THE ROAD TO VILLOVIADO

TEACHER'S GUIDE | INTERMEDIATE B1+/B2 | MARSHALL APPOH

About this guide

A flexible classroom companion to the published Everyday English Reader. It offers lesson sequencing, interpretation, language development and assessment suggestions. Use it alongside the comprehension, vocabulary and other learner material already provided in the book.

Story at a glance

Kofi, a Ghanaian newcomer to Spain, visits Tamara's family village during the lively San Vitores celebrations. His first impressions of Villoviado combine humour, hospitality and fascination with the surrounding countryside. When a later visit turns into a search for the missing Victor, the same paths and familiar places take on a very different meaning.

Themes and classroom opportunities

Belonging and cultural encounters: Kofi's changing relationship with the village. Community and rural life: festivities, family ties, seasonal change and the people who return. Suspense and solidarity: uncertainty, cooperation and decisions during the search. Place and memory: how a familiar landscape acquires new emotional significance.

Level suitability

B1+/B2 is the reader's published level. Support B1+ learners with selected vocabulary, timelines and paired rehearsal; invite B2 learners to analyse narrative viewpoint, shifts in atmosphere, inference and the significance of the ending. This is a teaching recommendation rather than an independently certified CEFR assessment.

A FLEXIBLE FOUR-SESSION ROUTE

Adapt the pace to class time and assign chapters for reading at home as needed.

Session 1 | First impressions (Chapters 1–3)

Begin with: What makes a place feel welcoming or unfamiliar? Trace Kofi's arrival, the San Vitores celebration and his first discoveries: the church, the mulberry tree, the sede social and the bodegas. Discuss how humour helps the reader see the village through an outsider's eyes. Focus: character, setting, dialogue and cultural observation.

Session 2 | A changing landscape (Chapters 4–6)

Compare the busy festival village with the quieter countryside and the departure of visitors. Ask learners to collect descriptions of paths, fields and village routines. Which details may become important later? Focus: contrast, foreshadowing, place vocabulary and sequencing.

Session 3 | From familiarity to uncertainty (Chapters 7–10)

Explore the return to Villoviado, changes in season and the developing search. Have pairs create an evidence chart: what the characters know, what they suspect and what remains uncertain. Discuss how the same countryside begins to feel less reassuring. Focus: inference, suspense, collaborative decisions and cautious language.

Session 4 | Search, discovery and aftermath (Chapters 11–14)

Follow the search through its final stages and the return to the village. Discuss Victor's discovery, the response of the people gathered and how the ending reframes earlier scenes. Invite students to revisit the opening chapters before completing the literary-critic questions. Focus: resolution, community, symbolism and justified evaluation.

TEACHING NOTES & DISCUSSION

Interpretive prompts designed to extend, not duplicate, the reader's activities.

1 | An outsider's eyes

Kofi notices things that residents take for granted: the headless saint, the old tree, the frogs, the gloria and the bodegas. Ask: How does his curiosity help us learn about Villoviado? When does it create comedy?

2 | A village of two seasons

Compare the lively August celebrations with the later, quieter village. Ask students to select details of sound, weather and movement. What changes in the setting, and what remains the same?

3 | The road as a recurring image

Early on, Kofi is drawn towards the untarred tracks beyond the village. Later, paths and terrain matter to the search. Ask: How does the meaning of the road develop from curiosity and freedom to uncertainty and hope?

4 | Suspense and evidence

Track the difference between a clue, a possibility and a confirmed fact. Which descriptions, delays or changes in pace make the search tense? Encourage students to justify answers with passages rather than guesses.

5 | Collective action and belonging

Consider the roles of Tamara, the family, villagers and the Guardia Civil. How does the search test or strengthen the sense of community established in the opening chapters?

Sensitive classroom discussion

A missing-person search can be unsettling. Keep personal disclosure optional. Learners can discuss the fictional characters' decisions and feelings without sharing their own experiences.

DIFFERENTIATION & ASSESSMENT

Practical teaching additions to the learner exercises printed in the book.

For supported B1 / B1+ learners

Build a two-column timeline: festival visit / later search. Pre-teach selected words from the reader's vocabulary section, especially language for landscape, movement and uncertainty. Use a character map and allow pairs to rehearse answers before discussion.

Useful sentence frames

“At first, Kofi thinks ... but later ...” “This detail suggests ... because ...” “The characters know ... but they do not yet know ...” “The village feels different when ...”

For B2 learners

Compare the opening and closing treatment of the village. Analyse humour alongside tension, the effects of short paragraphs and shifts in narrative pace, and the way repeated images of roads and landscape contribute to meaning. Ask learners to defend contrasting interpretations with specific scenes.

Using the existing learner material

The published reader includes reading-comprehension questions, vocabulary and language activities, vocabulary-in-context work and an answer key. Select suitable tasks to check comprehension; use this companion guide primarily for interpretation, discussion and assessment.

Quick formative assessment

Exit ticket: (1) identify one event and place it correctly in the story; (2) make one inference supported by a textual detail; (3) explain how your impression of Villoviado changes between the beginning and end.

Optional writing extension

Write a short diary entry from Kofi's perspective after the final events, or compare two descriptions of the same village path at different moments in the story. Explain how your language choices create atmosphere.

BEYOND THE STORY

BECOME A LITERARY CRITIC | OPTIONAL POST-READING DISCUSSION OR WRITING

Invite learners to evaluate the book as readers, not simply retell the plot. Encourage respectful disagreement and evidence from the text.

1 | What did you like most about The Road to Villoviado?

Consider the characters, the cultural encounters, the humour, the landscape, the suspense or the ending. Explain your opinion with a particular scene or detail.

2 | What didn't you like about The Road to Villoviado?

Was anything confusing, unconvincing, too slow, too sudden or less interesting? Support your criticism with a reason or example.

3 | What would you have done differently if you were the author?

Would you change a character's decision, add or shorten a scene, reveal information at a different moment or alter the ending? Explain how your version might affect the reader.

Suggested language support

B1+: “I enjoyed ... because ...” / “I was surprised when ...” / “If I were the author, I would ...” B2: “The contrast between ... and ... is effective because ...” / “An alternative interpretation is ...” / “Had the author ..., the reader might have ...”

Teacher note

There are no prescribed correct opinions. Evaluate clarity, reasons and textual support, not whether learners agree with the teacher or author.

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