SDA A2·4 · CLASE 1

A Flat Tyre and an Old Pattern

Finales de agosto - septiembre de 2025, el relato empieza



⏱ Mapa de la sesión · Reparto del tiempo

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

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos normas, obligaciones y situaciones del entorno laboral.	Reactivar
2. Story / Listening	12	Escuchamos una incidencia práctica y las normas que la rodean.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos must y mustn't para expresar obligación y prohibición.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trabajo, normas y seguridad.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos must de mustn't con final claro en frases breves.	Escuchar y producir
7. Let's Use English	12	Formulamos normas y prohibiciones de situaciones cercanas.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona una norma importante de manera 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 el contexto del regreso del viaje y la recuperación de Julio antes de escuchar el nuevo episodio.

Try again

- Name two people in the story and say where they are.
- Say one thing you remember about the journey.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today Julio begins to explain the school story and we distinguish rules from obligations.

🎧 2. STORY / LISTENING

🎧 Listening: "The Last Kilometres"

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

Listen and check

1. The tyre problem started while they were already in the border queue. → .....
2. Julio felt completely fine during the wait. → .....
3. Itto spoke to a border officer about the situation. → .....
4. The tyre went flat before they even joined the queue. → .....
5. They repaired the tyre themselves, without any help. → .....

📖 The Story: "Long Days, an Old Story"

De la habitación del hospital a un centro escolar, cinco años atrás

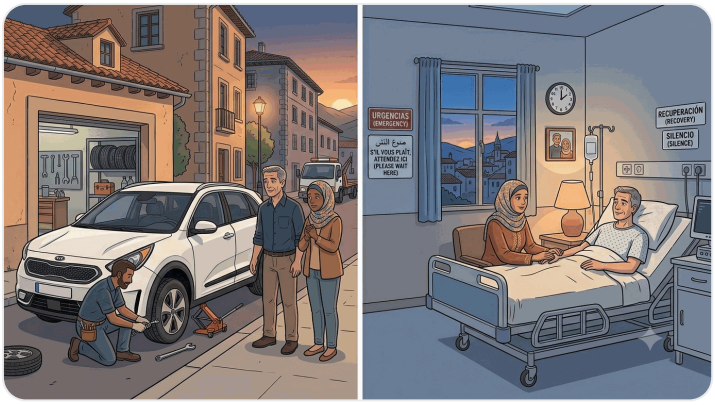


Imagen generada con Google Gemini Flash-Lite

In the first two weeks of September, Julio was still in hospital — the same illness that had started in Morocco, now dragging on into a third week. There wasn't much to do, and even less appetite for food, so the days stretched out long and quiet. Itto stayed with him for hours at a time, and one afternoon she finally asked the question she had been holding back all summer: "Why did you decide to make a formal complaint? You knew what it might cost you." Julio took a breath and told her the whole story, from the very beginning.

He had arrived at the school in 2020, and it hadn't taken him long to recognise a pattern. In almost every school where he had worked over nearly thirty years, one thing stayed the same: a head teacher who had been in charge for many years — sometimes over a decade — running the place almost like a small, private kingdom, with very little real oversight from above.

At his new school, the head teacher quickly noticed that Julio, unlike most of his colleagues, actually understood computers and technology well. There was a new national programme that year, and every school had to design and develop its own digital transformation project — nobody else at the school had the skills to lead it. The head teacher asked Julio to take charge.

Julio accepted, and worked hard on a serious proposal: an open school website, a presence on social media, shared access to institutional documents. But the head teacher didn't really want any of that. He just wanted someone to fill in the paperwork and be available on Friday mornings, fixing broken computers at the other building.

"That was the first sign," Julio told Itto quietly. "It wouldn't be the last."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Why was Julio still in hospital in September, and how did this affect his days?

.....

2. What question did Itto finally ask him?

.....

3. What pattern had Julio noticed in almost every school he had worked in?

.....

4. What project was Julio asked to lead, and why him specifically?

.....

5. What did the head teacher actually want from Julio, and how was that different from Julio's own plan?

.....

4. LANGUAGE IN ACTION

Language Lab

must / have to (obligación, presente y pasado)

Repasamos **have to** (obligación externa) y **must** (obligación fuerte o norma), junto con sus negativas: **mustn't** (prohibición) y **don't/doesn't/didn't have to** (ausencia de obligación) — sin confundir ambas negativas, que tienen significados muy distintos.

Grammar Drill

1. Every state school in Spain _____ follow the national curriculum. [must]
2. A head teacher _____ act within the law, like any other public employee. [have to]
3. When Julio started at the new school in 2020, he _____ learn its unwritten rules very quickly. [have to]
4. Every Friday morning, he _____ travel to the other building to fix computers. [have to]
5. In fact, he _____ do this — it wasn't really part of his job. [not/have to]
6. Public institutions _____ hide official information from their own staff. [mustn't]
7. According to the new programme, the project _____ include a public website. [must]
8. Because the project was already approved, Julio _____ ask for extra permission. [not/have to]
9. Teachers usually _____ write a short report at the end of each school year. [have to]
10. The head teacher _____ share information with local families, but he refused to. [have to]
11. You _____ include false information in an official document. [mustn't]
12. There's no legal limit, so head teachers _____ leave their post after a fixed number of years. [not/have to]
13. In the end, Julio _____ give up the coordination role completely. [have to]
14. A good leader _____ listen carefully to new ideas from the team. [must]

15. From next year, new coordinators _____ complete an official training course first. [have to]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. head teacher /hed 'tiːtʃə/ — director/a de centro.

2. staff room /stɑːf ruːm/ — sala de profesores.

3. workload /'wɜːkləʊd/ — carga de trabajo.

4. deadline /'dedlaɪn/ — fecha límite.

5. civil servant /'sɪvl 'sɜːvənt/ — funcionario/a.

6. permanent (position) /'pɜːmənənt/ — fijo/a, permanente.

7. in charge (of) /ɪn 'tʃɑːdʒ/ — al mando (de).

8. assign (v.) /ə'saɪn/ — asignar.

9. institution /ˌɪnstɪ'tjuːʃn/ — institución.

10. remain (v.) /rɪ'meɪn/ — permanecer.

11. reluctant (adj.) /rɪ'lʌktənt/ — reacio/a.

12. obligatory (adj.) /ə'blɪgətri/ — obligatorio/a.

13. requirement /rɪ'kwaɪəmənt/ — requisito.

14. coordinator /kəʊ'ɔːdɪneɪtə/ — coordinador/a.

15. request (v./n.) /rɪ'kwest/ — solicitar / solicitud.

6. SOUND LAB

must / mustn't — final contrast

Escucha y distingue must de mustn't en normas afirmativas y negativas.

Repite las cuatro normas manteniendo clara la consonante final que diferencia must de mustn't.

Marca cada frase como obligación o prohibición y después repite el modelo completo.

0:00 / 0:19

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-19.

You must wear your ID card. You mustn't use your phone here. Staff must follow the rules. Visitors mustn't enter this room.

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.

must wear your ID card | mustn't use your phone | must follow the rules | mustn't enter this room

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una vez que tuvieras que aceptar una tarea o un cambio en el trabajo o los estudios que no habías elegido tú. ¿Qué tuviste que hacer? ¿Qué, al final, no tuviste que hacer?

Writing

1. Escribe 3 frases usando must / mustn't sobre las normas de tu propio centro de trabajo o estudios.
2. Escribe 2 frases con "had to" sobre lo que Julio tuvo que hacer en su primer año en el centro.
3. Escribe una frase con "didn't have to" sobre algo que, al final, Julio no tuvo que hacer.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **Janis Joplin – Summertime (1968)**
>
> Escucha la canción y localiza los verbos en presente simple. "Summertime" habla de una época fácil, sin preocupaciones — ¿por qué crees que esta canción podría sonar irónica al lado de esta sesión?

🎭 Roleplay

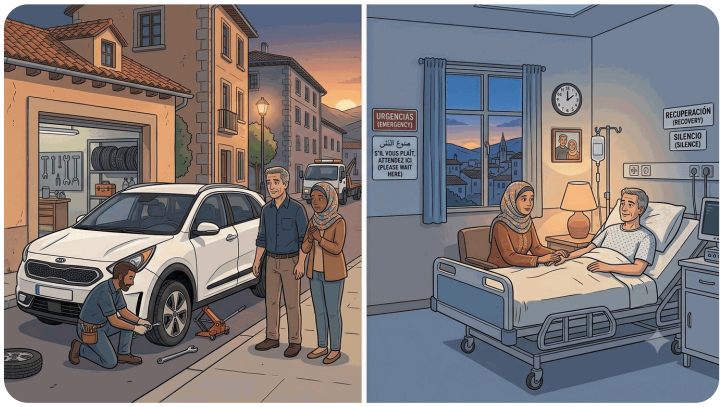


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En parejas, representad el primer año de Julio en el centro nuevo: una persona es Julio, recién llegado en 2020; la otra es un compañero veterano que le "explica cómo van las cosas aquí". Usad al menos 3 frases con must / have to / mustn't.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-19)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un compañero de trabajo, que no conoce bien la situación, te pregunta por qué Julio aceptó un proyecto tan grande nada más llegar a un centro nuevo.

> *"There was a new national programme that year, and every school had to design its own digital transformation project — nobody else at the school had the skills to lead it, so the head teacher asked Julio to take charge."*

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

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

I can find the main problem in the story.

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

I can express an obligation with must or have to.

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

I can distinguish must and mustn't intelligibly.

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

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Explica dos normas conocidas de clase con must y have to. Tu pareja comprueba que entiende la obligación.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Essential Grammar in Use · 31, 33 · Reinforce
- English Vocabulary in Use Elementary · 36 selectivo · Reinforce

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

Sing Along with AI · I'm Not Your Toy

- Escuchar la canción y leer el relato; comentar una idea.

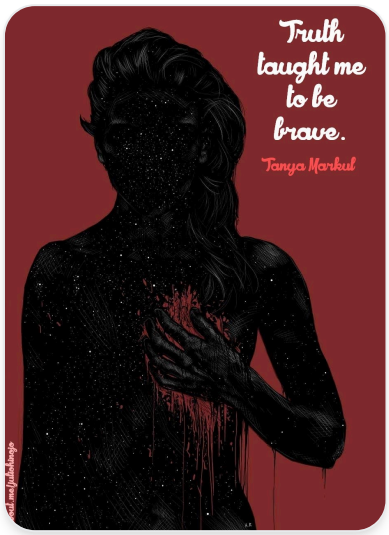
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·4 · CLASE 2

Two Roles, Two Resignations

2020-2023, el pulso por el proyecto TDE y la Coordinación de Formación



⏱ 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 obligaciones cotidianas y responsabilidades.	Reactivar
2. Story / Listening	12	Escuchamos cómo dos personas afrontan responsabilidades y cambios.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos have to / has to para obligaciones externas y necesidades prácticas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trabajo, horarios y responsabilidades.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos el ritmo de have to / has to dentro de frases naturales.	Escuchar y producir
7. Let’s Use English	12	Explicamos obligaciones y responsabilidades personales.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona qué tiene que hacer alguien y cuándo.	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

Julio comenzó a explicar el conflicto escolar. Recupera el papel del proyecto y de las responsabilidades de cada persona.

Try again

- Say one school rule with have to.
- Name a person and one responsibility from the previous episode.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we follow two roles and two resignations, keeping events and opinions distinct.

🎧 2. STORY / LISTENING

🎧 Listening: "Fridays at the Other Building"

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

Listen and check

1. Julio's original proposal only covered technical repairs. → .....
2. The head teacher fully supported the public website and social media plan. → .....
3. Julio spent every Friday morning at a different building. → .....
4. Julio asked to continue the Friday visits the following year. → .....
5. Julio chose to leave the project rather than accept the head teacher's conditions. → .....

📖 The Story: "Two Roles, Two Resignations"

2020-2023, dos cargos, dos ceses

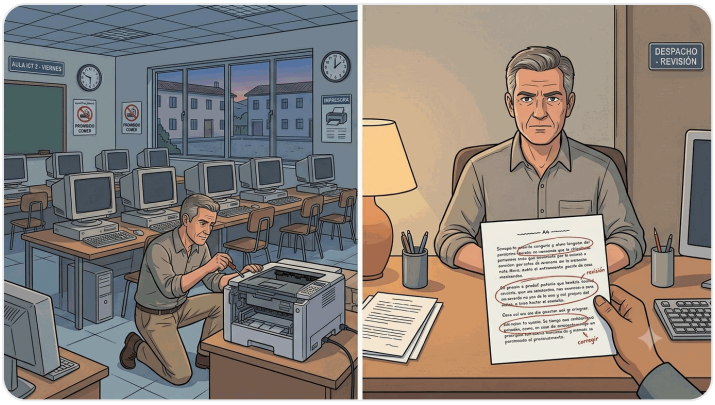


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Julio spent that whole first year travelling to the other building every Friday morning, fixing printers and slow computers that had nothing to do with his own subject. It wasn't in his job description, but he did it anyway, hoping the head teacher would eventually support the bigger project. He never did. By the second year, Julio asked for something simple: to stop the Friday visits and stay at his own school, coordinating with his teaching team instead. The head teacher's answer left no room for discussion — either Julio kept coming every Friday, or he gave up the project altogether. Julio chose to leave.

A year later, he took on a different role: Training Coordinator, working as a liaison with the local teacher training centre. It suited him well — he already knew several advisors there, and had years of experience in ongoing professional development. He designed a detailed Training Action Plan, and included two honest paragraphs explaining why the staff showed so little interest in requesting formal "working groups" for training. It wasn't an easy thing to write, but it was true: the previous coordinator had tried to organise one the year before, and in the end nobody had signed up. She resigned from the role soon afterwards.

The head teacher read the plan and demanded that Julio remove both paragraphs before submitting it. Julio refused; the information was accurate, and hiding it felt dishonest. Once again, the answer was the same: either he changed the document, or he left the role. Julio left the role.

"Twice in three years," he told Itto quietly. "Twice for exactly the same reason."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What did Julio do every Friday during his first year, and how did he feel about it?

2. What did Julio ask for in his second year, and how did the head teacher respond?

3. What new role did Julio take on a year later, and why did it suit him?

4. What had happened to the previous Training Coordinator, and why is that relevant to Julio's plan?

5. Why did Julio leave the Training Coordinator role?

4. LANGUAGE IN ACTION

Language Lab

mustn't / should have (prohibición y crítica sobre el pasado)

Mustn't expresa prohibición. **Should have + participio** expresa una crítica o un lamento sobre algo del pasado que no ocurrió como debería. **Shouldn't have** es la negativa (algo que ocurrió pero no debería haber ocurrido).

Grammar Drill

1. According to the law, a public school _____ ignore official requests for information. [mustn't]

2. Looking back, the head teacher _____ the digital project from the very beginning. [should/support]

3. A public employee _____ block access to institutional documents without a real reason. [mustn't]

4. In Julio's opinion, the school _____ a teacher to do technical repairs every week — that wasn't his job. [not/should/ask]

5. Julio believes the previous coordinator _____ more support before she resigned. [should/receive]

6. A head teacher _____ force a colleague to remove true information from an official document. [mustn't]

7. In Julio's opinion, the school _____ his open-access proposal a real chance. [should/give]

8. Teachers _____ write false or misleading reports, even under pressure. [mustn't]

9. Looking back, Julio believes he _____ more support from his union representatives. [should/ask for]

10. A coordinator _____ agree to remove true facts from an official plan. [mustn't]

11. In Julio's view, the school _____ his proposal much more seriously. [should/take]

12. Nobody _____ be forced to choose between honesty and keeping a position. [mustn't]

13. Julio thinks the previous coordinator _____ to raise the problem publicly instead of resigning quietly. [should/try]

14. A head teacher _____ censor an official document just because it says something uncomfortable. [mustn't]

15. Julio still thinks he _____ his objections in writing, right from the first resignation. [should/put]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. proposal /prəˈpəʊzl/ — propuesta.

2. draft (n.) /drɑːft/ — borrador (de un documento).

3. paragraph /ˈpærəgrɑːf/ — párrafo.

4. censor (v.) /ˈsensə/ — censurar.

5. refuse (v.) /rɪˈfjuːz/ — negarse, rehusar.

6. resign (v.) /rɪˈzaɪn/ — dimitir.

7. force (v.) /fɔːs/ — obligar, forzar.

8. liaison /liˈeɪzɒn/ — enlace (persona de contacto).

9. take part (in) /teɪk pɑːt/ — participar (en).

10. volunteer (v.) /ˌvɒlənˈtɪə/ — ofrecerse voluntario/a.

11. withdraw (v.) /wɪðˈdrɔː/ — retirar(se).

12. overstep (v.) /ˌəʊvəˈstep/ — extralimitarse.

13. authority /ɔːˈθɒrəti/ — autoridad.

14. document (n.) /ˈdɒkjumənt/ — documento.

15. access (n.) /ˈækses/ — acceso.

6. SOUND LAB

have to / has to — sentence rhythm

Escucha have to y has to dentro de frases y localiza las palabras que llevan el acento principal.
Repite las frases manteniendo have to / has to integrado en el ritmo natural de la oración.
Escucha los cuatro modelos, marca las palabras fuertes y después repite cada frase.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-20.

I have to work today. We have to leave at nine. She has to finish this report. They have to wait outside.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 30.0 · p. 69 · exercise 30.0.3
Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

I have to work today. | We have to leave at nine. | She has to finish this report. | They have to wait outside.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Cuenta una vez en la que tuviste que elegir entre mantener un principio (decir la verdad, hacer lo correcto) y conservar algo importante (un puesto, una relación, una amistad). ¿Qué hiciste?

Writing

1. Escribe 2 frases con "should have" / "shouldn't have" sobre algo que, en tu opinión, el director debería haber hecho de otra manera.
2. Escribe una frase con "mustn't" sobre algo que una institución pública nunca debería hacer.
3. Reflexiona brevemente (2-3 frases): ¿por qué crees que Julio prefirió dejar los dos cargos antes que ceder?

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **John Lennon – Imagine (1971)**
>
> Escucha la canción y localiza los verbos en presente simple. "Imagine" habla de imaginar un mundo distinto — ¿qué tendría que cambiar, en tu opinión, para que un centro educativo funcionara como el que Julio proponía?

🎭 Roleplay

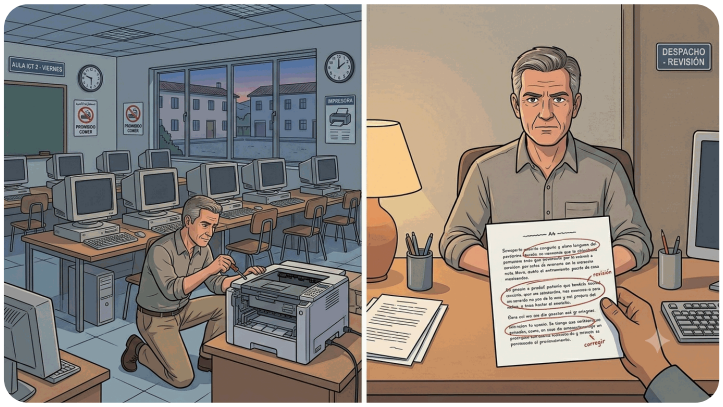


Imagen generada con Google Gemini Flash-Lite

En parejas: uno es Julio, explicando a un compañero por qué ha dejado el segundo cargo; el otro es el compañero, sorprendido, que le pregunta si no podría haber cedido "solo un poco". Usad al menos 2 frases con should have / shouldn't have.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-20)

8. MEDIATION / REAL LIFE

🔁 Mediation

Alguien ajeno al sistema educativo español te pregunta por qué Julio "simplemente no se quedó callado" para evitar el conflicto.

> *"The head teacher read the plan and demanded that Julio remove both paragraphs before submitting it. Julio refused; the information was accurate, and hiding it felt dishonest."*

Tarea: Explícaselo en español, con tus propias palabras, sin traducir literalmente.

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

I can identify a role and a responsibility in the text.

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

I can give simple advice with should.

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

I can use have to and has to 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

- Da dos consejos sencillos para organizar un trabajo compartido. Mantén separada esta práctica básica de los ejercicios históricos de la sesión.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Essential Grammar in Use · 31–32 · Reinforce

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

Sing Along with AI · The Cost Of Love

- Escuchar la canción y leer el relato; comentar una idea.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·4 · CLASE 3

The Tension That Doesn't Go Away

2023-2025, dos denuncias sin fundamento



⏱ 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 problemas, apoyo y consejos.	Reactivar
2. Story / Listening	12	Escuchamos una situación de tensión que no desaparece.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos should / shouldn't para dar consejos sencillos y útiles.	Construir precisión
5. Words We Need	10	Activamos vocabulario de problemas, apoyo y bienestar.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos should de shouldn't en consejos afirmativos y negativos.	Escuchar y producir
7. Let's Use English	12	Damos y pedimos consejos sobre situaciones cotidianas.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona un consejo de forma respetuosa.	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

En la sesión anterior distinguimos dos responsabilidades y dos decisiones. Recupera una de ellas sin añadir hechos nuevos.

Try again

- Give one short piece of advice: We should...
- Find a date or a role in the previous text.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we follow the tension over time and listen for small words inside a clear phrase.

🎧 2. STORY / LISTENING

🎧 Listening: "Two Complaints, Two Dismissals"

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

Listen and check

1. The new digital skills programme reduced everybody's workload. → .....
2. Two students made formal complaints against Julio. → .....
3. Both complaints were eventually dismissed for lack of evidence. → .....
4. Julio never had to explain himself to anyone about the complaints. → .....
5. Julio started to doubt where the complaints had really come from. → .....

📖 The Story: "The Tension That Doesn't Go Away"

2023-2025, dos denuncias sin fundamento



Imagen generada con Google Gemini Flash-Lite

"It didn't stop there," Julio continued, shifting slightly in the hospital bed. Over the next two years, a new digital skills training programme arrived at the school — useful in itself, and it came with extra payment for the staff involved. But it also became one more source of friction: who would coordinate it, how the extra hours would be recorded, who would get credit for the work. Small disagreements, one after another, kept building up.

Then, in a single school year, two students made formal complaints against Julio. He never learned exactly why. Both complaints went straight to the regional education department, and both times Julio had to sit down with an inspector and explain, calmly, what had actually happened in his classroom. It wasn't pleasant, having to defend himself against accusations he didn't fully understand. But both complaints were eventually dismissed — there was no real evidence behind either of them.

"If it had only happened once, I would have thought it was just bad luck," Julio told Itto. "Twice, in the same year, from two different students who barely knew each other? That's not luck. That's a pattern."

He didn't say it directly to anyone at the time — he had no proof, only a strong feeling. But that feeling stayed with him, quietly, through every following meeting with the head teacher. If the complaints had come from somewhere else, he thought, they would keep coming, one way or another, until something eventually stuck.

He was right.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What new programme arrived at the school between 2023 and 2025, and what new tension did it bring?

.....

2. What happened to Julio in a single school year, involving two students?

.....

3. What did Julio have to do after each complaint was made?

.....

4. What was the outcome of both complaints?

.....

5. What pattern did Julio start to suspect, and why?

.....

4. LANGUAGE IN ACTION

Language Lab

would (hipótesis y condicional)

Would se usa para hablar de situaciones hipotéticas o imaginadas (a menudo con "if" + pasado simple), y también para hacer predicciones suaves sobre lo que alguien haría en una situación determinada.

Grammar Drill

1. If the programme had more funding, it _____ much more smoothly. [run]
2. If Julio had more support from the head teacher, he _____ so much friction. [not/face]
3. Julio _____ this only bad luck if it had happened just once. [call]
4. If two unrelated students suddenly complained about the same teacher, most people _____ suspicious. [feel]
5. If the complaints were genuine, Julio _____ understand exactly why. [expect to]
6. Without any real evidence, an inspector _____ dismiss a complaint like this. [usually/would]
7. If Julio said nothing about his suspicions, the pressure _____ probably continue. [would]
8. If someone truly wanted to remove a teacher quietly, complaints like these _____ a useful tool. [be]
9. Julio knew that speaking up without proof _____ make things worse, not better. [would]
10. If the head teacher had welcomed feedback earlier, none of this _____ necessary. [be]
11. A fair system _____ protect teachers from unfounded accusations. [should ideally]
12. If Julio hadn't kept a written record of every meeting, nobody _____ him now. [believe]
13. Colleagues in a similar position _____ probably recognise the same pattern. [would]
14. If this had happened at any other school, _____ things have been different? [would]
15. Back in 2020, Julio _____ never have imagined how far this would go. [would]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. complaint /kəm'pleɪnt/ — denuncia, queja formal.

2. dismiss (v.) /dɪs'mɪs/ — desestimar.

3. accusation /ˌækju'zeɪʃn/ — acusación.

4. baseless (adj.) /'beɪsləs/ — infundado/a.

5. investigate (v.) /ɪn'vestɪgeɪt/ — investigar.

6. inspector /ɪn'spektə/ — inspector/a.

7. incentive /ɪn'sentɪv/ — incentivo.

8. friction (fig.) /'frɪkʃn/ — fricción, tensión.

9. tension /'tenʃn/ — tensión.

10. pressure /'preʃə/ — presión.

11. escalate (v.) /'eskəleɪt/ — intensificarse, agravarse.

12. procedure /prə'si:dʒə/ — procedimiento.

13. feedback /'fi:dbæk/ — retroalimentación.

14. consult (v.) /kən'sʌlt/ — consultar.

15. follow up /'fɒləʊ ʌp/ — hacer seguimiento.

6. SOUND LAB

should / shouldn't — advice contrast

Escucha y distingue consejos afirmativos con should y negativos con shouldn't.
Repite un modelo afirmativo y otro negativo manteniendo clara la contracción shouldn't.
Clasifica los cuatro consejos como afirmativos o negativos y después repite las frases completas.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-21.

You should ask for help. You shouldn't work too late. We should talk to the teacher. They shouldn't ignore the problem.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.2

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

should ask for help | shouldn't work too late | should talk to the teacher | shouldn't ignore the problem

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Habla de una vez en la que sospechaste que algo "no cuadraba" pero no tenías pruebas claras. ¿Qué hiciste?

Writing

1. Escribe 2 frases condicionales con "if... would..." sobre cómo sería un centro educativo justo.
2. Escribe una frase con "wouldn't" sobre algo que, en tu opinión, un buen líder nunca haría.
3. Reflexiona (2-3 frases): ¿por qué crees que a Julio le costó tanto hablar de sus sospechas sin pruebas?

EXTENDED · Canción de la sesión original

🎵 Sing Along

Josh Groban – The Impossible Dream (2020)

Escucha la canción y localiza los verbos en infinitivo. El título habla de un "sueño imposible" — ¿por qué crees que esta canción podría encajar con la lucha de Julio por mejorar su centro?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas: uno es Julio, explicando a un amigo de confianza su sospecha sobre las dos denuncias; el otro escucha y le dice qué habría hecho él/ella en su lugar, usando "would".

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-21)

8. MEDIATION / REAL LIFE

🔁 Mediation

Un amigo te pregunta por qué Julio no denunció sus sospechas inmediatamente, si ya creía que había un patrón.

> *"He didn't say it directly to anyone at the time — he had no proof, only a strong feeling. But that feeling stayed with him, quietly, through every following meeting with the head teacher."*

Tarea: Explícaselo en español, con tus propias palabras.

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

I can locate an event in the sequence.

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

I can describe a problem with familiar words.

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

I can distinguish should and shouldn't intelligibly.

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

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Explica un problema cotidiano con tres frases cortas y pide una aclaración a tu pareja.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Essential Grammar in Use · 34 selectivo · Reinforce

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

Sing Along with AI · Not Your Story To Tell

- Escuchar la canción y leer el relato; comentar una idea.

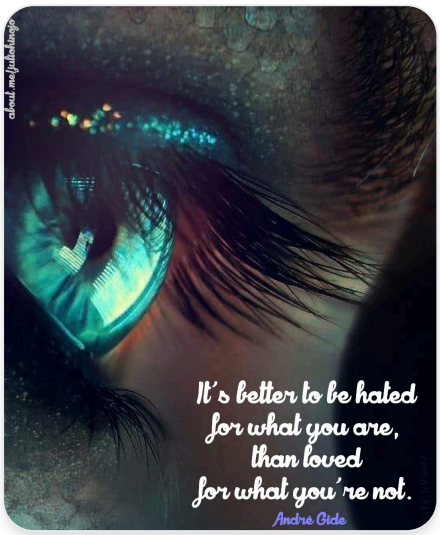
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·4 · CLASE 4

The Complaint He Received

Curso 2024-25, la denuncia contra Julio



⏱ 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 quejas, preferencias y respuestas hipotéticas.	Reactivar
2. Story / Listening	12	Escuchamos una queja y diferentes formas de reaccionar.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos would / wouldn't para expresar preferencias y respuestas hipotéticas sencillas.	Construir precisión
5. Words We Need	10	Activamos vocabulario de trabajo, condiciones y decisiones.	Ampliar vocabulario útil
6. Sound Lab	10	Distinguimos would de wouldn't dentro de frases breves.	Escuchar y producir
7. Let's Use English	12	Expresamos qué haríamos o no haríamos en una situación dada.	Comunicar
8. Mediation / Real Life	5	Ayudamos a transmitir una preferencia o decisión hipotética.	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

Hemos seguido un conflicto que se prolonga. Recupera qué información conoces y qué información debes comprobar en el relato.

Try again

- Find who is involved in the previous episode.

- Ask: When did it happen?

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we distinguish the important information in a complaint and its chronology.

🎧 2. STORY / LISTENING

🎧 Listening: "A Complaint of His Own"

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

Listen and check

1. A colleague filed a formal harassment complaint against Julio during the 2024-25 school year. → .....
2. Julio found out about the complaint through a detailed conversation with the head teacher. → .....
3. Julio's Head of Studies encouraged him to ask the colleague directly what had happened. → .....
4. The complaint was resolved in Julio's favour on the 13th of July 2025. → .....
5. Julio immediately understood the whole situation as soon as the colleague went on leave. → .....

📖 The Story: "The Complaint He Received"

Curso 2024-25, la denuncia contra Julio



Imagen generada con Google Gemini Flash-Lite

"That same year, something new happened," Julio said, looking towards the hospital window. "Someone filed a complaint against me."

A colleague, encouraged by the head teacher, made a formal harassment complaint. Julio only found out through a routine administrative notification — nobody explained the details to him directly. Around the same time, the colleague went on sick leave, and stayed away for weeks. When Julio asked his Head of Studies what was going on, she told him firmly: don't ask. So he didn't — not out loud, anyway.

He wasn't completely alone during those uncertain months, though. Another colleague — someone who had faced similar pressure from the head teacher for years, but had never felt able to put anything in writing herself — went with him to the regional education department to raise concerns with an inspector. She didn't file her own complaint. She simply sat beside him, added her own account when asked, and made sure Julio didn't have to explain everything on his own.

Then, on the 13th of July 2025, an official electronic notification finally arrived. The complaint had been dismissed entirely, in Julio's favour. Reading the formal document carefully — the dates, the details, the timing of the colleague's absence — Julio finally pieced it all together. It hadn't been about him at all, not really. It had been a way for someone else to get exactly what she wanted: months of sick leave, and an escape from a job she had never wanted in the first place.

Julio read the notification twice, sitting alone at his kitchen table. He didn't feel relief. He felt something closer to anger — quiet, controlled, but real.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What happened to Julio during the 2024-25 school year that was new?

.....

2. How did Julio find out about the complaint against him, and what did his Head of Studies tell him?

.....

3. Who accompanied Julio to the regional education department, and what did she do there?

.....

4. What happened on the 13th of July 2025?

.....

5. What did Julio realise after reading the notification carefully, and how did he feel about it?

.....

4. LANGUAGE IN ACTION

Language Lab

Repaso combinado de modales (must / have to / should have / would)

Repasamos los cuatro modales trabajados hasta ahora, combinados en un mismo contexto.

Grammar Drill

1. According to the regulations, the school _____ notify a teacher clearly about any complaint made against them. [must]

2. Julio _____ wait for months without any real information. [have to]

3. In Julio's opinion, the school _____ him more details from the very beginning. [should/give]

4. If the process had been clearer, Julio _____ so anxious for so long. [not/would/feel]

5. A fair investigation _____ take almost a year to reach a simple conclusion. [mustn't]

6. Julio _____ explain his side of the story in detail, more than once. [have to]

7. The final notification _____ include some explanation, in Julio's opinion. [should/include]

8. If the colleague had felt able to write her own complaint, she _____. [would]

9. Public institutions _____ leave staff without information for months. [mustn't]

10. Julio _____ complain publicly, but he chose to stay quiet and wait. [not/have to]

11. Looking back, Julio thinks he _____ ask more questions earlier. [should]

12. If Julio had been more experienced with these procedures, the wait _____ easier. [would/be]

13. Teachers _____ know exactly what they are being accused of — that's a basic right. [must]

14. In the end, Julio _____ decide what to do with everything he now knew. [have to]

15. A colleague in the same position _____ probably feel the same relief and exhaustion. [would]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. harassment /həˈræsmənt/ — acoso.

2. notify (v.) /ˈnəʊtɪfaɪ/ — notificar.

3. outcome /ˈaʊtkʌm/ — resultado, desenlace.

4. in someone's favour /ɪn ˈfeɪvə/ — a favor de alguien.

5. motive /ˈməʊtɪv/ — motivo.

6. colleague /ˈkɒliːg/ — compañero/a (de trabajo).

7. accompany (v.) /əˈkʌmpəni/ — acompañar.

8. psychological (adj.) /ˌsaɪkəˈlɒdʒɪkl/ — psicológico/a.

9. sick leave /sɪk liːv/ — baja médica.

10. representative /ˌreprɪˈzentətɪv/ — representante.

11. personnel department /ˌpɜːsəˈnel dɪˈpɑːtmənt/ — departamento de personal.

12. resolve (v.) /rɪˈzɒlv/ — resolver.

13. confidential (adj.) /ˌkɒnfɪˈdenʃl/ — confidencial.

14. entitled (to be entitled to) /ɪnˈtaɪtld/ — tener derecho a.

15. seek (v.) /siːk/ — buscar (ayuda, consejo).

6. SOUND LAB

would / wouldn't — preference contrast

Escucha y distingue would de wouldn't en respuestas hipotéticas y preferencias.
Repite las frases completas manteniendo clara la diferencia entre would y wouldn't.
Clasifica cada modelo como afirmativo o negativo y crea después una frase propia.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-22.

I would ask for more information. She wouldn't accept that condition. We would try again. They wouldn't make the same mistake.

would ask for more information | wouldn't accept that condition | would try again | wouldn't make the same mistake

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Has vivido alguna vez una situación de espera larga e incierta en el trabajo o los estudios (una evaluación, un proceso, una decisión)? Cuéntalo.

Writing

1. Escribe 2 frases sobre lo que, en tu opinión, una institución "must" hacer cuando alguien presenta una denuncia.

2. Escribe una frase con "should have" sobre cómo debería haberse tratado a Julio durante la investigación.
3. Reflexiona (2-3 frases): ¿por qué crees que Julio sintió cansancio en lugar de alivio al recibir la notificación?

> **EXTENDED · Canción de la sesión original**
>
> ### 🎵 Sing Along
>
> **Lionel Richie – Hello (1983)**
>
> Escucha la canción y localiza las preguntas en presente. "Hello" habla de intentar comunicarse con alguien sin obtener respuesta clara — ¿en qué se parece esto a la larga espera de Julio por una explicación?

🎭 Roleplay



Imagen generada con Google Gemini Flash-Lite

En parejas: uno es Julio, recibiendo la notificación del 13 de julio y comprendiendo lo que ha pasado realmente; el otro es un amigo de confianza que le pregunta cómo se siente. Usad al menos 2 modales distintos.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-22)

8. MEDIATION / REAL LIFE

🔁 Mediation

Alguien te pregunta por qué la compañera que acompañó a Julio no presentó ella misma una denuncia, si también sufría la misma presión.

> *"Another colleague — someone who had faced similar pressure from the head teacher for years, but had never felt able to put anything in writing herself — went with him to the regional education department to raise concerns with an inspector."*

Tarea: Explícaselo en español con tus propias palabras, con respeto y sin juzgar su decisión.

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

I can find who, what and when in a short account.

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

I can ask for clarification politely.

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

I can distinguish would and wouldn't intelligibly.

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

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Resume una información del texto y formula una pregunta para comprobar que tu pareja la ha entendido.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Essential Grammar in Use · 31–34 selectivo · Reinforce

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

Sing Along with AI · No More Fear, No More Silence

- Canción, relato y actividades del paquete; a tu ritmo.

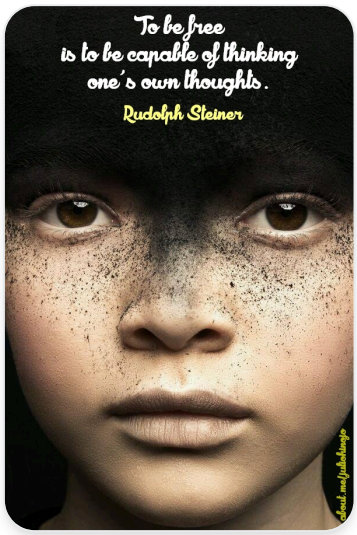
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·4 · CLASE 5

The Decision

23 de julio de 2025, la denuncia formal



⏱ 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 decisiones, opiniones y lenguaje conectado.	Reactivar
2. Story / Listening	12	Escuchamos el momento en que se toma una decisión importante.	Comprender
3. Understanding	8	Comprobamos información concreta de la historia y la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos obligación, consejo y opinión en una conversación funcional.	Construir precisión
5. Words We Need	10	Activamos vocabulario de decisiones, trabajo y comunicación.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos contracciones frecuentes dentro de frases naturales.	Escuchar y producir
7. Let's Use English	12	Representamos una conversación para llegar a una decisión.	Comunicar
8. Mediation / Real Life	5	Transmitimos a otra persona el resultado y las razones de una decisión.	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

En la sesión anterior examinamos la denuncia recibida y su contexto. Vuelve al texto para confirmar las fechas.

Try again

- Find one date and explain what it refers to.
- Say one respectful question to ask for information.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we follow Julio's decision and practise explaining a point calmly.

🎧 2. STORY / LISTENING

🎧 Listening: "Twenty Pages"

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

Listen and check

1. Julio spoke to the Head of Studies about the pressure only once, right at the end. → .....
2. Julio visited an old acquaintance in the Personnel Department on the 21st of July. → .....
3. His acquaintance advised him to let the matter go quietly. → .....
4. Julio wrote his complaint in a single afternoon. → .....
5. Julio submitted his complaint on the 23rd of July 2025. → .....

📖 The Story: "The Decision"

23 de julio de 2025, la denuncia formal

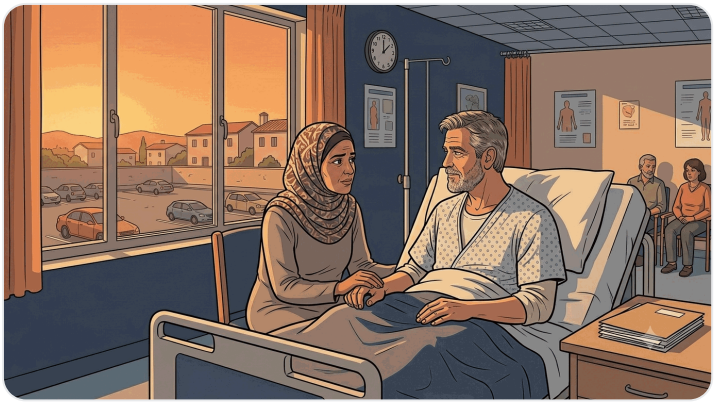


Imagen generada con Google Gemini Flash-Lite

"It didn't happen overnight," Julio told Itto, his voice quieter now. "Even after I understood everything, on the 13th, I didn't act straight away."

Almost every summer, for years, he had spoken to the Head of Studies, asking her to help reduce the pressure from the head teacher. She listened, but little ever changed. Twice before, complaints from students had led him to sit down with an education inspector, who eventually told him plainly that a formal complaint was really his only remaining option — advice he had kept in the back of his mind ever since, without quite being ready to act on it.

On the 21st of July, just over a week after the notification, Julio went to the regional education department and asked to see an old acquaintance from the Personnel Department — someone he had known and trusted for years. He explained everything: the complaint, the sick leave, the pattern he now recognised so clearly. His acquaintance listened carefully, then told him something simple and direct: the only way anything would really change was if he put it all in writing, properly, with dates and documents.

Julio spent the next two full days at home, writing. He went through years of emails, meeting notes and cancelled projects, building a case, point by point. By the evening of the 23rd of July, he had over twenty pages, with twelve specific requests for action. He submitted it that same day.

"I know you're scared," he told Itto, taking her hand. "You know him personally. You know what he's capable of."

Itto didn't answer straight away. She had never agreed with this decision — she still didn't, not fully — but

she also knew there was no point arguing with him about it now, lying in a hospital bed, the complaint already filed.

"I had to do it," Julio said, mostly to himself. "Not for me. For everyone who comes after me, and everyone still there now, too tired to write it themselves."

Outside the window, the sun was setting over the hospital car park. Whatever happened next, it was out of his hands now.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What had Julio tried, for years, before filing a formal complaint?

.....

2. Who did Julio visit on the 21st of July, and what advice did he receive?

.....

3. How long did it take Julio to write his complaint, and what did he do during that time?

.....

4. How long was Julio's complaint, and what did it include?

.....

5. How does Itto feel about Julio's decision, and how does he explain his reasons to her?

.....

4. LANGUAGE IN ACTION

Language Lab

Repaso general de modales (must / have to / should have / would)

Repaso general de los cuatro modales trabajados a lo largo de la unidad, en el contexto de la decisión final de Julio.

Grammar Drill

1. Julio _____ speak to the Head of Studies almost every summer, hoping things would improve. [have to]
2. A fair system _____ leave a teacher waiting for years without real change. [mustn't]
3. Looking back, Julio thinks the school _____ his concerns much more seriously, right from 2020. [should/take]
4. If the inspector hadn't spoken so plainly, Julio _____ known what to do next. [not/would/have]
5. A formal complaint like this _____ include specific, documented requests, not vague opinions. [must]
6. Julio _____ write over twenty pages to document everything properly. [have to]
7. Itto _____ share Julio's decision completely, but she respected it. [not/have to]
8. In an ideal system, teachers _____ need to write twenty-page complaints just to be heard. [wouldn't]
9. A colleague in Julio's position _____ probably feel exactly the same fear as Itto. [would]
10. Public commissions _____ ignore a well-documented formal complaint. [mustn't]
11. Julio _____ his complaint sooner, in his own opinion now. [should/file]

12. If Julio hadn't known the head teacher personally, would Itto's fear _____ so strong? [be]

13. Every citizen _____ the right to raise a formal complaint about their working conditions. [have]

14. Whatever happens next, Julio knows he _____ live with his decision either way. [have to]

15. "I _____ do it," Julio said. "Not for me — for everyone who comes after me." [have to]

5. WORDS WE NEED

Vocabulary Lab: 15 Key Words

Pulsa cada palabra para consultarla en WordReference.

1. commission /kəˈmɪʃn/ — comisión.

2. occupational risk /ˌɒkjuˈpeɪʃənl rɪsk/ — riesgo laboral.

3. file (a complaint) (v.) /faɪl/ — presentar (una denuncia formalmente).

4. extensive (adj.) /ɪkˈstensɪv/ — extenso/a, amplio/a.

5. acquaintance /əˈkweɪntəns/ — conocido/a (persona).

6. conciliation /kənˌsɪliˈeɪʃn/ — conciliación.

7. wash your hands of something /wɒʃ jɔː hændz/ — lavarse las manos de algo.

8. recommend (v.) /ˌrekəˈmend/ — recomendar.

9. consequence /ˈkɒnsɪkwəns/ — consecuencia.

10. courage /ˈkʌrɪdʒ/ — valentía.

11. head of studies /hed əv ˈstʌdiz/ — jefe/a de estudios.

12. worn down /wɔːn daʊn/ — desgastado/a, agotado/a.

13. determined (adj.) /dɪˈtɜːmɪnd/ — decidido/a.

14. weigh (v.) /weɪ/ — sopesar.

15. out of someone's hands /aʊt əv ˈhændz/ — fuera del control de alguien.

6. SOUND LAB

common contractions in connected speech

Escucha contracciones frecuentes dentro de frases y relaciónalas con sus formas completas.

Repite las frases sin separar artificialmente los elementos de cada contracción.

Escucha cinco modelos, identifica la forma completa y después repite cada frase.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-23.

I'm ready now. You're in the right place. He's already here. We've finished the work. They don't know yet.

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.

I'm ready now. | You're in the right place. | He's already here. | We've finished the work.

They don't know yet.

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Alguna vez has tenido que tomar una decisión difícil sabiendo que no todo el mundo cercano a ti estaba de acuerdo? Cuéntalo con calma.

Writing

1. Escribe 2 frases sobre lo que, en tu opinión, "must" incluir una denuncia formal bien documentada.
2. Escribe una frase con "would" sobre cómo crees que se sintió Itto al escuchar la decisión de Julio.
3. Cierre de la unidad, por escrito (3-4 frases): en tu opinión, ¿mereció la pena que Julio presentara la denuncia? No hay respuesta correcta ni incorrecta.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Little Shop of Horrors – Suddenly Seymour (1986)**
>
> Escucha la canción y localiza los verbos en pasado. Habla de encontrar fuerza inesperada gracias a otra persona — ¿qué papel crees que jugó Itto en la decisión final de Julio, aunque no estuviera de acuerdo?

Roleplay

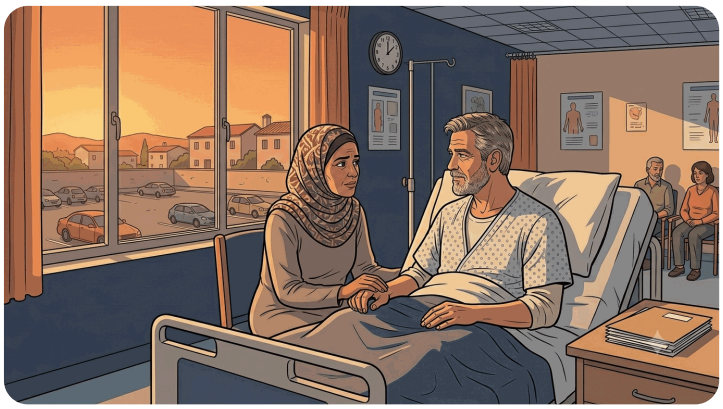


Imagen generada con Google Gemini Flash-Lite

En parejas: uno es Julio, explicando por qué ha decidido presentar la denuncia a pesar del miedo de Itto; el otro es Itto, expresando su preocupación pero respetando la decisión. Usad al menos 3 modales distintos (must / have to / should have / would).

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-23)

8. MEDIATION / REAL LIFE

Mediation

Alguien ajeno al sistema educativo español te pregunta cómo funciona el proceso de presentar una denuncia formal ante una Comisión de Riesgos Laborales.

> *"Over two intense days, he documented everything — every cancelled project, every censored document, every unfair meeting — building a case of more than twenty pages, with twelve specific, concrete requests for action."*

Tarea: Explícaselo en español, en un registro formal y claro, sin traducir palabra por palabra.

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

I can identify the decision in the story.

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

I can express an obligation or give simple advice.

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

I can recognise and use common contractions intelligibly.

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

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Explica una decisión cotidiana en tres frases. Añade un consejo breve con should si resulta pertinente.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- Essential Grammar in Use · 31–34 · Reinforce

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

Sing Along with AI · You Lost Me Forever

- Escuchar la canción y leer el relato; comentar una idea.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·4 · CLASE 6

The Other Side of the School (Review Fair)

Repaso general del conflicto laboral



⏱ 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 4.	Reactivar
2. Story / Listening	9	Reescuchamos momentos clave sobre obligaciones, consejos y decisiones.	Comprender
3. Understanding	6	Comprobamos detalles y conexiones de la unidad.	Comprobar comprensión
4. Language in Action	12	Consolidamos must, have to, should y would en situaciones reales.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario de normas, trabajo, problemas y decisiones.	Ampliar vocabulario útil
6. Sound Lab	8	Consolidamos entonación comprensible en consejo, obligación y opinión.	Escuchar y producir
7. Let’s Use English	12	Resolvemos en grupo una situación práctica usando el lenguaje de la unidad.	Comunicar
8. Mediation / Real Life	7	Mediamos normas, consejos y opiniones 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

Reconstruye la secuencia de los cinco episodios usando sus títulos y las fechas del texto.

Try again

- Choose one episode and identify its main event.
- Say one obligation and one piece of advice.

If you were absent

Escucha o lee la historia de la sesión anterior. Recupera una idea con tu pareja y sigue la ruta Catch up si necesitas más apoyo.

Today we continue with…

Today we review the story and discuss what helps people learn together.

2. STORY / LISTENING

Recupera la secuencia de la unidad con los títulos de las cinco sesiones. Elige un episodio y vuelve a escuchar su audio desde su pestaña.

3. UNDERSTANDING

Explica a tu pareja qué sucede en el episodio elegido. Volved al texto para comprobar un detalle.

4. LANGUAGE IN ACTION

Language Lab

The Other Side of the School — A2 Review

Repaso de must / have to / should have / would, en los contextos de normativa escolar, procedimientos administrativos y decisiones personales.

Grammar Drill

1. Every state school in Spain _____ follow the national curriculum. [must]
2. When Julio arrived in 2020, he _____ learn the school's unwritten rules quickly. [have to]
3. In Julio's opinion, the head teacher _____ the digital project a real chance from the start. [should/give]
4. If the school had welcomed feedback earlier, none of this _____ necessary. [be]
5. Julio _____ explain himself to an inspector, more than once. [have to]
6. A fair investigation _____ leave a teacher without information for months. [mustn't]
7. Julio _____ his complaint sooner, in his own opinion now. [should/file]
8. If Julio hadn't known the head teacher personally, Itto's fear _____ so strong. [not/be]
9. Public institutions _____ ignore a well-documented formal complaint. [mustn't]
10. _____ Julio believe the complaint was worth the cost? [do]

5. WORDS WE NEED

Elige cinco palabras ya trabajadas en esta unidad. Explica su significado con un ejemplo; no añadas una lista nueva.

6. SOUND LAB

intonation for advice, obligation and opinion

Escucha e identifica si cada frase expresa consejo, obligación u opinión a partir del lenguaje y la entonación.

Repite una frase de cada tipo con una entonación clara y comprensible.
Clasifica los cuatro modelos y realiza después un cierre oral con tu pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Mapa M3b A2-24.

You should talk to her. You have to send the form today. I think that's a good idea. In my opinion, we should wait.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.2

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

You should talk to her. | You have to send the form today. | I think that's a good idea. | In my opinion, we should wait.

7. LET'S USE ENGLISH

Roleplay

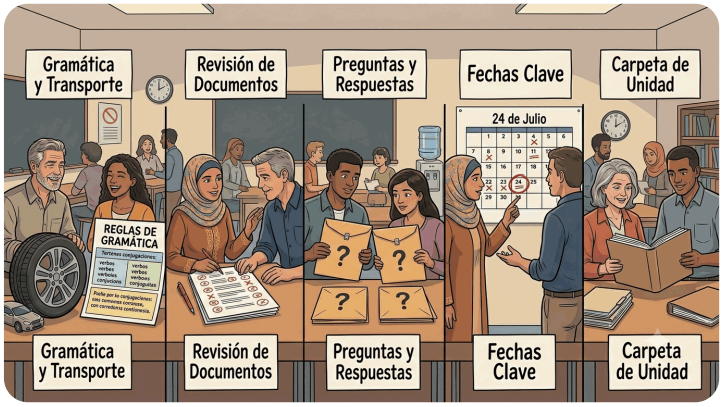


Imagen generada con Google Gemini Flash-Lite

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

Estación 1 — "A Flat Tyre and an Old Pattern": una rueda de cartulina y un cartel con "must / have to", para repasar la Sesión 1.
Estación 2 — "Two Roles, Two Resignations": un documento con dos párrafos tachados en rojo, para repasar la Sesión 2.
Estación 3 — "The Tension That Doesn't Go Away": dos sobres cerrados con un signo de interrogación, para repasar la Sesión 3.
Estación 4 — "The Complaint He Received": un calendario de pared con el 13 de julio marcado, para repasar la Sesión 4.
Estación 5 — "The Decision": una carpeta gruesa de papeles ("20 páginas") junto a un segundo calendario con el 21 y el 23 de julio marcados, para repasar la Sesión 5, con especial cuidado y respeto en el tono.

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

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Lynyrd Skynyrd – Simple Man (1973)**
>
> Como cierre de la unidad, comentad en gran grupo: de las cinco sesiones, ¿cuál os ha parecido más significativa? "Simple Man" habla de mantenerse fiel a uno mismo — ¿creéis que esto resume bien la actitud de Julio a lo largo de esta historia?

> Julio's complaint was now in the hands of the Occupational Risk Commission, and there was nothing more he could do but wait — and rest. He still had weeks of recovery ahead of him, and a new school year would begin without knowing how, or when, any of this would be resolved. For now, all he could do was get better, and go home.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-24)

8. MEDIATION / REAL LIFE

Si tu pareja necesita ayuda, explica en español la instrucción de una estación de repaso. Si ambos la comprendéis, podéis continuar.

Culture Window · Australia Day — different perspectives

Australia; el 26 de enero reúne celebración, reflexión y protesta desde perspectivas diferentes.

Listen first. Then listen again while you read.



Chris Phutully / Wikimedia Commons / Flickr · CC BY 2.0

Before reading

- Look at the photo. What message can a public march communicate?

Australia Day is held on 26 January. For some people, it is a day to celebrate the country, spend time with other people or attend public events. The date is also connected with the arrival of the First Fleet at Sydney Cove in 1788. Many Aboriginal and Torres Strait Islander people have a different perspective. On 26 January 1938, Aboriginal activists organised a Day of Mourning in Sydney. Protests are still held on the date, and some people call it Invasion Day or Survival Day. These perspectives can exist in the same society. Listening does not require everyone to hold the same opinion. It does require accurate language and respect for people's history and experience. A public date can be a celebration for one person and a day of reflection or protest for another.

Understanding

- When is Australia Day?
- What happened on 26 January 1938?
- Name two different perspectives on the date.
- Why is respectful language useful in this conversation?

Cultures in conversation

- Compara dos perspectivas sobre una fecha pública que conozcas. Atribuye cada opinión a personas o grupos concretos; evita generalizar.

Let’s talk

- In pairs, say: Some people see the date as… Other people… I think we should listen because…

Escucha un consejo, una obligación y una opinión del texto oral. Identifica la intención por la entonación.

Fuentes: fuente institucional · crédito de imagen.

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

I can summarise one episode with support.

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

I can take part in a short, respectful exchange.

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

I can use clear intonation for advice, obligation and opinion.

◯ 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

- Recupera una estación de la Review Fair y repítela con menos apoyo. Mantén la práctica breve.

More practice

- Repite una actividad breve de la sesión cambiando la persona, la hora o el ejemplo.

Catch up

- Lee o escucha la historia de esta sesión. Anota quién aparece y qué ocurre. Haz dos preguntas de comprensión y contrasta una respuesta con apoyo.

Recursos de tu biblioteca

- English File A2 Workbook · Practical English / 5A selectivo · More Practice

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

Sing Along with AI · Ashes of My Name

- Escucha libre; sin actividades obligatorias.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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