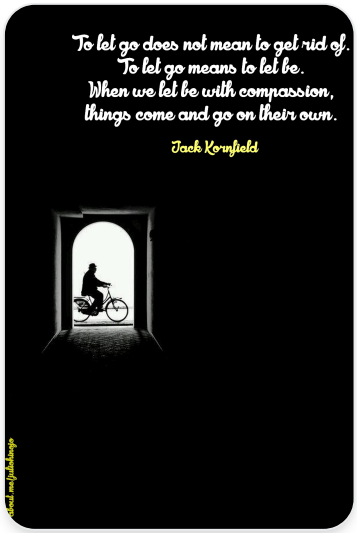
SDA A2·7 · CLASE 1

One Last Conversation Before Summer

Una última reunión, un adiós virtual al Claustro, y una herramienta que por fin funciona



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos planes y decisiones de futuro.	Reactivar
2. Story / Listening	12	Escuchamos una última conversación antes del verano.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos will y sus contracciones en decisiones y predicciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de verano, llamadas y planes.	Ampliar vocabulario útil
6. Sound Lab	10	Contrastamos will y ’ll dentro de frases naturales.	Escuchar y producir
7. Let’s Use English	12	Expresamos decisiones y planes sencillos.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona una decisión o previsión relevante.	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...

One Last Conversation Before Summer

🎧 2. STORY / LISTENING

🎧 Listening: "Three Days In"

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

Listen and check

1. The Delegated Head of Studies had worked at the office for several months. → .....
2. Julio's conversation happened on the morning of the twenty-ninth of June. → .....
3. The staff meeting was planned for the next day. → .....
4. The office was full of other teachers when Julio arrived. → .....
5. Julio thought the conversation would be unimportant. → .....

📖 The Story: "A Tool That Finally Works"

Una conversación difícil, dos condicionales, y una herramienta que por fin funciona

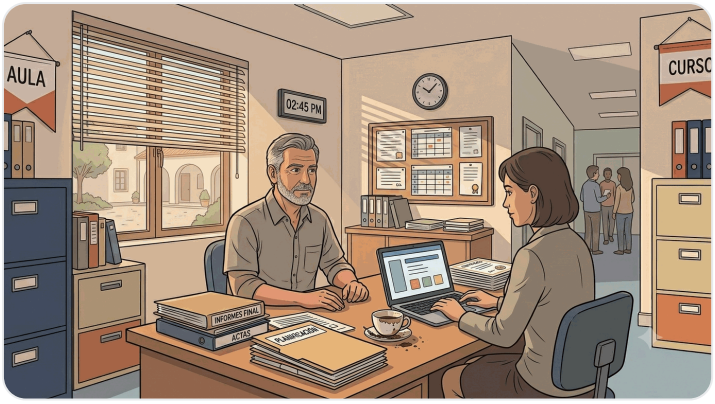


Imagen generada con Google Gemini Flash-Lite

They started, as always, with the difficult subject first. "Your complaint," the Delegated Head of Studies said carefully, "has been closed." Julio waited for the rest of the sentence, already half-guessing what it would be. "Not in your favour. Not really. These things almost never are — Delegación doesn't remove a head teacher unless there's a flagrant breach of the law, and officially, there wasn't one here." Julio nodded slowly. "I didn't expect anything else," he said, and he meant it. "The only thing I was hoping for was that he'd retire on his own. He's old enough now." She looked at him carefully. "He was thinking about it, you know. Seriously, for a while. But after Delegación backed him this time, he changed his mind. He's staying." Julio said nothing for a moment. "So I genuinely don't know what he's planning to do next year," he said finally. "And that worries me. A lot."

"If he starts making things difficult again," Julio went on, "I'll take indefinite sick leave. I mean it this time." The Delegated Head of Studies raised an eyebrow but didn't argue. "And if they don't let me work in peace," he added, "I'll escalate the complaint myself — to the Provincial Delegate, or straight to Seville if I have to." "Let's hope it doesn't come to that," she said quietly.

There was one more piece of news, and she saved it for last. "You know she still has her permanent post here, don't you? Officially, this section is still hers." Julio's stomach tightened. The colleague who had reported him had spent the whole of this year at a primary school nearby, on what was called a "comisión de servicio" — exactly where she'd wanted to be. "If she doesn't get another placement somewhere more suitable for her, she could be back here in September," the Delegated Head of Studies said. "I know. It worries me too." Neither of them said anything else about it for a while.

From there, the conversation turned, gratefully, to something lighter. "How's the new project coming along?" she asked. "The one for the whole course, with all the units?" Julio's face changed completely. "Honestly?

Better than I expected. I started with an AI called Gemini, months ago — it wrote the first unit quite well, and then it just... got stuck. Wouldn't move forward. I nearly gave up." He paused. "I thought about switching to ChatGPT — I know it well, I taught a whole course on it to my ICT3 students this year — but in the end I decided to try something different: Claude. And I'm genuinely happy with it. It's going to help me finish the whole project by the start of next year." The Delegated Head of Studies raised an eyebrow, impressed. "Well, whatever works," she said, laughing.

Before he left, she told him one more thing. "I'm not staying either, by the way — not in this post. I'm retiring at Christmas. I'll still be here as a normal teacher until then, but somebody else will need to take over as Delegated Head of Studies here at Alkayasí." Julio asked the obvious question. "Any idea who?" "Not yet," she admitted. "You'd be the obvious choice — you've been here since 2020, longer than anyone else in the section. But with things the way they are right now..." She didn't need to finish the sentence. "I wouldn't want it anyway," Julio said. "Not like this." She nodded, unsurprised. "For what it's worth," she added, "the Head of Studies for the whole centre is changing too. She's on indefinite leave — she won't be back next year — and someone new is taking over the post in September." "Different job, different problem," Julio said. She almost smiled at that.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What did the Delegated Head of Studies tell Julio about the outcome of his complaint, and why does she say these cases usually turn out this way?

.....

2. What had the head teacher apparently been considering, and why did he change his mind?

.....

3. What two conditional plans does Julio mention for next year if things go badly?

.....

4. What does Julio learn about the colleague who reported him, and why does it worry him?

.....

5. What changes are happening to both Head of Studies posts (the whole centre and the Alkayasí section) for next year, and why doesn't Julio want the vacant post at Alkayasí?

.....

4. LANGUAGE IN ACTION

Language Lab

Futuro simple (will) y going to: primer contacto — con un cierre en First Conditional

Introducimos el futuro. Usamos **will** para decisiones que tomamos en el mismo momento de hablar (*I won't argue with him*) y para predicciones basadas en lo que creemos ahora (*it will help me finish the project*). Usamos **going to** para planes que ya estaban decididos antes de hablar (*the staff meeting is going to be virtual* — ya estaba así decidido) y para predicciones con pruebas claras en el presente. Cerramos con un primer contacto con la **condicional de tipo 1 (First Conditional)**: *If + presente simple, ... will + infinitivo*, para hablar de consecuencias reales y probables en el futuro (*If he starts making things difficult again, I'll take sick leave*).

Grammar Drill

1. The staff meeting _____ virtual again this year, as usual. [be]

2. If the head teacher insists, Julio _____ to the doctor instead of arguing. [go]

3. Julio _____ never _____ up on his own project, whatever happens. [give]

4. The Delegated Head of Studies _____ at Christmas, according to her own plan. [retire]

5. If the head teacher starts making things difficult again, Julio _____ indefinite sick leave. [take]

6. Claude _____ Julio finish the whole project by September, he believes. [help]

7. The Head of Studies for the whole centre _____ different next year, since she won't be back. [be]

8. If they don't let him work in peace, Julio _____ the complaint to the Provincial Delegate. [escalate]

9. _____ Julio _____ virtually tomorrow, like every other meeting this year? [attend]

10. The Delegated Head of Studies _____ this Christmas, she has already decided. [leave]

11. If the colleague who reported him doesn't find another post, she _____ back in September. [be]

12. Next year, Julio _____ his materials with an AI tool he trusts. [prepare]

13. Nobody _____ sure yet who will take over as Delegated Head of Studies at Alkayasí. [be]

14. Julio _____ calm tomorrow, no matter what the head teacher decides. [stay]

15. The whole project _____ finished before the new school year starts, Julio hopes. [be]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. deputy (n.) /ˈdepjʊti/ — suplente, adjunto/a.

2. outgoing (adj.) /ˌaʊtˈgəʊɪŋ/ — saliente.

3. vacancy (n.) /ˈveɪkənsi/ — vacante.

4. replace (v.) /rɪˈpleɪs/ — sustituir.

5. rumour (n.) /ˈruːmə/ — rumor.

6. artificial intelligence (n.) /ˌɑːtɪˈfɪʃl ɪnˈtelɪdʒəns/ — inteligencia artificial.

7. tool (n.) /tuːl/ — herramienta.

8. efficient (adj.) /ɪˈfɪʃnt/ — eficiente.

9. pension (n.) /ˈpenʃn/ — pensión.

10. retire (v.) /rɪˈtaɪə/ — jubilarse.

11. virtual (adj.) /ˈvɜːtʃuəl/ — virtual.

12. attend (v.) /əˈtend/ — asistir.

13. justify (v.) /ˈdʒʌstɪfaɪ/ — justificar.

14. absence (n.) /ˈæbsəns/ — ausencia.

15. confront (v.) /kənˈfrʌnt/ — enfrentarse a.

6. SOUND LAB

will / ’ll — full and contracted forms

Escucha los modelos y localiza el foco: will / ’ll — full and contracted forms.
Repite uno o dos modelos con claridad y después úsalo en una frase propia.
Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

0:00 / 0:31

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-37.

I will call you later. I'll call you later. She will come tomorrow. She'll come tomorrow. Listen to the full and contracted forms. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

I will call you later. | I'll call you later. | She will come tomorrow. | She'll come tomorrow.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Habla sobre un cambio de herramienta o de método de trabajo que hayas hecho tú (en clase, en casa, en el trabajo). ¿Por qué cambiaste? ¿Estás contento con el resultado?

Writing

1. Escribe 3 frases con *will* sobre tus propios planes para el curso que viene.
2. Escribe 2 frases con *going to* sobre algo que ya tienes decidido para este verano.
3. Escribe una frase sobre una decisión tomada en el momento (*I'll...*), como la de Julio al final de la historia.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **Sarah McLachlan – Angel (1997)**
>
> Escuchad la canción y comentad en clase: ¿por qué creéis que esta canción podría reflejar el alivio que siente Julio al saber que su denuncia se ha resuelto?

Roleplay

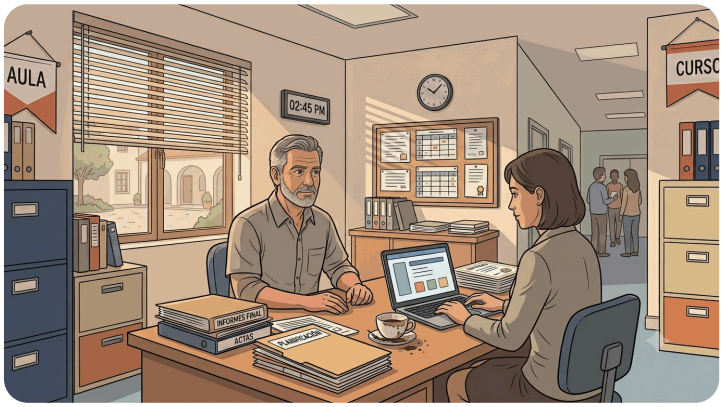


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la conversación entre Julio y la Jefa de Estudios Delegada sobre el Claustro del día siguiente. Usad al menos 2 frases con *will*, 1 con *going to* y 1 condicional de tipo 1 (*If..., I'll...*).

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-37)

8. MEDIATION / REAL LIFE

Mediation

Un amigo tuyo, que no habla inglés, no entiende bien hasta dónde está dispuesto a llegar Julio ni por qué.

> *"If they don't let me work in peace, I'll escalate the complaint myself — to the Provincial Delegate, or straight to Seville if I have to."*

Tarea: Explícale en español, con tus propias palabras, qué decisión está tomando Julio y qué le preocupa realmente de cara al curso próximo, sin traducir la frase 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 recognise and use will and ’ll clearly.

○ 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 · 26–28 + 99–100 (selección pendiente) · Reinforce
- English Vocabulary in Use Elementary · 52 · Reinforce

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

Sing Along with AI · Whispers Of You

- Use only the mapped activity for this session.

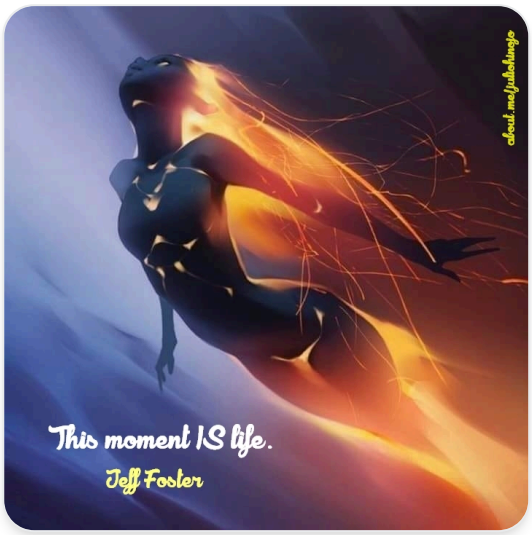
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·7 · CLASE 2

Papers, Pools and a Birthday

Un consulado, un notario, un manantial termal y una tarta de cumpleaños



⏱ 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 will, won’t y planes próximos.	Reactivar
2. Story / Listening	12	Escuchamos una jornada con papeles, piscina y cumpleaños.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Diferenciamos won’t y want en contexto y consolidamos futuro.	Construir precisión
5. Words We Need	10	Activamos vocabulario de gestiones, ocio y celebración.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos won’t /wəʊnt/ de want /wɒnt/.	Escuchar y producir
7. Let’s Use English	12	Hablamos de lo que haremos o no haremos.	Comunicar
8. Mediation / Real Life	5	Reformulamos un plan y una preferencia para otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

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

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

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

If you were absent

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

Today we continue with…

Papers, Pools and a Birthday

🎧 2. STORY / LISTENING

🎧 Listening: "Two Boys, Two Signatures"

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

Listen and check

1. Mustapha arrived with three children. → .....
2. Amín is older than Alí. → .....
3. The family's first stop in Almería was the beach. → .....
4. The document authorised the boys to stay with Julio and Itto for the summer. → .....
5. Mustapha relaxed only after finishing the paperwork. → .....

📖 The Story: "A Birthday Between Two Offices"

El notario de Serón, la Balsa de Cela y el observatorio de Calar Alto, el día del cumpleaños de Julio

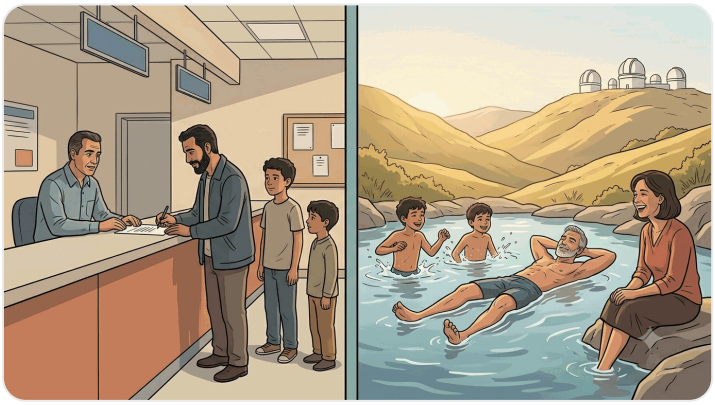


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Friday the third of July was Julio's birthday, though almost nobody would have guessed it from his schedule. Early in the morning, the whole group drove out to Serón, where Julio had booked an appointment with the local notary weeks in advance. Mustapha signed a second power of attorney there — this one prepared by Julio himself, covering the same authorisation from a different angle, just to be safe. "Two signatures for one summer," Mustapha joked, shaking the notary's hand. "Your nephews are going to owe me a favour for this."

With the paperwork finally behind them, the real birthday celebration began. They drove to the Balsa de Cela, a natural thermal spring hidden among the hills, and the boys were in the water before anyone had even finished unpacking the towels. "It's warm!" Alí shouted, splashing Amín, who splashed back twice as hard. Itto watched from the edge, laughing, while Julio floated quietly on his back, admitting to himself that this was exactly how he wanted to spend his birthday.

On the way back to Almería, they took the mountain road through the sierra, stopping first at El Conde, the spring where the family usually filled their bottles with natural water. "We're going to need more bottles next time," Mustapha said, watching Julio fill a fourth one. Their last stop was the astronomical observatory at Calar Alto, its huge white domes glowing gold in the late afternoon light. Amín pressed his face against the car window the whole way up. "Are we going to see the telescopes up close?" he asked. "We might," Julio said, smiling in the mirror. "It depends how tired your uncle is."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why did the family go to the notary in Serón on Julio's birthday?

.....

2. What joke did Mustapha make after signing the second document?

.....

3. How did the boys react when they reached the Balsa de Cela?

.....

4. What did the family do at El Conde on their way back?

.....

5. What was Amín curious about as they approached Calar Alto?

.....

4. LANGUAGE IN ACTION

Language Lab

Futuro simple y going to: planes ya decididos y predicciones

Seguimos practicando el contraste: **going to** para planes que ya estaban decididos antes del momento de hablar (*the boys are going to stay with Julio and Itto*), y **will** para decisiones espontáneas y predicciones (*it will be warm, I think we'll need more bottles*). Recordamos también el uso de **will** para promesas y ofrecimientos (*I'll fill the bottle for you*).

Grammar Drill

1. The boys _____ with Julio and Itto for the whole summer, as already agreed. [stay]
2. Mustapha _____ the second document at the notary's office in Serón. [sign]
3. Itto thinks the water at the Balsa de Cela _____ warm enough for the boys. [be]
4. _____ you _____ the telescopes at Calar Alto, Amín asked? [see]
5. Julio _____ another bottle of water at El Conde before they leave. [fill]
6. Next summer, Mustapha _____ probably _____ the boys again, according to his own plan. [bring]
7. Alí _____ never _____ a natural thermal spring before this trip. [see]
8. The family _____ home by early evening, according to the schedule Julio made. [be]
9. I think Amín _____ tired after such a long day. [be]
10. Mustapha _____ a favour from his nephews for all this paperwork, he jokes. [ask for]
11. Julio _____ his birthday exactly this way again next year, he already knows. [not / spend]
12. The observatory guide _____ probably _____ the group around the domes. [show]
13. Once they're home, Itto _____ the photos from the trip to Saadia. [send]
14. _____ the boys _____ tired of swimming by the time they leave? [get]
15. Julio _____ this birthday for a long time, he already knows. [remember]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. consulate (n.) /ˈkɒnsjələt/ — consulado.

2. notarise (v.) /ˈnəʊtəraɪz/ — legalizar ante notario.

3. notary (n.) /ˈnəʊtəri/ — notario/a.

4. authorise (v.) /ˈɔːθəraɪz/ — autorizar.

5. power of attorney (n.) /ˈpaʊər əv əˈtɜːni/ — poder notarial.

6. certify (v.) /ˈsɜːtɪfaɪ/ — certificar.

7. natural pool (n.) /ˈnætʃrəl puːl/ — piscina natural.

8. hot spring (n.) /hɒt sprɪŋ/ — manantial termal.

9. observatory (n.) /əbˈzɜːvətri/ — observatorio.

10. telescope (n.) /ˈtelɪskəʊp/ — telescopio.

11. refreshing (adj.) /rɪˈfreʃɪŋ/ — refrescante.

12. birthday (n.) /ˈbɜːθdeɪ/ — cumpleaños.

13. legal guardian (n.) /ˈliːgl ˈgɑːdiən/ — tutor/a legal.

14. summer holidays (n.) /ˈsʌmə ˈhɒlədeɪz/ — vacaciones de verano.

15. photocopy (n./v.) /ˈfəʊtəʊkɒpi/ — fotocopia / fotocopiar.

6. SOUND LAB

won’t / want — listening contrast

Escucha los modelos y localiza el foco: won’t / want — listening contrast.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-38.

I won’t go today. I want to go tomorrow. She won’t wait. She wants to leave now. Listen carefully to won’t and want. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

I won’t go today.

I want to go tomorrow.

She won’t wait.

She wants to leave now.

7. LET’S USE ENGLISH

Production

Speaking (en parejas)

Cuenta cómo celebraste tu último cumpleaños. ¿Tuviste que hacer también alguna gestión o trámite ese mismo día?

Writing

1. Escribe 3 frases con *going to* sobre planes de verano ya decididos (tuyos o de tu familia).
2. Escribe 2 frases con *will* haciendo predicciones sobre el resto del verano de los niños.
3. Escribe una frase sobre un trámite oficial que hayas tenido que hacer alguna vez (repaso de pasado simple).

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

🎵 Sing Along

Shirley Bassey – Yesterday When I Was Young (1998)

Escuchad la canción y comentad: ¿por qué puede resultar significativa esta canción justo el día del cumpleaños de Julio?

🎭 Roleplay

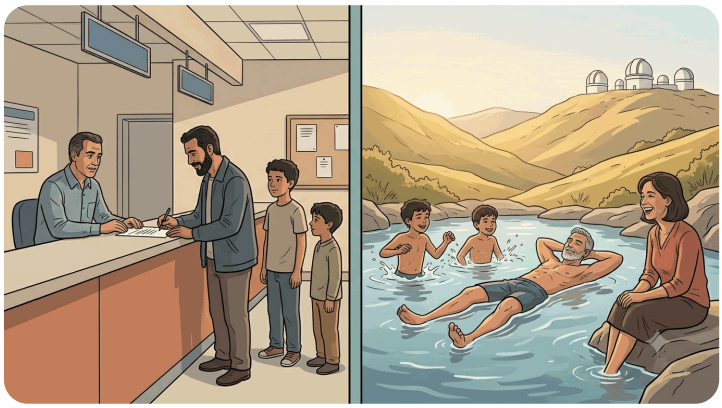


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la escena en el notario de Serón, incluyendo la broma de Mustapha sobre el favor que le deben sus sobrinos. Usad al menos 1 frase con *going to* y 1 con *will*.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-38)

8. MEDIATION / REAL LIFE

🔁 Mediation

Explícale en español a un amigo que no entiende bien esta broma de Mustapha, capturando el tono humorístico sin traducir palabra por palabra.

> *"Your nephews are going to owe me a favour for this."*

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 won't and want in familiar sentences.

◯ 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 · 26–28 · Reinforce

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

Sing Along with AI · Dark Rose

- Use only the mapped activity for this session.

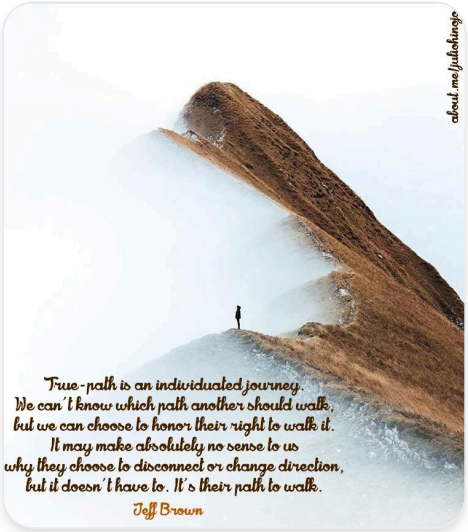
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·7 · CLASE 3

Mapping the Long Way North

Cinco noches, tres países, y un mapa extendido sobre la mesa de la cocina



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos planes de viaje.	Reactivar
2. Story / Listening	12	Escuchamos cómo se organiza un largo recorrido hacia el norte.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos going to para planes e intenciones.	Construir precisión
5. Words We Need	10	Activamos vocabulario de rutas, viaje y familia.	Ampliar vocabulario útil
6. Sound Lab	10	Escuchamos going to integrado en frases naturales.	Escuchar y producir
7. Let's Use English	12	Explicamos nuestros planes próximos.	Comunicar
8. Mediation / Real Life	5	Transmitimos un itinerario o intención de forma clara.	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…

Mapping the Long Way North

🎧 2. STORY / LISTENING

🎧 Listening: "Five Nights on the Map"

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

Listen and check

1. Julio and Itto planned the trip using only a paper map. → .....
2. Itto insisted on short driving days. → .....
3. The trip included stops in Portugal. → .....
4. They finished the evening without booking anything. → .....
5. The whole route was planned in a single evening. → .....

📖 The Story: "Calls Before the Journey"

Tres llamadas telefónicas: Saadia, Aurelia y José Luis



Imagen generada con Google Gemini Flash-Lite

Once the route was fixed on paper, the calls began. Saadia answered on the second ring, delighted to hear that her mother would be collected from Éibar on the way north. "I'll have her bag ready before you even arrive," she promised, laughing. "Five people in that car on the way back — it's going to be a full house." Itto smiled at the thought.

Next came Aurelia in Badalona, who Julio suspected had been waiting for this call all summer. "You're finally coming to stay the night? I'm going to cook something special," she said, before Julio could even finish explaining the dates. He didn't argue — nobody argued with Aurelia about food.

The last call was to José Luis in Valencia, and this one came with a plan already half-formed. "The twenty-fifth, you said? That's Itto's birthday, isn't it?" José Luis asked. "Then I already know what I'm going to make. Forget presents — I'll have a paella ready that she'll remember for years." Itto, listening from across the kitchen, laughed so hard she nearly dropped her tea. "Tell him that's the best birthday present anyone has offered me in years," she said.

By the time Julio hung up the last call, the whole trip felt real for the first time: five nights, four cities, and a family scattered across half the peninsula, all getting ready to welcome them.

🔎 3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What did Saadia promise to have ready before the family arrived in Éibar?

.....

2. How did Aurelia react when Julio called her about the trip?

3. What did José Luis realise about the date of the twenty-fifth?

4. What did José Luis decide to do instead of giving Itto a present?

5. How did Julio feel once all three calls were finished?

4. LANGUAGE IN ACTION

Language Lab

Futuro simple y going to: decisiones en el momento y planes ya fijados

Seguimos contrastando: usamos **going to** para planes que ya están fijados sobre el papel (*they are going to stay one night in Mérida*) y **will** para decisiones que se toman en el momento de la conversación, incluidas promesas y ofrecimientos espontáneos (*I'll have her bag ready*, *I'll cook something special*).

Grammar Drill

1. Julio and Itto _____ five nights on the road, according to the plan. [spend]
2. Saadia _____ her mother's bag ready before the family arrives. [have]
3. Aurelia _____ something special for dinner, she has already decided. [cook]
4. _____ José Luis _____ a paella for Itto's birthday? [make]
5. The family _____ no more than six hours a day in the car, as Itto insisted. [drive]
6. I think the boys _____ excited about seeing so many new cities. [be]
7. Once they reach Éibar, Fátima _____ them for the rest of the trip. [join]
8. Itto _____ that Julio books the hotels tonight, since he's already online. [suggest]
9. José Luis _____ never _____ a birthday paella this important before, he jokes. [cook]
10. The car _____ quite full with five people and all the luggage. [be]
11. Julio _____ the route one more time before they go to bed. [check]
12. I promise I _____ you as soon as we arrive in Mérida, Itto tells Saadia. [call]
13. The family _____ probably _____ tired by the last night of the trip. [be]
14. José Luis already knows what he _____ for Itto's birthday lunch. [make]
15. This _____ the boys' first time in Portugal, according to Itto. [be]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. itinerary (n.) /aɪˈtɪnərəri/ — itinerario.

2. reservation (n.) /ˌrezəˈveɪʃn/ — reserva.

3. accommodation (n.) /əˌkɒməˈdeɪʃn/ — alojamiento.

4. deposit (n.) /dɪˈpɒzɪt/ — depósito, señal.

5. refund (n./v.) /ˈriːfʌnd/ — reembolso / reembolsar.

6. cancellation (n.) /ˌkænsəˈleɪʃn/ — cancelación.

7. confirm (v.) /kənˈfɜːm/ — confirmar.

8. budget (n.) /ˈbʌdʒɪt/ — presupuesto.

9. stopover (n.) /ˈstɒpəʊvə/ — parada intermedia.

10. get in touch (phrasal v.) /get ɪn tʌtʃ/ — ponerse en contacto.

11. remind (v.) /rɪˈmaɪnd/ — recordar (a alguien).

12. look forward to (phrasal v.) /lʊk ˈfɔːwəd tə/ — tener ganas de.

13. countdown (n.) /ˈkaʊntdaʊn/ — cuenta atrás.

14. essentials (n. pl.) /ɪˈsenʃlz/ — lo esencial.

15. thrilled (adj.) /θrɪld/ — entusiasmadísimo/a.

6. SOUND LAB

going to in natural sentences

Escucha los modelos y localiza el foco: going to in natural sentences.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-39.

I’m going to visit my family. We’re going to leave early. She’s going to study tonight. Listen to going to in natural sentences. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

I’m going to visit my family.

We’re going to leave early.

She’s going to study tonight.

7. LET’S USE ENGLISH

Production

Speaking (en parejas)

Habla de un viaje que hayas planificado con detalle (itinerario, reservas, avisos a familiares). ¿Cómo lo organizaste?

Writing

1. Escribe 3 frases con *going to* sobre planes de viaje ya fijados.
2. Escribe 2 frases con *will* para promesas u ofrecimientos espontáneos, como los de Saadia o José Luis.
3. Escribe una frase con *look forward to* sobre algo que esperas con ilusión.

EXTENDED · Canción de la sesión original

Sing Along

Simon & Garfunkel – The Boxer (1970)

Escuchad la canción y comentad: ¿qué versos podrían describir la sensación de prepararse para un viaje largo, con paradas y personas esperando en el camino?

Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas, representad una de las tres llamadas telefónicas (a Saadia, a Aurelia o a José Luis). Usad al menos 1 frase con *going to* y 1 con *will*.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-39)

8. MEDIATION / REAL LIFE

Mediation

Explícale en español a un amigo qué tipo de regalo está ofreciendo José Luis y por qué es un gesto tan especial en la cultura familiar de Julio, sin traducir la frase palabra por palabra.

> *"Forget presents — I'll have a paella ready that she'll remember for years."*

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 going to with clear, natural 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 · 26–28 · Reinforce

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

Sing Along with AI · Beneath the Streetlamp Shadows

- Use only the mapped activity for this session.

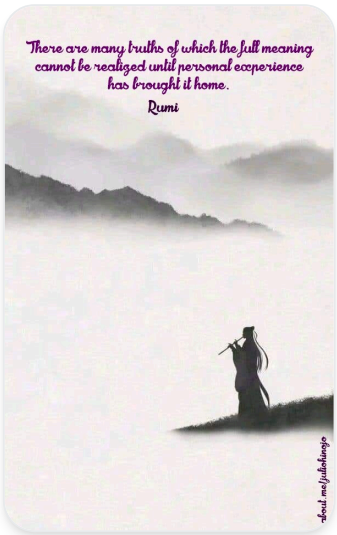
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·7 · CLASE 4

Live From the Road

Mérida, Oporto, León y Éibar, contados casi en directo



⏱ 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 going to en habla cuidada.	Reactivar
2. Story / Listening	12	Escuchamos una intervención desde la carretera.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Reconocemos gonna en habla informal sin convertirla en modelo productivo.	Construir precisión
5. Words We Need	10	Activamos vocabulario de carretera, comunicación y planes.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos gonna, pero respondemos y producimos going to.	Escuchar y producir
7. Let’s Use English	12	Hablamos de planes usando going to.	Comunicar
8. Mediation / Real Life	5	Explicamos a otra persona una forma informal que puede oír sin exigir que la imite.	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…

Live From the Road

🎧 2. STORY / LISTENING

🎧 Listening: "Postcard from the Car"

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

Listen and check

1. The family is travelling in a grey car. → .....
2. Alí keeps asking how much longer the journey will take. → .....
3. Amín is checking their route on his phone. → .....
4. The first overnight stop of the trip is in León. → .....
5. The scenery changes as they drive further from Almería. → .....

📖 The Story: "Four Cities, Four Nights"

Mérida, Oporto, León y Éibar, narrados casi en directo

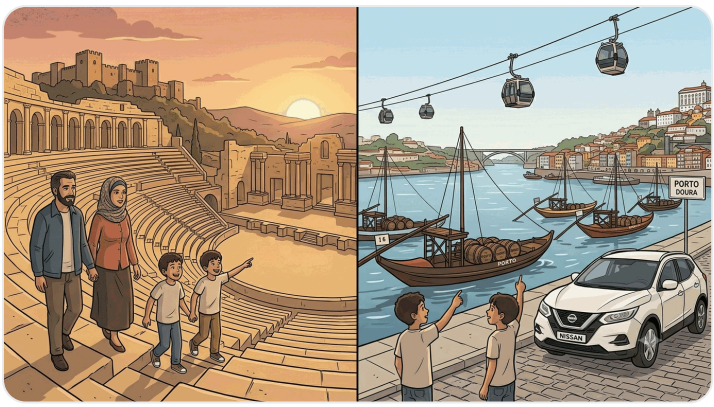


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It's Monday evening, and the family is walking through the Roman theatre in Mérida, the golden stone glowing under the last light of the day. "Look how old this is!" Amín shouts, running ahead down the stone steps. Itto is taking photos of everything, sending them straight to Saadia's phone with a string of exclamation marks.

Tuesday morning, they're already crossing into Portugal, following signs towards Lisbon before turning north. By the afternoon, they're standing above the Douro river in Porto, watching boats loaded with barrels drift slowly past. "What's in those boats?" Alí asks. "Port wine," Julio explains. "This whole city is famous for it." Alí isn't impressed — he's more interested in the cable car crossing the river right above their heads.

Wednesday takes them back into Spain and north through green countryside towards León. They're driving for almost six hours today, the longest stretch of the whole trip, and by the time the cathedral of León appears on the horizon, everyone in the car is quietly cheering. That night, Amín writes a message to his father in Rabat: "We're seeing more of Spain in one week than I ever imagined."

Thursday, the last leg: León to Éibar, through the green mountains of the north. Itto keeps checking the clock — Fátima is waiting for them, bags already packed by the door, according to Saadia's last message. When they finally pull up outside the house, Fátima is standing on the step exactly as promised, and for a moment nobody speaks — they just hug, right there in the street, while Alí and Amín watch, a little confused about why the adults are crying over a hello.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What is Amín doing while the family visits the Roman theatre in Mérida?

.....

2. What is Alí more interested in than the port wine in Porto?

.....

3. Why is Wednesday's drive to León described as the longest stretch of the trip?

.....

4. What does Amín write to his father from León?

.....

5. How is Fátima waiting for the family when they arrive in Éibar?

.....

4. LANGUAGE IN ACTION

Language Lab

Repaso: presente simple y presente continuo

Esta sesión narra el viaje "en directo", como si estuviera ocurriendo ahora mismo — por eso repasamos el **presente continuo** para acciones que están ocurriendo en este momento (*Alí is pressing his face against the window*) y el **presente simple** para hechos generales, rutinas o hechos que se presentan como parte de la narración (*this city is famous for it*). Recordamos que *look, listen* y *right now* suelen señalar presente continuo, mientras que hechos y descripciones estables usan presente simple.

Grammar Drill

1. Right now, Alí ..... his face against the car window. [press]
2. The family usually ..... no more than six hours a day, as Itto insisted. [drive]
3. Look! Amín ..... down the steps of the Roman theatre. [run]
4. Porto ..... famous for its port wine. [be]
5. At this moment, Itto ..... photos of everything she sees. [take]
6. The cathedral of León ..... on the horizon as they approach the city. [appear]
7. Fátima ..... on the step exactly as promised, right now. [stand]
8. Every day this week, the family ..... up early to start driving. [get]
9. Listen! Amín ..... a message to his father in Rabat. [write]
10. The boys usually ..... questions about everything they see. [ask]
11. At the moment, the whole family ..... outside Fátima's house in Éibar. [hug]
12. This part of Spain ..... green and mountainous, unlike Almería. [be]
13. Right now, Julio ..... calmly, while Itto reads out town names. [drive]
14. The Douro river ..... through the middle of Porto. [flow]
15. Alí and Amín ..... a little confused about why the adults are crying. [look]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. scenery (n.) /ˈsiːnəri/ — paisaje.

2. frontier (n.) /ˈfrʌntɪə/ — frontera.

3. roadside (adj.) /ˈrəʊdsaɪd/ — junto a la carretera.

4. checkpoint (n.) /ˈtʃekpɔɪnt/ — control, punto de control.

5. panoramic (adj.) /ˌpænəˈræmɪk/ — panorámico/a.

6. cathedral (n.) /kəˈθiːdrəl/ — catedral.

7. old town (n.) /əʊld taʊn/ — casco antiguo.

8. estuary (n.) /ˈestʃuəri/ — estuario, ría.

9. vineyard (n.) /ˈvɪnjəd/ — viñedo.

10. coastal (adj.) /ˈkəʊstl/ — costero/a.

11. check in (phrasal v.) /tʃek ɪn/ — registrarse (en un hotel).

12. bridge (n.) /brɪdʒ/ — puente.

13. dual carriageway (n.) /ˈdjuːəl ˈkærɪdʒweɪ/ — autovía.

14. cosy (adj.) /ˈkəʊzi/ — acogedor/a.

15. breathtaking (adj.) /ˈbreθteɪkɪŋ/ — impresionante.

6. SOUND LAB

gonna — recognition only

Escucha y reconoce gonna como reducción informal de going to.

No necesitas imitar gonna. Para tu propia producción, usa going to con claridad.

Escucha, identifica gonna y responde después usando going to.

Reconoce gonna en el audio, pero no la repitas ni la uses como modelo. Responde con going to. Foco fijado por Lote 3 A2-40.

You may hear going to pronounced like gonna in informal speech. I’m gonna call him later. We’re gonna leave soon. Recognise it, but you do not need to use it. Listen again and identify gonna. Then answer with going to: What are you going to do tomorrow?

I’m gonna call him later.

We’re gonna leave soon.

7. LET’S USE ENGLISH

Production

Speaking (en parejas)

Describe un viaje por carretera que hayas hecho, como si estuviera ocurriendo ahora mismo, usando presente continuo (*I'm driving through..., we're stopping at...*).

Writing

1. Escribe 3 frases en presente continuo describiendo una escena del viaje, como si la estuvieras viendo en directo.
2. Escribe 2 frases en presente simple sobre hechos generales de alguna de las cuatro ciudades (Mérida, Oporto, León, Éibar).

3. Escribe una frase con *going to* sobre el siguiente tramo del viaje (repaso de la sesión anterior).

> **EXTENDED · Canción de la sesión original**
>
> ### 🎵 Sing Along
>
> **Steve Miller Band – Serenade (1976)**
>
> Escuchad la canción y comentad: ¿qué imágenes de viaje o de carretera evoca para vosotros esta canción?

🎭 Roleplay

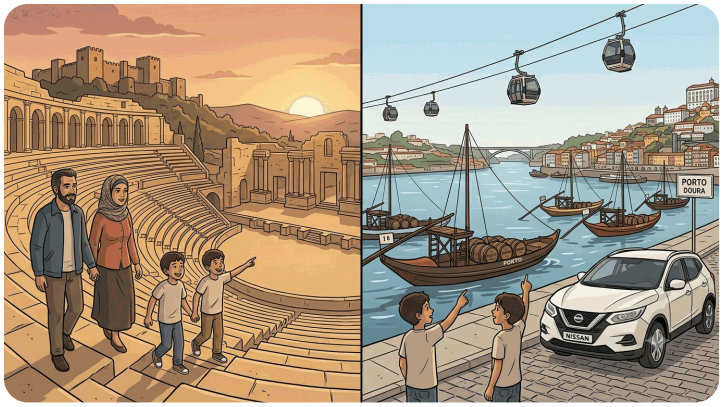


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En parejas, representad el reencuentro entre la familia y Fátima en la puerta de la casa de Éibar. Usad al menos 2 frases en presente continuo, como si estuviera ocurriendo en ese instante.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-40)

8. MEDIATION / REAL LIFE

🔁 Mediation

Explícale en español a un amigo qué quiere decir Amín con esta frase y por qué puede resultar significativa para un chico que ha crecido en Marruecos, sin traducir palabra por palabra.

> *"We're seeing more of Spain in one week than I ever imagined."*

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 recognise gonna in informal speech and use going to in my own 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.

Sing Along with AI · Still Fallin'

- Use only the mapped activity for this session.

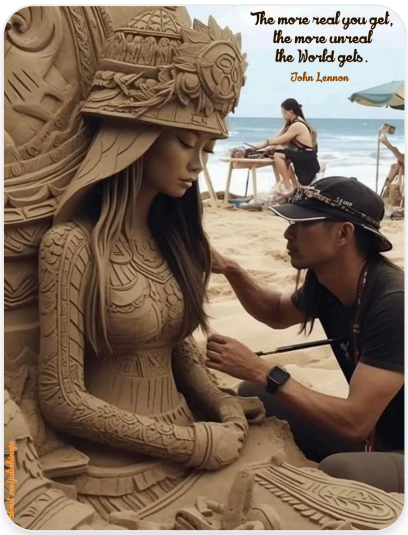
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·7 · CLASE 5

A Full House, Just in Time

Una paella de regalo, una sorpresa en la puerta, y una casa que no cabe de gente



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos planes, predicciones y condiciones sencillas.	Reactivar
2. Story / Listening	12	Escuchamos cómo la casa se llena justo a tiempo.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Construimos el primer condicional con if + presente, will.	Construir precisión
5. Words We Need	10	Activamos vocabulario de casa, tiempo y decisiones.	Ampliar vocabulario útil
6. Sound Lab	10	Marcamos la pausa natural tras una if-clause inicial.	Escuchar y producir
7. Let’s Use English	12	Expresamos consecuencias probables.	Comunicar
8. Mediation / Real Life	5	Transmitimos una condición y su consecuencia de forma sencilla.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

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

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

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

If you were absent

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

Today we continue with…

A Full House, Just in Time

🎧 2. STORY / LISTENING

🎧 Listening: "The Paella in Valencia"

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

Listen and check

1. Four people left Éibar in the car. → .....
2. The family slept in Badalona on the night of the twenty-fourth. → .....
3. Itto's birthday is on the twenty-fifth of July. → .....
4. Nobody had made any plans for Itto's birthday lunch. → .....
5. José Luis prepared a paella for the celebration. → .....

📖 The Story: "A Full House, Just in Time"

Valencia, la vuelta a Almería, y una casa que no cabe de gente

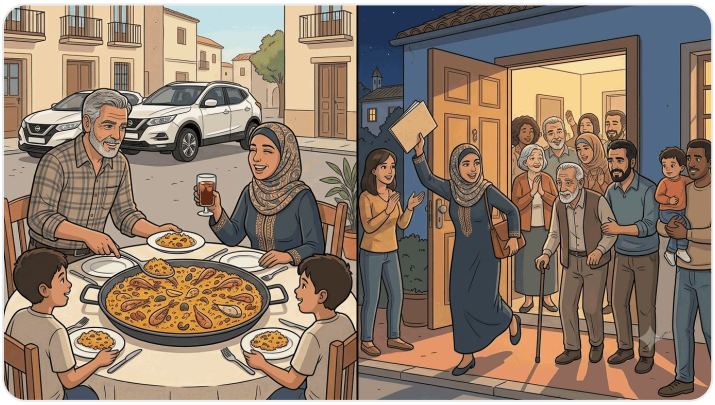


Imagen generada con Google Gemini Flash-Lite

The paella at José Luis's table was, everyone agreed, worth every kilometre of the trip. "Best birthday present I've had in years," Itto said, for at least the third time, as José Luis refilled her glass and pretended to be modest about it. It was late afternoon before they finally said goodbye and got back on the road, and by the time Almería's lights appeared ahead of them, it was already dark. "Are we going to make it home tonight?" Amín asked, half asleep in the back seat. "We are," Julio said. "Not much further now."

Nobody in the car was prepared for what was waiting at the front door. Before Julio had even finished parking, the door burst open, and Majda was the first one out, laughing and half-crying at the same time. "You're not supposed to be here," Itto said, hugging her tightly, utterly confused. "I signed a contract," Majda said, holding up a folder like a trophy. "A real one, paid — it means I can go back to Paris legally, properly, this time. I came to sort out the paperwork, and I wasn't leaving without seeing you first."

Behind her came a wave of noise: Tarik carrying Mohamed on his hip, Zahra and Sebastián close behind, and then — impossibly — Ali Boukrim, walking slowly but steadily, with Hamid right beside him. "You went to Morocco without telling us properly?" Itto said, half laughing, half scolding. "Ten days," Hamid said, shrugging. "I was driving down anyway, for my own holiday — took my own car, not the lorry — and figured I might as well take Dad and Mustapha along, save everyone a plane ticket. Mustapha's staying on a bit longer. I just brought your father home." Itto shook her head, laughing despite herself. "Only you would turn a holiday into a taxi service."

As the boys tumbled out of the car straight into everyone's arms, Itto found herself holding Amín a moment longer than the others, her hand resting gently on the back of his head. She had looked after him for months as a baby, back when things in the family were harder than they were now, and something about that memory still lived quietly in the way she held him. She didn't say anything about it — she never did — but

Julio, watching from beside the car, understood exactly what that particular hug meant. The whole street, for one loud, chaotic hour, felt like it belonged entirely to their family.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why does Itto say the paella was "worth every kilometre of the trip"?

.....

2. What surprising news does Majda share when the family arrives home?

.....

3. How did Ali Boukrim and Mustapha travel to Morocco, and who took them there?

.....

4. Why didn't Mustapha come back to Spain together with his father?

.....

5. What does the text suggest about Itto's connection to Amín?

.....

4. LANGUAGE IN ACTION

Language Lab

Futuro simple y going to: repaso final de la unidad

Cerramos la unidad combinando **will** (predicciones, decisiones espontáneas, promesas) y **going to** (planes ya decididos), en el contexto de la vuelta a casa y el reencuentro familiar.

Grammar Drill

1. _____ we _____ it home tonight, Amín asked anxiously. [make]
2. Majda _____ back to Paris legally now that the contract is signed. [go]
3. I think this _____ one of Itto's best birthdays ever. [be]
4. Hamid and Ali Boukrim _____ probably _____ everyone about their trip to Morocco tonight. [tell]
5. The whole family _____ dinner together, now that everyone is finally home. [have]
6. Itto _____ never _____ a birthday quite like this one, she says. [have]
7. Next year, José Luis _____ another paella for Itto's birthday, most likely. [make]
8. Julio _____ the car properly tomorrow, once everyone has gone to bed. [unpack]
9. Majda _____ her new contract to the whole family over dinner tonight. [show]
10. I _____ the door, Julio says, hearing the car pull up outside. [open]
11. The boys _____ probably _____ asleep within minutes, after such a long day. [fall]
12. Ali Boukrim _____ his own stories about Ouaoumana at dinner tonight. [tell]
13. This _____ a summer nobody in the family forgets easily. [be]
14. Itto _____ Amín a little differently tonight, without quite knowing why. [hold]
15. Next September _____ complicated, Julio suspects, but tonight isn't the night to think about that. [be]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. paella (n.) /paɪ'elə/ — paella.

2. treat (n.) /triːt/ — capricho, detalle especial.

3. candle (n.) /'kændl/ — vela.

4. blow out (phrasal v.) /bləʊ aʊt/ — apagar (soplando).

5. toast (n./v.) /təʊst/ — brindis / brindar.

6. homecoming (n.) /'həʊmkʌmɪŋ/ — regreso a casa.

7. delighted (adj.) /dɪ'laɪtɪd/ — encantado/a.

8. niece and nephew (n.) /niːs ænd 'nefjuː/ — sobrina y sobrino.

9. embrace (v./n.) /ɪm'breɪs/ — abrazar / abrazo.

10. hometown (n.) /'həʊmtaʊn/ — ciudad natal.

11. proud of (adj.) /praʊd əv/ — orgulloso/a de.

12. long-awaited (adj.) /ˌlɒŋ ə'weɪtɪd/ — largamente esperado/a.

13. unexpected (adj.) /ˌʌnɪk'spektɪd/ — inesperado/a.

14. contract (n.) /'kɒntrækt/ — contrato.

15. legally (adv.) /'liːgəli/ — legalmente.

6. SOUND LAB

first conditional — pause after the if-clause

Escucha los modelos y localiza el foco: first conditional — pause after the if-clause.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-41.

If it rains, we'll stay at home. If I have time, I'll call you. If the bus is late, we'll take a taxi. Notice the short pause after the if-clause. 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 37.0 · p. 83 · exercise 37.0.3

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

If it rains, we'll stay at home.

If I have time, I'll call you.

If the bus is late, we'll take a taxi.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una vuelta a casa (de un viaje, de una etapa de tu vida) que resultó especialmente emotiva o llena de sorpresas.

Writing

1. Escribe 3 frases con *will* haciendo predicciones sobre el resto del verano de la familia.
2. Escribe 2 frases con *going to* sobre planes que ya tiene alguien de la familia para septiembre.
3. Escribe una frase describiendo, con tus propias palabras, qué sientes al leer sobre el abrazo entre Itto y Amín.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Supertramp – Hide in your shell (1974)**
>
> Escuchad la canción y comentad en clase: ¿por qué puede resultar irónico un título como "esconderse en el caparazón" justo en la sesión del reencuentro más ruidoso y multitudinario de toda la unidad?

🎭 Roleplay

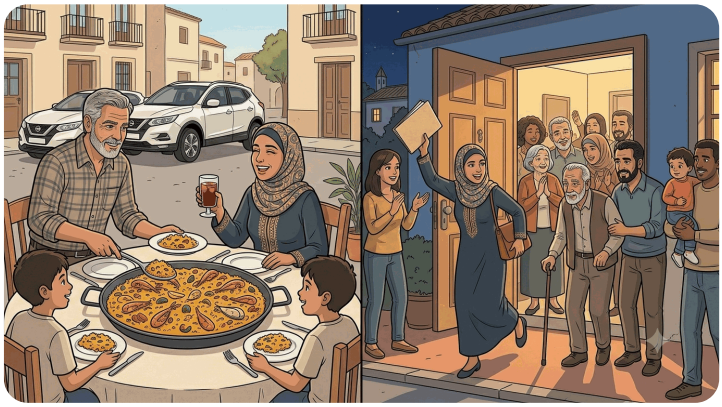


Imagen generada con Google Gemini Flash-Lite

En parejas, representad el momento en que Majda sale corriendo a recibir a la familia y anuncia su noticia. Usad al menos 1 frase con *will* y 1 con *going to*.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-41)

8. MEDIATION / REAL LIFE

🔄 Mediation

Explícale en español a un amigo por qué esta noticia de Majda es tan importante para ella, teniendo en cuenta su situación de los últimos años, sin traducir palabra por palabra ni entrar en detalles legales innecesarios.

> *"I signed a contract. A real one, paid — it means I can go back to Paris legally, properly, this time."*

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 a natural pause in first-conditional sentences.

○ 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 · 26–28 · Reinforce

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

Sing Along with AI · The Apology Mi Carry Forever

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·7 · CLASE 6

The Long Way Home (Review Fair)

Repaso general de la SdA A2·7



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo esencial de la SdA 7.	Reactivar
2. Story / Listening	9	Reescuchamos planes, decisiones, predicciones y condiciones.	Comprender
3. Understanding	6	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	12	Consolidamos will, going to y primer condicional.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de viaje, verano, casa y planes.	Ampliar vocabulario útil
6. Sound Lab	8	Integramos entonación de planes y predicciones.	Escuchar y producir
7. Let's Use English	12	Realizamos un cierre oral sobre nuestros planes.	Comunicar
8. Mediation / Real Life	7	Mediamos un breve plan o previsión 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 Long Way Home (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

El verano que viene — A2 Review

Repaso mixto de futuro simple, *going to* y presente simple/continuo, en los contextos de planificación, viaje y reencuentro familiar.

Grammar Drill

1. The Delegated Head of Studies _____ at Christmas, as she already decided. [retire]
2. Julio _____ never _____ up on his own project, whatever happens. [give]
3. Right now, Alí _____ his face against the car window. [press]
4. The boys _____ with Julio and Itto for the whole summer, as already agreed. [stay]
5. I think the paella _____ the best birthday present Itto has ever had. [be]
6. _____ the family _____ it home before dark on the last day? [make]
7. Porto _____ famous for its port wine, the guide explains. [be]
8. Majda _____ back to Paris legally now that the contract is signed. [go]
9. Next year, Julio _____ his materials with the same AI tool, he already knows. [prepare]
10. This _____ a summer the whole family remembers for a long time. [be]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

intonation of plans and predictions

Escucha los modelos y localiza el foco: intonation of plans and predictions.
Repite uno o dos modelos con claridad y después úsalo en una frase propia.
Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-42.

I think I’ll stay at home tonight. We’re going to visit our friends this weekend. Maybe it’ll rain tomorrow. Listen to the intonation of plans and predictions. 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 36.0.4

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

I think I’ll stay at home tonight. | We’re going to visit our friends this weekend. | Maybe it’ll rain tomorrow.

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 — "One Last Conversation Before Summer": dos sillas frente a frente y una carpeta de papeles, para repasar la Sesión 1.
Estación 2 — "Papers, Pools and a Birthday": un sello de cartulina junto a una toalla de playa en miniatura, para repasar la Sesión 2.
Estación 3 — "Mapping the Long Way North": un mapa de carreteras extendido con pequeños marcadores de hotel, para repasar la Sesión 3.
Estación 4 — "Live From the Road": un coche de juguete blanco recorriendo cuatro postales (Mérida, Oporto, León, Éibar), para repasar la Sesión 4.
Estación 5 — "A Full House, Just in Time": una paella de cartón junto a una puerta de casa de juguete, 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
>
> **Susan Boyle – I Dreamed A Dream (2009)**
>
> Como cierre de la unidad, comentad en gran grupo: de las cinco sesiones, ¿cuál os ha parecido más significativa? ¿Qué sueños o esperanzas de los personajes de esta unidad os parecen más significativos?
> Entre el veintinueve de junio y el veinticinco de julio, la familia de Julio e Itto había recorrido, en poco más de tres semanas, casi tantos kilómetros emocionales como kilómetros de carretera. Quedaba atrás un curso difícil, pero no cerrado en falso: la denuncia de Julio no había traído la justicia que esperaba, y el director, que tanto tiempo llevaba considerando la jubilación, había decidido finalmente quedarse. Julio no sabía qué esperar de él el curso próximo, ni tampoco si su antigua compañera volvería en septiembre a compartir de nuevo la sección — y esa incertidumbre, por mucho que intentara no pensar en ella durante el verano, seguía ahí, sin resolver. Quedaba también, guardado como una anécdota que contar en otoño, el nombre de la herramienta que por fin le había funcionado para construir, sesión a sesión, todo este proyecto. Y quedaba, sobre todo, una casa en La Cañada que esa noche de julio no tenía sitio para nadie más: abuelos recién llegados de dos viajes distintos,

> sobrinos con la piel todavía salada de tantas piscinas y manantiales, una sobrina que había cruzado media Europa para firmar un papel y no perderse un abrazo, y una tarta de cumpleaños esperando, en algún rincón de la nevera, a que alguien encontrara por fin un hueco en la mesa. Del curso que estaba por llegar, nadie sabía todavía nada seguro. Pero esa noche, al menos, nadie tenía ninguna prisa por averiguarlo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-42)

8. MEDIATION / REAL LIFE

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

Culture Window · Freedom Day — South Africa · 27 April

Freedom Day — South Africa · 27 April

Listen for the main idea and key details.



South Africa Freedom Day — Stephanie Traynor / Wikimedia Commons, CC BY-SA 3.0 · CC BY-SA 3.0

Before reading

- What does the word freedom mean in a democratic society?
- Why can the right to vote become an important national memory?

South Africa celebrates Freedom Day on the twenty-seventh of April. It commemorates the country's first democratic national elections, held on the twenty-seventh of April nineteen ninety-four. In those elections, South Africans could vote regardless of race.

The day marked the end of the apartheid political system and the beginning of a new democratic period. Apartheid was a system of racial segregation and discrimination that controlled many parts of everyday life and denied equal political rights.

The struggle against apartheid lasted for decades and involved political organisations, community activists, trade unions, religious groups and many individuals inside and outside South Africa.

The nineteen ninety-four election was more than a normal election. Millions of people queued to vote, many for the first time. Nelson Mandela's African National Congress won the election, and Mandela became the country's first democratically elected president in May.

Freedom Day celebrates democratic rights, dignity, equality and participation in public life. It is also a day for reflection. South Africa still faces serious problems, including inequality, poverty and unemployment. Remembering nineteen ninety-four does not mean that every problem was solved.

For many South Africans, Freedom Day represents pride in democratic change and respect for those who struggled against oppression. It can also be a moment to ask what freedom means in everyday life today.

Understanding

- What happened in South Africa on 27 April 1994?
- Why was the election historically important?
- Who became president after the election?
- What values are often connected with Freedom Day?
- Why can the day include both celebration and critical reflection?

Cultures in conversation

- Compare Freedom Day with another public date connected with democracy, rights or political change. Explain whose perspective you are describing.

Let’s talk

- Compare Freedom Day with another public date connected with democracy, rights or political change. Explain whose perspective you are describing.

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 intelligible intonation for plans and predictions.

○ 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 · 10B + 10C · More Practice
- Practice Makes Perfect Basic English · Chapters 37–39 · More Practice

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

Sing Along with AI · Prison of My Heart

- 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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