en los límites de velocidad, las señales o las carreteras?

Writing

1. Describe, en pasado simple, un día de carretera especialmente difícil o memorable.
2. Escribe 3 frases sobre algo inesperado que te pasó durante un viaje.
3. Escribe una pregunta con "Did...?" sobre la experiencia de otra persona conduciendo.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **Chris De Burgh – Borderline (1999)**

> Escucha la canción y localiza algún verbo en pasado continuo. ¿Qué relación encuentras entre el título de la canción y el momento de la historia de hoy?

Roleplay

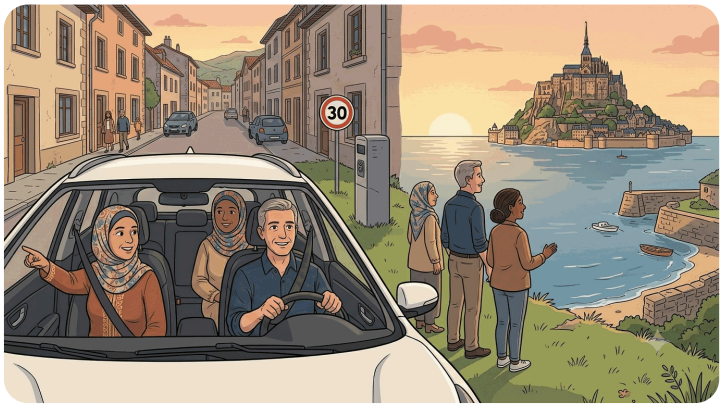


Imagen generada con Google Gemini Flash-Lite

En grupos de tres, representad el momento en el coche cuando Saadia avisa a Julio de un radar oculto justo a tiempo (o demasiado tarde). Usad al menos una frase con pasado continuo interrumpido por pasado simple.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-08)

8. MEDIATION / REAL LIFE

Mediation

Un amigo español va a conducir por Francia por primera vez y te pregunta si es muy diferente a conducir aquí.

> *"The roads were often in worse condition, the speed limits changed constantly, and every village had a hidden radar."*

Tarea: Explícaselo en español a tu amigo, de forma clara y natural, sin traducir palabra por palabra.

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 frequent 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

- Essential Grammar in Use · 11–14 · Reinforce

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

Sing Along with AI · Fading In The Rain

- Use only the mapped activity for this session.

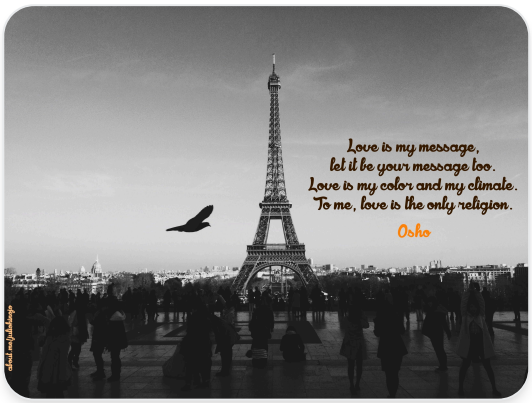
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·2 · CLASE 3

Two and a Half Days in Paris

El reencuentro con Majda, entre torres, avenidas y un río



⏱ 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 etapas de viaje y experiencias pasadas.	Reactivar
2. Story / Listening	12	Escuchamos dos días y medio en París.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos was/were para describir lugares, situaciones y experiencias pasadas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de ciudad, turismo y alojamiento.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos was/were en afirmaciones, preguntas y respuestas breves.	Escuchar y producir
7. Let’s Use English	12	Describimos cómo era un lugar o una experiencia pasada.	Comunicar
8. Mediation / Real Life	5	Transmitimos una descripción breve de un lugar visitado.	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…

Two and a Half Days in Paris

🎧 2. STORY / LISTENING

🎧 Listening: "Reunited"

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

Listen and check

1. Majda met them at an airport. → .....
2. Majda and Itto hadn't seen each other for almost a year. → .....
3. Majda moved to Paris at the end of 2024. → .....
4. Majda had a stable, legal office job in France. → .....
5. Majda showed them her neighbourhood from the train window. → .....

📖 The Story: "Two and a Half Days in Paris"

Julio de 2025, días de vértigo en la capital francesa



Imagen generada con Google Gemini Flash-Lite

For two and a half days, Paris became a whirlwind of trains, stairs and famous names. Majda and Saadia, who got on brilliantly from the very first moment, quickly formed their own little team, while Julio and Itto followed close behind, map in hand.

Every morning, they took the local train from the outskirts into the city centre, then changed to the metro to reach each new landmark. They saw the Eiffel Tower up close, walked under the enormous Arc de Triomphe, and climbed slowly up to the white basilica of Sacré-Cœur, in Montmartre, where the whole city stretched out below them.

On the second afternoon, Julio suggested a boat trip along the Seine. Majda and Saadia looked at each other and smiled. "You two go," Majda said. "We're going to walk around the Champs-Élysées instead — we've seen enough water this morning!" So Julio and Itto enjoyed a peaceful hour on the river, while Majda and Saadia wandered happily among the shop windows, laughing about something only they understood.

They also lost an entire afternoon inside a huge shopping centre, more out of curiosity than anything else, and walked so many kilometres that everyone's feet hurt by the evening. Still, nobody complained. In the metro, tired but smiling, Itto squeezed her niece's hand. It had been a long time since they had spent so much time together, and these two and a half days, however short, felt like a real gift.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Who formed their own "team" during the trip, and who followed behind them?

.....

2. How did they usually travel from Majda's flat to the city centre?

.....

3. Name three landmarks they visited in Paris.

.....

4. Why didn't Majda and Saadia join the boat trip on the Seine?

.....

5. How did Itto feel about spending time with Majda again?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado continuo (acciones paralelas y de fondo)

El pasado continuo es ideal para describir dos acciones que ocurren **a la vez** en el pasado, especialmente cuando un grupo se divide, como en esta sesión: *While Julio and Itto were cruising along the Seine, Majda and Saadia were walking around the Champs-Élysées.* Recordar la estructura: *was/were + verbo-ing*.

Grammar Drill

1. While Julio and Itto ..... along the Seine, Majda and Saadia ..... around the Champs-Élysées. [cruise / walk]
2. Majda ..... for them at the station when they arrived. [wait]
3. They ..... for a long time. [hug]
4. Majda ..... for Paris at the end of 2024. [leave]
5. While they ..... up to Sacré-Cœur, the sun ..... to set. [climb / start]
6. They ..... the Eiffel Tower on the first evening. [see]
7. ..... Majda and Saadia enjoy the boat trip? No, they didn't go.
8. Everyone's feet ..... by the evening. [hurt]
9. While Itto ..... photos of the tower, Julio ..... for a café. [take / look]
10. They ..... an entire afternoon in a shopping centre. [spend]
11. Itto ..... her niece's hand in the metro. [squeeze]
12. Majda ..... them her neighbourhood from the train window. [show]
13. They ..... so many kilometres that day. [walk]
14. While Majda and Saadia ..... about a joke, Julio ..... a photo of them. [laugh / take]
15. Nobody ..... about how tired they were. [complain]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. landmark /ˈlændmɑːk/ — monumento emblemático.

2. avenue /ˈævənjuː/ — avenida.

3. basilica /bəˈzɪlɪkə/ — basílica.

4. cruise (v./n.) /kruːz/ — navegar, crucero (por un río).

5. crowded /ˈkraʊdɪd/ — abarrotado, lleno de gente.

6. souvenir /ˌsuːvəˈnɪə/ — recuerdo (objeto).

7. queue /kjuː/ — cola (de gente).

8. view /vjuː/ — vista, panorámica.

9. commute (v.) /kəˈmjuːt/ — desplazarse a diario.

10. sightseeing /ˈsaɪtˌsiːɪŋ/ — hacer turismo.

11. independent /ˌɪndɪˈpendənt/ — independiente.

12. informally /ɪnˈfɔːməli/ — de manera informal.

13. squeeze (v.) /skwiːz/ — apretar (la mano).

14. shop window /ʃɒp ˈwɪndəʊ/ — escaparate.

15. gift (fig.) /gɪft/ — regalo (en sentido figurado).

6. SOUND LAB

was / were in statements and short answers

Escucha was y were en afirmaciones, preguntas y respuestas breves y observa su prominencia según el contexto.
Repite las líneas completas manteniendo un ritmo natural en was y were.
Compara las afirmaciones con las preguntas y respuestas breves del audio; después repite cada línea.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-09.

Paris was busy, but the mornings were quiet. Our hotel was near the station, and the cafés were full at lunchtime. Was the museum open? Yes, it was. Were the streets crowded? Yes, they were. Listen to `was` and `were` in statements and short answers, then repeat each line.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 40.0 · p. 89 · exercise 40.0.1

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

Paris was busy.

The mornings were quiet.

Was the museum open? — Yes, it was.

Were the streets crowded? — Yes, they were.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Describe una ciudad que hayas visitado con alguien especial: ¿qué visitasteis?, ¿os separasteis en algún momento para hacer cosas distintas?

Writing

1. Describe tu día de turismo ideal en una ciudad que te gustaría visitar.
2. Escribe 3 frases sobre algo que estabas haciendo mientras otra persona hacía algo distinto.
3. Escribe una pregunta con "Were... -ing?" sobre las vacaciones de otra persona.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Chris Rea – Looking For The Summer (2006)**
>
> Escucha la canción y localiza algún verbo en pasado continuo. ¿Qué tiene que ver el título con un viaje de verano como este?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de cuatro, representad el reencuentro por la noche en el piso de Majda: dos personas cuentan cómo fue el paseo en barco y las otras dos cuentan qué hicieron por los Campos Elíseos. Usad pasado continuo para describir lo que estaba haciendo cada pareja.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-09)

8. MEDIATION / REAL LIFE

🔁 Mediation

Una amiga tuya que no habla inglés quiere ir a París y te pregunta qué NO os podéis perder si solo tenéis dos días.

> *"They saw the Eiffel Tower up close, walked under the Arc de Triomphe, and climbed up to Sacré-Cœur, where the whole city stretched out below them."*

Tarea: Explícaselo en español a tu amiga, de forma clara y natural, sin traducir palabra por palabra.

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 was and were intelligibly in context.

◯ 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

- Essential Grammar in Use · 13–14 · Reinforce

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

Sing Along with AI · Midnight Sound

- Use only the mapped activity for this session.

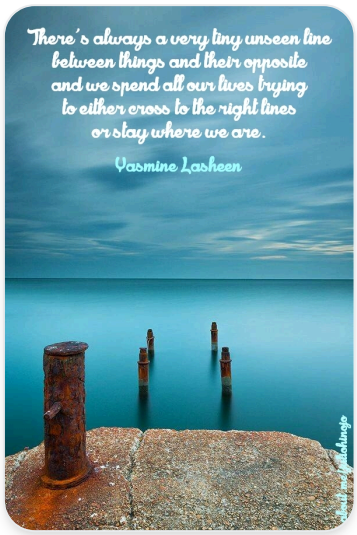
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·2 · CLASE 4

The Road Back — Saadia's Story

Poitiers, los castillos del Loira y la historia de Saadia



⏱ 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 descripciones y experiencias en pasado.	Reactivar
2. Story / Listening	12	Escuchamos el camino de vuelta a través de la historia de Saadia.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos wasn't/weren't para contrastar situaciones pasadas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de viaje, dificultades y familia.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos wasn't/weren't dentro de frases completas.	Escuchar y producir
7. Let's Use English	12	Comparamos cómo fueron distintas partes de un viaje.	Comunicar
8. Mediation / Real Life	5	Ayudamos a transmitir información sobre dificultades o cambios.	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 Back — Saadia's Story

🎧 2. STORY / LISTENING

🎧 Listening: "A Long Way to Talk"

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

Listen and check

1. They said goodbye to Majda at a station. → .....
2. They visited three castles in the Loire Valley. → .....
3. Saadia stayed silent during the whole drive back. → .....
4. Saadia has lived in the Basque Country for thirteen years. → .....
5. Saadia never talked about her own life during the trip. → .....

📖 The Story: "Saadia's Story"

El largo trayecto de vuelta a Éibar



Imagen generada con Google Gemini Flash-Lite

On the long drive from the Loire Valley to Éibar, with the French countryside rolling past the windows, Saadia finally opened up about her own story. Itto had heard parts of it before, but never all together, and she listened closely, holding her aunt's hand from the back seat.

Saadia had been married once, many years ago, but the marriage hadn't worked out, and the couple had eventually divorced. Even so, she still spoke to her ex-husband from time to time, and occasionally sent him a little money when things were hard for him. That was simply who Saadia was: generous almost to a fault.

For years, she had supported her parents and her brothers and sisters in Morocco, sending money whenever she could, and she still did the same for Itto, from a distance, with small gifts and thoughtful surprises. "You've always looked after me," Itto said quietly. "Even from here."

The "family troubles" she mentioned had a name: El Houssaine, her brother. Everybody loved him — their father especially, who adored him despite years of disappointment — because he had a good heart and a warm character. But he had also struggled with alcohol for as long as anyone could remember, and it kept bringing trouble. Saadia, who worked as a translator at the port in those days, had to speak to the police on his behalf again and again, until it became too much. Itto, listening from the back seat, understood better than anyone: for her, drinking is haram, something her faith clearly forbids, and she has never had much patience for it. Still, nobody in the family had ever stopped loving El Houssaine — they simply learned to love him from a careful distance.

Saadia had eventually left her old job, packed a suitcase, and moved to Éibar thirteen years earlier, where she found work cleaning houses. "I'm happy here," she said simply, watching the green hills go by. "That's enough for me."

Julio, driving quietly, caught Itto's eye in the mirror. Some stories, he thought, didn't need many words to be understood.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where did the conversation about Saadia's life take place?

.....

2. What happened to Saadia's marriage?

.....

3. How has Saadia helped her family in Morocco and in Spain over the years?

.....

4. Who was El Houssaine, and how did the family feel about him?

.....

5. What was Saadia's job before she moved to Éibar, and why did she leave it?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado simple + pasado continuo (biografía y escena)

Para contar una biografía usamos sobre todo pasado simple (*she married, she moved*); el pasado continuo aparece cuando queremos "enmarcar" la escena en la que se cuenta esa historia (*As they were driving back, Saadia started to talk...*).

Grammar Drill

1. As they _____ back, Saadia _____ to talk about her life. [drive / start]
2. Saadia _____ many years ago. [marry]
3. The marriage _____ (not/work) out. [work]
4. They eventually _____. [divorce]
5. Saadia still _____ to her ex-husband sometimes. [speak]
6. She _____ her family in Morocco for many years. [support]
7. She always _____ Itto small gifts from a distance. [send]
8. Saadia _____ her job as a translator. [leave]
9. She _____ a suitcase and _____ to Éibar. [pack / move]
10. While Saadia _____, Itto _____ her hand. [talk / hold]
11. It _____ (not/be) an easy choice. [be]
12. She _____ work cleaning houses. [find]
13. _____ Saadia regret her decision? No, she didn't.
14. Julio _____ Itto's eye in the mirror. [catch]
15. Nobody _____ many words to understand. [need]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. divorce (v./n.) /dɪˈvɔːs/ — divorciarse, divorcio.

2. translator /trænsˈleɪtə/ — traductor/a.

3. support (v.) /səˈpɔːt/ — apoyar, mantener económicamente.

4. generous /ˈdʒenərəs/ — generoso/a.

5. occasionally /əˈkeɪʒnəli/ — de vez en cuando.

6. distance /ˈdɪstəns/ — distancia.

7. thoughtful /ˈθɔːtfl/ — atento, considerado.

8. alcohol /ˈælkəhɒl/ — alcohol.

9. troubles (n. pl.) /ˈtrʌblz/ — problemas, dificultades.

10. cleaner (job) /ˈkliːnə/ — persona que limpia (oficio).

11. choice /tʃɔɪs/ — elección, decisión.

12. forbid /fəˈbɪd/ — prohibir.

13. quietly /ˈkwaɪətli/ — en silencio, tranquilamente.

14. hold someone's hand /həʊld hænd/ — coger la mano de alguien.

15. strength /streŋθ/ — fortaleza, fuerza (de carácter).

6. SOUND LAB

wasn’t / weren’t in connected sentences

Escucha wasn’t y weren’t dentro de frases negativas y distingue singular y plural.

Repite las frases completas manteniendo claras las contracciones negativas.

Escucha y localiza wasn’t easy, weren’t clear, wasn’t worried y weren’t tired. Después repite las frases completas.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-10.

The road wasn't easy, and the signs weren't always clear. Saadia wasn't worried because the children weren't tired. The car wasn't fast, but the stops weren't long. Listen for the negative forms: wasn't easy, weren't clear, wasn't worried, weren't tired. Repeat the complete sentences.

wasn't easy | weren't clear | wasn't worried | weren't tired

7. LET’S USE ENGLISH

Production

Speaking (en parejas)

Habla de alguien de tu familia que te haya apoyado mucho a lo largo de los años: ¿qué hizo por ti?, ¿cómo se lo agradeces?

Writing

1. Escribe un párrafo breve sobre la historia de vida de un familiar (real o inventado).
2. Escribe 3 frases sobre una decisión difícil que alguien haya tomado alguna vez.
3. Escribe una pregunta con "Did...?" sobre el pasado de otra persona.

> **EXTENDED · Canción de la sesión original**

🎵 Sing Along

Deep Purple – Child in Time (1970)

Escucha (un fragmento de) la canción y localiza algún verbo en pasado simple. Comentad en clase, con respeto: ¿por qué a veces cuesta hablar de las etapas difíciles de la vida?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas, representad la despedida en la puerta de casa de Saadia en Éibar: una persona es Saadia, agradeciendo el viaje juntos; la otra es Itto o Julio, dándole las gracias por todo lo compartido. Usad al menos 5 frases en pasado simple.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-10)

8. MEDIATION / REAL LIFE

🔁 Mediation

Alguien que solo sabe que "Saadia tuvo problemas familiares" te pregunta, en español, por qué se marchó de Almería.

> *"Her brother's problems with alcohol had brought a lot of trouble for years, so she left her old job, packed a suitcase, and moved to Éibar to start again."*

Tarea: Explícaselo en español de forma clara, breve y respetuosa, sin dar más detalles de los necesarios.

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 wasn’t and weren’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

- Essential Grammar in Use · 11–14 · Reinforce

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

Sing Along with AI · Stay A Little Longer

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·2 · CLASE 5

Home, and a Birthday

Toledo, el último tramo y la llegada a casa



⏱ 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 regreso, las experiencias y el pasado.	Reactivar
2. Story / Listening	12	Escuchamos la llegada a casa y una celebración familiar.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos pasado simple y expresiones temporales para cerrar un relato.	Construir precisión
5. Words We Need	10	Activamos vocabulario de casa, cumpleaños y celebración.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos enlaces básicos entre palabras en grupos frecuentes.	Escuchar y producir
7. Let's Use English	12	Contamos cómo terminó un viaje o una celebración.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona los momentos finales de una 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…

Home, and a Birthday

🎧 2. STORY / LISTENING

🎧 Listening: "Almost Home"

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

Listen and check

1. Saadia said a quick, simple goodbye. → .....
2. Itto had visited Toledo many times before. → .....
3. They arrived home exactly on Itto's birthday. → .....
4. Nobody was waiting for them when they got home. → .....
5. The whole trip lasted about two weeks. → .....

📖 The Story: "Home, and a Birthday"

El último tramo, de Éibar a Almería

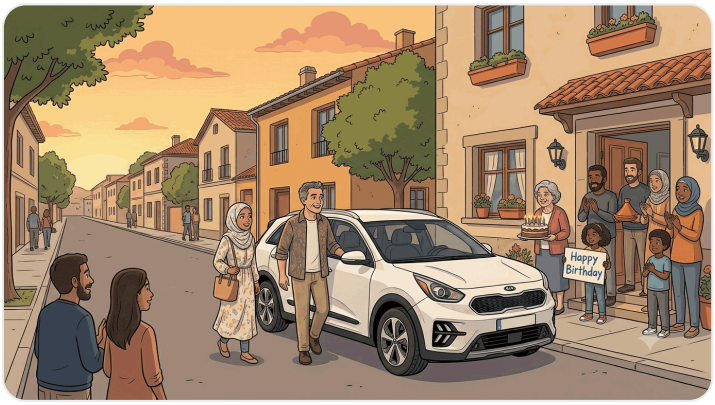


Imagen generada con Google Gemini Flash-Lite

Leaving Éibar felt strange. After so many days together, the car seemed quieter without Saadia's calm voice giving directions and warning about hidden radars. Itto looked back at the house until it disappeared behind them, and Julio squeezed her hand without saying anything.

They drove south for most of the day and stopped for the night in Toledo, a city neither of them had visited properly before. In the golden evening light, they walked slowly through the narrow medieval streets, admired the cathedral, and ate a simple dinner on a small terrace overlooking the river. For a few hours, tired as they were, they almost forgot they were still on a journey — it felt more like a quiet, unexpected holiday.

The next morning, they woke up early, ready for the final stretch. The closer they got to Almería, the more excited Itto became. She recognised every landmark: the last motorway junction, the dry hills, the first palm trees. When they finally turned onto their own street, in the early evening of the 25th of July, they found a small surprise waiting for them: several neighbours stood outside the house with a cake and a hand-painted sign that read "Happy Birthday, Itto!"

Itto laughed and cried at the same time. Ten days, thousands of kilometres, one border crossed twice, two French fines still on their way, and a lifetime of memories — and now, finally, home. Julio put his arm around her and smiled. "Best birthday present I could give you," he said. "A safe trip back."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did the car feel different after leaving Éibar?

2. Which city did they visit for the first time on the way home?

3. What did Itto recognise as they got closer to Almería?

4. What surprise was waiting for them at home?

5. What date did they arrive home, and why is it special?

4. LANGUAGE IN ACTION

Language Lab

Pasado simple + pasado continuo (cierre de la unidad)

Repaso combinado de ambos tiempos para cerrar la historia del viaje: pasado simple para los hechos (*they arrived, they stopped*) y pasado continuo para el ambiente y las acciones en curso (*several neighbours were waiting*).

Grammar Drill

1. Leaving Éibar _____ strange. [feel]
2. Itto _____ back at the house until it _____. [look / disappear]
3. Julio _____ her hand without saying anything. [squeeze]
4. They _____ for the night in Toledo. [stop]
5. While they _____ through the old streets, the evening light _____ golden. [walk / turn]
6. They _____ dinner on a small terrace. [eat]
7. The next morning, they _____ early. [wake up]
8. As they _____ closer to Almería, Itto _____ more and more excited. [drive / get]
9. She _____ the first palm trees. [recognise]
10. _____ they arrive on the 25th of July? Yes, they did.
11. Several neighbours _____ outside the house. [wait]
12. They _____ a cake and a sign. [hold]
13. Itto _____ and _____ at the same time. [laugh / cry]
14. Julio _____ his arm around her. [put]
15. It _____ the best birthday present he could give her. [be]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. **unpack** /ʌn'pæk/ — deshacer las maletas.
2. **medieval** /ˌmedi'iːvl/ — medieval.
3. **terrace** /'terəs/ — terraza.
4. **junction** /'dʒʌŋkʃn/ — cruce, salida (de autopista).
5. **stretch (the final stretch)** /stretʃ/ — tramo.
6. **sign (n.)** /saɪn/ — cartel, letrero.
7. **surprise (n.)** /sə'praɪz/ — sorpresa.
8. **doorstep** /'dɔːstep/ — puerta de casa, umbral.
9. **golden** /'gəʊldən/ — dorado/a.
10. **palm tree** /pɑːm triː/ — palmera.
11. **memory** /'meməri/ — recuerdo (mental).
12. **safe** /seɪf/ — seguro/a, sin peligro.
13. **hand-painted** /hænd 'peɪntɪd/ — pintado a mano.
14. **excited** /ɪk'saɪtɪd/ — emocionado/a.
15. **arm** /ɑːm/ — brazo.

6. SOUND LAB

basic joining between words

Escucha cómo se enlazan de forma natural palabras contiguas dentro de una frase.

Repite los grupos sin introducir pausas artificiales entre las palabras enlazadas.

Escucha arrived at, was a, had a, cake and y opened a; después repite los grupos y finalmente la historia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-11.

We arrived at the house in the afternoon. It was a special day, and everyone was excited. We had a birthday cake and opened a few presents. Listen to the words joining naturally: arrived at, was a, had a, cake and, opened a. Repeat each group, then repeat the whole story.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 34.0 · p. 77 · exercise 34.0.1

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

arrived at | was a | had a | cake and | opened a

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta cómo te sientes al volver a casa después de un viaje largo: ¿qué es lo primero que haces?, ¿qué es lo que más echas de menos?

Writing

1. Escribe una entrada de diario sobre el último día de un viaje.
2. Escribe 3 frases sobre una sorpresa que te hayan preparado alguna vez.
3. Escribe una pregunta con "Were... -ing?" sobre el momento de la llegada a casa.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **Dire Straits – Telegraph Road (1982)**

> Escucha (un fragmento de) la canción y localiza algún verbo en pasado simple. ¿Qué tiene que ver una canción sobre una larga carretera con el final de esta unidad?

🎭 Roleplay

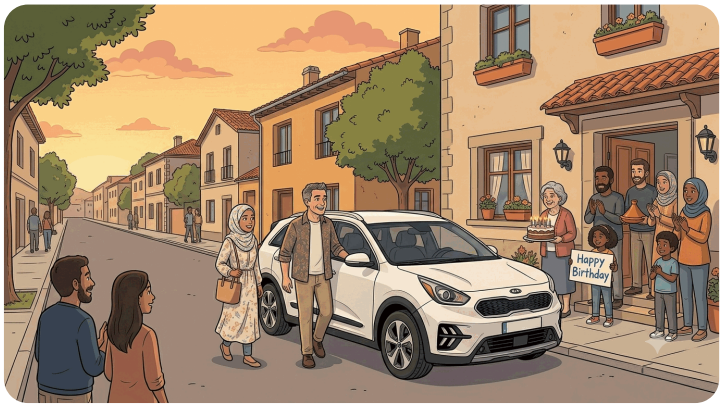


Imagen generada con Google Gemini Flash-Lite

En grupos pequeños, representad la llegada a casa: unos son los vecinos con la tarta, otros son Julio e Itto, sorprendidos y agradecidos. Usad pasado simple y pasado continuo para describir el momento.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-11)

8. MEDIATION / REAL LIFE

🔄 Mediation

Un vecino que no habla inglés te pregunta por qué había una tarta y un cartel delante de la casa de Julio e Itto ese día.

> *"They arrived home in the early evening of the 25th of July — Itto's birthday — and their neighbours were waiting outside with a small cake and a sign."*

Tarea: Explícaselo en español a tu vecino, de forma clara y natural, sin traducir palabra por palabra.

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 basic joining 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

- Essential Grammar in Use · 11–14 · Reinforce

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

Sing Along with AI · You Found Me In The Rain

- Use only the mapped activity for this session.

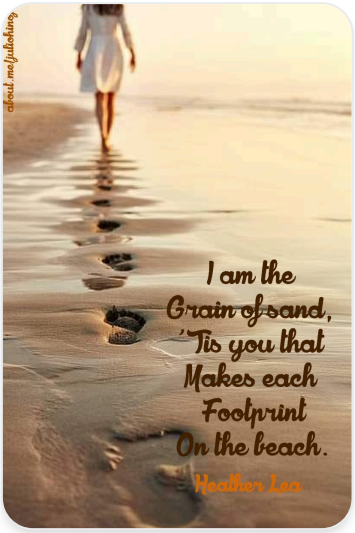
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·2 · CLASE 6

Ten Days, One Story (Review Fair)

Repaso general del viaje, de Almería a Almería



⏱ 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 2.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave de los diez días de viaje.	Comprender
3. Understanding	6	Comprobamos detalles y conexiones de la unidad.	Comprobar comprensión
4. Language in Action	12	Consolidamos pasado simple, was/were y formas negativas en una narración integrada.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de viaje, ciudad, alojamiento y celebraciones.	Ampliar vocabulario útil
6. Sound Lab	8	Integramos pasado, ritmo y enlaces naturales en pequeños grupos de sentido.	Escuchar y producir
7. Let’s Use English	12	Reconstruimos en grupo una historia de viaje con secuencia clara.	Comunicar
8. Mediation / Real Life	7	Mediamos un resumen del viaje para alguien que no conoce todos los detalles.	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…

Ten Days, One Story (Review Fair)

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

Ten Days of Road — A2 Review

Repaso de pasado simple (hechos y biografía) y pasado continuo (acciones paralelas y de fondo), en los contextos de viaje, carretera, turismo y familia trabajados en la unidad.

Grammar Drill

1. Julio and Itto _____ the car early one July morning. [pack]
2. While they _____ through France, a hidden camera _____ twice. [drive / flash]
3. Saadia _____ them in Éibar. [join]
4. They _____ Mont Saint-Michel on the way to Nantes. [visit]
5. While Julio and Itto _____ on the Seine, Majda and Saadia _____ around the Champs-Élysées. [cruise / walk]
6. Majda _____ for Paris at the end of 2024. [leave]
7. On the way back, Saadia _____ about her own life. [talk]
8. She _____ to Éibar thirteen years earlier. [move]
9. They _____ home on the 25th of July, Itto's birthday. [arrive]
10. _____ they enjoy the whole trip? Yes, they did — even with two fines on the way!

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

integrated past rhythm and joining

Escucha cómo las formas de pasado se organizan en pequeños grupos de sentido dentro de una historia.
Repite por grupos y después cuenta la historia con formas de pasado claras y enlaces naturales.
Escucha una vez completa; después repite en grupos breves y reconstruye la narración con tu grupo.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4l A2-12.

In your group, tell the story of one day on the road. We left early, drove across France and stopped for lunch. The weather was good, but the roads weren't quiet. We arrived at the hotel in the evening. Listen once, repeat in short groups, then tell the story together with clear past forms and natural joining.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 34.0 · p. 77 · exercise 34.0.2

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

We left early. | We drove across France and stopped for lunch. | The roads weren't quiet.

We arrived at the hotel in the evening.

7. LET'S USE ENGLISH

Roleplay

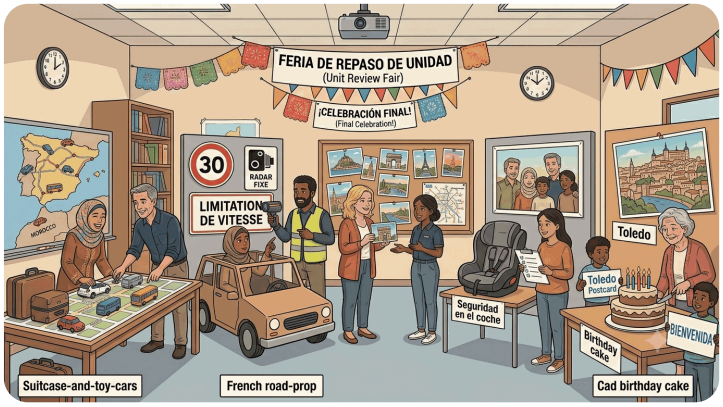


Imagen generada con Google Gemini Flash-Lite

La clase se organiza como una pequeña feria de repaso, con cinco estaciones montadas en distintos puntos del aula, recordando las escenas trabajadas en la unidad:

Estación 1 — "Packing the Car": una maleta, un mapa y un cochecito de juguete blanco, para repasar el vocabulario de viaje y el pasado simple de la Sesión 1.
Estación 2 — "French Radars": carteles de señales de tráfico y un radar de cartón, para repasar vocabulario de carretera y pasado continuo de la Sesión 2.
Estación 3 — "Paris in a Day": postales de la Torre Eiffel, el Arco del Triunfo y Montmartre, y un plano del metro, para repasar la Sesión 3.
Estación 4 — "Saadia's Road": una foto de familia y un pequeño mapa del Loira, para repasar la Sesión 4.
Estación 5 — "Coming Home": una tarta de cartulina y una postal de Toledo, para repasar la Sesión 5.

Los alumnos rotan en grupos pequeños por las cinco estaciones, y en cada una improvisan una breve escena de 2-3 minutos usando el vocabulario y la gramática de esa sesión, con la ayuda de una tarjeta de apoyo que resume las estructuras clave.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Elton John – Sorry Seems To Be The Hardest Word (2002)**
>
> Como cierre de la unidad, comentad en gran grupo: ¿qué es lo que más os ha gustado de este viaje? ¿Qué frase en pasado simple o continuo resumiría mejor cada sesión?
> Only a month later, in late August, Julio and Itto set off again — this time to Morocco, to visit Itto's parents in Ouaoumana. But that journey would turn out to be very different from this one.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-12)

8. MEDIATION / REAL LIFE

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

🌎 Culture Window · Garifuna Settlement Day

Belice; el 19 de noviembre se conmemora la llegada y el asentamiento del pueblo garífuna y se celebra una cultura viva vinculada a lengua, música, danza, memoria y comunidad.

Listen to a clear Caribbean-context English text. Note: the date, two cultural activities and one reason the celebration matters.



Garifuna Celebration — Garinagu Melivn / Wikimedia Commons (CC BY 4.0) · CC BY 4.0

Before reading

- What can a public celebration teach us about a community's history?
- Look at the words language, drums, dance and memory. How can they be connected?

Garifuna Settlement Day is celebrated in Belize on the nineteenth of November. It honours the arrival and settlement of Garifuna people in Belize and celebrates a living culture with strong links to language, music, dance, food and community memory.

The day is especially important in places with strong Garifuna communities, such as Dangriga. One well-known part of the celebration is Yurumein, a coastal re-enactment in which people arrive by canoe. There can be singing, drums, music, dancing and traditional food. Public events continue during the day and bring families and communities together.

Garifuna history is connected with both the Caribbean and Central America. Garifuna communities developed from Indigenous Caribbean and African roots. In the eighteenth century, Garifuna people were forced from Saint Vincent. Later, communities were established along the Atlantic coast of Central America.

Today, Garifuna communities live mainly in Belize, Honduras, Guatemala and Nicaragua. Their language, music and dance are an important part of their cultural identity.

UNESCO recognises the language, dance and music of the Garifuna as Intangible Cultural Heritage. This recognition is important because songs, stories and oral traditions help preserve history and knowledge. Drumming and dancing also create shared experiences and connect different generations.

Garifuna Settlement Day is therefore more than a colourful festival for visitors. It is also about memory, identity and cultural continuity. At the same time, Garifuna language and traditions have faced pressures from migration, discrimination and language loss.

A celebration can be joyful and serious at the same time. It can help a community enjoy its traditions while also reminding people why those traditions need care and protection.

Think of a celebration you know that helps preserve the identity of a community. What role do music, language, food or public ceremonies play?

Understanding

- When is Garifuna Settlement Day celebrated in Belize?
- What is Yurumein?
- Name the four countries mentioned where Garifuna communities mainly live.
- What aspects of Garifuna culture are recognised by UNESCO?
- Why can the celebration be both joyful and reflective?

Cultures in conversation

- Think of a celebration that helps preserve the identity of a community. Compare its music, language, food or public rituals with Garifuna Settlement Day.

Let’s talk

- In pairs, discuss: A tradition stays alive when… / Young people can help by… / Public celebrations are useful 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 tell a short past story with clear rhythm and joining.

◯ 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 A2 Workbook · 7B + 8A + Practical English 4 · More Practice
- Practice Makes Perfect Basic English · Chapters 33–35 · More Practice

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.

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