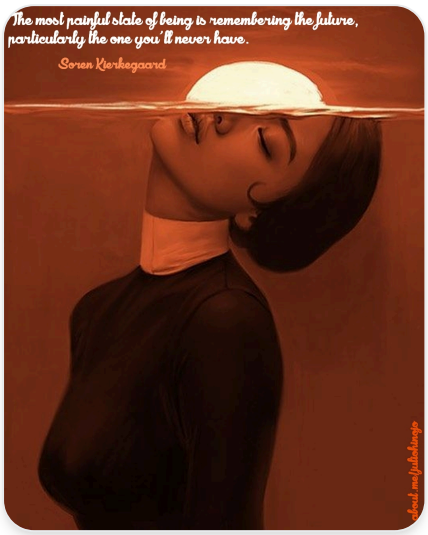
SDA A2·6 · CLASE 1

Thirty Days

Un papel que falta en octubre, una respuesta que llega en diciembre, y un plazo que empieza a correr en Rabat



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos experiencias de vida y Present Perfect.	Reactivar
2. Story / Listening	12	Escuchamos el inicio de una estancia de treinta días y las experiencias que abre.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos Present Perfect con ever y never para hablar de experiencias.	Construir precisión
5. Words We Need	10	Activamos vocabulario de viaje, estancia y experiencias.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos el ritmo de comparaciones completas como preparación del nuevo foco.	Escuchar y producir
7. Let's Use English	12	Preguntamos y respondemos sobre experiencias personales.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona una experiencia relevante sin añadir detalles innecesarios.	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…

Thirty Days

🎧 2. STORY / LISTENING

🎧 Listening: "A Good Sign"

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

Listen and check

1. The letter from Almería in October said everything was approved. → .....
2. The lawyer thought the request for more documents was a bad sign. → .....
3. Itto sent the missing document the next day. → .....
4. The family waited about six weeks for an answer. → .....
5. The final resolution arrived in October. → .....

📖 The Story: "Thirty Days"

El calvario administrativo de Mustapha en Rabat

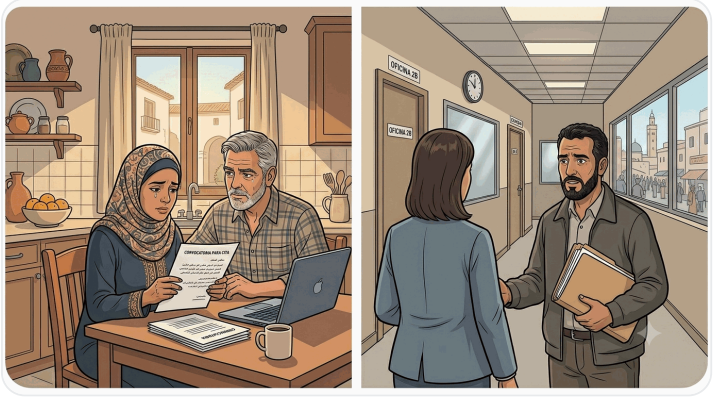


Imagen generada con Google Gemini Flash-Lite

The good news reached Mustapha within minutes: his sister had sent a single voice message, her voice breaking with relief. "They said yes, Mustapha. Mum and Dad can go to Spain." He allowed himself thirty seconds of pure happiness before his journalist's brain took over completely: the resolution came with a clock attached. Thirty days. If his parents didn't enter Spain within a month, the whole process would be cancelled, and they would have to start again from zero.

He had covered enough news stories about the Spanish Embassy in Rabat to know exactly what he was facing. Nobody simply walked in. Appointments for a visa interview were being given for six months ahead, sometimes more — an absurd number when set against his thirty-day deadline. For two days, he tried every official channel he could think of: the embassy's phone line, its website, a formal letter through a colleague at the radio station. Nothing moved.

On the third day, an older colleague pulled him aside quietly. "There are people who know how to get things done faster," he said, "if you're desperate enough." Mustapha was desperate enough. He got a phone number for a man who, for a fee, arranged appointments that seemed impossible to arrange through the official channels alone — a small, unofficial world that existed, as far as Mustapha could tell, in the shadow of every embassy in the country.

The agent's first request was simple: a folder of documents proving that Ali Boukrim and Fátima Aachouch had no one else in Morocco who could support them. It sounded easy. It wasn't. Mustapha spent the following two weeks travelling between towns, government offices and relatives he barely remembered, chasing papers that seemed to multiply every time he thought he was finished.

By the time the folder was complete, barely a week of the thirty days remained. Mustapha handed everything over and waited, exhausted, wondering whether it had all been worth it — or whether, after everything, his parents would spend Christmas still waiting in Ouaoumana.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did Mustapha first learn that the request for reunification had been approved?

.....

2. What condition came with the approval, and why was it a problem?

.....

3. What did Mustapha try first, and what happened?

.....

4. What advice did his colleague give him, and what did he do next?

.....

5. What was the agent's first request, and how difficult was it to complete?

.....

4. LANGUAGE IN ACTION

Language Lab

Present Perfect: experiencias con ever / never

Retomamos el Present Perfect visto en la SdA A2·5, y añadimos su uso más característico: hablar de experiencias de vida, sin importar cuándo ocurrieron exactamente (*Have you ever...? / I've never...*). Usamos **ever** en preguntas (*Have you ever waited six months for an appointment?*) y **never** en frases negativas (*Mustapha has never dealt with paperwork like this before*). Seguimos usando el Present Perfect también para resultados presentes de acciones pasadas y para situaciones que empiezan en el pasado y continúan.

Grammar Drill

1. Mustapha _____ good news from his sister. [receive]
2. Have you ever _____ for six months for an appointment? [wait]
3. The family _____ never _____ such a difficult process before. [face]
4. Itto _____ the missing document the day after the letter arrived. [send]
5. Since October, Mustapha _____ dozens of phone calls to the embassy. [make]
6. Right now, the family still _____ for the final answer. [wait]
7. Mustapha _____ never _____ to Rabat for a personal reason before. [travel]
8. Two days ago, an older colleague _____ him a phone number. [give]
9. _____ you ever _____ a document you thought was lost forever? [find]
10. Mustapha _____ almost every relative in the family this month. [contact]
11. The embassy _____ never _____ an easy place to get an appointment. [be]
12. Yesterday, Mustapha _____ exhausted after another day of paperwork. [feel]
13. This is the first time Itto _____ ever _____ this frightened about a piece of paper. [be]
14. So far, the agent _____ them a long list of documents. [give]

15. Mustapha _____ never _____ up on his parents, no matter how difficult it got. [give]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. embassy (n.) /ˈembəsi/ — embajada.

2. appointment (n.) /əˈpɔɪntmənt/ — cita.

3. paperwork (n.) /ˈpeɪpəwɜːk/ — papeleo.

4. agent (n.) /ˈeɪdʒənt/ — gestor, intermediario.

5. visa (n.) /ˈviːzə/ — visado.

6. grant (v.) /grɑːnt/ — conceder.

7. reject (v.) /rɪˈdʒekt/ — rechazar.

8. missing (adj.) /ˈmɪsɪŋ/ — que falta.

9. delay (n./v.) /dɪˈleɪ/ — retraso / retrasar.

10. unofficial (adj.) /ˌʌnəˈfɪʃl/ — extraoficial.

11. family reunification /ˈfæməli ˌriːjuːnɪfɪˈkeɪʃn/ — reagrupación familiar.

12. time limit /ˈtaɪm ˌlɪmɪt/ — plazo.

13. comfort (v./n.) /ˈkʌmfət/ — consolar / consuelo.

14. postpone (v.) /pəˈspəʊn/ — posponer.

15. against the clock (idiom) /əˈgenst ðə klɒk/ — contrarreloj.

6. SOUND LAB

comparative sentence rhythm

Escucha el ritmo de comparaciones completas y localiza las palabras que llevan la información principal.

Repite una comparación completa manteniendo than integrado en el grupo rítmico.

Escucha tres comparaciones, marca las palabras fuertes y crea después una frase con el mismo patrón.

0:00 / 0:30

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-31.

This road is longer than that one. The blue bag is cheaper than the black bag. My new phone is lighter than my old phone. Listen to the rhythm of each comparison. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

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

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

This road is longer than that one.

The blue bag is cheaper than the black bag.

My new phone is lighter than my old phone.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una vez en que tuviste que esperar mucho tiempo por un trámite importante (una cita médica, un papel oficial, una respuesta de una administración). ¿Cómo te sentiste mientras esperabas?

Writing

1. Escribe 2 frases con Present Perfect + "ever", en forma de pregunta, sobre experiencias de trámites o esperas.
2. Escribe 2 frases con Present Perfect + "never", sobre algo que Mustapha nunca ha hecho.
3. Escribe una frase en pasado simple sobre un momento concreto de la historia (con fecha o momento claro).

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Paul Anka – Papa (1974)**
>
> Escuchad la canción y localizad las palabras relacionadas con el paso del tiempo y el esfuerzo de un padre por su familia — comentad en clase el paralelismo con el esfuerzo de Mustapha por sus propios padres.

Roleplay

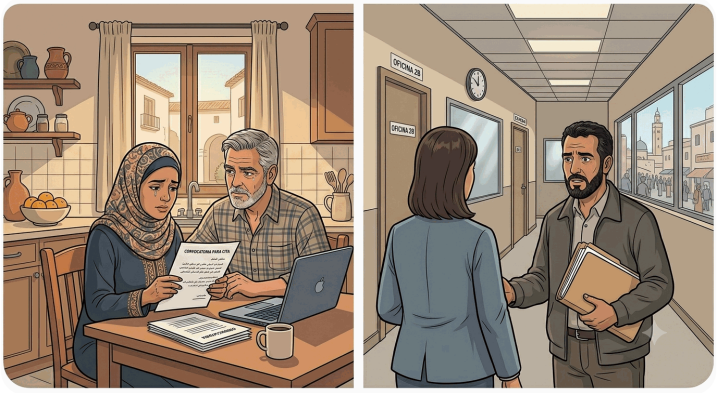


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la llamada telefónica entre Mustapha y el "agente" en la que este le pide el primer documento. Usad al menos 2 frases con Present Perfect (*have you ever* / *I've never*).

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-31)

8. MEDIATION / REAL LIFE

Mediation

Un amigo tuyo, que no habla inglés, no entiende bien esta frase de la historia.

> *"There are people who know how to get things done faster, if you're desperate enough."*

Tarea: Explícale en español, de forma clara y natural, qué implica esta frase sobre cómo funcionaba en realidad el proceso en la Embajada, 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 clear rhythm in simple 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 · 15–20 · Reinforce
- English Vocabulary in Use Elementary · 5 · Reinforce

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

Sing Along with AI · The Last Promise

- Use only the mapped activity for this session.

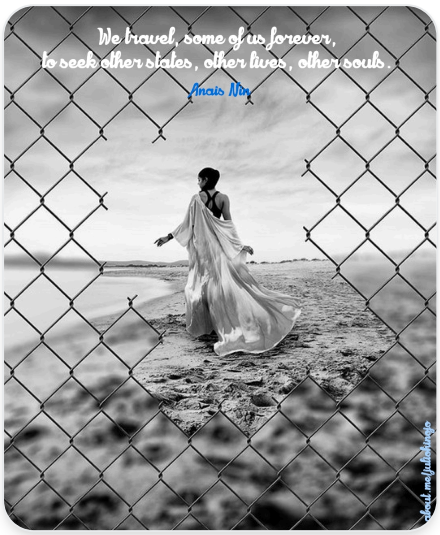
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·6 · CLASE 2

The Van from Ouaoumana

Catorce horas de viaje y una primera noche llena de comparaciones



⏱ 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 entre lugares, objetos y experiencias.	Reactivar
2. Story / Listening	12	Escuchamos la llegada de la furgoneta desde Ouaoumana y describimos diferencias.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Construimos comparativos con -er/more + than.	Construir precisión
5. Words We Need	10	Activamos adjetivos útiles para comparar transporte, lugares y objetos.	Ampliar vocabulario útil
6. Sound Lab	10	Percibimos than débil dentro de comparaciones naturales.	Escuchar y producir
7. Let’s Use English	12	Comparamos opciones y justificamos una elección sencilla.	Comunicar
8. Mediation / Real Life	5	Ayudamos a otra persona a elegir entre dos opciones comparándolas.	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 Van from Ouaoumana

🎧 2. STORY / LISTENING

🎧 Listening: "Fourteen Hours"

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

Listen and check

1. The van left Morocco in the evening. → .....
2. Ali Boukrim slept for most of the journey. → .....
3. Fátima wore two blankets even though the van had heating. → .....
4. The journey included a ferry crossing. → .....
5. Nobody was waiting for them when they arrived. → .....

📖 The Story: "The Van from Ouaoumana"

Primeras comparaciones, la primera noche en la nueva casa



Imagen generada con Google Gemini Flash-Lite

By the time the van finally stopped outside the house, it was almost eight in the evening, and the January air felt sharper than either grandparent had expected. Ali Boukrim climbed down slowly, gripping Tarik's arm, and looked up at the three floors of the house with something between admiration and disbelief. "Bigger than I imagined," he said quietly to Itto, in Tamazight.

Inside, the differences kept coming. The heating was gentler than the wood stoves they were used to, but somehow the house still felt colder — Fátima blamed the tall ceilings and the tiled floors, so unlike the packed earth of her own kitchen back home. The roads on the way from the port had been smoother than anything in the Middle Atlas: no potholes, no dust, just long stretches of grey tarmac lit by orange streetlights. "Roads like these," Ali Boukrim said, half-joking, "and yet somehow slower drivers than ours."

Julio had prepared what he thought was a simple welcome dinner — soup, bread, grilled chicken — but Fátima eyed the plates with polite suspicion before finally trying everything, one small bite at a time. She found the bread softer than hers, less filling somehow, and said so without any hesitation, in a tone that made Itto laugh despite her exhaustion.

Later that night, once the suitcases were finally unpacked and the house had gone quiet, Julio found Ali Boukrim standing at the living-room window, looking out at the streetlights of La Cañada. "It's a lot brighter here than back home," the old man said, almost to himself. "The sky at night was darker in Ouaoumana — you could see more stars." Julio didn't quite know how to answer that, so he simply stood beside him for a while, saying nothing, letting the first strange night of their new life settle quietly around all four of them.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What was Ali Boukrim's first reaction to seeing the house?

2. Why did the house feel colder to Fátima than her own home, in her opinion?

3. How did Ali Boukrim compare the roads and the drivers of Spain and Morocco?

4. What did Fátima think about the bread at dinner?

5. What did Ali Boukrim miss about the night sky in Ouaoumana?

4. LANGUAGE IN ACTION

Language Lab

Comparativos

Empezamos los comparativos: para adjetivos cortos añadimos **-er + than** (*colder than, softer than, smoother than*); para adjetivos largos usamos **more + adjetivo + than**. Recordamos también las formas irregulares: *better than, worse than*. Practicamos comparando el viaje, el clima y las costumbres de Ouaoumana y Almería.

Grammar Drill

1. The roads in Spain are _____ than the roads in the Middle Atlas. [smooth]
2. Fátima found the bread _____ than her own bread back home. [soft]
3. For Ali Boukrim, the house felt _____ than he had imagined. [big]
4. The night sky in Ouaoumana was _____ than the sky over La Cañada. [dark]
5. Spanish drivers seemed _____ than Moroccan drivers, according to Ali Boukrim. [slow]
6. The January air felt _____ than the grandparents had expected. [sharp]
7. This January has been _____ than last January, according to Julio. [cold]
8. Fátima's kitchen back home was _____ than the tiled kitchen in Spain. [warm]
9. The journey by van was _____ than anyone had planned for. [long]
10. Julio's welcome dinner was _____ than Fátima had expected. [simple]
11. Ali Boukrim's Spanish is _____ than Fátima's. [good]
12. According to Ali Boukrim, the streetlights in La Cañada are _____ than the ones in Ouaoumana. [bright]
13. Waiting for the ferry felt _____ than the ferry crossing itself. [bad]
14. Everything in the new house seemed _____ than back home, at least at first. [strange]
15. Ali Boukrim admitted that adapting was _____ than he had thought it would be. [difficult]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. van (n.) /væn/ — furgoneta.

2. driver (n.) /ˈdraɪvə/ — conductor/a.

3. overnight (adj./adv.) /ˌəʊvəˈnaɪt/ — de un día para otro.

4. shattered (adj.) /ˈʃætəd/ — agotadísimo/a.

5. unfamiliar (adj.) /ˌʌnfəˈmɪliə/ — desconocido/a.

6. climate (n.) /ˈklaɪmət/ — clima.

7. humidity (n.) /hjuːˈmɪdəti/ — humedad.

8. mild (adj.) /maɪld/ — suave (clima).

9. paved (adj.) /peɪvd/ — asfaltado/a.

10. similar (adj.) /ˈsɪmələ/ — parecido/a.

11. overwhelmed (adj.) /ˌəʊvəˈwelmd/ — abrumado/a.

12. reunite (v.) /ˌriːjuːˈnaɪt/ — reunir(se).

13. get used to (phrasal v.) /get ˈjuːst tə/ — acostumbrarse a.

14. routine (n.) /ruːˈtiːn/ — rutina.

15. warmly (adv.) /ˈwɔːmli/ — calurosamente.

6. SOUND LAB

weak than /ðən/ in comparisons

Escucha cómo than se debilita dentro de comparaciones naturales y no recibe el acento principal.

Repite una comparación sin acentuar than en exceso.

Escucha los tres modelos, localiza than y crea después una comparación propia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-32.

My town is quieter than the city. This book is easier than the last one. The bus is slower than the train. Notice how than becomes weak inside the phrase. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

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

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

quieter than the city | easier than the last one | slower than the train

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

En parejas, comparad dos lugares que conozcáis bien (dos ciudades, dos casas, dos países). Usad al menos 3 comparativos.

Writing

1. Escribe 3 frases comparando el viaje en furgoneta con un viaje que hayas hecho tú.
2. Escribe 2 frases sobre las diferencias de clima entre Ouaoumana y Almería.
3. Escribe una frase con Present Perfect sobre algo que los abuelos han hecho por primera vez esa noche (repaso).

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Phil Collins – Against All Odds (1981)**
>
> Toda la familia ha superado obstáculos para llegar hasta este momento; comentad qué versos de la canción podrían aplicarse al esfuerzo de Mustapha en la Sesión 1.

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de 3, representad la primera cena de bienvenida: uno interpreta a Julio, sirviendo la comida; otro a Fátima, comparando en voz alta cada plato con la comida de casa; otro a Ali Boukrim, mirando la casa y comparándola con Ouaoumana. Usad al menos 3 comparativos.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-32)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un amigo español no entiende bien por qué Ali Boukrim diría esto sobre los conductores españoles.

> *"Roads like these, and yet somehow slower drivers than ours."*

Tarea: Explícale en español la broma/observación, capturando el humor, 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 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 · 87–88 aprox. · Reinforce

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

Sing Along with AI · My Lady

- Use only the mapped activity for this session.

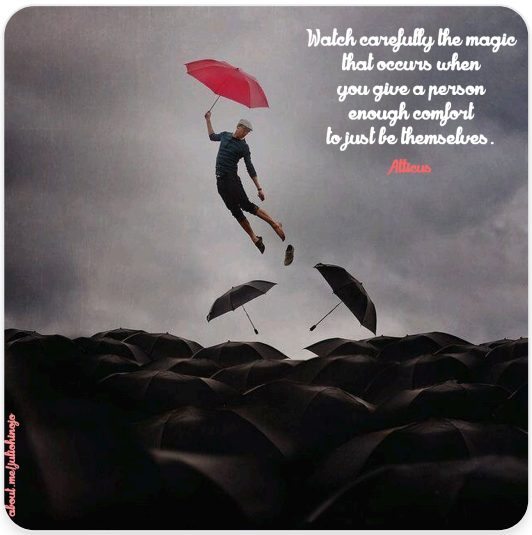
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·6 · CLASE 3

Settling In

Dormitorios, trámites y un chequeo médico con sorpresa



⏱ 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 comparativos de igualdad y diferencia.	Reactivar
2. Story / Listening	12	Escuchamos cómo la familia se va instalando y compara espacios y objetos.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos as...as / not as...as e iniciamos el paso hacia superlativos.	Construir precisión
5. Words We Need	10	Activamos adjetivos de casa, tamaño, comodidad y cualidades.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos el ritmo de as...as dentro de frases completas.	Escuchar y producir
7. Let’s Use English	12	Expresamos semejanzas y diferencias entre dos elementos.	Comunicar
8. Mediation / Real Life	5	Reformulamos una comparación para que otra persona la comprenda.	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...

Settling In

🎧 2. STORY / LISTENING

🎧 Listening: "From Rabat to Almería"

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

Listen and check

1. Registering at the town hall took several hours. → .....
2. The NIE process at the Immigration Office was quicker than the town hall visit. → .....
3. Itto had to visit the Immigration Office more than once. → .....
4. Mustapha made a joke about the paperwork feeling familiar. → .....
5. Everyone in the family laughed at Mustapha's joke. → .....

📖 The Story: "Settling In"

Dormitorios, trámites y un chequeo médico con sorpresa

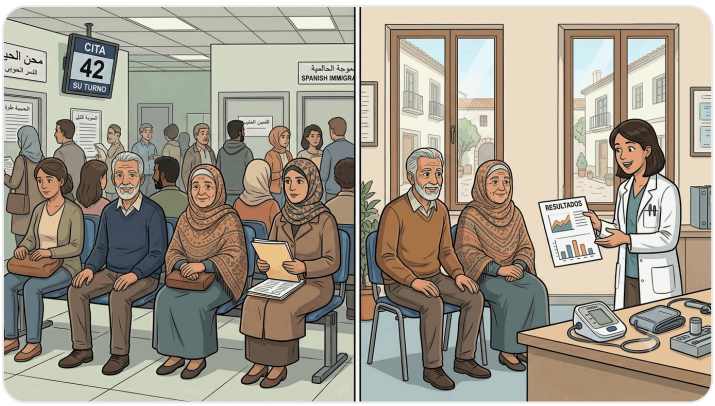


Imagen generada con Google Gemini Flash-Lite

Preparing the house had taken almost three weeks. The living room, once full of bookshelves and Julio's old armchair, was now a bedroom for Ali Boukrim, with a low, firm bed and a small bathroom converted from what used to be a store cupboard — close enough that he never had to climb a single step at night. Upstairs, the second guest bedroom, separated from Julio and Itto's own room by the main bathroom, became Fátima's space, at least officially. Within three days, though, she had pushed the mattress of her comfortable double bed against the wall and was sleeping, as she always had, on a folded blanket on the floor. Julio's old study migrated to what had been the smallest bedroom, now barely big enough for a desk and a single bookshelf, but private enough for him not to complain.

Food turned out to be less of a battle than clothing. Fátima accepted most Spanish dishes with only mild suspicion, but she flatly refused to wear anything without long sleeves, regardless of how mild the Almería winter actually was; Ali Boukrim, for his part, kept his usual djellaba for the house and only agreed, after some gentle negotiation from Itto, to a warmer jacket for outings.

The bureaucracy, meanwhile, refused to slow down. After the town hall came the Immigration Office and the long wait for the grandparents' NIE, and after the NIE came MUFACE: Julio's health insurance, adapted with some effort to now cover two more people. A full medical check-up followed almost immediately — blood tests, blood pressure, the works — and the results surprised everyone except, perhaps, Fátima herself. Both grandparents, the doctor explained with visible amusement, were in noticeably better shape than most of his Spanish patients half their age. Ali Boukrim's blood pressure needed a little watching, nothing more; Fátima's numbers, across the board, looked almost enviable. "At this rate," Itto told Julio that evening, only half-joking, "my mother is going to outlive both of us."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where did each grandparent actually end up sleeping, and how does that compare with what had been planned?

.....

2. What happened to Julio's study?

.....

3. What was harder to negotiate with the grandparents — food or clothing? Give details.

.....

4. What bureaucratic steps did the family go through after the town hall registration?

.....

5. What did the medical check-up reveal about the grandparents' health?

.....

4. LANGUAGE IN ACTION

Language Lab

Comparativos: as...as / not as...as, e intro a superlativos

Seguimos con los comparativos, y añadimos la estructura **as + adjetivo + as** (para decir que dos cosas son iguales) y **not as + adjetivo + as** (para decir que una es menos... que otra). También empezamos a fijarnos en los superlativos, que desarrollaremos en la Sesión 4.

Grammar Drill

1. Fátima's new bedroom isn't _____ as her old room in Ouaoumana. [big]
2. According to Ali Boukrim, the NIE process was _____ than the town hall visit. [difficult]
3. The floor isn't _____ as the mattress, but Fátima prefers it anyway. [comfortable]
4. Julio's new study is _____ than his old one. [small]
5. Ali Boukrim's blood pressure is _____ than the doctor would like. [high]
6. Fátima's health results are _____ than most of the doctor's other patients. [good]
7. Clothing turned out to be _____ than food to negotiate. [difficult]
8. The Almería winter isn't _____ as Fátima expected. [cold]
9. Is Julio's insurance now _____ complicated than before? [complicated]
10. The djellaba is _____ than the winter jacket Itto bought him. [comfortable]
11. Ali Boukrim's Spanish still isn't _____ as Itto's, but it's improving. [good]
12. This check-up was _____ than any doctor's visit Ali Boukrim has ever had in Morocco. [thorough]
13. Fátima's numbers were _____ than the doctor expected. [enviable]
14. The house feels _____ than it did the first week. [familiar]
15. According to Itto, her mother might end up _____ than both of them put together. [healthy]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. register (v.) /ˈredʒɪstə/ — empadronar(se).

2. town hall (n.) /taʊn hɔːl/ — ayuntamiento.

3. residence permit (n.) /ˈrezɪdəns ˌpɜːmɪt/ — permiso de residencia.

4. form (n.) /fɔːm/ — impreso, formulario.

5. proof (n.) /pruːf/ — justificante, prueba.

6. coverage (n.) /ˈkʌvərɪdʒ/ — cobertura.

7. check-up (n.) /ˈtʃek ʌp/ — revisión médica.

8. blood pressure /blʌd ˈpreʃə/ — tensión arterial.

9. dependant (n.) /dɪˈpendənt/ — persona dependiente / a cargo.

10. generation (n.) /ˌdʒenəˈreɪʃn/ — generación.

11. habit (n.) /ˈhæbɪt/ — hábito.

12. custom (n.) /ˈkʌstəm/ — costumbre.

13. flexible (adj.) /ˈfleksəbl/ — flexible.

14. adapt (v.) /əˈdæpt/ — adaptarse.

15. inflexible (adj.) /ɪnˈfleksəbl/ — inflexible.

6. SOUND LAB

as...as — comparison rhythm

Escucha cómo las dos formas as encuadran el adjetivo dentro de un mismo grupo rítmico.

Repite un modelo manteniendo as...as unido y sin sobreactuar las palabras funcionales.

Escucha los tres modelos, identifica igualdad o diferencia y crea una frase propia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-33.

This room is as bright as that one. The second exercise is as easy as the first. My bag is not as heavy as yours. Listen to the rhythm of as ... as. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 36.0 · p. 81 · exercise 36.0.3

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

as bright as that one | as easy as the first | not as heavy as yours

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Qué costumbre tuya sería más difícil de cambiar si te mudaras a vivir a otro país? Compara con tu compañero/a usando comparativos.

Writing

1. Escribe 2 frases con "as...as" o "not as...as" sobre las diferencias entre la casa de Ouaoumana y la casa de Almería.
2. Escribe 2 frases comparando la comida o la ropa de los abuelos con las costumbres españolas.
3. Escribe una frase con superlativo sobre algo de la historia (p. ej. el trámite más difícil).

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Pink Floyd – Comfortably Numb (1979)**
>
> El título juega con la idea de sentirse "cómodamente insensible" — comentad en clase si creéis que, después de tantos trámites, la familia empieza por fin a sentirse simplemente "cómoda", sin más sobresaltos.

🎭 Roleplay

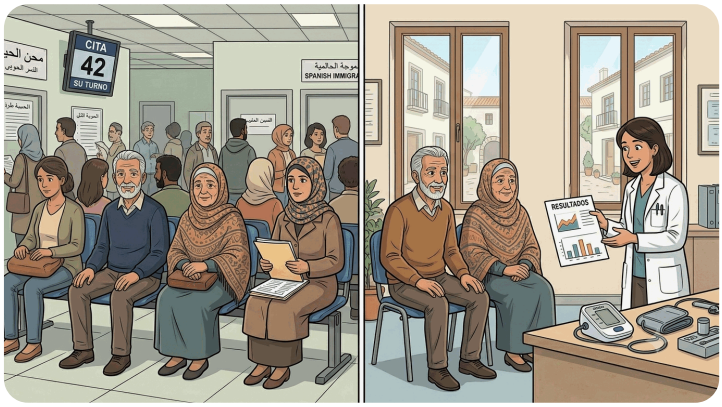


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la consulta médica del chequeo: uno interpreta al médico de familia, dando los resultados con sorpresa; el otro a Itto, traduciendo para sus padres. Usad al menos 2 comparativos y 1 superlativo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-33)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un amigo te pregunta qué quiso decir Itto exactamente con esta frase.

> *"At this rate, my mother is going to outlive both of us."*

Tarea: Explícaselo en español, con el mismo tono medio en broma medio en serio.

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 as...as with clear sentence rhythm.

◯ 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 · 87–90 aprox. · Reinforce

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

Sing Along with AI · You Are My Heaven

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·6 · CLASE 4

Two Houses, One Family

Alí se muda con Zahra, y una visita a Serón antes de la fiesta



⏱ 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 superlativos y comparación de varias opciones.	Reactivar
2. Story / Listening	12	Escuchamos la vida entre dos casas de una misma familia.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos superlativos con -est y the most, incluyendo formas irregulares frecuentes.	Construir precisión
5. Words We Need	10	Activamos adjetivos para valorar personas, casas y opciones.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos las palabras prominentes dentro de frases superlativas.	Escuchar y producir
7. Let’s Use English	12	Comparamos varias opciones y destacamos una.	Comunicar
8. Mediation / Real Life	5	Transmitimos cuál es la opción 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 un resumen breve.

Today we continue with…

Two Houses, One Family

🎧 2. STORY / LISTENING

🎧 Listening: "A Quieter House Wasn't What He Wanted"

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

Listen and check

1. Ali Boukrim felt completely comfortable at Julio and Itto's house from the start. → .....
2. Zahra's flat is bigger than Julio and Itto's house. → .....
3. Ali Boukrim moved to Zahra's flat within a week of the suggestion. → .....
4. Mohamed is Ali Boukrim's great-grandson. → .....
5. Ali Boukrim missed the quiet at Julio and Itto's house. → .....

📖 The Story: "Two Houses, One Family"

Ali Boukrim se instala con Zahra, y una visita a Serón antes de la fiesta

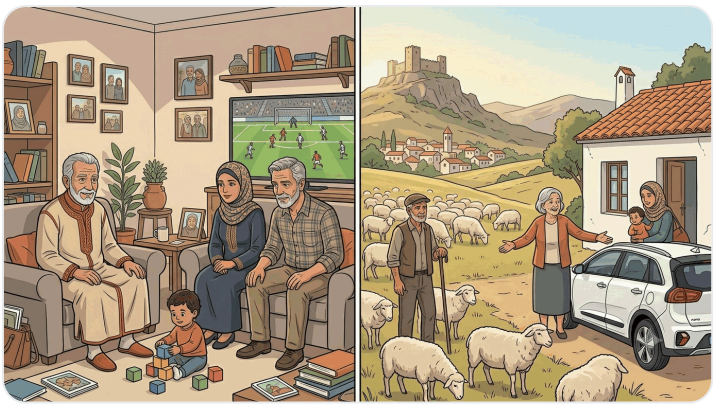


Imagen generada con Google Gemini Flash-Lite

At Zahra's flat, Ali Boukrim quickly became the calmest presence in the loudest room. Sebastián, who ran his own workshop in La Cañada and came home most evenings smelling faintly of engine oil, had claimed the sofa's best corner as his own for years — until, without any real discussion, it simply became Ali Boukrim's spot instead. Tarik still lived there too, along with Sana and their son Mohamed, now the undisputed centre of the household's attention. For Sana, who had once looked after Ali Boukrim and Fátima back in Morocco before her marriage, having him nearby again felt less like an obligation and more like something close to relief.

Of the whole extended family, everyone agreed, this was easily the liveliest house: the noisiest television, the messiest kitchen table, the most chaotic mealtimes — and, according to Ali Boukrim himself, the most fun. Mohamed had claimed his great-grandfather as a personal audience for every new word he learned, and Ali Boukrim, who had once seemed content to spend his days lying quietly on a mat in Ouaoumana, now found himself following a toddler around a Spanish living room with something suspiciously close to energy.

Towards the end of April, Julio suggested a family outing: a drive up to Serón, to the old family house, and lunch with his cousin Mariquita, the friendliest — and, at seventy-five, the youngest — of his older relatives on that side of the family. Mariquita welcomed Ali Boukrim and Fátima at her door as though she had known them for years, and after lunch, Julio walked his in-laws slowly around the castle above the village, the oldest building either of them had seen since leaving Morocco.

Before heading home, they made one more stop: a small farm on the outskirts of the village, where a local shepherd Julio and Itto had known for years still raised his sheep the old-fashioned way, out on open pasture rather than penned indoors. With the lamb festival only a month away, Julio and Tarik each reserved an

animal, shaking the shepherd's hand on a deal that, in this family at least, was worth considerably more than any piece of paper.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How did Ali Boukrim end up moving to Zahra's flat?

2. What role does Sana now play for Ali Boukrim, and why is this meaningful for her?

3. Why do family members agree that Zahra's flat is "the liveliest house"?

4. Who is Mariquita, and what did the family do during their visit to Serón?

5. What did Julio and Tarik do at the shepherd's farm, and why?

4. LANGUAGE IN ACTION

Language Lab

Superlativos

Los superlativos comparan tres o más elementos y usan **the + adjetivo-est** (para adjetivos cortos) o **the most + adjetivo** (para adjetivos largos). Recordamos también las formas irregulares: *the best, the worst*. Practicamos usando la familia extensa y sus casas como ejemplo.

Grammar Drill

1. Of all the houses in the family, Zahra's is _____. [lively]
2. Mariquita is _____ of Julio's older cousins. [friendly]
3. The castle above Serón is _____ building either grandparent has seen in Spain. [old]
4. According to Ali Boukrim, mealtimes at Zahra's are _____ of the whole family. [chaotic]
5. Mohamed is _____ member of the family, and everybody's favourite audience. [young]
6. The shepherd's farm is _____ place Julio visits every spring. [quiet]
7. For Ali Boukrim, this is _____ he has felt in years. [happy]
8. Sebastián's workshop is _____ room in the whole flat. [messy]
9. Sana believes this is _____ way to look after someone she loves. [good]
10. Out of all the deals Julio has made this year, this handshake with the shepherd feels _____. [important]
11. Tarik's television is _____ thing in the entire flat. [noisy]
12. This is _____ family gathering they've had since the grandparents arrived. [big]
13. Ali Boukrim says these are _____ months of his life in years. [fun]
14. Of all his cousins, Mariquita gave Julio _____ welcome. [warm]

15. This lamb, the shepherd promises, will be _____ one on the farm. [good]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. shepherd (n.) /ˈʃepəd/ — pastor.

2. flock (n.) /flɒk/ — rebaño.

3. natural (adj.) /ˈnætʃrəl/ — natural.

4. reserve (v.) /rɪˈzɜːv/ — reservar, encargar.

5. garage (n.) /ˈgærɑːʒ/ — taller, garaje.

6. move in (phrasal v.) /muːv ɪn/ — mudarse, instalarse.

7. close-knit (adj.) /kləʊs nɪt/ — muy unido/a (familia).

8. lively (adj.) /ˈlaɪvli/ — animado/a, bullicioso/a.

9. great-grandchild (n.) /greɪt ˈgræntʃaɪld/ — bisnieto/a.

10. village (n.) /ˈvɪlɪdʒ/ — pueblo.

11. mountain (n.) /ˈmaʊntɪn/ — montaña.

12. old-fashioned (adj.) /ˌəʊld ˈfæʃnd/ — a la antigua, tradicional.

13. trust (v./n.) /trʌst/ — confiar / confianza.

14. honest (adj.) /ˈɒnɪst/ — honrado/a.

15. castle (n.) /ˈkɑːsl/ — castillo.

6. SOUND LAB

stress in superlative phrases

Escucha qué palabras reciben el acento principal dentro de frases superlativas.

Repite un modelo destacando el adjetivo clave de manera natural.

Escucha los tres superlativos, marca la palabra fuerte y crea después un ejemplo propio.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-34.

This is the cheapest option. She is the tallest person in the group. It was the most interesting place we visited. Listen to the stressed words in each superlative phrase. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

the cheapest option | the tallest person in the group | the most interesting place we visited

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Cuál es la casa "más animada" de tu propia familia? ¿Por qué? Usad al menos 2 superlativos.

Writing

1. Escribe 3 frases con superlativos sobre los personajes o lugares de la historia.

2. Escribe 2 frases comparando (con comparativos) la vida de Ali Boukrim en casa de Julio e Itto con su vida en casa de Zahra.

3. Escribe una frase sobre qué harías tú si tuvieras que "encargar" algo a un artesano o productor local.

> **EXTENDED · Canción de la sesión original**
>
> ### 🎵 Sing Along
>
> **Queen – I Want to Break Free (1985)**
>
> Comentad en clase la ironía: Ali Boukrim, que llevaba una vida tranquila y sedentaria en Ouaoumana, ahora persigue a su bisnieto por el salón. ¿En qué sentido se ha "liberado" esta primavera?

Roleplay

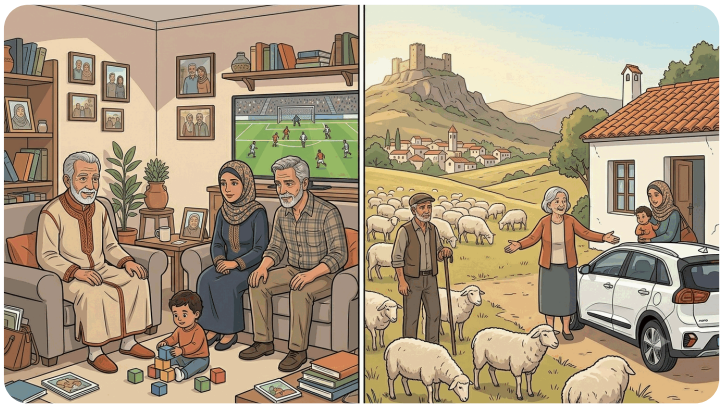


Imagen generada con Google Gemini Flash-Lite

En grupos de 4, representad la visita a la granja del pastor: uno hace de pastor, mostrando el rebaño y explicando cómo cría a los animales; los otros regatean amablemente y encargan los corderos para la fiesta. Usad al menos 2 superlativos.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-34)

8. MEDIATION / REAL LIFE

Mediation

Un amigo extranjero, acostumbrado a que todo se firme por escrito, te pregunta por qué en esta familia un apretón de manos vale tanto.

> *"...a deal that, in this family at least, was worth considerably more than any piece of paper."*

Tarea: Explícaselo en español.

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

I can understand the main idea of this session.

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

I can use key language from this session.

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

I can use clear stress in common superlative phrases.

○ 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 · 89–90 aprox. · Reinforce

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

Sing Along with AI · Only Love Can Wound So Deep

- Use only the mapped activity for this session.

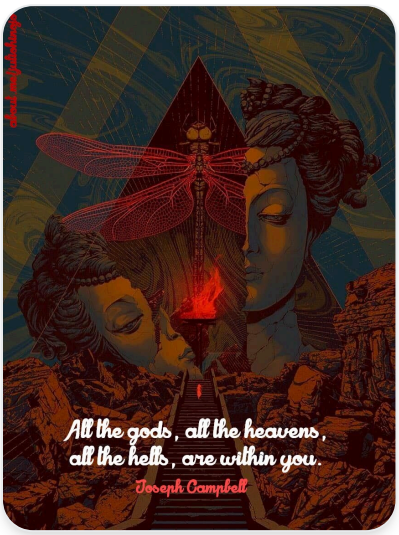
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·6 · CLASE 5

The Lamb Festival

Doble comilona, una despedida cariñosa, y un balance de toda la unidad



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos comparativos, superlativos y experiencias.	Reactivar
2. Story / Listening	12	Escuchamos una celebración familiar y hacemos balance de experiencias.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos comparativos, superlativos y Present Perfect.	Construir precisión
5. Words We Need	10	Activamos vocabulario de celebración, familia y valoración.	Ampliar vocabulario útil
6. Sound Lab	10	Marcamos el acento de adjetivos largos y sus formas comparativas/superlativas.	Escuchar y producir
7. Let’s Use English	12	Describimos y valoramos experiencias, personas y lugares.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona qué destacó 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...

The Lamb Festival

🎧 2. STORY / LISTENING

🎧 Listening: "Two Lambs from Serón"

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

Listen and check

1. The two lambs came from a shepherd near Almería city. → .....
2. Ali Boukrim and Fátima wanted the meat already prepared from a shop. → .....
3. Saadia travelled from Éibar for the festival. → .....
4. The barbecue took place at Julio's backyard on the first day. → .....
5. The neighbours complained about the smell. → .....

📖 The Story: "The Lamb Festival"

Un ritual respetado, una comilona doble, y una despedida cariñosa



Imagen generada con Google Gemini Flash-Lite

The religious side of the celebration mattered more to Ali Boukrim than anyone in the family had perhaps realised until that morning: this was a ritual, not simply a meal, and it needed to be done properly, with the animals alive and healthy right up until the moment itself. Julio and Itto had arranged everything with Sebastián weeks in advance, and by mid-morning it was already over, handled quietly and respectfully in a back corner of the workshop, away from the children and the general noise of the party. Nobody made a fuss about it, and nobody needed to; by the time most of the family arrived, the focus had already shifted entirely to the fire, the smoke, and the smell of roasting meat.

What followed was, by general agreement, the biggest feast the family had organised all year. Sebastián, more comfortable with a barbecue than with almost anything else, took charge of the coals with visible pride, while Saadia moved between groups with trays of bread and salads, catching up with relatives she hadn't seen properly since the trip to France the previous summer. Fátima, seated in the shade with a plate she insisted was "too generous," ended up eating more than anyone expected, and later admitted, laughing, that this was the best lamb she had tasted since leaving Morocco.

There were more leftovers than the family knew what to do with, so the celebration simply continued the next day, this time in Julio's own backyard — smaller, quieter, but arguably even warmer, with just the closest relatives gathered around a second, more relaxed barbecue. Ali Boukrim called it the most restful afternoon he'd had since arriving in Spain.

By Sunday evening, though, a different mood had settled over the garden. Saadia was leaving for Éibar the next morning, and Fátima, after four months in Almería, had decided to go with her for a couple of months — company for her daughter, a change of scenery, and perhaps, Itto suspected, simply a small break from being, as her mother put it with a wink, "everybody's favourite grandmother." The goodbyes at the door the

next morning were warm rather than sad, full of promises to video-call every week, and Ali Boukrim, staying behind with his usual calm, told his wife to enjoy herself — he, after all, still had a great-grandson to keep him entertained.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why did the way the lambs were brought to Spain matter so much to Ali Boukrim for religious reasons?

.....

2. Where and how was the sacrifice handled, according to the text?

.....

3. What roles did Sebastián and Saadia each play during the festival?

.....

4. What happened the day after the festival, and how did Ali Boukrim describe it?

.....

5. Why did Fátima decide to go to Éibar with Saadia, and how did the family react?

.....

4. LANGUAGE IN ACTION

Language Lab

Repaso: comparativos, superlativos y Present Perfect

Cerramos la unidad combinando lo aprendido: comparativos, superlativos, y un repaso del Present Perfect de la Sesión 1, esta vez para hacer balance de toda la unidad.

Grammar Drill

1. This was _____ feast the family had organised all year. [big]
2. The second barbecue was _____ than the first, but just as enjoyable. [quiet]
3. Fátima _____ never _____ better lamb than this since leaving Morocco. [eat]
4. Ali Boukrim called this _____ afternoon he'd had since arriving in Spain. [restful]
5. Saadia _____ all the way from Éibar for the festival. [drive]
6. This unit _____ Ali Boukrim and Fátima settle into their new life. [see]
7. Fátima _____ already _____ to spend a couple of months in Éibar. [decide]
8. Sebastián is _____ comfortable with a barbecue than with almost anything else. [comfortable]
9. Of all the goodbyes this family has had, this one felt _____. [warm]
10. Since January, the family _____ through more paperwork than they'd like to remember. [go]
11. The whole family _____ never _____ so many relatives together at once this year. [have]
12. Mohamed will surely be _____ person to miss his great-grandmother. [sad]
13. This has been _____ few months in the whole family's recent history. [busy]
14. Ali Boukrim _____ already _____ used to being "everybody's favourite grandfather." [get]
15. Nobody in the family _____ ever _____ a year quite like this one. [have]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. festival (n.) /ˈfestɪvl/ — fiesta, festival.

2. religious (adj.) /rɪˈlɪdʒəs/ — religioso/a.

3. ritual (n.) /ˈrɪtʃuəl/ — ritual.

4. barbecue (n./v.) /ˈbɑːbɪkjuː/ — barbacoa.

5. backyard (n.) /ˌbækˈjɑːd/ — patio trasero.

6. gather (v.) /ˈgæðə/ — reunirse.

7. feast (n.) /fiːst/ — banquete.

8. leftovers (n.) /ˈleftəʊvəz/ — sobras.

9. portion (n.) /ˈpɔːʃn/ — ración.

10. invite (v.) /ɪnˈvaɪt/ — invitar.

11. farewell (n.) /feəˈwel/ — despedida.

12. miss (v.) /mɪs/ — echar de menos.

13. stay on (phrasal v.) /steɪ ɒn/ — quedarse más tiempo.

14. company (n.) /ˈkʌmpəni/ — compañía.

15. specialty (n.) /ˈspeʃəlti/ — especialidad (culinaria).

6. SOUND LAB

word stress in long adjectives

Escucha y localiza la sílaba tónica de adjetivos largos frecuentes.

Repite los adjetivos y después una forma comparativa o superlativa manteniendo el mismo patrón acentual.

Escucha los cinco adjetivos, marca su sílaba fuerte y practica después los tres grupos comparativos.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-35.

Listen to the stress: expensive, comfortable, interesting, difficult, beautiful. Now in phrases: more expensive, more comfortable, the most interesting. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

expensive | comfortable | interesting | difficult | beautiful | more expensive | more comfortable | the most interesting

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Describe la celebración familiar más grande que hayas vivido. ¿Qué la hizo especial? Usa comparativos y superlativos.

Writing

1. Escribe 3 frases con superlativos sobre la fiesta del cordero.
2. Escribe 2 frases con Present Perfect haciendo balance de lo que ha vivido la familia en esta unidad.
3. Escribe una frase de despedida como si fueras Fátima, dirigida a Julio e Itto.

EXTENDED · Canción de la sesión original

🎵 Sing Along

Ray Charles – Hit the Road Jack (1962)

La letra habla literalmente de una despedida — comentad en clase si el tono de la canción (más brusco) encaja o contrasta con la despedida cariñosa de Fátima en la historia.

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En grupos de 4-5, representad la despedida en la puerta de casa: Fátima, Saadia, Julio, Itto y Ali Boukrim se despiden por la mañana. Usad al menos 1 superlativo y 1 frase con Present Perfect.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-35)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un compañero de clase no entiende bien el humor de esta frase.

> *"...a small break from being, as her mother put it with a wink, 'everybody's favourite grandmother.'"*

Tarea: Explícasela en español, transmitiendo el tono cariñoso y de broma.

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 place stress intelligibly in familiar long adjectives.

◯ 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 · 87–90 + 15–20 · Reinforce

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

Sing Along with AI · With My Soul

- Use only the mapped activity for this session.

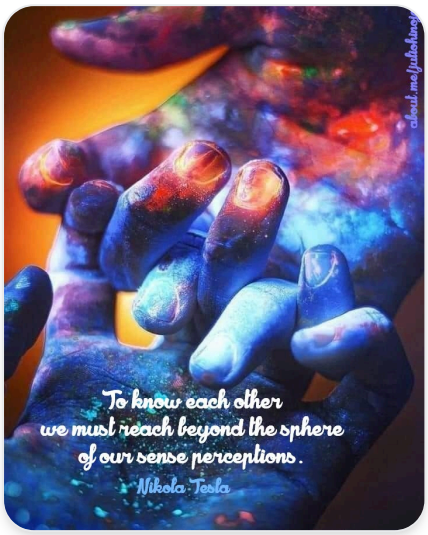
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·6 · CLASE 6

The Fullest House (Review Fair)

Repaso general de la SdA A2·6



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 6.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave sobre viaje, casa, familia y comparaciones.	Comprender
3. Understanding	6	Comprobamos detalles y conexiones de la unidad.	Comprobar comprensión
4. Language in Action	12	Consolidamos comparativos, superlativos y Present Perfect.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de viaje, vivienda, familia y celebración.	Ampliar vocabulario útil
6. Sound Lab	8	Usamos entonación contrastiva para destacar diferencias entre opciones.	Escuchar y producir
7. Let’s Use English	12	Realizamos un cierre oral comparando experiencias y lugares.	Comunicar
8. Mediation / Real Life	7	Mediamos una comparación y un breve balance para otra persona.	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…

The Fullest House (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

Bajo el mismo techo — A2 Review

Repaso de comparativos, superlativos y Present Perfect, en los contextos de trámites, viaje, vida doméstica y celebración familiar.

Grammar Drill

1. Zahra's flat is _____ than Julio and Itto's house. [noisy]
2. Of the whole family, Zahra's flat is _____. [lively]
3. Mustapha _____ never _____ such a difficult process before. [face]
4. The barbecue at Sebastián's was _____ than the one at Julio's backyard. [big]
5. This was _____ year the family has had in a long time. [busy]
6. Since January, the family _____ through the NIE, MUFACE and a lamb festival. [go]
7. Fátima's health results were _____ than the doctor expected. [good]
8. Of all the goodbyes, this one felt _____. [warm]
9. Have the grandparents ever _____ so far from home before? [live]
10. Ali Boukrim says this has been _____ spring of his life. [happy]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

contrastive intonation in comparisons

Escucha cómo la voz destaca las palabras que establecen el contraste entre dos opciones.

Repite un modelo destacando solo las palabras contrastadas, sin exagerar el resto.

Escucha las dos comparaciones, localiza los contrastes y crea después una frase propia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-36.

The BLUE one is cheaper, but the RED one is stronger. This town is QUIETER, but that town is MORE INTERESTING. Notice the contrast in the voice. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

BLUE — cheaper / RED — stronger | QUIETER / MORE INTERESTING

7. LET'S USE ENGLISH

Roleplay

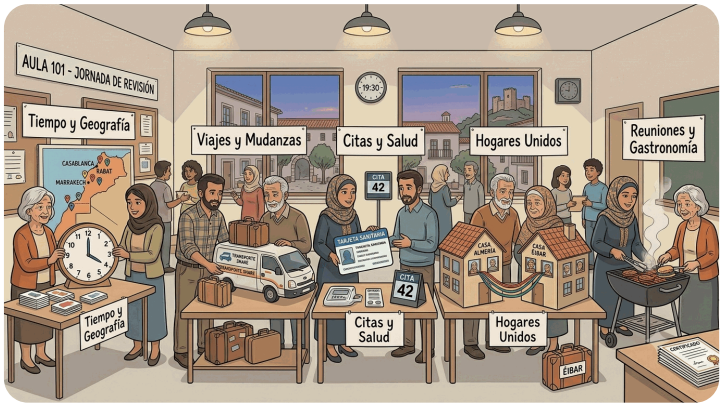


Imagen generada con Google Gemini Flash-Lite

La clase se organiza como una pequeña feria de repaso, con cinco estaciones montadas en distintos puntos del aula:

Estación 1 — "Thirty Days": un sobre con un mapa de Marruecos y un reloj de cartulina, para repasar la Sesión 1.
Estación 2 — "The Van from Ouaoumana": una furgoneta de juguete junto a dos maletas en miniatura, para repasar la Sesión 2.
Estación 3 — "Settling In": una llave y una tarjeta sanitaria de cartulina, para repasar la Sesión 3.
Estación 4 — "Two Houses, One Family": dos casas de cartón unidas por un hilo, para repasar la Sesión 4.
Estación 5 — "The Lamb Festival": una parrilla de juguete junto a una maleta pequeña con una etiqueta de "Éibar", para repasar la Sesión 5.

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
>
> **Robbie Williams – Feel (2002)**
>
> Como cierre de la unidad, comentad en gran grupo: de las cinco sesiones, ¿cuál os ha parecido más significativa? "Feel" habla de querer sentir algo de verdad — ¿creéis que resume el año que ha vivido esta familia bajo un mismo techo?
> Un año después de la primera solicitud fallida, Ali Boukrim y Fátima Aachouch llevaban ya varios meses viviendo bajo el mismo techo que su hija — dos techos, en realidad, repartidos entre dos casas que ya empezaban a sentir como una sola familia extendida. Quedaban, por supuesto, costumbres que ninguno de los dos estaba dispuesto a cambiar, y noches en las que el suelo seguía pareciéndole a Fátima más cómodo que cualquier colchón del mundo. Pero también quedaba, cada domingo, una mesa cada vez más llena: la pequeña María, en Marruecos, crecía entre fotos y videollamadas con el nombre de la madre de Julio, fallecida años atrás, cuyo recuerdo la familia seguía sintiendo, de una forma pequeña pero real, cada vez que alguien pronunciaba ese nombre. Y en algún documento antiguo, guardado entre los papeles del consulado marroquí, seguía figurando otro nombre — Julio Alí — elegido hacía años en honor al propio padre de Itto, el mismo hombre que ahora, cada tarde, dormía en el salón de su casa. Bajo el mismo techo, al final, cabían más nombres, más historias y más familia de la que nadie hubiera imaginado al principio del curso.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-36)

8. MEDIATION / REAL LIFE

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

Culture Window · Malta Independence Day — 21 September

Malta Independence Day — 21 September

Listen for the main idea and key details.



Valletta, Malta — Paul Arps / Wikimedia Commons, CC BY 2.0 · CC BY 2.0

Before reading

- Why do countries choose a particular date as Independence Day?
- What changes when a territory becomes an independent state?

Malta celebrates Independence Day on the twenty-first of September. The date remembers the twenty-first of September nineteen sixty-four, when Malta became independent from Britain after a long period of British rule.

The road to independence developed through political negotiation and constitutional change. In the early nineteen sixties, Prime Minister George Borg Olivier formally requested independence. A new constitution was prepared, and the political process included a referendum in nineteen sixty-four. Independence then came into effect on the twenty-first of September.

Independence did not remove every constitutional link with Britain immediately. Malta initially remained in the Commonwealth with Queen Elizabeth the Second as head of state, represented in Malta by a Governor-General. Ten years later, in nineteen seventy-four, Malta became a republic and replaced the monarch with a Maltese president.

Malta’s location in the Mediterranean has strongly shaped its history. Different powers ruled the islands over many centuries. This helps explain why Maltese identity contains Mediterranean, European and British influences.

Independence Day is marked through official ceremonies and cultural events. The day is both a celebration and an opportunity to think about sovereignty, identity and historical change. Independence is a legal event on a particular date, but it is also part of a longer political and social process.

Understanding

- When did Malta become independent from Britain?
- Who led the Maltese government during the independence process?
- Why did independence not remove every constitutional link with Britain immediately?
- What changed in 1974?
- Why has Malta’s Mediterranean location been important in its history?

Cultures in conversation

- Compare Malta’s Independence Day with an independence or constitutional date you know. Which parts are legal, political and cultural?

Let’s talk

- Compare Malta’s Independence Day with an independence or constitutional date you know. Which parts are legal, political and cultural?

Listen for clear key words and natural pauses. Repeat only for intelligibility.
Fuentes: fuente institucional · crédito de imagen.

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

I can understand the main idea of this session.

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

I can use key language from this session.

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

I can use contrastive intonation to make comparisons clear.

○ 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 + 10A · More Practice

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

Sing Along with AI · In Loving Memory
- 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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