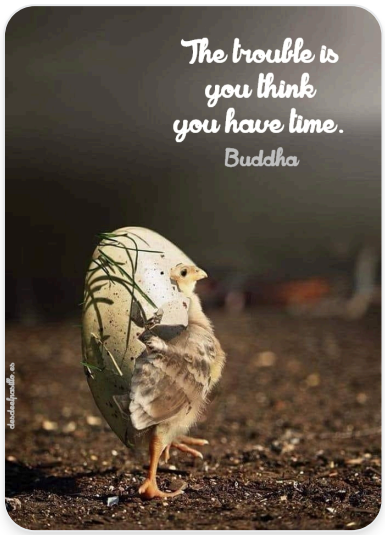
SDA A2·3 · CLASE 1

Eleven Hours at the Border

Finales de agosto de 2025, el viaje empieza



⏱ 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 a Marruecos y la espera en frontera.	Reactivar
2. Story / Listening	12	Escuchamos una larga espera en la frontera y cómo se desarrolla el comienzo del viaje.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos pasado continuo para describir acciones en progreso en un momento pasado.	Construir precisión
5. Words We Need	10	Activamos vocabulario de frontera, espera y desplazamiento.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos el ritmo de was/were + verbo-ing dentro de frases completas.	Escuchar y producir
7. Let’s Use English	12	Contamos qué estaba ocurriendo en distintos momentos de una situación pasada.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona lo esencial de una espera o incidencia de viaje.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

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

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

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

If you were absent

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

Today we continue with…

Eleven Hours at the Border

🎧 2. STORY / LISTENING

🎧 Listening: "Crossing to Africa"

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

Listen and check

1. Julio, Itto and Zahra left in the last week of August. → .....
2. They flew from Almería to Melilla. → .....
3. The wait at the border into Morocco lasted about eleven hours. → .....
4. Zahra stayed awake the whole time. → .....
5. They reached Meknès before crossing the border. → .....

📖 The Story: "Eleven Hours at the Border"

Finales de agosto de 2025, el viaje empieza



Imagen generada con Google Gemini Flash-Lite

In the last days of August, Julio, Itto and Zahra packed the white Kia Niro once again — this time for Morocco, to visit Itto's parents in Ouaoumana. It hadn't been an easy summer for Julio. Since July, he had been carrying a heavy weight of work-related stress, and although he tried to leave it behind for the trip, it travelled with him quietly, at the back of his mind.

They caught an early ferry from Almería to Melilla. The crossing was smooth, and for a while Julio almost relaxed, watching the coast of Africa slowly grow closer. But the calm didn't last. As soon as they joined the line of cars waiting to cross from Melilla into Morocco, they realised this wouldn't be quick. Hour after hour, the cars moved forward just a few metres at a time, under a sun that grew hotter as the morning became afternoon.

Zahra slept through most of it, curled up in the back seat. Itto scrolled through her phone, messaging her mother to say they were close, even though they weren't. Julio just watched, drumming his fingers on the wheel, feeling his patience — and his energy — running lower with every passing hour.

Eleven hours after they first joined the queue, they finally crossed into Morocco. Tired, hungry and a little dazed, they pointed the car towards Meknès, and from there, towards Ouaoumana.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why were Julio, Itto and Zahra travelling to Morocco this time?

.....

2. What had Julio been carrying with him since July, even on holiday?

.....

3. How did the ferry crossing compare to the border crossing?

.....

4. What did Zahra and Itto do during the long wait?

.....

5. How did Julio feel by the time they finally crossed into Morocco?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado simple (viajes y trámites fronterizos)

Seguimos repasando el pasado simple con verbos frecuentes del viaje y los trámites de frontera, y recordamos **how long...?** + un periodo de tiempo para preguntar por duración (*How long did the wait last?*).

Grammar Drill

1. Julio, Itto and Zahra _____ the car early in the morning. [pack]
2. They _____ the ferry to Melilla just after dawn. [catch]
3. The crossing _____ very smooth. [be]
4. They _____ the long queue of cars at the border. [join]
5. The cars _____ forward only a few metres an hour. [move]
6. Zahra _____ asleep in the back seat. [fall]
7. Itto _____ her mother a message to say they were close. [send]
8. The wait _____ almost eleven hours. [last]
9. Julio _____ his fingers on the wheel, feeling impatient. [drum]
10. Finally, they _____ the border into Morocco. [cross]
11. _____ they stop for lunch during the wait? [do]
12. They _____ (not/expect) the wait to be so long. [expect]
13. By the evening, they _____ exhausted. [feel]
14. They _____ the car towards Meknès. [drive]
15. How long _____ the whole journey take, from Almería to Ouaoumana? [do]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. **passport** /ˈpɑːspɔːt/ — pasaporte.

2. **identity card** /aɪˈdentəti kɑːd/ — carné de identidad.

3. **customs** /ˈkʌstəmz/ — aduana.

4. **border control** /ˈbɔːdə kənˌtrəʊl/ — control fronterizo.

5. **immigration officer** /ˌɪmɪˈgreɪʃn ˈɒfɪsə/ — agente de inmigración.

6. **tailback** /ˈteɪlbæk/ — retención, caravana de tráfico.

7. **lane (traffic)** /leɪn/ — carril.

8. **toll** /təʊl/ — peaje.

9. **ferry terminal** /ˈferi ˈtɜːmɪnl/ — terminal del ferry.

10. **board (v.)** /bɔːd/ — embarcar.

11. **disembark** /ˌdɪsɪmˈbɑːk/ — desembarcar.

12. **cabin (ferry)** /ˈkæbɪn/ — camarote.

13. **patience** /ˈpeɪʃns/ — paciencia.

14. **exhausting** /ɪgˈzɔːstɪŋ/ — agotador/a.

15. **stamp (passport)** /stæmp/ — sello (en el pasaporte).

6. SOUND LAB

past continuous rhythm — was/were + -ing

Escucha cómo was/were + verbo-ing forma grupos rítmicos naturales en frases sobre acciones en progreso.

Repite las frases completas sin separar artificialmente was/were del verbo en -ing.

Escucha las cinco frases; localiza was/were + -ing y después repite cada grupo dentro de su frase.

0:00 / 0:17

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-13.

I was walking home. She was cooking dinner. We were waiting for the bus. They were talking in the classroom. He was reading when the phone rang.

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 was walking home. She was cooking dinner. We were waiting for the bus.

They were talking in the classroom. He was reading when the phone rang.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una vez que hayas tenido que esperar mucho tiempo para algo (una cola, un aeropuerto, una frontera): ¿cuánto tiempo esperaste?, ¿cómo te sentiste?

Writing

1. Describe, en pasado simple, una espera larga que hayas vivido.
2. Escribe 3 frases sobre cómo crees que se sintió Julio durante esas once horas.
3. Escribe una pregunta con "How long...?" sobre el viaje de Julio, Itto y Zahra.

EXTENDED · Canción de la sesión original

🎵 Sing Along

Elvis Presley – My Way (1977)

Escucha la canción y localiza al menos dos verbos en pasado. ¿Por qué crees que esta canción, sobre mirar atrás en la propia vida, encaja con el inicio de este viaje?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas, representad la espera en la frontera: una persona es Julio, cansado e impaciente; la otra es Itto, que intenta animarle. Usad al menos 5 frases en pasado simple para describir lo que ha pasado hasta ese momento.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-13)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un compañero de trabajo te pregunta por qué Julio parecía tan cansado incluso antes de salir de viaje.

> *"Since July, Julio had been carrying a heavy weight of work-related stress, and although he tried to leave it behind for the trip, it travelled with him quietly, at the back of his mind."*

Tarea: Explícaselo en español a tu compañero, 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 past continuous rhythm 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 · 6 · Reinforce

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

Sing Along with AI · Scars Don't Lie

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·3 · CLASE 2

A Full House in Khenifra

La llegada a Ouaoumana y los primeros días en Khenifra



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos acciones en progreso e interrupciones en pasado.	Reactivar
2. Story / Listening	12	Escuchamos la llegada a una casa llena de gente en Khenifra.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Contrastamos pasado simple y pasado continuo para narrar acciones e interrupciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de familia, casa y convivencia.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos acciones en progreso de hechos breves que las interrumpen.	Escuchar y producir
7. Let’s Use English	12	Narramos pequeñas situaciones con when y while.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona qué estaba pasando cuando ocurrió un hecho.	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 a una pareja un resumen breve.

Today we continue with…

A Full House in Khenifra

🎧 2. STORY / LISTENING

🎧 Listening: "A Full House"

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

Listen and check

1. Ali Boukrim and Fátima Aachouch were waiting for them in Khenifra. → .....
2. The first apartment had air conditioning. → .....
3. They changed to an apartment on the second floor. → .....
4. Amín and Alí are Mustapha's children. → .....
5. They didn't visit anyone else during their stay in Khenifra. → .....

📖 The Story: "A Full House in Khenifra"

Reencuentros, un piso equivocado y una visita a Tadla



Imagen generada con Google Gemini Flash-Lite

After the long wait at the border, arriving in Ouaoumana felt like stepping into another world. Ali Boukrim, now ninety-one, and Fátima Aachouch, eighty-four, were waiting outside their house, and the reunion was full of tears and tight hugs. From there, the whole family drove together to Khenifra, where they would be staying for most of the trip.

The apartment Julio had booked online turned out to be, once again, not quite what the photos had promised. The ground-floor flat had no air conditioning, and after just ten minutes inside, everyone was dripping with sweat. The owner, apologetic, offered them a different apartment on the second floor instead — a little untidy, and not the most modern, but blissfully cool, and large enough for the whole family to fit comfortably. They accepted at once.

The days that followed settled into a warm rhythm. Mornings were slow; afternoons were spent walking through the souk, buying fruit and fresh bread; evenings meant long dinners around a shared table. One afternoon, they drove to Tadla to visit Mustapha, the journalist, his wife Fátima, and their two children — Amín, now twelve, and Alí, nine — before continuing on to Beni Mellal together, where the children ran ahead of the adults through the busy streets, laughing.

For the first time in weeks, Julio noticed that he had stopped checking his phone for messages from Spain.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did Ali Boukrim and Fátima Aachouch react when they saw their daughter?

.....

2. Why did the family change apartments in Khenifra?

.....

3. What did a typical day in Khenifra look like?

.....

4. Who did they visit in Tadla, and who joined them for the trip to Beni Mellal?

.....

5. What does the last line suggest about how Julio was feeling?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado continuo y pasado simple

El pasado continuo (*was/were + -ing*) describe una acción en desarrollo, a menudo interrumpida por otra en pasado simple, o dos acciones paralelas: *"While the children were running, the adults were talking."*

Grammar Drill

1. Ali Boukrim and Fátima Aachouch ..... outside when the car finally arrived. [wait]
2. The children ..... around the yard while the adults hugged. [run]
3. The ground-floor flat ..... no air conditioning. [have]
4. While they ..... in the heat, the owner offered them another flat. [sweat]
5. They ..... the second-floor apartment at once. [accept]
6. Every evening, the whole family ..... dinner together. [share]
7. While Itto ..... through the souk, Julio ..... photographs. [walk / take]
8. Mustapha ..... them warmly when they arrived in Tadla. [greet]
9. Amín and Alí ..... much taller than before. [look]
10. While the children ..... ahead, the adults ..... slowly behind. [run / walk]
11. They ..... (not/stay) at home very often during those days. [stay]
12. Julio ..... that he had stopped checking his phone. [notice]
13. ..... Julio check his phone as often as before? [do]
14. The family ..... many afternoons at the souk. [spend]
15. While they ..... dinner, Fátima ..... stories about her childhood. [have / tell]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. relative (n.) /ˈrelətɪv/ — familiar, pariente.

2. cousin /ˈkʌzn/ — primo/a.

3. journalist /ˈdʒɜːnəlɪst/ — periodista.

4. extended family /ɪkˈstendɪd ˈfæməli/ — familia extensa.

5. rural area /ˈrʊərəl ˈeəriə/ — zona rural.

6. swimming pool /ˈswɪmɪŋ puːl/ — piscina.

7. modest /ˈmɒdɪst/ — modesto/a, sencillo/a.

8. dip (n./v.) /dɪp/ — chapuzón, darse un chapuzón.

9. shade /ʃeɪd/ — sombra.

10. scorching /ˈskɔːtʃɪŋ/ — abrasador/a.

11. gathering /ˈgæðərɪŋ/ — reunión familiar.

12. host (v.) /həʊst/ — hospedar, recibir en casa.

13. tradition /trəˈdɪʃn/ — tradición.

14. dressed /drest/ — vestido/a.

15. reunion /riːˈjuːniən/ — reencuentro.

6. SOUND LAB

past continuous + past simple interruption

Escucha qué acción estaba en progreso y qué hecho breve la interrumpe.

Repite cada frase manteniendo claro el contraste entre la acción larga y el acontecimiento breve.

Escucha las cuatro situaciones y señala primero la acción en progreso y después la interrupción.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-14.

I was making coffee when the lights went out. Carmen was walking to class when she saw Francisco. We were talking when the teacher arrived. He dropped his keys while he was opening the door.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 29.0 · p. 67 · exercise 29.0.1

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

was making coffee — lights went out

was walking — saw Francisco

were talking — teacher arrived

dropped his keys — was opening the door

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una reunión familiar grande que recuerdes: ¿quién estaba?, ¿qué hicisteis?, ¿cómo os sentisteis?

Writing

1. Describe, en pasado, la llegada de Julio y su familia a Khenifra.

2. Escribe 3 frases con pasado continuo sobre lo que hacía cada miembro de la familia durante la visita.
3. Escribe una pregunta con "While...?" sobre algún momento de la Sesión 2.

> **EXTENDED · Canción de la sesión original**
>
> ### 🎵 Sing Along
>
> **Eric Clapton – Wonderful Tonight (1977)**
>
> Escucha la canción y localiza al menos dos verbos en pasado simple o continuo. ¿Qué momento de esta sesión podría acompañar esta canción?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de tres, representad la llegada a casa de los padres de Itto: uno hace de Ali Boukrim o Fátima Aachouch, otro de Itto, y el tercero de Julio o Zahra observando la escena. Usad pasado simple y pasado continuo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-14)

🔄 8. MEDIATION / REAL LIFE

🔁 Mediation

Una alumna te pregunta por qué cambiaron de apartamento en Khenifra si ya lo habían reservado.

> *"The ground-floor flat had no air conditioning, and after just ten minutes inside, everyone was dripping with sweat. The owner offered them a different apartment on the second floor instead."*

Tarea: Explícaselo en español, 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 past continuous and past simple in connected speech.

◯ 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 · You Are the Breath

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·3 · CLASE 3

Abderrahim's Farm

La visita al cortijo de Abderrahim y el encuentro con Souad



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos la vida en el campo y las comparaciones.	Reactivar
2. Story / Listening	12	Escuchamos una visita a la granja de Abderrahim.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos comparativos regulares para describir personas, objetos y lugares.	Construir precisión
5. Words We Need	10	Activamos vocabulario rural, objetos y cualidades.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos y producimos la terminación comparativa -er en palabras frecuentes.	Escuchar y producir
7. Let’s Use English	12	Comparamos lugares y objetos de nuestro entorno.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona una comparación sencilla entre dos opciones.	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 a una pareja un resumen breve.

Today we continue with…

Abderrahim's Farm

🎧 2. STORY / LISTENING

🎧 Listening: "Abderrahim's Farm"

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

Listen and check

1. Abderrahim is younger than Souad. → .....
2. Souad was expecting her first baby. → .....
3. Mustapha arranged the marriage between Abderrahim and Souad. → .....
4. They slept indoors, in proper beds. → .....
5. Julio found it easy to sleep on the floor. → .....

📖 The Story: "Abderrahim's Farm"

Un cortijo, una boda concertada y una noche bajo las estrellas

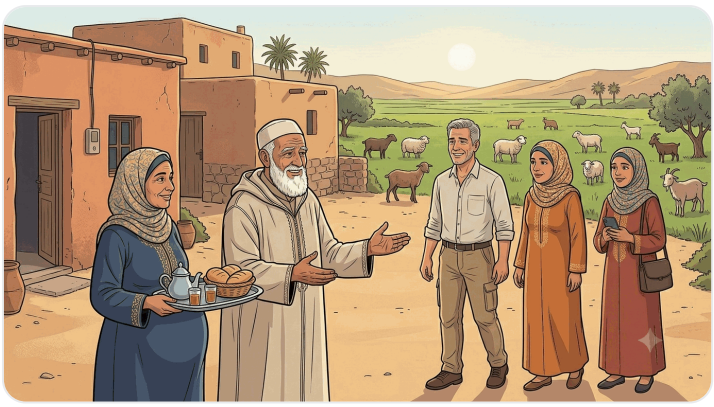


Imagen generada con Google Gemini Flash-Lite

A couple of days later, they drove out along a dusty track to visit Abderrahim, Itto's brother, who had spent his whole life working the land and looking after livestock on a small farm outside Ouaoumana. The last time Julio saw him was at Christmas in 2022, and there was a surprise waiting: Abderrahim, now fifty years old, had got married only a few months before. His wife, Souad, was just thirty-five — a striking difference in age that nobody in the family seemed to think twice about.

Souad's story was, in its own way, remarkable. She had grown up in a desperately poor village at the edge of the desert, one of many children in a family with almost nothing. Mustapha had met her during one of his reporting trips, and, following a custom still common in rural Morocco, he had arranged her marriage to his older, unmarried brother. Now, nine months pregnant and due to give birth any day, Souad moved slowly but welcomed her guests with warm flatbread, dates, and glass after glass of sweet mint tea.

That night, the heat inside the farmhouse was unbearable, so the whole family carried thin mats and blankets up to the rooftop terrace and slept outside, under an enormous sky full of stars. For Itto and Zahra, sleeping on the ground was completely normal — they had grown up with it. For Julio, it was another story entirely: he spent most of the night turning from side to side, his back aching, waiting for the sun to rise.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What surprise was waiting for Julio and the others at Abderrahim's farm?

.....

2. How did Mustapha come to arrange Souad's marriage to Abderrahim?

.....

3. Why did the family sleep on the rooftop terrace that night?

.....

4. How did Itto and Zahra's experience of sleeping outside differ from Julio's?

.....

5. What impression do you get of Souad from this text?

.....

4. LANGUAGE IN ACTION

Language Lab

Pasado simple/continuo + comparativos ligeros

Seguimos repasando pasado simple y continuo para describir costumbres y hechos de otras personas. Recordamos también cómo comparar edades: **much + comparativo + than** (*much older than*).

Grammar Drill

1. Abderrahim _____ his whole life working the land. [spend]
2. The last time Julio _____ Abderrahim _____ at Christmas in 2022. [see]
3. Abderrahim _____ married only a few months earlier. [get]
4. Souad _____ up in a very poor village. [grow]
5. Mustapha _____ her during one of his reporting trips. [meet]
6. He _____ her marriage to his brother. [arrange]
7. Souad _____ nine months pregnant when they visited. [be]
8. She _____ them with bread and tea. [welcome]
9. While Souad _____ tea, the others _____ around the table. [pour / sit]
10. That night, the heat inside the farmhouse _____ unbearable. [be]
11. They _____ mats and blankets up to the terrace. [carry]
12. Itto and Zahra _____ sleeping on the ground. [not/mind]
13. Julio _____ from side to side most of the night. [turn]
14. _____ Julio sleep well that night? [do]
15. Abderrahim is much older _____ Souad.

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. **farmhouse** /ˈfɑːmhaʊs/ — casa de labranza, cortijo.

2. **livestock** /ˈlaɪvstɒk/ — ganado.

3. **crops** /krɒps/ — cultivos.

4. **arranged marriage** /əˈreɪndʒd ˈmærɪdʒ/ — matrimonio concertado.

5. **pregnant** /ˈpregnənt/ — embarazada.

6. **due date** /djuː deɪt/ — fecha prevista de parto.

7. **mat** /mæt/ — esterilla.

8. **rooftop** /ˈruːftɒp/ — azotea.

9. **blanket** /ˈblæŋkɪt/ — manta.

10. **hospitality** /ˌhɒspɪˈtæləti/ — hospitalidad.

11. **humble** /ˈhʌmbl/ — humilde.

12. **bride** /braɪd/ — novia.

13. **groom** /gruːm/ — novio.

14. **livelihood** /ˈlaɪvlihʊd/ — sustento, medio de vida.

15. **barn** /bɑːn/ — granero.

6. SOUND LAB

comparative -er ending

Escucha la terminación -er en comparativos frecuentes y localiza la sílaba acentuada de cada palabra.

Repite los comparativos completos manteniendo una terminación -er clara y natural.

Escucha smaller, bigger, lighter, colder y cheaper; después repítelos dentro de sus frases.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-15.

This phone is smaller. That screen is bigger. My new bag is lighter. Today is colder. The red chair is cheaper.
Listen to the ending in smaller, bigger, lighter, colder, cheaper.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 34.0 · p. 77 · exercise 34.0.3

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

smaller | bigger | lighter | colder | cheaper

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Conoces alguna costumbre familiar (boda, celebración, tradición) muy distinta a la tuya? Cuéntala a tu compañero/a.

Writing

1. Describe, en pasado, la llegada al cortijo de Abderrahim.
2. Escribe 3 frases sobre cómo se conocieron Abderrahim y Souad.
3. Escribe una pregunta con "How did...?" sobre el matrimonio concertado.

> **EXTENDED · Canción de la sesión original**
>
> **Sing Along**
>
> **Gloria Gaynor – I Will Survive (1994)**

> Escucha la canción y localiza los verbos en pasado. ¿Por qué crees que esta canción, sobre superar dificultades, podría representar la fortaleza de Souad?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas, representad el encuentro entre Julio y Souad: uno hace de Julio, curioso y algo sorprendido; el otro hace de Souad, recibiendo con hospitalidad pese al cansancio del embarazo. Usad al menos 5 frases en pasado.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-15)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un amigo te pregunta por qué toda la familia durmió en el suelo de la azotea esa noche, en vez de en camas.

> *"That night, the heat inside the farmhouse was unbearable, so the whole family carried thin mats and blankets up to the rooftop terrace and slept outside."*

Tarea: Explícaselo en español, 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 pronounce common -er comparatives 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 · Moonlit Promise

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·3 · CLASE 4

The Spring in the Mountains

La excursión al manantial y el primer aviso



⏱ 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 comparaciones y descripción de lugares.	Reactivar
2. Story / Listening	12	Escuchamos una jornada de primavera en las montañas.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Ampliamos comparativos y estructuras con than para describir diferencias.	Construir precisión
5. Words We Need	10	Activamos vocabulario de paisaje, clima y montaña.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos than en forma débil dentro de comparaciones naturales.	Escuchar y producir
7. Let’s Use English	12	Comparamos lugares, temperaturas y experiencias.	Comunicar
8. Mediation / Real Life	5	Ayudamos a explicar qué opción resulta más adecuada y por qué.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

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

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

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

If you were absent

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

Today we continue with…

The Spring in the Mountains

🎧 2. STORY / LISTENING

🎧 Listening: "The Spring in the Mountains"

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

Listen and check

1. They found the spring using a shortcut suggested by the GPS. → .....
2. The forestry track was wide and smooth. → .....
3. Julio felt calm while driving on the track. → .....
4. They ate lunch by the river near the spring. → .....
5. Julio refused to drink water from the shared jug. → .....

📖 The Story: "The Spring in the Mountains"

Sal de roca, un bosque de cedros y un vaso de agua compartido



Imagen generada con Google Gemini Flash-Lite

On what should have been a relaxed day out, the family set off into the mountains near Khenifra to visit a spring known locally for its cold, sweet water. Julio was driving, following the directions on his phone, when the GPS suggested a shortcut along a narrow forestry track.

It turned out to be a serious mistake. The track was barely wide enough for the car, full of deep potholes and large stones, and in places it tilted so steeply to one side that Julio was sure they were about to get stuck. For almost an hour, he inched the Kia Niro forward, his knuckles white on the wheel, his heart pounding. After a difficult year of accumulated work stress, this felt like one more thing his body simply couldn't absorb calmly. Nobody in the car said very much.

When the track finally joined a proper road again, the relief was enormous. At the spring, they bought blocks of rock salt, laid blankets by the riverbank, and ate a simple tagine of chicken and potatoes while Julio walked slowly along the narrow paths with Ali Boukrim and Fátima Aachouch, admiring the ancient cedar forest on the way back to Khenifra.

That evening, tired but content, they wandered through the souk one last time, buying a few clothes for the journey home. On a street corner, someone was offering water for free from a large plastic jug, and everyone — locals and visitors alike — drank from the same cup. Julio, thirsty after the long day, didn't hesitate for a second.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why did Julio take the forestry track in the first place?

.....

2. How did Julio feel while driving along the track, and why?

.....

3. What did the family do once they arrived at the spring?

.....

4. What did Julio do in the souk that evening?

.....

5. What might a reader expect to happen after the ending of this text?

.....

4. LANGUAGE IN ACTION

Language Lab

Narración secuencial en pasado

Repasamos el pasado simple para narrar una secuencia de sucesos, con conectores como *first, then, after that, eventually, finally*. Añadimos estructuras para expresar preocupación en pasado: *"I was sure (that)...", "I didn't know if..."*.

Grammar Drill

1. The family _____ into the mountains to visit a spring. [drive]
2. The GPS _____ a shortcut along a forestry track. [suggest]
3. The track _____ barely wide enough for the car. [be]
4. Julio _____ sure they were going to get stuck. [be]
5. He _____ the car forward very slowly for almost an hour. [inch]
6. Nobody in the car _____ very much during that hour. [say]
7. When they _____ a proper road again, everyone felt relief. [reach]
8. At the spring, they _____ blocks of rock salt. [buy]
9. They _____ tagine while sitting by the riverbank. [eat]
10. Julio _____ slowly with Itto's parents through the mountain paths. [walk]
11. That evening, they _____ through the souk one last time. [wander]
12. Someone _____ water for free from a plastic jug. [offer]
13. Julio _____ before drinking from the shared cup. [not/hesitate]
14. _____ anyone warn Julio about drinking the water? [do]
15. I _____ sure the car would get stuck on that track. [be]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. **spring (n., water)** /sprɪŋ/ — manantial.
2. **track (n.)** /træk/ — pista, camino de tierra.
3. **pothole** /ˈpɒthəʊl/ — bache.
4. **steep** /stiːp/ — empinado/a, inclinado/a.
5. **bumpy** /ˈbʌmpi/ — con baches, irregular.
6. **stuck (get stuck)** /stʌk/ — atascado/a.
7. **relief** /rɪˈliːf/ — alivio.
8. **rock salt** /rɒk sɔːlt/ — sal de roca.
9. **riverbank** /ˈrɪvəbæŋk/ — orilla del río.
10. **cedar** /ˈsiːdə/ — cedro.
11. **forest** /ˈfɒrɪst/ — bosque.
12. **stream** /striːm/ — arroyo.
13. **pitcher** /ˈpɪtʃə/ — jarra.
14. **communal** /kəˈmjuːnl/ — comunal, compartido/a.
15. **thirsty** /ˈθɜːsti/ — sediento/a.

6. SOUND LAB

weak than /ðən/ in comparisons

Escucha cómo than suele reducirse dentro de comparaciones naturales y no recibe el acento principal.
Repite las comparaciones sin acentuar than en exceso; mantén la prominencia en las palabras comparadas.
Escucha cinco comparaciones completas y después repite los grupos que contienen than.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-16.

This book is cheaper than that one. My town is quieter than Almería. The bus is slower than the train. Today is warmer than yesterday. Her phone is newer than mine.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.2
Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

cheaper than that one | quieter than Almería | slower than the train | warmer than yesterday | newer than mine

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta alguna vez que tomaste un atajo y las cosas no salieron como esperabas.

Writing

1. Describe, con conectores de secuencia (first, then, after that, finally), la excursión al manantial.
2. Escribe 3 frases sobre cómo se sintió Julio conduciendo por la pista forestal.
3. Escribe una pregunta con "Was/Were... sure...?" sobre algún momento de la excursión.

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

🎵 Sing Along

Gotye – Somebody That I Used To Know (2011)

Escucha la canción y localiza los verbos en pasado. Fijaos en el título: ¿por qué "alguien que solía conocer" puede resumir cómo se sentía Julio ese año?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de tres, representad el momento de la pista forestal: uno conduce (Julio), preocupado; los otros son los pasajeros, intentando tranquilizarle o mirando por la ventana en silencio. Terminad la escena con la llegada al manantial y el alivio del grupo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-16)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un compañero te pregunta por qué Julio tardó tanto en llegar al manantial si solo eran unos kilómetros.

> *"The GPS suggested a shortcut along a narrow forestry track. It turned out to be a serious mistake — the track was barely wide enough for the car, full of potholes and large stones."*

Tarea: Explícaselo en español a tu compañero.

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

I can understand the main idea of this session.

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

I can use key language from this session.

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

I can use weak than intelligibly in comparisons.

○ 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 · Holding Shadows

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·3 · CLASE 5

A Long Night, A Long Way Home

La crisis de salud y el regreso urgente a España



⏱ 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 comparaciones y decisiones durante el viaje.	Reactivar
2. Story / Listening	12	Escuchamos una noche larga y el regreso a casa.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos comparativos en descripciones y elecciones sencillas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trayecto, cansancio y decisiones.	Ampliar vocabulario útil
6. Sound Lab	10	Identificamos la prominencia de las palabras clave dentro de comparaciones.	Escuchar y producir
7. Let's Use English	12	Expresamos preferencias y comparamos alternativas.	Comunicar
8. Mediation / Real Life	5	Transmitimos una comparación clara para ayudar a otra persona a decidir.	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 a una pareja un resumen breve.

Today we continue with…

A Long Night, A Long Way Home

🎧 2. STORY / LISTENING

🎧 Listening: "A Long Night, A Long Way Home"

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

Listen and check

1. Julio started feeling unwell during the day, at the spring. → .....
2. The emergency room in Khenifra was very calm and organised. → .....
3. A private clinic finally helped ease Julio's pain. → .....
4. Julio's family visited him on the very first day at the hospital in Almería. → .....
5. Julio was admitted directly into intensive care in Almería. → .....

📖 The Story: "A Long Night, A Long Way Home"

De Khenifra a Almería, y una semana después



Imagen generada con Google Gemini Flash-Lite

That night, everything changed. Julio began vomiting uncontrollably, and within a couple of hours his stomach was so swollen and painful that he could barely breathe. Itto and Zahra, frightened, drove him straight to the emergency room at Khenifra hospital — but the scene that greeted them was chaos. People with serious injuries sat waiting, unattended, and after an hour nobody had even looked at Julio. Eventually, a stranger helped them find a taxi to a private clinic, where a doctor gave him something for the pain and put him on a drip. He felt a little calmer, but far from well.

By the next morning, it was clear the trip had to end. They dropped Ali Boukrim and Fátima Aachouch back at Abderrahim's farm and set off for Spain, Julio pale and barely able to sit still from the discomfort. That night, in Azrou, he needed a second emergency visit; the kind owners of their rented flat drove him there themselves. He still couldn't sleep, pacing the room instead, fighting for breath.

The next day, on the road towards Nador, they passed a small mountain viewpoint with a curious name: Ito — almost the same as Itto's own name. Nobody laughed. From Nador, the ferry to Almería took eight long hours, and as soon as they arrived, they drove straight to Hospital Vírgen del Mar, where doctors admitted Julio directly into intensive care.

He spent three days in intensive care, then moved to a hospital room, hooked up to drips and monitors, unable to eat. By the end of his first week in hospital, still weak but a little more stable, he had an unexpected surprise: his cousin Mariquita, his ex-wife Laura, and his daughter Marina all came to visit him, one after another, in his hospital room. After everything that had happened over the summer, seeing them there, by his bed, meant more to him than he could easily put into words.

Looking back, Julio believes it wasn't really the water, or the food, that had brought him so low. He's

convinced it was something deeper: months of accumulated work stress that had quietly worn down his body, leaving it defenceless the moment something — anything — went wrong.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What happened to Julio that night in Khenifra?

2. Why didn't the public hospital in Khenifra help him quickly?

3. What decision did the family make the next morning?

4. What happened when Julio reached hospital in Almería, and who visited him a week later?

5. What does Julio believe was the real cause of his illness, and how does this text present that belief?

4. LANGUAGE IN ACTION

Language Lab

Lenguaje de urgencia y salud (pasado)

Vocabulario y estructuras para describir una urgencia médica en pasado, incluyendo verbos de salud y frases típicas de una sala de urgencias.

Grammar Drill

1. Julio _____ vomiting uncontrollably that night. [start]
2. His stomach _____ so swollen that he could barely breathe. [become]
3. Itto and Zahra _____ him to the emergency room. [rush]
4. Nobody _____ at him for a whole hour. [look]
5. A stranger _____ them find a taxi. [help]
6. The doctor _____ him on a drip. [put]
7. They _____ to end the trip early. [decide]
8. Julio _____ sit still because of the pain. [not/can]
9. In Azrou, he _____ a second emergency visit. [need]
10. The owners of the flat _____ him to the hospital themselves. [drive]
11. He _____ the room instead of sleeping. [pace]
12. The ferry from Nador to Almería _____ eight hours. [take]
13. Doctors _____ him directly into intensive care. [admit]
14. _____ Julio believe the water was the real cause? [do]
15. He _____ it was months of stress that had worn down his body. [believe]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. symptom /'sɪmptəm/ — síntoma.

2. vomit (v.) /'vɒmɪt/ — vomitar.

3. dehydration /ˌdiːhaɪ'dreɪʃn/ — deshidratación.

4. swollen /'swəʊlən/ — hinchado/a.

5. anxiety /æŋ'zaɪəti/ — ansiedad.

6. emergency room /ɪ'mɜːdʒənsi ruːm/ — sala de urgencias.

7. drip (IV) /drɪp/ — gotero, suero.

8. intensive care unit /ɪn'tensɪv keə 'juːnɪt/ — UCI.

9. kidney /'kɪdni/ — riñón.

10. private clinic /'praɪvət 'klɪnɪk/ — clínica privada.

11. public healthcare /'pʌblɪk 'helθkeə/ — sanidad pública.

12. medication /ˌmedɪ'keɪʃn/ — medicación.

13. insurance /ɪn'ʃʊərəns/ — seguro (médico).

14. recover (v.) /rɪ'kʌvə/ — recuperarse.

15. grateful /'greɪtfl/ — agradecido/a.

6. SOUND LAB

contrastive stress in comparisons

Escucha qué palabras reciben la prominencia principal para marcar el contraste entre dos opciones.

Repite las comparaciones destacando de forma natural las dos palabras contrastadas.

Escucha los cuatro modelos y localiza las palabras fuertes antes de repetir la frase completa.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-17.

The BLUE one is CHEAPER than the RED one. Carmen is TALLER than Pilar. This exercise is EASIER than the last one. The TRAIN is FASTER than the BUS.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 37.0 · p. 83 · exercise 37.0.1

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

BLUE — CHEAPER — RED

Carmen — TALLER — Pilar

exercise — EASIER — last one

TRAIN — FASTER — BUS

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Has vivido alguna vez una urgencia médica, propia o de alguien cercano? Cuéntalo con calma a tu compañero/a, usando pasado simple.

Writing

1. Escribe 3 frases sobre lo que hizo la familia esa noche en Khenifra.
2. Escribe una pregunta con "How long...?" sobre el trayecto de vuelta a España.
3. Reflexiona por escrito (3-4 frases): en tu opinión, ¿qué papel juega el estrés en la salud? No hay respuesta correcta ni incorrecta.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Iyeoka – Simply Falling (2010)**
>
> Escucha la canción y localiza los verbos en pasado. El título habla de "caer", sin más explicación — ¿por qué puede encajar con esta sesión?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de tres, representad la llegada a las urgencias de Khenifra: uno es Julio, con dolor; los otros son Itto y Zahra, intentando conseguir ayuda en un ambiente caótico. Terminad la escena con la decisión de buscar una clínica privada.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-17)

8. MEDIATION / REAL LIFE

🔁 Mediation

En España, un familiar mayor comenta que ha leído en una red social que "las UCIs son un negocio" y no quiere ir al médico. Un amigo marroquí, que no habla bien español, te pregunta qué piensa Julio sobre la medicina convencional y por qué, aun así, acabó en la UCI.

> *"Looking back, Julio believes it wasn't really the water, or the food, that had brought him so low. He's convinced it was something deeper: months of accumulated work stress. Even so, when things got serious, he went straight to hospital and trusted the doctors there."*

Tarea: Explícaselo en español a tu amigo, sin traducir palabra por palabra, y añade tu propia opinión: ¿cómo se puede tener espíritu crítico con la información de salud sin dejar de acudir al médico cuando de verdad se necesita?

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 contrastive stress in comparisons 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 · Till My Last Breath

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·3 · CLASE 6

One Difficult Journey (Review Fair)

Repaso general del viaje a Ouaoumana



⏱ 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 3.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave del viaje, la familia y las comparaciones.	Comprender
3. Understanding	6	Comprobamos detalles y conexiones de la unidad.	Comprobar comprensión
4. Language in Action	12	Consolidamos pasado continuo, contraste con pasado simple y comparativos.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de viaje, familia, campo y descripción.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos pausas y entonación en una narración breve en pasado.	Escuchar y producir
7. Let’s Use English	12	Reconstruimos una experiencia y comparamos sus momentos principales.	Comunicar
8. Mediation / Real Life	7	Mediamos un resumen de la experiencia 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 a una pareja un resumen breve.

Today we continue with...

One Difficult Journey (Review Fair)

2. STORY / LISTENING

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

3. UNDERSTANDING

Comprueba oralmente dos detalles de la historia o escucha elegida.

4. LANGUAGE IN ACTION

Language Lab

Eleven Days in Morocco — A2 Review

Repaso de pasado simple y continuo, y lenguaje de urgencia/salud, en los contextos de frontera, familia, vida rural, naturaleza y salud trabajados en la unidad.

Grammar Drill

1. Julio, Itto and Zahra _____ at the border for almost eleven hours. [wait]
2. While they _____ in Khenifra, they _____ Mustapha's family in Tadla. [stay / visit]
3. Abderrahim _____ Souad only a few months before their visit. [marry]
4. While Julio _____ along the forestry track, he _____ they might get stuck. [drive / believe]
5. That night, Julio _____ vomiting uncontrollably. [start]
6. The hospital in Khenifra _____ him quickly. [not/help]
7. They _____ straight back to Spain the next morning. [drive]
8. Doctors _____ him into intensive care in Almería. [admit]
9. A week later, his family _____ him in hospital. [visit]
10. _____ Julio believe stress played a part in his illness? [do]

5. WORDS WE NEED

Recupera palabras conocidas de la unidad y úsalas en contexto.

6. SOUND LAB

narration pauses and intonation

Escucha cómo una historia breve se organiza mediante pausas naturales y cambios de entonación.
Repite el relato por grupos de sentido y después cuéntalo sin leer, manteniendo pausas naturales.
Escucha primero la historia completa; después marca las pausas y repite cada grupo de sentido.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por M4g A2-18.

Yesterday morning, I left home at eight. On the way to the centre, I met an old friend. We stopped for a minute, talked about our families, and then said goodbye. When I arrived at class, everyone was waiting for me.

Yesterday morning, I left home at eight.

On the way to the centre, I met an old friend.

We stopped for a minute, talked about our families, and then said goodbye.

When I arrived at class, everyone was waiting for me.

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:

Estación 1 — "Eleven Hours": una cola de coches de juguete y un pasaporte de cartulina, para repasar el vocabulario de frontera y el pasado simple de la Sesión 1.
Estación 2 — "A Full House": fotos de familia y una llave de apartamento, para repasar la Sesión 2.
Estación 3 — "Abderrahim's Farm": una manta y un vaso de té de cartulina, para repasar la Sesión 3.
Estación 4 — "The Spring": un trozo de sal de roca y una foto del bosque de cedros, para repasar la Sesión 4.
Estación 5 — "The Long Way Home": un mapa con el trayecto de vuelta, para repasar la Sesión 5, con especial cuidado y respeto en el tono.

Los alumnos rotan en grupos pequeños por las cinco estaciones, improvisando una breve escena de 2-3 minutos en cada una.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **J. J. Cale – Moma Don't (1994)**
>
> Como cierre de la unidad, comentad en gran grupo: de las cinco sesiones, ¿cuál os ha parecido más intensa? ¿Qué aprendisteis sobre las diferencias entre la sanidad pública y la privada?
> Julio spent thirteen days in hospital in total — ten of them without eating anything at all. He would need weeks to recover physically, and there was still a difficult conversation waiting for him back at school, about the complaint he had filed just before the summer. That conversation, and everything that came with it, would become its own story.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-18)

8. MEDIATION / REAL LIFE

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

🌍 Culture Window · Remembrance Day

United Kingdom and other Commonwealth contexts; remembrance around 11 November, with varied personal and public meanings.

Listen for dates, symbols and reasons. Notice pauses between ideas and a calm, respectful intonation; do not imitate an accent.



POA(Phot) Mez Merrill / MOD · Open Government Licence v1.0

Before reading

- Look at the wreaths around the memorial. What mood does the image create?
- What public or family ways of remembering the past do you know?

Remembrance Day is observed on 11 November in the United Kingdom and in several other countries. The date marks the armistice that ended fighting in the First World War in 1918. Remembrance Sunday, with major public ceremonies in the UK, is held on the nearest Sunday. The two occasions are connected, although their dates and activities are not always identical.

At eleven o'clock, many people observe a two-minute silence. Ceremonies can take place at memorials, schools, workplaces and museums. At the Cenotaph in London, representatives lay wreaths. The red remembrance poppy is a familiar symbol because poppies grew on battlefields after the First World War. People may wear one, make a donation, attend a service or remember privately.

The meaning of remembrance is not exactly the same for everyone. Some people think first about relatives or members of their community who died in war. Some include civilians and people affected by more recent conflicts. Others focus on peace, reconciliation or the cost of war. Religious and non-religious ceremonies may use different words and music. Some people choose not to wear a poppy, or prefer another form of remembrance. The symbol and the public rituals have also been discussed and questioned over time.

A respectful Culture Window does not ask learners to copy one response. It asks us to notice what people do, understand why the moment can be important and listen to different experiences. Silence can communicate even when no words are spoken. Museums and community groups may also use letters, photographs and personal testimony to connect large historical events with individual lives. These materials remind us that memory is both public and personal. In an adult class, we can connect remembrance with family stories, migration, public memorials and hopes for peace. We should never pressure another person to share a painful memory. We can ask permission, listen carefully and accept that someone may prefer not to speak.

Understanding

- What happened on 11 November 1918?
- What is the difference between Remembrance Day and Remembrance Sunday?
- Why is the poppy used as a symbol?
- Give two different meanings remembrance may have.
- How can a conversation about painful memories remain respectful?

Cultures in conversation

- Compare a public memorial with a private way of remembering. What can each communicate?
- Discuss how the same symbol can have different meanings for different people.

Let’s talk

- Is silence sometimes a form of communication? Explain.
- What can communities do to remember the past while also supporting peace?

Read the four paragraphs aloud with short pauses between ideas. Use calm intonation and stress key information such as 11 November, two-minute silence and hopes for peace.

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 natural pauses and intonation.

◯ 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 · 9C · More Practice
- Practice Makes Perfect Basic English · Chapters 33–35 selectivo · More Practice

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

Sing Along with AI · I Walk Through Fire

- 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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