

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Pippa & Pop 2](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** [67](#)

**Horario y lugar del curso:** [lunes y miércoles de 16:00 a 17:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Pippa & Pop 2](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 468€](#) [Material didáctico 38€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>1</b>	<b>Hello!</b> Page 6	<b>Introduction</b> Page 4 Review Level 1: characters, clothes, colours, nature, objects, school, toys black, grey, orange, purple, white	Review Level 1: I'm (Kim). I'm a (girl). I like (books). Draw (a butterfly). Colour / Paint it (purple).	Review Level 1 letter sounds: a, e, i, o, u	The colourful chameleon Celebrate differences	Review numbers: 1 – 10 Art: Mixing colours	Make a colour wheel
<b>2</b>	<b>My family</b> Page 18	aunt, uncle, cousin, grandma, grandpa funny, old, short, tall, young	Who's that? He's my (grandpa). She's my (grandma). She's / He's / I'm (old). She isn't / He isn't / I'm not (young).	Letter sounds: d, m	Anna's baby brother Be patient	Numbers: 11, 12 Science: Growing up	Make a family album
<b>3</b>	<b>My home</b> Page 30	bathroom, bedroom, dining room, kitchen, living room cooking, eating, playing, sleeping, washing	Where's (Kim / Dan / Dan's mummy)? She's / He's in the (kitchen). What's she / he doing? She's / He's (sleeping).	Letter sounds: b, k	Hide and seek Be careful	Numbers: 13, 14 Maths: Shapes	Make Kim and Dan's apartment
<b>Units 1–3 Review</b> Page 42							
<b>4</b>	<b>My body</b> Page 44	fingers, head, neck, shoulders, toes blonde, curly, long, short, straight (hair)	She's / He's / It's got (a neck). She's / He's / It's got (long) hair. She / He / It hasn't got (short) hair.	Letter sounds: t, n	Milo's shadow Be resilient	One less Science: Shadows	Make a puppet
<b>5</b>	<b>Outdoors</b> Page 56	cold, hot, rainy, sunny, windy boots, jumper, raincoat, sandals, sunglasses	What's the weather like? It's (hot). I'm wearing (a raincoat).	Letter sounds: s, h	Rainy day fun Celebrate nature	Numbers: 15, 16 Science: Rainbows	Make a weather wheel

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>6</b> Animals Page 68	chicken, cow, goat, horse, sheep fly, jump, run, swim, walk	It's a (horse). It's got a (long) (neck). A (horse) can / can't (jump).	Letter sounds: c, g	Stubborn goats! Be considerate	More or less?	Social studies: How animals help us	Make a farm animal
<b>Units 4–6 Review</b> Page 80							
<b>7</b> My favourite food Page 82	burger, lolly, mango, orange, pear bread, cheese, chips, eggs, fish	Can I have (a pear), please? Do you like (fish)? Yes, I do. / No, I don't.	Letter sounds: f, j, p	Pea soup Be helpful	Numbers: 17, 18	Science: Where food comes from	Make food and go shopping
<b>8</b> My senses Page 94	feel, hear, see, smell, taste bee, grass, leaf, lemon, watermelon	Can you (see) (the rain)? Yes, I can. / No, I can't. What can you (hear)? I can (hear) a (bee).	Letter sounds: j, z	A wonderful day Enjoy the world around you	Recognising patterns	Science: Loud and quiet	Make a senses plate
<b>9</b> Holidays! Page 106	beach, sea, boats, kites, shells drinking lemonade, eating ice cream, making sandcastles, playing with shells, taking photos	How many (boats) can you see? I can see (four) (boats). I'm (playing with shells).	Letter sounds: v, w, y	You can do it, Sam! Persevere	Numbers: 19, 20	Science: Floating and sinking	Make a beach scene
<b>Units 7–9 Review</b> Page 118							

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**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 6**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **67**

**Horario y lugar del curso:** **lunes y miércoles de 16:00 a 17:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 6**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 62€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>1 In style</b> Mission: Write a review Page 4	Clothes Parts of clothes <b>Pronunciation:</b> plural pronunciation of 's'	<b>Comparative adjectives, adverbs and as...as</b> <i>On the first site, the shoes were much more expensive.</i> <i>I took the T-shirt out of the box as quickly as I could.</i> <b>The present simple with future meaning</b> <i>The bus leaves at quarter past six.</i>	<b>King Canute's day on the beach</b> A story Social and emotional skill: dealing with frustration	<b>Clothes throughout history</b> Learn about clothes and materials in the past, present and future.	A2 Key for Schools: Reading Part 1 A2 Key for Schools: Listening Part 1
<b>2 Future technology</b> Mission: Recommend new technology Page 16	Technology Verbs for using computers <b>Pronunciation:</b> syllabus stress in two-syllable words	<b>The first conditional</b> <i>If my mum says it's OK, then I'll go.</i> <b>The zero and first conditional</b> <i>If the floor is dirty, a robot drives around and cleans.</i> <i>If I'm hungry, I'll ask the freezer, "What ice cream have we got?"</i>	<b>The IAST Times</b> A newspaper article Social and emotional skill: dealing with jealousy	<b>How to make an app</b> Learn what an app is and what you need to make one.	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading Part 2
<b>3 Jim-nastics</b> Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment <b>Pronunciation:</b> contracted forms	<b>The passive (present simple)</b> <i>Dog surfing competitions are organised by people all around the world.</i> <b>Modal verbs</b> <i>Birch may have made a mistake.</i> <i>This could be the most important point today.</i> <i>The ball might go into the net!</i> <i>Shall we watch that goal again?</i>	<b>The Spartan Princess</b> A comic book Social and emotional skill: perseverance	<b>How athletes prepare for sport</b> Learn how athletes train, eat and sleep before competitions.	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading Part 5
<b>Review units 1-3</b>					
<b>4 Be careful!</b> Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine <b>Pronunciation:</b> sentence stress	<b>The present perfect with how long, for and since</b> <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> <b>The present continuous for future plans</b> <i>We're taking her to the vet this evening.</i>	<b>The £20,000 adventure</b> A story Social and emotional skill: dealing with fear	<b>Changes in medicine</b> Learn about vaccinations and treatments.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Listening Part 4
<b>5 Fun foods</b> Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment <b>Pronunciation:</b> verb endings in the past	<b>Rather and prefer</b> <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> <b>The passive (past simple)</b> <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	<b>The very, very interesting diary of Juana Sánchez</b> A diary Social and emotional skill: apologising and showing empathy	<b>Food groups</b> Learn about why some foods are good for you.	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Writing Part 7

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>6 Environmentally friendly</b> Mission: Share ideas to protect your environment! Page 66	Home The environment <b>Pronunciation:</b> schwa	<b>A lot of, lots of, a few, a little, many, much</b> <i>There's a lot of water from our town's river.</i> <i>There are lots of fish living in the water.</i> <i>Many people don't believe me.</i> <i>My house doesn't use much electricity.</i> <i>When we have a little rubbish, we try to use it.</i> <i>We only throw away a few bags each year.</i> <b>Tag questions</b> <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	<b>The fall of a Mayan city</b> A story Social and emotional skill: looking after the environment	<b>Ecosystems in the city</b> Learn about the animals that make their home in the city.	A2 Key for Schools: Speaking Part 2 A2 Key for Schools: Writing Part 6
<b>Review units 4–6</b>					
<b>7 Feeling it</b> Mission: Make a 'feelings wheel' Page 80	Feeling and emotions Well-being <b>Pronunciation:</b> /ɔ/ /ɪ/ /w/	<b>Needn't, have to, should, ought to, must, mustn't</b> <i>I have to wait until I'm older.</i> <i>If your parents say you can't have a snake, you must listen to them!</i> <i>You mustn't get a snake without telling your parents!</i> <i>You needn't worry if some of your ideas aren't very good.</i> <i>You should try to be satisfied with what you have.</i> <i>You ought to write about something you love.</i> <b>Such ... that / so ... that</b> <i>It's so fun that my mum and I always laugh a lot!</i> <i>It's such a relaxing place that I once fell asleep there!</i>	<b>The cowboy who cried wolf</b> A story Social and emotional skill: telling the truth	<b>Emotional awareness</b> Learn about empathy and how we show emotions.	A2 Key for Schools: Reading Part 3 A2 Key for Schools: Listening Part 3
<b>8 Pretty cities</b> Mission: Plan a city visit Page 92	A tour of a city Visiting new places <b>Pronunciation:</b> intonation in questions	<b>Indirect questions</b> <i>Do you know how many paintings there are?</i> <b>Used to / didn't used to</b> <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	<b>The case of the Butterfly Diamond</b> A novel Social and emotional skill: managing stress	<b>Responsible tourism</b> Learn how to look after places when you go on holiday.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Reading Part 5
<b>9 Lights, camera, action!</b> Mission: Make a scene for a film or TV show Page 104	TV and film genres Television <b>Pronunciation:</b> word stress	<b>Causative have/get</b> <i>Mum's having a special superhero cake made for me.</i> <b>The second conditional</b> <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	<b>The Monster in our Homes!</b> A poem Social and emotional skill: identifying and expressing an opinion	<b>Special effects</b> Learn how special effects are used in films.	A2 Key for Schools: Writing Part 7 A2 Key for Schools: Writing Part 6
<b>Review units 7–9</b>					
<b>Pronunciation</b>					
<b>Grammar reference</b>					

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**Denominación de la enseñanza:** [Complete Key A2](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 67

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**Precio final del curso:** [Matrícula 35€](#) [Curso 531€](#) [Material didáctico 52€](#).

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# Map of the units

Unit title	Reading and Writing	Listening	Speaking
<b>1</b> Hi, how are you?	<b>Part 2:</b> Three English teenagers <b>Part 6:</b> an email	<b>Part 1:</b> Five short conversations	<b>Part 1, Phase 1</b>
<b>2</b> We're going home	<b>Part 1:</b> signs and notices <b>Part 7:</b> a short story	<b>Part 3:</b> planning a party	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Dinner time	<b>Part 3:</b> A young chef <b>Part 5:</b> completing a short text	<b>Part 2:</b> A cake competition	<b>Part 2, Phase 1</b>
<b>4</b> I'm shopping!	<b>Part 4:</b> an article about Alek Wek <b>Part 7:</b> a short story	<b>Part 5:</b> a fashion show	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> It's my favourite sport!	<b>Part 3:</b> an interview with a young gymnast <b>Part 6:</b> an email	<b>Part 4:</b> short conversations or monologues	<b>Part 2, Phase 1</b>
<b>6</b> Have you got any homework?	<b>Part 2:</b> Student life <b>Part 5:</b> completing short messages	<b>Part 3:</b> starting a new school	<b>Part 2, Phase 2</b>
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Let's go to the museum	<b>Part 1:</b> signs and notices <b>Part 6:</b> an email	<b>Part 4:</b> five short conversations	<b>Part 2, Phase 1</b>
<b>8</b> Did you get my message?	<b>Part 2:</b> Three video makers <b>Part 5:</b> completing an email	<b>Part 5:</b> a computer fair	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> I love that film!	<b>Part 4:</b> Paddington Bear <b>Part 7:</b> a short story	<b>Part 2:</b> a music concert	<b>Part 2, Phase 2</b>
<b>10</b> It's going to be sunny	<b>Part 2:</b> Holiday activities <b>Part 5:</b> completing a text	<b>Part 1:</b> five short conversations	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> I like to keep fit	<b>Part 3:</b> A young personal trainer <b>Part 6:</b> an email	<b>Part 4:</b> short conversations and monologues	<b>Part 2, Phase 1</b>
<b>12</b> Have you ever been on a plane?	<b>Part 1:</b> signs and notices <b>Part 7:</b> a short story	<b>Part 2:</b> a park run	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> What's your hobby?	<b>Part 3:</b> A teenage Go player <b>Part 6:</b> an email	<b>Part 3:</b> Horse-riding lessons	<b>Part 2, Phases 1 and 2</b>
<b>14</b> Keep in touch!	<b>Part 4:</b> Skywriting <b>Part 5:</b> completing a short text	<b>Part 5:</b> discussing website design	<b>Parts 1 and 2</b>
<i>Vocabulary and grammar review Units 13 and 14</i>			



Pronunciation	Vocabulary	Grammar
Word stress in numbers	Numbers Family members	Present simple Adverbs of frequency
Word stress: two-syllable words	Time Rooms Furniture	Present continuous <i>have got</i>
/s/, /z/, /tʒ/	School lunches Food phrases	Countable and uncountable nouns <i>How much / many: a few, a little, a lot</i>
/t/ and /tʃ/	Clothes and accessories Adjectives Shops	Present continuous and present simple <i>too and enough</i>
schwa /ə/	Sports <i>do, play and go</i> with sports Nationalities	Comparatives and superlatives Prepositions of time ( <i>at, in, on</i> )
/v/ and /f/	School subjects Classroom objects Education verbs	<i>have to</i> Object pronouns
Past simple -ed endings	Buildings Directions	Past simple Imperatives
<i>can / can't</i>	Technology verbs Music	Past continuous <i>can / can't, could / couldn't</i>
-ing forms	Suggesting, accepting and refusing Adjectives	Verbs with -ing or to infinitive The future with the present simple, present continuous and <i>will</i>
<i>going to</i>	What's the weather like? Places	<i>going to</i> <i>must / mustn't</i>
Sentences with <i>if</i>	Parts of the body What's the matter? (ailments)	First conditional <i>something, anything, nothing, etc.</i>
/ʃ/ and /tʃ/	Means of transport Vehicles Travel verbs	Present perfect <i>should / shouldn't</i>
/w/ /v/ /b/	Hobbies Adverbs Jobs	Present perfect with <i>for</i> and <i>since</i> <i>may / might</i>
Sentence stress	Communication verbs -ed / -ing adjectives	The passive Present perfect with <i>just, already</i> and <i>yet</i>

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 2**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **67**

**Horario y lugar del curso:** **lunes y miércoles de 16:00 a 17:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 2**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 58€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**



# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Hello</b> Page 4	Main character names Numbers Colours	<b>Greetings and introductions</b> <i>What's your name?</i> <i>I'm Henrietta.</i> <i>How old are you?</i> <i>I'm three.</i>			
<b>1 Our new school</b> Mission: Make our classroom English Page 6	Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i>	<b>Where ...?</b> <b>Prepositions in, on, under, next to</b> <i>Where's the crayon?</i> <i>It's on the desk.</i> <b>Singular and plural nouns this/these</b> <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i>	<b>Be kind at school</b> Learn about being kind to classmates	<b>The first day</b> A play script Social and emotional skill: Helping others	Pre A1 Starters Reading and Writing Part 1 Speaking Parts 1 and 2
<b>2 All about us</b> Mission: Make an <i>All about me</i> book Page 18	Family Parts of the body Sounds and spelling: <i>th, t</i>	<b>is/are</b> <i>Who is she?</i> <i>She's Jenny. She's a girl.</i> <i>Who is he?</i> <i>He's Jim. He's a boy.</i> <b>have/haven't got</b> <i>I've got brown hair.</i> <i>They haven't got green eyes.</i> <i>Have you got red hair?</i> <i>Yes, I have. / No, I haven't.</i>	<b>Using our senses</b> Learn about the five senses and sense organs	<b>Sara's favourite game</b> A real-life story Social and emotional skill: Showing concern for others	Pre A1 Starters Reading and Writing Part 2 Speaking Part 2
<b>3 Fun on the farm</b> Mission: Make a farm Page 30	Farm animals Adjectives Sounds and spelling: <i>c, k, ck</i>	<b>is/are + adjective adjective + noun</b> <i>He's a nice cat.</i> <i>They aren't old chickens.</i> <b>has/hasn't got</b> <i>It's got long ears.</i> <i>It hasn't got small feet.</i> <i>Has it got a long face?</i> <i>Yes, it has. / No, it hasn't.</i>	<b>What do animals give us?</b> Learn about animal products	<b>How cows got their spots</b> A fantasy story Social and emotional skill: Identifying the feelings of others	Pre A1 Starters Reading and Writing Part 3 Speaking Part 3
<b>Review units 1-3</b>					
<b>4 Food with friends</b> Mission: Organise a picnic Page 44	Food and drink Extension of food and drink Sounds and spelling: <i>a</i>	<b>like/don't like</b> <i>I like chocolate.</i> <i>Harry doesn't like chocolate.</i> <i>Do you like chocolate?</i> <i>Yes, I do. / No, I don't.</i> <b>Making requests and offers</b> <i>Can I have some chocolate, please?</i> <i>Here you are.</i> <i>Would you like some ice cream?</i> <i>Yes, please. / No, thank you.</i>	<b>Making a recipe</b> Learn about ingredients and methods of cooking	<b>A picnic with friends</b> A real-life story Social and emotional skill: Sharing	Pre A1 Starters Listening Part 3 Speaking Part 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Happy birthday!</b> Mission: Have a present-giving party Page 56	Toys Extension of toys Sounds and spelling: <i>h</i>	<b>whose ...?</b> <b>Possessive 's</b> <b>Possessive adjectives <i>my, your, his, her, our, their</i></b> <i>Whose bike is this?</i> <i>It's Jim's bike. His bike's orange.</i> <b>want/wants</b> <i>Does he want a teddy?</i> <i>Yes, he does. / No, he doesn't.</i> <i>What does he want? He wants a helicopter.</i>	<b>Shapes around us</b> Learn about shapes	<b>The twins and their robots</b> A real-life story Social and emotional skill: Saying sorry	Pre A1 Starters Listening Part 2 Speaking Part 4
<b>6 A day out</b> Mission: Plan a wildlife tour Page 68	Vehicles and places Zoo animals Sounds and spelling: <i>ai, a-e</i>	<b>there is/are</b> <i>There's a car.</i> <i>There aren't any shops.</i> <i>Are there any animals?</i> <i>Yes, there are. / No, there aren't.</i> <b>let's ...</b> <i>Let's play a game.</i> <i>That's a good idea.</i>	<b>Animals in the wild</b> Learn about animal habitats	<b>When we go to the zoo</b> A poem Social and emotional skill: Understanding and expressing feelings	Pre A1 Starters Reading and Writing Part 4 Speaking Parts 1 and 2
<b>Review units 4-6</b>					
<b>7 Let's play!</b> Mission: Plan a sports day Page 82	Sports and hobbies Sports verbs and extension of sports Sounds and spelling: <i>s</i>	<b>Present continuous</b> <i>What are you doing?</i> <i>I'm riding a horse.</i> <i>What's she doing?</i> <i>She's swimming.</i> <i>Are they cleaning the car?</i> <i>Yes, they are. / No, they're not.</i> <b>can for permission</b> <i>Can we play tennis?</i> <i>Yes, you can, but you can't play here.</i>	<b>Look after your body!</b> Learn about how we can keep our bodies strong	<b>A good friend</b> A real-life story Social and emotional skill: Identifying ways of being a good friend	Pre A1 Starters Listening Part 1 Speaking Part 3
<b>8 At home</b> Mission: Invite a friend to my house Page 94	Rooms and objects in the house Extension of objects in the house Sounds and spelling: <i>i</i>	<b>can for ability</b> <i>I can swim.</i> <i>He can't sing.</i> <i>Can you ride a horse?</i> <i>Yes, I can. / No, I can't.</i> <b>Prepositions in front of, between, behind</b> <i>There's a small rug in front of the armchair.</i>	<b>Houses around the world</b> Learn about different kinds of houses around the world	<b>The clock on the wall</b> A poem Social and emotional skill: Comforting others	Pre A1 Starters Listening Part 4 Speaking Part 4
<b>9 Happy holidays</b> Mission: Go on holiday Page 106	Clothes At the beach Sounds and spelling: <i>j, h</i>	<b>Imperatives</b> <i>Look at this T-shirt.</i> <i>Clean those shoes.</i> <b>like/enjoy + gerund me too / so do I</b> <i>I like flying my kite.</i> <i>So do I.</i> <i>I enjoy taking photos.</i> <i>Me too.</i>	<b>What can we see on holiday?</b> Learn about features of natural landscapes	<b>The monkey and the shark</b> A traditional story Social and emotional skill: Identifying friends	Pre A1 Starters Reading and Writing Part 5 Speaking Parts 3 and 4
<b>Review units 7-9</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Be Curious 1](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** [67](#)

**Horario y lugar del curso:** [lunes y miércoles de 17:00 a 18:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Be Curious 1](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matricula 35€](#) [Curso 531€](#) [Material didáctico 58€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**



# Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>Hello</b> Page 4	<b>Main scene vocabulary</b> <i>bird, boat, book, bus, cat</i> <b>Numbers</b> 1-6 <b>Colours</b> <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim). What number's this? What colour's this?</i>			
<b>1 Friends and family</b> Page 8	<b>Friends and family</b> <i>man, woman, boy, girl, family</i> <b>More family</b> <i>mum, dad, brother, sister, pet</i>	<i>What's your name? My name's ... / I'm ... How old are you? I'm ... He's/She's ...</i>	<b>Home time</b> A real-life story Skills practice	Initial sounds: introduction	Family trees
<b>2 At school</b> Page 18	<b>School</b> <i>bag, classroom, pencil, playground, teacher</i> <b>More school</b> <i>board, bookcase, chair, cupboard, table</i>	<i>What are they? They're ... Are they ...? Yes. / No. Where's my ...? Where is it? It's in/on/under ...</i>	<b>The bird and the cat</b> A cartoon story Skills practice	Initial letter sound: b	Primary and secondary colours
<b>3 Food shopping</b> Page 28	<b>Food</b> <i>apple, banana, grapes, orange, watermelon</i> <b>More food</b> <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ... How many ... are there? A lot.</i>	<b>In Mr Brown's garden</b> An animal story Skills practice	Initial letter sounds: b, c	Where food comes from
<b>Review Units 1-3</b>					
<b>4 At home</b> Page 40	<b>Home</b> <i>bed, clock, computer, lamp, mirror</i> <b>Rooms</b> <i>bathroom, bedroom, garden, kitchen, living room</i>	<i>I've/You've got ... Have you got ...? Yes, I have. No, I haven't. I/We/They haven't got ...</i>	<b>The three wishes</b> A traditional story Skills practice	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>5 My body</b> Page 50	<b>Body</b> <i>ears, eyes, hair, mouth, legs</i> <b>Describing appearance</b> <i>big, small, long, short, beautiful</i>	<i>He's/She's got ... Has he/she got ...? Yes, he's/she's got .... He/She hasn't got ...</i>	<b>My best friend</b> A real-life story Skills practice	Initial letter sounds: b, c, l	Keeping clean
<b>6 My toys</b> Page 60	<b>Toys</b> <i>board game, camera, doll, teddy, train</i> <b>More toys</b> <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...? I like/love ... What's your favourite ...? I like/don't like ...</i>	<b>My favourite toy</b> A real-life story Skills practice	Initial letter sound: t	Materials
<b>Review Units 4–6</b>					
<b>7 Free time</b> Page 72	<b>Action verbs</b> <i>climb, jump, run, swim, walk</i> <b>Free time activities</b> <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ...? Yes, I can. / No, I can't. I can ... What are you doing? I'm ...ing.</i>	<b>The queen of the river</b> A traditional story Skills practice	Initial letter sounds: f, p	Emotions
<b>8 We're having fun!</b> Page 82	<b>More action verbs</b> <i>clean, drink, eat, sleep, take a photo</i> <b>Nature</b> <i>beach, flower, sea, sun, tree</i>	<i>I'm ...ing. What's he/she ...ing? What are you/they ...ing? He's/She's ...ing. They're ...ing.</i>	<b>Clean the beach day</b> A fantasy story Skills practice	Initial letter sounds: b, t, s	Weather
<b>9 Moving to the farm</b> Page 92	<b>Clothes</b> <i>jacket, jeans, shoes, socks, T-shirt</i> <b>Farm animals</b> <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ... Do you want (your) ...? Yes, I do. / No, I don't. Let's ... Yes, OK/great/please. No, thank you.</i>	<b>Five good friends</b> An animal story Skills practice	Initial letter sounds: review	Caring for animals
<b>Review Units 7–9</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 5**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **67**

**Horario y lugar del curso:** **lunes y miércoles de 17:00 a 18:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 5**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 62€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet Diversicus</b> Page 4	Main character names Describing people	<b>Revision of Level 4</b>			
<b>1 This year's trip</b> Mission: Prepare a holiday planner for this school year Page 6	Months and ordinal numbers Journeys Sounds and spelling: stress in months vocabulary	<b>might/may</b> <i>It might be hot.</i> <i>You may need a strong pair of boots.</i> <b>Indefinite pronouns</b> <i>everywhere, somewhere, anywhere, nowhere; everyone, someone, anyone, no-one; everything, something, anything, nothing</i>	<b>What's the climate like?</b> Learn about climates and climate zones The Arabian Desert	<b>The lion of the seas</b> A children's encyclopedia entry Social and emotional skill: Self-confidence and bravery	A2 Flyers Reading and Writing Part 2
<b>2 Our beautiful planet</b> Mission: Write an explorer's expedition diary Page 18	The natural world Animals Sounds and spelling: silent e	<b>Past simple review: regular and irregular verbs; ago</b> <i>We got here a week ago.</i> <i>We didn't visit Uluru.</i> <i>Did you go away last month?</i> <b>too and enough</b> <i>There's too much plastic.</i> <i>There isn't enough water.</i>	<b>Save our world</b> Learn about endangered animals Animals in Australia	<b>When Dad lost his glasses</b> A poem Social and emotional skill: Showing awareness of how others feel	A2 Flyers Listening Part
<b>3 Let's celebrate!</b> Mission: Have a class quiz in teams Page 30	Competitions Music and festivals Sounds and spelling: b and v	<b>Present perfect for experience</b> <i>Have you ever eaten black beans?</i> <i>Have you ever danced samba?</i> <b>Present perfect with just, already, yet</b> <i>I've already taken more than 100 photos.</i> <i>I haven't seen the pyramids yet.</i> <i>We've just finished in Brazil.</i>	<b>Making music history</b> Learn about the history of musical instruments Brazilian carnival music	<b>The local football hero</b> A real-life story Social and emotional skill: Resilience and perseverance	A2 Flyers Listening Part
<b>Review Units 1-3</b>					
<b>4 Time of our lives</b> Mission: Write a chain story about a mystery Page 44	Verbs for offers, promises and requests Telling the time Sounds and spelling: alternative spellings for ee	<b>Past continuous</b> <i>While I was cleaning my bike, my sister was watching TV.</i> <i>I was getting hot when Mum came out.</i> <b>Present perfect with since/for</b> <i>We've been here since five past four.</i> <i>We've been here for a quarter of an hour.</i>	<b>Time zones</b> Learn about time zones New Year celebrations around the world	<b>The legend of Mother Mountain</b> A legend Social and emotional skill: Understanding how actions can affect the environment	A2 Flyers Listening Part

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Let it snow!</b> Mission: Prepare a TV weather report Page 56	Seasons and weather In winter Sounds and spelling: revision of -er, -ar and -or endings	<b>will/won't</b> <i>I'll water their garden.</i> <i>We won't talk about football.</i> <b>Conjunctions: so and because</b> <i>The weather's really cold, so we have to wear warm clothes.</i> <i>Today we couldn't go skiing because it was foggy.</i>	<b>Spring, summer, autumn, winter</b> Learn about why we have seasons Climate in Argentina	<b>Tomás and the snowman</b> A real-life story Social and emotional skill: Showing remorse	A2 Flyers Speaking Part 2
<b>6 Working together</b> Mission: Invent something to help with a job Page 68	Jobs World of work Sounds and spelling: stress in compound nouns	<b>Tag questions</b> <i>You eat everything, don't you?</i> <i>You can cycle, can't you?</i> <b>Short questions</b> <i>'I didn't go to the bank on Friday morning.' 'Didn't you?'</i> <i>'It was my twin brother.' 'Was it?'</i>	<b>Inventions and robotics</b> Learn about inventions and robotics South Korean inventions	<b>Buddie and Seo-joon's adventure</b> A science-fiction script Social and emotional skill: Friendship	A2 Flyers Reading and Writing Part 4
<b>Review Units 4–6</b>					
<b>7 Then and now</b> Mission: Create an encyclopedia entry Page 82	Things in the home Adjectives to describe objects Sounds and spelling: j spelling	<b>Past participles</b> <i>seen, found, driven, ridden, taken, broken, gone, left, tried, forgotten, put, stood, fallen, cut</i> <b>be used for/to</b> <i>It was used for cooking food.</i> <i>It was used to cook food.</i>	<b>Time machines</b> Learn about the evolution of objects The pyramids of Ancient Egypt	<b>The boy king</b> A historical fiction story Social and emotional skill: Taking a different perspective	A2 Flyers Reading and Writing Part 5
<b>8 Space travel</b> Mission: Plan a space mission Page 94	In space Adventure words Sounds and spelling: s + consonant(s)	<b>will and going to</b> <i>Spaceships will improve.</i> <i>Are you going to watch space films?</i> <b>Review of past tenses</b> <i>Ivan landed his rocket on the new planet. He was turning off his engine when he heard a strange noise.</i>	<b>Preparing for Mars</b> Learn about space exploration An Italian astronaut at the ISS	<b>The space blog</b> A science-fiction story Social and emotional skill: Managing own emotions	A2 Flyers Reading and Writing Part 3
<b>9 Great bakers</b> Mission: Take part in a cooking competition Page 106	Mealtimes and snacks Cooking Sounds and spelling: sh	<b>It smells/tastes/looks/feels/sounds like ...</b> <i>I wanted to know what it tasted like.</i> <i>It felt like dry grass.</i> <i>It smelt like carrot cake.</i> <i>It looked like a nest.</i> <i>It sounded like someone playing an electric guitar.</i> <b>make somebody + adjective</b> <i>The smell's making me hungry.</i>	<b>How chocolate is made</b> Learn about chocolate production Traditional food in the UK	<b>The gingerbread girl's adventure</b> A fairy tale adaptation Social and emotional skill: Being passionate about what you do	A2 Flyers Reading and Writing Part 6
<b>Review Units 7–9</b>					
<b>Grammar reference page 120</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Be Curious 3](#)

**Fecha de inicio:** [15/09/23](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** [67](#)

**Horario y lugar del curso:** [lunes y miércoles de 17:00 a 18:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. La prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Be Curious 3](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 531€](#) [Material didáctico 62€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**





# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet the family</b> Page 4	Character names	<b>Personal descriptions review</b> <i>How old is she? She's five.</i> <i>He's got long hair.</i>			
<b>1 A day on the farm</b> Mission: Make a daily routine chart Page 6	Countryside Daily routines Sounds and spelling: <i>r</i>	<b>Present continuous review</b> <i>Are you reading a book?</i> <i>No, I'm not. I'm doing my homework.</i> <b>Present simple for routines; o'clock</b> <i>What time do you get up?</i> <i>I get up at seven o'clock.</i> <i>What time does school finish?</i> <i>It finishes at four o'clock.</i>	<b>Look after our planet</b> Learn about how to look after our planet	<b>The race</b> A poem Social and emotional skill: Being supportive	A1 Movers Speaking Part 1
<b>2 My week</b> Mission: Plan a fun activities timetable for two friends Page 18	Days of the week Free time activities Sounds and spelling: <i>oy</i>	<b>How often ... ? and adverbs of frequency</b> <i>How often do you clean your teeth?</i> <i>Do you ever get up late?</i> <i>always, often, sometimes, never</i> <b>Present simple with always, often, sometimes, never</b> <i>He sometimes watches TV.</i> <i>They never play tennis.</i> <b>must/mustn't</b> <i>What must I do?</i> <i>You mustn't wear your skates in the house.</i> <i>You must put them in the cupboard.</i>	<b>Let's be healthy!</b> Learn about being safe when doing exercise and sports	<b>A bad, bad Monday morning</b> A narrative Social and emotional skill: Thinking about the consequences of our actions	A1 Movers Reading and Writing Part 1
<b>3 Party time!</b> Mission: Plan and act out a scene Page 30	Jobs and parties Physical descriptions Sounds and spelling: <i>/a:/</i>	<b>Present simple and present continuous</b> <i>I don't often listen to the radio.</i> <i>I'm not listening to it now.</i> <b>Why ... ? and Because ...</b> <i>Why are you asking a lot of questions?</i> <i>Because I love asking questions.</i>	<b>People who help us</b> Learn about people who help us at home, at school and in the community	<b>The costume party</b> A story Social and emotional skill: Asking for and offering help	A1 Movers Speaking Part 2
<b>Review units 1-3</b>					
<b>4 The family at home</b> Mission: Act out a visit to my cousins' new home Page 44	Extended family In and around the home Sounds and spelling: <i>/ʌ/</i>	<b>Comparative adjectives with -er/-ier and better/worse</b> <i>My cousin's hair is longer/curlier than my uncle's.</i> <i>Shelly's singing is worse than Gracie's.</i> <b>Possessive pronouns</b> <i>Our car is smaller than my aunt and uncle's car, but ours is newer than theirs.</i>	<b>Machines in our homes</b> Learn about machines at home and how they work	<b>Surprise!</b> A story Social and emotional skill: Initiative and managing one's own emotions	A1 Movers Listening Part 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Animal world</b> Mission: Plan an animal documentary Page 56	Wild and domestic animals  Action verbs  Sounds and spelling: g	<b>Superlative adjectives</b> <i>This kitten's the prettiest/the fattest. These ice skates are the best.</i>  <b>Prepositions: above, below, near, opposite</b> <i>The bat's above the tree. The snail's below the flower. The parrot's near the cage. The bus stop's opposite the zoo.</i>	<b>The animal kingdom</b> Learn about animals and their food	<b>Why the kangaroo has a pouch</b> An Australian dreamtime story  Social and emotional skill: Helping others	A1 Movers Reading and Writing Part 2
<b>6 Our weather</b> Mission: Make a weather map for a country Page 68	The weather Clothes  Sounds and spelling: ee and y	<b>was/were</b> <i>Were your grandparents here last weekend? Yes, they were. Were you at school on Tuesday? No, I wasn't.</i>  <b>There was / There were</b> <i>Was there a scarf in the bedroom? Yes, there was. Were there any boots in the bedroom? No, there weren't.</i>	<b>What's the weather like today?</b> Learn about instruments to measure the weather	<b>Fun in all types of weather!</b> A poem  Social and emotional skill: Thinking positively	A1 Movers Listening Part 1 and Part 2
<b>Review units 4-6</b>					
<b>7 Let's cook!</b> Mission: Make a class recipe book Page 82	Food Actions in the kitchen  Sounds and spelling: ch	<b>Past simple: irregular verbs</b> <i>I went swimming last Saturday. I didn't go shopping yesterday. Did you go to the park? Yes, I did.</i>  <b>Past simple: regular verbs</b> <i>I liked cooking them! I fried the onions. I stopped because you started asking me questions.</i>	<b>Plants are delicious!</b> Learn about how we use plants in food	<b>Sonny's dream job</b> A fantasy story  Social and emotional skill: Perseverance	A1 Movers Speaking Part 3
<b>8 Around town</b> Mission: Write a trip review Page 94	A day trip Places in town  Sounds and spelling: ow and oo	<b>Past simple: more irregular verbs</b> <i>I found my old hat. He bought it last year.</i>  <b>have to / don't have to</b> <i>I have to see the eye doctor at the hospital. My brother has to wear glasses. Do you have to wear glasses? Yes, I do.</i>	<b>Road safety</b> Learn how to be safe in town	<b>Tom's first day on the school bus</b> A fantasy story  Social and emotional skill: Being optimistic	A1 Movers Listening Part 4
<b>9 A big change</b> Mission: Plan a holiday world tour Page 106	Adjectives for opinions and feelings A new adventure  Sounds and spelling: ing or in	<b>Comparative adjectives with more</b> <i>Circus clothes are more beautiful than these. The circus is more exciting than the farm!</i>  <b>Superlative adjectives with most</b> <i>This city is one of the most beautiful in the world. In my family, my brother is the most frightened of spiders.</i>	<b>The wonders of the world</b> Learn about natural and manmade wonders of the world	<b>The mystery picnic</b> A counting poem  Social and emotional skill: Pride in your work	A1 Movers Reading and Writing Part 3
<b>Review units 7-9</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023** al **15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** Starters (Be Curious 2+)

**Fecha de inicio:** 15/09/2023

**Fecha de fin:** 15/06/2024

**Horas lectivas:** 67

**Horario y lugar del curso:** lunes y miércoles de 17:00 a 18:00h; acorde a nuestro calendario académico en Thompson English Academy Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** Starters (Be Curious 2+)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** Matrícula 35€ Curso 531€ Material didáctico 40€.

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**

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## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Pippa & Pop 2**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **67**

**Horario y lugar del curso:** **lunes y miércoles de 18:00 a 19:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Pippa & Pop 2**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 468€ Material didáctico 38€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>1</b>	<b>Hello!</b> Page 6	<b>Introduction</b> Page 4 Review Level 1: characters, clothes, colours, nature, objects, school, toys black, grey, orange, purple, white	Review Level 1: I'm (Kim). I'm a (girl). I like (books). Draw (a butterfly). Colour / Paint it (purple).	Review Level 1 letter sounds: a, e, i, o, u	The colourful chameleon Celebrate differences	Review numbers: 1 - 10 Art: Mixing colours	Make a colour wheel
<b>2</b>	<b>My family</b> Page 18	aunt, uncle, cousin, grandma, grandpa funny, old, short, tall, young	Who's that? He's my (grandpa). She's my (grandma). She's / He's / I'm (old). She isn't / He isn't / I'm not (young).	Letter sounds: d, m	Anna's baby brother Be patient	Numbers: 11, 12 Science: Growing up	Make a family album
<b>3</b>	<b>My home</b> Page 30	bathroom, bedroom, dining room, kitchen, living room cooking, eating, playing, sleeping, washing	Where's (Kim / Dan / Dan's mummy)? She's / He's in the (kitchen). What's she / he doing? She's / He's (sleeping).	Letter sounds: b, k	Hide and seek Be careful	Numbers: 13, 14 Maths: Shapes	Make Kim and Dan's apartment
<b>4</b>	<b>My body</b> Page 44	fingers, head, neck, shoulders, toes blonde, curly, long, short, straight (hair)	Units 1-3 Review Page 42 She's / He's / It's got (a neck). She's / He's / It's got (long) hair. She / He / It hasn't got (short) hair.	Letter sounds: t, n	Milo's shadow Be resilient	One less Science: Shadows	Make a puppet
<b>5</b>	<b>Outdoors</b> Page 56	cold, hot, rainy, sunny, windy boots, jumper, raincoat, sandals, sunglasses	What's the weather like? It's (hot). I'm wearing (a raincoat).	Letter sounds: s, h	Rainy day fun Celebrate nature	Numbers: 15, 16 Science: Rainbows	Make a weather wheel

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>6</b> <b>Animals</b> Page 68	chicken, cow, goat, horse, sheep fly, jump, run, swim, walk	It's a (horse). It's got a (long) (neck). A (horse) can / can't (jump).	Letter sounds: c, g	Stubborn goats! Be considerate	More or less?	Social studies: How animals help us	Make a farm animal
<b>Units 4–6 Review</b> Page 80							
<b>7</b> <b>My favourite food</b> Page 82	burger, lolly, mango, orange, pear bread, cheese, chips, eggs, fish	Can I have (a pear), please? Do you like (fish)? Yes, I do. / No, I don't.	Letter sounds: f, l, p	Pea soup Be helpful	Numbers: 17, 18	Science: Where food comes from	Make food and go shopping
<b>8</b> <b>My senses</b> Page 94	feel, hear, see, smell, taste bee, grass, leaf, lemon, watermelon	Can you (see) (the rain)? Yes, I can. / No, I can't. What can you (hear)? I can (hear) a (bee).	Letter sounds: j, z	A wonderful day Enjoy the world around you	Recognising patterns	Science: Loud and quiet	Make a senses plate
<b>9</b> <b>Holidays!</b> Page 106	beach, sea, boats, kites, shells drinking lemonade, eating ice cream, making sandcastles, playing with shells, taking photos	How many (boats) can you see? I can see (four) (boats). I'm (playing with shells).	Letter sounds: v, w, y	You can do it, Sam! Persevere	Numbers: 19, 20	Science: Floating and sinking	Make a beach scene
<b>Units 7–9 Review</b> Page 118							

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Be Curious 4](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** [67](#)

**Horario y lugar del curso:** [lunes y miércoles de 18:00 a 19:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Be Curious 4](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

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**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matricula 35€](#) [Curso 531€](#) [Material didáctico 62€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Welcome to Diversicus</b> Page 4	Main character names Greetings and introductions	<b>Language review</b> Questions and answers Greetings			
<b>1 Practice time</b> Mission: Plan a week in the life of a circus artist Page 6	Telling the time Activity verbs <b>Sounds and spelling:</b> numbers	<b>Review: question words</b> <i>how, what, when, where, which, who, why</i> <b>was/were + could</b> <i>I could hop on one leg when I was four.</i> <i>I couldn't skip.</i>	<b>Balancing act</b> Learn about balance and coordination A Russian Olympic athlete	<b>The circus child</b> A real-life story Social and emotional skill: perseverance	A1 Movers Reading and Writing Part 6
<b>2 What's for breakfast?</b> Mission: Become a restaurant owner Page 18	Food and drink Past simple irregular verbs <b>Sounds and spelling:</b> c spelling for 's' and 'k' sound	<b>Defining relative clauses</b> <i>It's the place where I studied.</i> <i>Can you see the woman who is cooking in the kitchen?</i> <i>They're the mountains which I climbed with my father.</i> <b>Past simple + with/when</b> <i>When we finished lunch we went to the funfair.</i>	<b>Food, glorious food</b> Learn about food and nutrition Breakfast in China and around the world	<b>The old man and the small fish</b> A real-life story Social and emotional skill: showing respect for decisions of others	A1 Movers Listening Part 5
<b>3 A healthy body</b> Mission: Become a health expert Page 30	Parts of the body Health problems <b>Sounds and spelling:</b> kn and n spelling for 'n' sound	<b>Review of comparative and superlative adjectives, as ... as</b> <i>I'm not as strong as you.</i> <i>Jenny is taller than you.</i> <i>Ivan is the strongest man here.</i> <b>want/need + infinitive</b> <i>I want to go to the party.</i> <i>You need to drink.</i> <i>I don't want to drink.</i>	<b>Work your body</b> Learn about bones and joints Yoga in Indonesia	<b>Too-too-moo and the Komodo dragon</b> A fantasy play script Social and emotional skill: showing empathy for others	A1 Movers Reading and Writing Part 4
<b>Review Units 1-3</b>					
<b>4 Fun in the jungle</b> Mission: Create a jungle adventure park Page 44	Natural features Past simple verbs <b>Sounds and spelling:</b> l, ll and le spelling for 'l' sound	<b>Adverbs</b> <i>well, badly, loudly, quietly, quickly, slowly, carefully, beautifully, hard, fast</i> <b>Comparative adverbs</b> <i>Elephants can move faster than snakes.</i> <i>Monkeys can climb better than tigers.</i> <i>Bears can run more quickly than monkeys.</i>	<b>From the roots to the flower</b> Learn about plants and how they grow Carnivorous plants in India and around the world	<b>The story of Rama and Sita</b> An Indian myth Social and emotional skill: helping others	A1 Movers Reading and Writing Part 5

## 5 Behind the scenes

Mission: Prepare a performance  
Page 56

Vocabulary	Grammar	Cross-curricular	Literature	Assessment
Describing clothes Materials <b>Sounds and spelling:</b> -igh and i-e spelling	<b>be made of</b> <i>What's it made of?</i> <i>It's made of gold.</i> <i>What are the wings made of?</i> <i>They're made of paper.</i> <b>shall, could and let's for suggestions</b> <i>Shall we design some props?</i> <i>Let's design the sea.</i> <i>We could use blue paper.</i>	<b>Materials and properties</b> Learn about the properties of different materials Greek masks	<b>The myth of Icarus</b> A Greek myth Social and emotional skill: Listening to others	A2 Flyers Speaking Part 3

## 6 Classroom stars

Mission: Have a school prize-giving ceremony  
Page 68

School subjects Extension of school vocabulary <b>Sounds and spelling:</b> f and ph spelling for 'f' sound	<b>should/shouldn't</b> <i>You should listen to your teacher.</i> <i>You shouldn't talk when your teacher's giving the lesson.</i> <i>Should you copy in exams?</i> <i>No, you shouldn't.</i> <b>be good at + noun/gerund</b> <i>I'm good at maths.</i> <i>Are you good at sport?</i> <i>I'm not very good at drawing.</i>	<b>Where are we?</b> Learn about maps and symbols Cappadocia in Turkey	<b>The project</b> A narration and poem Social and emotional skill: team work and respecting the ideas of others	A2 Flyers Listening Part 1
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### Review Units 4-6

## 7 When I grow up ...

Mission: Choose your dream job  
Page 82

Jobs Personality adjectives <b>Sounds and spelling:</b> -er, -or and -or endings	<b>when and if clauses (zero conditionals)</b> <i>When you dance, you look in the mirror.</i> <i>If you win, you get a big prize.</i> <i>If William wins, he wants to buy a fantastic new camera.</i> <b>look like, be like</b> <i>What does your grandad look like?</i> <i>He's very tall and he's got short, grey hair.</i> <i>What's your uncle like?</i> <i>He's very friendly.</i>	<b>Time detectives</b> Learn about archaeology The Altamira Caves in Spain	<b>Don Quixote, Sancho and the windmills</b> An adventure play script Social and emotional skill: responding appropriately to other people's emotional state	A2 Flyers Reading and Writing Part 1
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## 8 City break

Mission: Create a guide to a town  
Page 94

Directions Places in town <b>Sounds and spelling:</b> revision of the 'th' sound	<b>Future with be going to</b> <i>I'm going to take my umbrella.</i> <i>It isn't going to rain.</i> <i>What are we going to see first?</i> <b>Prepositions of movement</b> <i>across, into, out of, over, past, round, through</i>	<b>Home, sweet home</b> Learn about cities, towns and villages New York City	<b>The road to Hope</b> A poem Social and emotional skill: managing own emotions	A2 Flyers Speaking Part 1
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## 9 Let's travel!

Mission: Organise a summer camp  
Page 106

Adjectives On holiday <b>Sounds and spelling:</b> ge spelling for 'j' sound	<b>before, after, when clauses</b> <i>Rose got really wet before I gave her my umbrella.</i> <i>He ran really fast when Fred came out of the trees.</i> <i>After we met Grandma's sister in China, we ate the fantastic noodles.</i> <b>-ed/-ing adjective endings</b> <i>excited/exciting</i> <i>interested/interesting</i>	<b>North, south, east and west</b> Learn about what to take on a hiking trip A hiking trip in Mexico	<b>The story of Popocatepetl and Iztaccihuatl</b> A narration and legend Social and emotional skill: showing respect for other cultures	A2 Flyers Reading and Writing Part 7
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### Review Units 7-9

Grammar reference page 120

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 6**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **67**

**Horario y lugar del curso:** **lunes y miércoles de 18:00 a 19:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

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**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 6**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 62€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>1 In style</b> Mission: Write a review Page 4	Clothes Parts of clothes <b>Pronunciation:</b> plural pronunciation of 's'	<b>Comparative adjectives, adverbs and as...as</b> <i>On the first site, the shoes were much more expensive.</i> <i>I took the T-shirt out of the box as quickly as I could.</i> <b>The present simple with future meaning</b> <i>The bus leaves at quarter past six.</i>	<b>King Canute's day on the beach</b> A story Social and emotional skill: dealing with frustration	<b>Clothes throughout history</b> Learn about clothes and materials in the past, present and future.	A2 Key for Schools: Reading Part 1 A2 Key for Schools: Listening Part 1
<b>2 Future technology</b> Mission: Recommend new technology Page 16	Technology Verbs for using computers <b>Pronunciation:</b> syllabus stress in two-syllable words	<b>The first conditional</b> <i>If my mum says it's OK, then I'll go.</i> <b>The zero and first conditional</b> <i>If the floor is dirty, a robot drives around and cleans.</i> <i>If I'm hungry, I'll ask the freezer, "What ice cream have we got?"</i>	<b>The IAST Times</b> A newspaper article Social and emotional skill: dealing with jealousy	<b>How to make an app</b> Learn what an app is and what you need to make one.	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading Part 2
<b>3 Jim-nastics</b> Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment <b>Pronunciation:</b> contracted forms	<b>The passive (present simple)</b> <i>Dog surfing competitions are organised by people all around the world.</i> <b>Modal verbs</b> <i>Birch may have made a mistake.</i> <i>This could be the most important point today.</i> <i>The ball might go into the net!</i> <i>Shall we watch that goal again?</i>	<b>The Spartan Princess</b> A comic book Social and emotional skill: perseverance	<b>How athletes prepare for sport</b> Learn how athletes train, eat and sleep before competitions.	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading Part 5
<b>Review units 1-3</b>					
<b>4 Be careful!</b> Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine <b>Pronunciation:</b> sentence stress	<b>The present perfect with how long, for and since</b> <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> <b>The present continuous for future plans</b> <i>We're taking her to the vet this evening.</i>	<b>The £20,000 adventure</b> A story Social and emotional skill: dealing with fear	<b>Changes in medicine</b> Learn about vaccinations and treatments.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Listening Part 4
<b>5 Fun foods</b> Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment <b>Pronunciation:</b> verb endings in the past	<b>Rather and prefer</b> <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> <b>The passive (past simple)</b> <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	<b>The very, very interesting diary of Juana Sánchez</b> A diary Social and emotional skill: apologising and showing empathy	<b>Food groups</b> Learn about why some foods are good for you.	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Writing Part 7



	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>6 Environmentally friendly</b> Mission: Share ideas to protect your environment! Page 66	Home The environment <b>Pronunciation:</b> schwa	<b>A lot of, lots of, a few, a little, many, much</b> <i>There's a lot of water from our town's river.</i> <i>There are lots of fish living in the water.</i> <i>Many people don't believe me.</i> <i>My house doesn't use much electricity.</i> <i>When we have a little rubbish, we try to use it.</i> <i>We only throw away a few bags each year.</i> <b>Tag questions</b> <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	<b>The fall of a Mayan city</b> A story Social and emotional skill: looking after the environment	<b>Ecosystems in the city</b> Learn about the animals that make their home in the city.	A2 Key for Schools: Speaking Part 2 A2 Key for Schools: Writing Part 6
<b>Review units 4–6</b>					
<b>7 Feeling it</b> Mission: Make a 'feelings wheel' Page 80	Feeling and emotions Well-being <b>Pronunciation:</b> /b/ /v/ /w/	<b>Needn't, have to, should, ought to, must, mustn't</b> <i>I have to wait until I'm older.</i> <i>If your parents say you can't have a snake, you must listen to them!</i> <i>You mustn't get a snake without telling your parents!</i> <i>You needn't worry if some of your ideas aren't very good.</i> <i>You should try to be satisfied with what you have.</i> <i>You ought to write about something you love.</i> <b>Such ... that / so ... that</b> <i>It's so fun that my mum and I always laugh a lot!</i> <i>It's such a relaxing place that I once fell asleep there!</i>	<b>The cowboy who cried wolf</b> A story Social and emotional skill: telling the truth	<b>Emotional awareness</b> Learn about empathy and how we show emotions.	A2 Key for Schools: Reading Part 3 A2 Key for Schools: Listening Part 3
<b>8 Pretty cities</b> Mission: Plan a city visit Page 92	A tour of a city Visiting new places <b>Pronunciation:</b> intonation in questions	<b>Indirect questions</b> <i>Do you know how many paintings there are?</i> <b>Used to / didn't used to</b> <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	<b>The case of the Butterfly Diamond</b> A novel Social and emotional skill: managing stress	<b>Responsible tourism</b> Learn how to look after places when you go on holiday.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Reading Part 5
<b>9 Lights, camera, action!</b> Mission: Make a scene for a film or TV show Page 104	TV and film genres Television <b>Pronunciation:</b> word stress	<b>Causative have/get</b> <i>Mum's having a special superhero cake made for me.</i> <b>The second conditional</b> <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	<b>The Monster in our Homes!</b> A poem Social and emotional skill: identifying and expressing an opinion	<b>Special effects</b> Learn how special effects are used in films.	A2 Key for Schools: Writing Part 7 A2 Key for Schools: Writing Part 6
<b>Review units 7–9</b>					
<b>Pronunciation</b>					
<b>Grammar reference</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

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**Denominación de la enseñanza:** Complete PET B1

**Fecha de inicio:** 15/09/2023

**Fecha de fin:** 15/06/2024

**Horas lectivas:** 67

**Horario y lugar del curso:** lunes y miércoles de 18:00 a 19:00h; acorde a nuestro calendario académico en Thompson English Academy Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** Matrícula 35€ Curso 531€ Material didáctico 52€.

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the units

Unit title	Reading	Writing	Listening
<b>1</b> My life and home	<b>Part 5:</b> 'Emilia's home' – living on a boat Reading for understanding of vocabulary	<b>Part 1:</b> An email Planning a reply	<b>Part 2:</b> Listening for specific information Two candidates doing Speaking Part 1
<b>2</b> Making choices	<b>Part 6:</b> 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago <b>Part 2:</b> An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Having fun	<b>Part 3:</b> 'Sand sculptures' Reading for detailed understanding	<b>Part 2:</b> A story about a day out Planning paragraphs	<b>Part 4:</b> Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
<b>4</b> On holiday	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Suggesting where to go in a city and what to do	Discussing a quiz <b>Part 3:</b> 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Different feelings	<b>Part 4:</b> 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words ( <i>this, then, do, also, however, etc.</i> )	<b>Part 2:</b> A story Using adjectives to describe feeling	<b>Part 2:</b> Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
<b>6</b> That's entertainment!	<b>Part 2:</b> 'Turn off the TV and go out!' Selecting events from an entertainment guide	<b>Part 2:</b> An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Getting around	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Useful email expressions	<b>Part 4:</b> Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time A candidate doing Speaking Part 2
<b>8</b> Influencers	Famous families <b>Part 6:</b> An article about Emma Watson, a famous influencer	<b>Part 2:</b> An article about a person you admire Using correct spelling and punctuation	<b>Part 3:</b> 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Stay fit and healthy	<b>Part 3:</b> Evie Scott talks about exercise at work Identifying opinion and attitude	<b>Part 2:</b> A story about feeling nervous Using a range of past tenses to explain what happened	<b>Part 2:</b> People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
<b>10</b> Looks amazing!	<b>Part 2:</b> 'Our top picks at the street food market' Selecting places to eat	<b>Part 2:</b> An article	<b>Part 1:</b> Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> The natural world	'Scientists use robot chick to study penguins' <b>Part 5:</b> 'Working on the Galápagos Islands'	<b>Part 1:</b> An email Checking your work for mistakes	<b>Part 4:</b> Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
<b>12</b> Express yourself!	<b>Part 4:</b> 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	<b>Part 2:</b> A story Using a range of tenses and reported speech	Raising money for charity <b>Part 3:</b> A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
<b>Part 3:</b> Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study</i> and <i>teach</i> <i>do, earn, make, spend, take</i> and <i>win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
<b>Part 2:</b> Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
<b>Part 3:</b> Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey</i> and <i>trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot</i> <i>(not) as ... as ...</i> <i>big</i> and <i>enormous</i> (gradable and non-gradable adjectives)
<b>Part 4:</b> Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to</i> and <i>don't have to</i> (advice, obligation and prohibition)
<b>Part 3:</b> Discussing plans for a festival Moving on to a new subject	Contrastive stress	Television programmes Going out <i>been/gone, meet, get to know, know</i> and <i>find out</i>	Present perfect <i>just, already</i> and <i>yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
<b>Part 2:</b> Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really</i> and <i>very too</i> and <i>enough</i> The future Prepositions of movement
<b>Part 1:</b> Answering general questions Talking about your daily routine and what you like	Conditional sentences: contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>when, if, unless</i> + present, future
<b>Part 4:</b> Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go</i> and <i>play</i>	Relative clauses (defining and non-defining) Past perfect
<b>Part 2:</b> Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal</i> and <i>plate</i> Shops and services	Commands and instructions <i>Have something done</i>
<b>Part 4:</b> Discussing ways to help the environment Giving examples	Word stress in longer nouns Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
<b>Part 1:</b> General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say</i> and <i>tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del 15/09/2023 al 15/06/2024

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** Complete PET B1

**Fecha de inicio:** 15/09/2023

**Fecha de fin:** 15/06/2024

**Horas lectivas:** 67

**Horario y lugar del curso:** lunes y miércoles de 19:00 a 20:00h; acorde a nuestro calendario académico en Thompson English Academy Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en tres trimestres llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** Complete PET B1

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** Matrícula 35€ Curso 531€ Material didáctico 52€.

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**

# Map of the units

Unit title	Reading	Writing	Listening
<b>1</b> My life and home	<b>Part 5:</b> 'Emilia's home' – living on a boat Reading for understanding of vocabulary	<b>Part 1:</b> An email Planning a reply	<b>Part 2:</b> Listening for specific information Two candidates doing Speaking Part 1
<b>2</b> Making choices	<b>Part 6:</b> 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago <b>Part 2:</b> An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Having fun	<b>Part 3:</b> 'Sand sculptures' Reading for detailed understanding	<b>Part 2:</b> A story about a day out Planning paragraphs	<b>Part 4:</b> Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
<b>4</b> On holiday	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Suggesting where to go in a city and what to do	Discussing a quiz <b>Part 3:</b> 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Different feelings	<b>Part 4:</b> 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words ( <i>this, then, do, also, however, etc.</i> )	<b>Part 2:</b> A story Using adjectives to describe feeling	<b>Part 2:</b> Listening for facts, opinions or feeling Two candidates doing Speaking Part 4
<b>6</b> That's entertainment!	<b>Part 2:</b> 'Turn off the TV and go out!' Selecting events from an entertainment guide	<b>Part 2:</b> An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
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<b>7</b> Getting around	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Useful email expressions	<b>Part 4:</b> Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time A candidate doing Speaking Part 2
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<b>10</b> Looks amazing!	<b>Part 2:</b> 'Our top picks at the street food market' Selecting places to eat	<b>Part 2:</b> An article	<b>Part 1:</b> Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
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<b>11</b> The natural world	'Scientists use robot chick to study penguins' <b>Part 5:</b> 'Working on the Galápagos Islands'	<b>Part 1:</b> An email Checking your work for mistakes	<b>Part 4:</b> Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
<b>12</b> Express yourself!	<b>Part 4:</b> 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	<b>Part 2:</b> A story Using a range of tenses and reported speech	Raising money for charity <b>Part 3:</b> A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of and lots of</i> Prepositions of place
<b>Part 3:</b> Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study and teach do, earn, make, spend, take and win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I and Not/Neither do I</i>
<b>Part 2:</b> Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
<b>Part 3:</b> Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey and trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot (not) as ... as ...</i> <i>big and enormous</i> (gradable and non-gradable adjectives)
<b>Part 4:</b> Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to and don't have to</i> (advice, obligation and prohibition)
<b>Part 3:</b> Discussing plans for a festival Moving on to a new subject	Contrastive stress	Television programmes Going out <i>been/gone, meet, get to know, know and find out</i>	Present perfect <i>just, already and yet</i> <i>since and for</i> Present perfect or past simple?
<b>Part 2:</b> Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really and very too and enough</i> The future Prepositions of movement
<b>Part 1:</b> Answering general questions Talking about your daily routine and what you like	Conditional sentences: contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>when, if, unless + present, future</i>
<b>Part 4:</b> Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go and play</i>	Relative clauses (defining and non-defining) Past perfect
<b>Part 2:</b> Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal and plate</i> Shops and services	Commands and instructions <i>Have something done</i>
<b>Part 4:</b> Discussing ways to help the environment Giving examples	Word stress in longer nouns Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
<b>Part 1:</b> General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say and tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/11/2023](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Intensivo Trinity](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/11/2023](#)

**Horas lectivas:** 62.5

**Horario y lugar del curso:** [lunes y miércoles de 19:00 a 21:30h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. La prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [B1 Macmillan English Hub](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Curso 425€](#)

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**



# Student's Book Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U1 RELATIONSHIPS</b>						
1.1	<b>Breaking the ice</b> (p2) Find out about someone new	<b>question forms</b>	people	the alphabet	listen to a psychology podcast	find out some information about your classmates
1.2	<b>Blogs and bloggers</b> (p4) Talk about different types of people	<b>frequency words and phrases</b>	types of people	using a dictionary	read a blog review	interview a classmate about websites, blogs and vlogs
1.3	<b>Personality</b> (p6) Describe someone's personality	<b>indefinite pronouns</b>	personality adjectives, adjective + preposition	word stress in multisyllable adjectives	read a magazine article about handwriting <b>KEY SKILL</b> Previewing a text	<b>SPEAKING HUB</b> talk about your partner's handwriting
1.4	<b>Café Hub</b> <b>Hello again</b> (p8) Greet people and give personal information, make introductions		greet people and give personal information, make introductions	word stress and intonation	▶ watch people introduce themselves	greet people and give personal information, make introductions
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p158) Write information about yourself		<b>KEY SKILL</b> Checking your writing		
<b>U2 LIVING</b>						
2.1	<b>Love where you live</b> (p12) Talk about your neighbourhood	<b>adverbs of degree</b>	describing places	stress in two-syllable adjectives	read about Bosco Verticale (The forest in the sky)	talk about your neighbourhood
2.2	<b>The boomerang generation</b> (p14) Talk about your life and routine	<b>present simple and present continuous</b>	verb + preposition	consonant pairs at the beginning of words	listen to a radio show about 'the boomerang generation'	talk about your life and routine
2.3	<b>Time flies</b> (p16) Talk about life events	<b>past simple – regular and irregular verbs</b>	life events	Past simple irregular verbs /ɔ:/, /e/ and /ei/	read an online psychology article <b>KEY SKILL</b> Skimming for key words	<b>SPEAKING HUB</b> talk about first-time experiences
2.4	<b>Café Hub</b> <b>Noisy neighbours</b> (p18) Ask for and give advice		ask for and give advice	disagreeing	▶ watch people asking for and giving advice	ask for and give advice
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p159) Write an email of complaint		<b>KEY SKILL</b> Linking words		
<b>U3 TRAVEL</b>						
3.1	<b>The four-year journey</b> (p22) Talk about journeys and transport	<b>all / some / most / no / none</b>	types of transport	/p/, /b/, /v/	read an article about a four-year journey	interview others about their travel habits
3.2	<b>Lost at sea</b> (p24) Tell a story about a journey	<b>past continuous and past simple</b>	prefixes	was and were with past continuous	listen to a podcast about a family lost at sea	discuss different types of adventures describe a journey
3.3	<b>Too good to be true</b> (p26) Talk about the kind of holidays you like	<b>verb + -ing and to + infinitive</b>	accommodation and facilities	/ʃ/, /tʃ/ and /dʒ/	read an article about tips for a happy holiday <b>KEY SKILL</b> Identifying tone	<b>SPEAKING HUB</b> give a presentation about holiday accommodation
3.4	<b>Café Hub</b> <b>Overslept</b> (p28) Ask for travel information and check understanding		ask for travel information and check understanding	word stress and intonation and check understanding	▶ watch someone asking for travel information	ask for travel information and check understanding
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p160) Write an email about a travel experience		<b>KEY SKILL</b> Ordering events		

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U4 SOCIALISING</b>						
4.1	<b>What's the plan?</b> (p32) Talk about plans you have made for a weekend with visitors	<b>be going to + infinitive and present continuous for the future</b>	free time	<i>going to</i>	listen to a conversation about free time activities	plan a weekend
4.2	<b>The future of free time</b> (p34) Present reasons to support or argue against predictions	<b>making predictions</b>	suffixes	<i>will and won't</i>	read an article about the future of our social lives	discuss predictions about the future
4.3	<b>Hygge</b> (p36) Ask and answer questions about how you like to spend your free time	<b>subject and object questions</b>	relaxing	linking a consonant to a vowel	read an online article about <i>hygge</i> <b>KEY SKILL</b> Summarising	<b>SPEAKING HUB</b> talk about socialising and free time activities
4.4	<b>Café Hub</b> <b>Would you?</b> (p38) Make arrangements to meet up with somebody		make arrangements to meet up with somebody	saying <i>yes</i> or <i>no</i>	▶ watch people making arrangements to meet up	make arrangements and say <i>yes</i> or <i>no</i> to invitations
<b>UNIT REVIEW</b> p40		<b>WRITING</b> (p161) Write an invitation and reply   <b>KEY SKILL</b> Informal emails				
<b>U5 WORK</b>						
5.1	<b>Work</b> (p42) Talk about the pros and cons of different jobs and say how they help society	<b>can, could, be able to</b>	work collocations	<i>/w/ and /v/</i>	read an online article about what makes us happy in our jobs	discuss the pros and cons of different jobs and how valuable they are to society
5.2	<b>Flip-flop entrepreneurs</b> (p44) Decide on the rules for a workplace or classroom	<b>obligation, necessity and permission: must, have to and can</b>	adjectives for appearance	<i>can / can't and must / mustn't</i>	read an article about a charity	talk about rules in the workplace or classroom
5.3	<b>Don't call us</b> (p46) Answer questions on topics in which you are an expert	<b>present perfect with for and since</b>	work + preposition	<i>has, have, for, since</i>	listen to a job interview <b>KEY SKILL</b> Listening for inference	<b>SPEAKING HUB</b> talk about a topic in which you are an expert
5.4	<b>Café Hub</b> <b>The cat</b> (p48) Give information about your work experience in a job interview		give information about your work experience in a job interview	singular and plural forms	▶ watch someone giving information about work experience in a job interview	roleplay a job interview
<b>UNIT REVIEW</b> p50		<b>WRITING</b> (p162) Write a covering email   <b>KEY SKILL</b> Beginning and ending emails and letters				
<b>U6 HEALTH</b>						
6.1	<b>Health myths</b> (p52) Give a presentation on health dos and don'ts	<b>quantifiers too and enough</b>	minor illnesses	<i>/ʌ/, /ɔ:/, /u:/, /eɪ/ and /ɜ:/</i>	listen to a radio show about health myths	give a presentation about staying healthy
6.2	<b>Keep fit</b> (p54) Plan an exercise event for your local community	<b>-ing forms</b>	exercise	<i>/ŋ/, /n/ and /m/</i>	read articles about fitness	plan an event to promote fitness
6.3	<b>We may never 'meet' again</b> (p56) Encourage people to make a lifestyle change	<b>present perfect with just, already and yet</b>	food groups	<i>/s/ and /ʃ/</i>	read an article about vegetarianism and veganism <b>KEY SKILL</b> Scanning for key words	<b>SPEAKING HUB</b> design a leaflet about a lifestyle change
6.4	<b>Café Hub</b> <b>Painful experience</b> (p58) Talk about your symptoms at a pharmacy		talk about your symptoms at a pharmacy	vowel sounds	▶ watch people describing their symptoms at a pharmacy	roleplay a conversation about health
<b>UNIT REVIEW</b> p60		<b>WRITING</b> (p163) Write a product review   <b>KEY SKILL</b> Ordering information				

Irregular Verbs (p121) Grammar Hub (p122) Vocabulary Hub (p146) Communication Hub (p152) Audioscripts (p170)

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U7 MIND</b>						
7.1	<b>Smile</b> (p62) Discuss what makes you happy	<b>articles</b>	feelings	/ə/ (schwa) in a / an	read an article about smiling	do a class survey about everyday things that make people happy
7.2	<b>The internet and the brain</b> (p64) Write an online comment about the effects of the internet	<b>used to</b>	shortened words	<i>used to</i>	read a blog about the effect of the internet on our brains	write a comment on a blog discuss the effects of the internet
7.3	<b>Intelligence</b> (p66) Talk about intelligence and achievements	<b>no article (school, the school)</b>	phrasal verbs	practising <i>the</i> : /ði:/ or /ðə/	listen to a podcast about a child prodigy <b>KEY SKILL</b> Listening for the order of events	<b>SPEAKING HUB</b> give a presentation about a child prodigy
7.4	<b>Café Hub</b> <b>Neena's dinner</b> (p68) Describe an object and say what you use it for		describe an object and say what you use it for	objects	▶ watch someone describing an object and saying what you use it for	talk about objects
<b>UNIT REVIEW</b> p70		<b>WRITING</b> (p164) Write a survey report	<b>KEY SKILL</b> Using survey report language			
<b>U8 ART</b>						
8.1	<b>Musical taste</b> (p72) Talk about taste in music and your favourite songs	<b>reflexive pronouns</b>	music	consonant clusters in words	listen to a podcast about music read a short text about a radio programme	talk about types of music you like
8.2	<b>Unusual art</b> (p74) Talk about art and artists	<b>infinitive of purpose</b>	types of art	/ɪ/ and /i:/	read a blog about art	talk about art
8.3	<b>Telling stories</b> (p76) Describe films and books	<b>first conditional</b>	film and book genres; adjectives for describing films and books	word stress in longer words	listen to a podcast about films and books <b>KEY SKILL</b> Identifying contrasts	<b>SPEAKING HUB</b> recommend a film or book
8.4	<b>Café Hub</b> <b>First date</b> (p78) Show interest in a topic		show interest in a topic	intonation	▶ watch people showing interest in a topic	show interest
<b>UNIT REVIEW</b> p80		<b>WRITING</b> (p165) Write a review	<b>KEY SKILL</b> Describing and recommending			
<b>U9 MONEY</b>						
9.1	<b>Spending money</b> (p82) Talk about attitudes to money and about spending money	<b>second conditional</b>	prepositions in money phrases	/ɑ:/, /ʌ/ and /æ/	read an article about whether spending money can buy you happiness	talk about spending money
9.2	<b>Getting and giving</b> (p84) Talk about philanthropy and charities	<b>defining relative clauses</b>	verbs connected with money	/s/ and /z/	listen to a lecture about philanthropists	discuss different charities and attitudes towards giving money to charity
9.3	<b>Who needs money?</b> (p86) Discuss your skills and how they could help others	<b>gerunds</b>	<i>make</i> and <i>do</i> expressions	/z/ and /dʒ/	read an article about bartering <b>KEY SKILL</b> Using context to guess unknown words	<b>SPEAKING HUB</b> speak about exchanging skills and services
9.4	<b>Café Hub</b> <b>Difficult customer</b> (p88) Go shopping for clothes and ask for a refund		go shopping for clothes and ask for a refund	adding emphasis	▶ watch someone shopping for clothes and asking for a refund	roleplay buying and returning a gift
<b>UNIT REVIEW</b> p90		<b>WRITING</b> (p166) Write a 'for sale' advert	<b>KEY SKILL</b> Describing a product			

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
<b>U10 SCIENCE AND TECHNOLOGY</b>						
10.1	<b>Devices</b> (p92) Describe and compare personal possessions.	<b>comparatives and superlatives</b>	electronic devices	/ɪst/ and superlative adjectives	listen to a radio show about devices	compare phones
10.2	<b>It's only good when it works</b> (p94) Describe types of technology	<b>more comparative structures</b>	using devices and the internet	/əz/ in comparative structures	read a blog about technology and the internet	talk about different types of technology
10.3	<b>The best view in the universe</b> (p96) Discuss the requirements for a job	<b>need to</b>	collocations: science and research	/ʊ/ and /u:/	read an article about the International Space Station <b>KEY SKILL</b> Facts and opinions	<b>SPEAKING HUB</b> talk about working in space
10.4	<b>Café Hub</b> <b>Locked out</b> (p98) Make and receive formal and informal phone calls		make and receive formal and informal phone calls	word stress and intonation	▶ watch people making and receiving phone calls	make and receive phone calls roleplay calling friends to ask for help
<b>UNIT REVIEW</b> p100		<b>WRITING</b> (p167) Write a recommendation   <b>KEY SKILL</b> Making recommendations				
<b>U11 NATURAL WORLD</b>						
11.1	<b>Natural wonders</b> (p102) Talk about natural wonders	<b>the passive (present and past simple)</b>	natural features	/e/ and /i:/	listen to a radio show about the Seven Natural Wonders of the World	give a presentation about a natural wonder
11.2	<b>Animal images</b> (p104) Read and talk about wildlife photography	<b>adjective + to + infinitive</b>	animals	to /tə/	read an article about a wildlife photographer	choose the best animal picture
11.3	<b>Throw-away world</b> (p106) Talk about the causes and effects of plastic pollution	<b>even</b>	<i>somewhere, nowhere, everywhere, anywhere</i>	/r/ pronounced and silent	read a news report about plastic pollution <b>KEY SKILL</b> Looking for ways of expressing cause and effect	<b>SPEAKING HUB</b> make a plan to do the Plastic Challenge
11.4	<b>Café Hub</b> <b>Power cut</b> (p108) Tell a story		tell a story	showing interest	▶ watch a someone telling a story	tell and respond to a story
<b>UNIT REVIEW</b> p110		<b>WRITING</b> (p168) Write an email giving suggestions and advice   <b>KEY SKILL</b> Making suggestions and giving advice				
<b>U12 MEDIA</b>						
12.1	<b>The news</b> (p112) Talk about the pros and cons of online news	<b>reported speech</b>	news expressions	/ɒ /, /ɔ:/ and /əʊ/	read an article about the news	conduct a class survey about people's attitudes to the news
12.2	<b>On the box</b> (p114) Talk and debate about different TV viewing habits	<b>past perfect</b>	television	word stress in past perfect sentences	read an article about how binge-watching has changed TV	hold a debate about TV shows, box sets and on-demand viewing
12.3	<b>Advertising</b> (p116) Talk about advertising and what makes a good advert	<b>shall</b>	advertising	/æ/ and /e/	listen to a discussion about advertising campaigns <b>KEY SKILL</b> Identifying opinion and attitudes of speakers	<b>SPEAKING HUB</b> plan and present an advertising campaign
12.4	<b>Café Hub</b> <b>Watch this</b> (p118) Give and respond to opinions		give and respond to opinions	agreeing and disagreeing	▶ watch people discussing the pros and cons of football	give and respond to opinions
<b>UNIT REVIEW</b> p120		<b>WRITING</b> (p169) Write a story   <b>KEY SKILL</b> Writing a story				

Irregular Verbs (p121) Grammar Hub (p122) Vocabulary Hub (p146) Communication Hub (p152) Audioscripts (p170)

### **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [B1 Macmillan English Hub](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 67

**Horario y lugar del curso:** [lunes y miércoles de 20:00 a 21:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [B1 Macmillan English Hub](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 585€](#) [Material didáctico 72€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**

# Student's Book Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U1 RELATIONSHIPS</b>						
1.1	<b>Breaking the ice</b> (p2) Find out about someone new	question forms	people	the alphabet	listen to a psychology podcast	find out some information about your classmates
1.2	<b>Blogs and bloggers</b> (p4) Talk about different types of people	frequency words and phrases	types of people	using a dictionary	read a blog review	interview a classmate about websites, blogs and vlogs
1.3	<b>Personality</b> (p6) Describe someone's personality	indefinite pronouns	personality adjectives, adjective + preposition	word stress in multisyllable adjectives	read a magazine article about handwriting <b>KEY SKILL</b> Previewing a text	<b>SPEAKING HUB</b> talk about your partner's handwriting
1.4	<b>Café Hub</b> <b>Hello again</b> (p8) Greet people and give personal information, make introductions		greet people and give personal information, make introductions	word stress and intonation	▶ watch people introduce themselves	greet people and give personal information, make introductions
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p158) Write information about yourself		<b>KEY SKILL</b> Checking your writing		
<b>U2 LIVING</b>						
2.1	<b>Love where you live</b> (p12) Talk about your neighbourhood	adverbs of degree	describing places	stress in two-syllable adjectives	read about Bosco Verticale (The forest in the sky)	talk about your neighbourhood
2.2	<b>The boomerang generation</b> (p14) Talk about your life and routine	present simple and present continuous	verb + preposition	consonant pairs at the beginning of words	listen to a radio show about 'the boomerang generation'	talk about your life and routine
2.3	<b>Time flies</b> (p16) Talk about life events	past simple – regular and irregular verbs	life events	Past simple irregular verbs /ɔ:/, /e/ and /eɪ/	read an online psychology article <b>KEY SKILL</b> Skimming for key words	<b>SPEAKING HUB</b> talk about first-time experiences
2.4	<b>Café Hub</b> <b>Noisy neighbours</b> (p18) Ask for and give advice		ask for and give advice	disagreeing	▶ watch people asking for and giving advice	ask for and give advice
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p159) Write an email of complaint		<b>KEY SKILL</b> Linking words		
<b>U3 TRAVEL</b>						
3.1	<b>The four-year journey</b> (p22) Talk about journeys and transport	all / some / most / no / none	types of transport	/p/, /b/, /v/	read an article about a four-year journey	interview others about their travel habits
3.2	<b>Lost at sea</b> (p24) Tell a story about a journey	past continuous and past simple	prefixes	was and were with past continuous	listen to a podcast about a family lost at sea	discuss different types of adventures describe a journey
3.3	<b>Too good to be true</b> (p26) Talk about the kind of holidays you like	verb + -ing and to + infinitive	accommodation and facilities	/ʃ/, /tʃ/ and /dʒ/	read an article about tips for a happy holiday <b>KEY SKILL</b> Identifying tone	<b>SPEAKING HUB</b> give a presentation about holiday accommodation
3.4	<b>Café Hub</b> <b>Overslept</b> (p28) Ask for travel information and check understanding		ask for travel information and check understanding	word stress and intonation and check understanding	▶ watch someone asking for travel information	ask for travel information and check understanding
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p160) Write an email about a travel experience		<b>KEY SKILL</b> Ordering events		

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
<b>U4 SOCIALISING</b>						
4.1	<b>What's the plan?</b> (p32) Talk about plans you have made for a weekend with visitors	<b>be going to + infinitive and present continuous for the future</b>	free time	<i>going to</i>	listen to a conversation about free time activities	plan a weekend
4.2	<b>The future of free time</b> (p34) Present reasons to support or argue against predictions	<b>making predictions</b>	suffixes	<i>will and won't</i>	read an article about the future of our social lives	discuss predictions about the future
4.3	<b>Hygge</b> (p36) Ask and answer questions about how you like to spend your free time	<b>subject and object questions</b>	relaxing	linking a consonant to a vowel	read an online article about <i>hygge</i> <b>KEY SKILL</b> Summarising	<b>SPEAKING HUB</b> talk about socialising and free time activities
4.4	<b>Café Hub</b> <b>Would you?</b> (p38) Make arrangements to meet up with somebody		make arrangements to meet up with somebody	saying <i>yes or no</i>	▶ watch people making arrangements to meet up	make arrangements and say <i>yes or no</i> to invitations
<b>UNIT REVIEW</b> p40		<b>WRITING</b> (p161) Write an invitation and reply		<b>KEY SKILL</b> Informal emails		
<b>U5 WORK</b>						
5.1	<b>Work</b> (p42) Talk about the pros and cons of different jobs and say how they help society	<b>can, could, be able to</b>	work collocations	<i>/w/ and /v/</i>	read an online article about what makes us happy in our jobs	discuss the pros and cons of different jobs and how valuable they are to society
5.2	<b>Flip-flop entrepreneurs</b> (p44) Decide on the rules for a workplace or classroom	<b>obligation, necessity and permission: must, have to and can</b>	adjectives for appearance	<i>can / can't and must / mustn't</i>	read an article about a charity	talk about rules in the workplace or classroom
5.3	<b>Don't call us</b> (p46) Answer questions on topics in which you are an expert	<b>present perfect with for and since</b>	<i>work + preposition</i>	<i>has, have, for, since</i>	listen to a job interview <b>KEY SKILL</b> Listening for inference	<b>SPEAKING HUB</b> talk about a topic in which you are an expert
5.4	<b>Café Hub</b> <b>The cat</b> (p48) Give information about your work experience in a job interview		give information about your work experience in a job interview	singular and plural forms	▶ watch someone giving information about work experience in a job interview	roleplay a job interview
<b>UNIT REVIEW</b> p50		<b>WRITING</b> (p162) Write a covering email		<b>KEY SKILL</b> Beginning and ending emails and letters		
<b>U6 HEALTH</b>						
6.1	<b>Health myths</b> (p52) Give a presentation on health dos and don'ts	<b>quantifiers too and enough</b>	minor illnesses	<i>/ɪ/, /ɔ:/, /u:/, /eɪ/ and /ɜ:/</i>	listen to a radio show about health myths	give a presentation about staying healthy
6.2	<b>Keep fit</b> (p54) Plan an exercise event for your local community	<b>-ing forms</b>	exercise	<i>/ŋ/, /n/ and /m/</i>	read articles about fitness	plan an event to promote fitness
6.3	<b>We may never 'meat' again</b> (p56) Encourage people to make a lifestyle change	<b>present perfect with just, already and yet</b>	food groups	<i>/s/ and /ʃ/</i>	read an article about vegetarianism and veganism <b>KEY SKILL</b> Scanning for key words	<b>SPEAKING HUB</b> design a leaflet about a lifestyle change
6.4	<b>Café Hub</b> <b>Painful experience</b> (p58) Talk about your symptoms at a pharmacy		talk about your symptoms at a pharmacy	vowel sounds	▶ watch people describing their symptoms at a pharmacy	roleplay a conversation about health
<b>UNIT REVIEW</b> p60		<b>WRITING</b> (p163) Write a product review		<b>KEY SKILL</b> Ordering information		

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	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
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7.1	<b>Smile</b> (p62) Discuss what makes you happy	articles	feelings	/ə/ (schwa) in a / an	read an article about smiling	do a class survey about everyday things that make people happy
7.2	<b>The internet and the brain</b> (p64) Write an online comment about the effects of the internet	used to	shortened words	used to	read a blog about the effect of the internet on our brains	write a comment on a blog discuss the effects of the internet
7.3	<b>Intelligence</b> (p66) Talk about intelligence and achievements	no article ( <i>school, the school</i> )	phrasal verbs	practising <i>the</i> : /ði:/ or /ðə/	listen to a podcast about a child prodigy <b>KEY SKILL</b> Listening for the order of events	<b>SPEAKING HUB</b> give a presentation about a child prodigy
7.4	<b>Café Hub</b> <b>Neena's dinner</b> (p68) Describe an object and say what you use it for		describe an object and say what you use it for	objects	▶ watch someone describing an object and saying what you use it for	talk about objects
<b>UNIT REVIEW</b> p70		<b>WRITING</b> (p164) Write a survey report		<b>KEY SKILL</b> Using survey report language		
<b>U8 ART</b>						
8.1	<b>Musical taste</b> (p72) Talk about taste in music and your favourite songs	reflexive pronouns	music	consonant clusters in words	listen to a podcast about music read a short text about a radio programme	talk about types of music you like
8.2	<b>Unusual art</b> (p74) Talk about art and artists	infinitive of purpose	types of art	/ɪ/ and /i:/	read a blog about art	talk about art
8.3	<b>Telling stories</b> (p76) Describe films and books	first conditional	film and book genres; adjectives for describing films and books	word stress in longer words	listen to a podcast about films and books <b>KEY SKILL</b> Identifying contrasts	<b>SPEAKING HUB</b> recommend a film or book
8.4	<b>Café Hub</b> <b>First date</b> (p78) Show interest in a topic		show interest in a topic	intonation	▶ watch people showing interest in a topic	show interest
<b>UNIT REVIEW</b> p80		<b>WRITING</b> (p165) Write a review		<b>KEY SKILL</b> Describing and recommending		
<b>U9 MONEY</b>						
9.1	<b>Spending money</b> (p82) Talk about attitudes to money and about spending money	second conditional	prepositions in money phrases	/ɑ:/, /ɪ/ and /æ/	read an article about whether spending money can buy you happiness	talk about spending money
9.2	<b>Getting and giving</b> (p84) Talk about philanthropy and charities	defining relative clauses	verbs connected with money	/s/ and /z/	listen to a lecture about philanthropists	discuss different charities and attitudes towards giving money to charity
9.3	<b>Who needs money?</b> (p86) Discuss your skills and how they could help others	gerunds	make and do expressions	/z/ and /dʒ/	read an article about bartering <b>KEY SKILL</b> Using context to guess unknown words	<b>SPEAKING HUB</b> speak about exchanging skills and services
9.4	<b>Café Hub</b> <b>Difficult customer</b> (p88) Go shopping for clothes and ask for a refund		go shopping for clothes and ask for a refund	adding emphasis	▶ watch someone shopping for clothes and asking for a refund	roleplay buying and returning a gift
<b>UNIT REVIEW</b> p90		<b>WRITING</b> (p166) Write a 'for sale' advert		<b>KEY SKILL</b> Describing a product		



	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U10 SCIENCE AND TECHNOLOGY</b>						
10.1	<b>Devices</b> (p92) Describe and compare personal possessions	<b>comparatives and superlatives</b>	electronic devices	/ɪst/ and superlative adjectives	listen to a radio show about devices	compare phones
10.2	<b>It's only good when it works</b> (p94) Describe types of technology	<b>more comparative structures</b>	using devices and the internet	/əz/ in comparative structures	read a blog about technology and the internet	talk about different types of technology
10.3	<b>The best view in the universe</b> (p96) Discuss the requirements for a job	<b>need to</b>	collocations: science and research	/ʊ/ and /uː/	read an article about the International Space Station <b>KEY SKILL</b> Facts and opinions	<b>SPEAKING HUB</b> talk about working in space
10.4	<b>Café Hub</b> <b>Locked out</b> (p98) Make and receive formal and informal phone calls		make and receive formal and informal phone calls	word stress and intonation	▶ watch people making and receiving phone calls	make and receive phone calls roleplay calling friends to ask for help
<b>UNIT REVIEW</b> p100		<b>WRITING</b> (p167) Write a recommendation   <b>KEY SKILL</b> Making recommendations				
<b>U11 NATURAL WORLD</b>						
11.1	<b>Natural wonders</b> (p102) Talk about natural wonders	<b>the passive (present and past simple)</b>	natural features	/e/ and /iː/	listen to a radio show about the Seven Natural Wonders of the World	give a presentation about a natural wonder
11.2	<b>Animal images</b> (p104) Read and talk about wildlife photography	<b>adjective + to + infinitive</b>	animals	to /tə/	read an article about a wildlife photographer	choose the best animal picture
11.3	<b>Throw-away world</b> (p106) Talk about the causes and effects of plastic pollution	<b>even</b>	<i>somewhere, nowhere, everywhere, anywhere</i>	/r/ pronounced and silent	read a news report about plastic pollution <b>KEY SKILL</b> Looking for ways of expressing cause and effect	<b>SPEAKING HUB</b> make a plan to do the Plastic Challenge
11.4	<b>Café Hub</b> <b>Power cut</b> (p108) Tell a story		tell a story	showing interest	▶ watch a someone telling a story	tell and respond to a story
<b>UNIT REVIEW</b> p110		<b>WRITING</b> (p168) Write an email giving suggestions and advice   <b>KEY SKILL</b> Making suggestions and giving advice				
<b>U12 MEDIA</b>						
12.1	<b>The news</b> (p112) Talk about the pros and cons of online news	<b>reported speech</b>	news expressions	/ɒ /, /ɔː/ and /əʊ/	read an article about the news	conduct a class survey about people's attitudes to the news
12.2	<b>On the box</b> (p114) Talk and debate about different TV viewing habits	<b>past perfect</b>	television	word stress in past perfect sentences	read an article about how binge-watching has changed TV	hold a debate about TV shows, box sets and on-demand viewing
12.3	<b>Advertising</b> (p116) Talk about advertising and what makes a good advert	<b>shall</b>	advertising	/æ/ and /e/	listen to a discussion about advertising campaigns <b>KEY SKILL</b> Identifying opinion and attitudes of speakers	<b>SPEAKING HUB</b> plan and present an advertising campaign
12.4	<b>Café Hub</b> <b>Watch this</b> (p118) Give and respond to opinions		give and respond to opinions	agreeing and disagreeing	▶ watch people discussing the pros and cons of football	give and respond to opinions
<b>UNIT REVIEW</b> p120		<b>WRITING</b> (p169) Write a story   <b>KEY SKILL</b> Writing a story				

Irregular Verbs (p121) Grammar Hub (p122) Vocabulary Hub (p146) Communication Hub (p152) Audioscripts (p170)

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Pippa & Pop 3](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 69

**Horario y lugar del curso:** [martes y jueves de 16:00 a 17:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Pippa & Pop 3](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 468€](#) [Material didáctico 38€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**

# Map of the book

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>1</b> <b>Me!</b> Page 6	<b>Introduction</b> Page 4. Review Level 2: characters, numbers, likes <i>angry, bored, excited, scared, sleepy, surprised</i>	Hello! What's your name? I'm (Kim). How old are you? I'm (eight). I like (books). What's her / his name? She's (Kim). He's (Dan). How old is she / he? She's / He's (eight). He's / She's / I'm (bored). He isn't / She isn't / I'm not (bored).	Review Level 2 letter sounds: b, m, t, g, p, d, k, n, s, h	Jane's name Be yourself	Review numbers: 1 - 20	Music: Emotions from music	Make a self portrait
<b>2</b> <b>My day</b> Page 18	<i>brush my hair, brush my teeth, get dressed, have breakfast, wake up, wash my face</i> go to bed, have a bath, have dinner, have a snack, listen to a story, play with friends	I (wake up) (in the morning / every day). They / We (play with friends) (after school / in the evening). We / They don't (have a bath).	Letter sound /j/ (sh)	Brush your hair, Leo! Look after yourself	Adding up by counting	Social studies: Times of day	Make a daily activities display
<b>3</b> <b>My home</b> Page 30	<i>make the bed, pick up the toys, set the table, sweep the floor, wash the clothes, wash the dishes</i> bed, bookcase, cupboard, lamp, rug, toy box	He / She (washes the dishes). I (sweep the floor). It's (under / in / on / next to) the (bed).	Letter sound /k/ (ck)	Goldilocks and the three bears Respect other people's things	Numbers: 10, 20, 30, 40	Social studies: Objects at home	Make and decorate a bedroom
<b>4</b> <b>My sports</b> Page 44	<b>Units 1-3 Review</b> Page 42-43. <i>badminton, baseball, basketball, football, hockey, tennis</i> bouncing, catching, hitting, kicking, rolling, throwing	They're / She's / He's playing (football). She's / He's / They're / I'm (throwing) the ball.	Letter sound /ŋ/ (ng)	A sport for Grace Persevere	Subtracting by counting	Physical education: Team sports	Make a ball

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>5</b> <b>My free time</b> Page 56	cooking dinner, drawing pictures, listening to music, playing video games, reading books, watching TV go roller skating, go swimming, play a board game, play with building blocks, play hide-and-seek, play outside	I / We like (reading books). Let's (go swimming / play a board game)! Can I (come / play)?	Letter sounds / <b>o</b> / (short oo) and / <b>u</b> / (long oo)	Jack loves reading Join in and help	Numbers: 50, 60	Art: Paintings, photographs and sculptures	Make a board game
<b>6</b> <b>My food</b> Page 68	cake, chocolate, crisps, grapes, pineapple, sweets beans, cereal, fruit, meat, rice, vegetables	Would you like some (chocolate)? Yes, please. / No, thank you. I'd like some (sweets), please. I / We have (meat and rice) for (breakfast / lunch / dinner).	Letter sound / <b>f</b> / (ch)	Share, Ricky Raccoon! Share	Estimating quantity	Science: Salty, sour and sweet	Make a plate of food
<b>Units 4–6 Review</b> Page 80–81							
<b>7</b> <b>Animals</b> Page 82	crocodile, elephant, hippo, monkey, snake, tiger duck, giraffe, lizard, parrot, spider, zebra	There's (a monkey). There are (three) (monkeys). There are (lots of) (snakes). They're (giraffes). They've got (long necks / long legs / stripes / short legs / big feet / long tails / sharp teeth). They're (fast).	Letter sound / <b>θ</b> / (th)	The mouse and the lion Be friendly	Numbers: 70, 80	Science: Where animals live	Make an animal
<b>8</b> <b>Plants</b> Page 94	garden, plants, rain, seeds, soil, sun beautiful, clean, dirty, new, old, ugly	What do plants need? Plants need (sun / rain / soil). What (beautiful) (flowers)? What (a dirty) (nose)?	Letter sound / <b>i</b> / (ee, ee)	Sophia's garden Work together	Measuring length	Science: How plants grow	Make a plant diagram
<b>9</b> <b>My town</b> Page 106	hospital, playground, restaurant, school, shop, supermarket doctor, farmer, nurse, shop assistant, teacher, waiter	Where are you / are we going? I'm / We're going to the (supermarket). A (teacher) works in a (school). He / She works on a farm. Where does (a teacher) work? Does (a nurse) work (in) a (hospital)? Yes, he / she does. No, he / she doesn't.	Letter sound / <b>er</b> / (ay, ai)	Big-city cat and small-town cat Appreciate what you have	Numbers: 90, 100	Social studies: Jobs	Make a jobs poster

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Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Complete FIRST B2](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 69

**Horario y lugar del curso:** [martes y jueves de 16:00h a 17:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

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**Precio final del curso:** [Matrícula 35€](#) [Curso 531€](#) [Material didáctico 54€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> A family affair	Part 6: 'A seat at the table' Part 2: 'The housework gap'	Part 1: An essay: Technology has a largely positive impact on families. Do you agree? Expressing opinions Using <i>although, however, despite, that being said</i> and <i>whereas</i>	Part 1: People talking about friends and family
<b>2</b> Leisure and pleasure	Part 5: 'View from the top' Part 4: Key word transformation	Part 2: An article: A great way to spend your free time Writing compound sentences	Part 2: A talk by a vlogger
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Happy holidays?	Part 3: 'Danger ahead' Part 7: 'It was great, but ...'	Part 2: A report: A one-day excursion to a local place of interest Structuring a report	Part 3: Five people talking about a holiday they've been on
<b>4</b> Food, glorious food	Part 6: 'What are you printing for dinner?' Part 1: 'A café with a difference'	Part 2: A review: A restaurant, café or snack bar Using descriptive adjectives	Part 4: An interview with someone who runs a catering business
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Study time	Part 7: 'At university abroad' Part 3: 'Mobile phones in the classroom'	Part 1: An essay: All young people should study a foreign language as part of their education. Do you agree? Writing opening paragraphs	Part 1: People talking about studying and education
<b>6</b> Good job!	Part 5: 'Chasing a storm' Part 2: 'Volunteers wanted'	Part 2: A letter or email: Describing jobs students do in your country Commonly misspelt words	Part 3: Five people talking about their jobs in tourism
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> High adventure	Part 6: 'Looking for something different? Try a Tough Mudder' Part 4: Key word transformation	Part 2: An article: A great way to keep fit Structuring an article	Part 2: A talk about scuba diving Part 4: A radio interview with someone who went wing walking
<b>8</b> Dream of the stars	Part 7: 'What sort of films are you into?' Part 1: 'The rise of the bedroom producer'	Part 1: An essay: Being a famous film star has both advantages and disadvantages. Do you agree? Writing a balanced essay	Part 2: A talk by a celebrity chef
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> The power of the mind	Part 5: 'The secret of happiness' Part 4: Key word transformation	Part 2: A report: The benefits of improving classrooms and students' social activities Making recommendations and suggestions	Part 1: People talking about different aspects of psychology
<b>10</b> Spend, spend, spend	Part 2: 'A new way to shop' Part 5: 'A journey of self-discovery'	Part 2: A review: A place where people have a good time Building complex sentences	Part 4: An interview with someone who runs their own fashion magazine
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Medical matters	Part 6: '#VerifyHealthcare' Part 3: 'How would you react?'	Part 1: An essay: Modern lifestyles can seriously endanger our health. Do you agree? Writing concluding paragraphs	Part 3: Five people talking about their job as a doctor
<b>12</b> Animal kingdom	Part 1: 'Aoshima: Japan's cat island' Part 7: 'Surviving an animal attack'	Part 2: A letter or email: Advice to a visitor to your country Giving advice	Part 1: People talking about animals in different situations
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> House space	Part 5: 'My new home in Venice, 1733' Part 2: 'Living in a tiny home'	Part 2: An article: My ideal home Planning a piece of writing	Part 2: A talk by someone who attended a conference about smart homes
<b>14</b> Fiestal	Part 6: 'Keeping festivals clean and green' Part 3: 'My neighbourhood street party'	Part 1: An essay: Is it better to listen to live or recorded music? Is it better to watch films at the cinema or at home? <i>It, this, that and they</i> for reference	Part 4: An interview with a comedian
<i>Vocabulary and grammar review Units 13 and 14</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Talking about yourself, your friends and your family Giving extended answers	Word stress: Stress in words with two or more syllables	Phrasal verbs to describe relationships Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
<b>Part 2:</b> Describing the benefits of different free-time activities Using discourse markers to structure answers	Sentence stress (1): Stress on words carrying the most meaning	Phrasal verbs and expressions to talk about skills and hobbies	Making comparisons Adjectives with <i>-ed</i> and <i>-ing</i>
<b>Part 3:</b> Discussing the benefits of different kinds of trips Phrases to involve partners in a discussion Strategies for dealing with the second section of Part 3	Intonation (1): Indicating that you have finished speaking, or have more to say	<i>travel, journey, trip</i> and <i>way</i> Forming adjectives and adverbs with suffixes	Past simple, past continuous and <i>used to</i> <i>at, in</i> and <i>on</i> in time phrases Past perfect simple and continuous
<b>Part 4:</b> Discussing diet, food and health Supporting opinions with reasons and examples	Grouping words and pausing (1)	<i>food, dish</i> and <i>meal</i> Adjectives to describe restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
<b>Part 1:</b> Talking about studying Giving reasons and offering several possible ideas	Syllable stress: Shifting word stress	Phrasal verbs connected with education and study <i>find out, get to know, know, learn, teach, study, attend, join, take part, assist</i>	Zero, first and second conditionals
<b>Part 2:</b> Describing different kinds of work Describing similarities and differences when comparing	Sentence stress (2): Contrastive sentence stress	<i>work</i> or <i>job</i> ; <i>possibility, occasion</i> or <i>opportunity</i> ; <i>fun</i> or <i>funny</i> Collocations with <i>job</i> and <i>work</i>	Countable and uncountable nouns Articles
<b>Part 3:</b> Discussing whether people should spend more of their free time playing sports Suggesting ideas, asking your partner's opinion, agreeing and disagreeing	Intonation (2): Showing interest and enthusiasm	Verb collocations with activities <i>look, see, watch, listen</i> and <i>hear</i>	Infinitive and verb + <i>-ing</i>
<b>Part 4:</b> Discussing different aspects of entertainment Giving balanced answers	Grouping words and pausing (2)	Describing entertainment <i>play, performance</i> and <i>acting</i> ; <i>audience, (the) public</i> and <i>spectators</i> ; <i>scene</i> and <i>stage</i>	<i>At, in</i> and <i>on</i> to express location Reported speech
<b>Part 2:</b> Describing different kinds of feelings and emotions Speculating about photos using modals and <i>look, seem</i> and <i>appear</i>	Sentence stress (3): Using stress for emphasis	<i>achieve, carry out</i> and <i>devote</i> <i>stay, spend</i> and <i>pass</i> ; <i>move, cause</i> and <i>have</i>	Modal verbs to express certainty and possibility
<b>Part 1:</b> Talking about spending money Strategies for answering Part 1 questions	Linking (1): Linking to increase fluency	<i>arrive, get</i> and <i>reach</i> Phrasal verbs connected with shopping	<i>as</i> and <i>like</i> Modal verbs to express ability
<b>Part 2:</b> Describing situations related to health Expressions when you need time to think, can't think of a word or have made a mistake	Intonation (3): Showing certainty / uncertainty	Health vocabulary Idiomatic expressions	Relative pronouns and relative clauses
<b>Parts 3 and 4:</b> Discussing topics related to animals Commenting on the question Expressing other people's opinions Expressing agreement and disagreement	Word stress (3): Strong and weak forms	<i>avoid, prevent</i> and <i>protect</i> ; <i>check, control, keep an eye on</i> and <i>supervise</i>	Third conditional and mixed conditionals <i>wish, if only</i> and <i>hope</i>
<b>Part 2:</b> Describing people in different locations Strategies for answering Part 2 questions	Linking (2): Linking with consonant sounds	Vocabulary to describe where you live <i>space, place, room, area, location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
<b>Parts 3 and 4:</b> Discussing topics related to festivals and celebrations Strategies for working with a partner	Improving fluency	Vocabulary for festivals Suffixes to form nouns for people	The passive

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Be Curious 1](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/106/2024](#)

**Horas lectivas:** [69](#)

**Horario y lugar del curso:** [martes y jueves de 17:00 a 18:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. La prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Be Curious 1](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#), [Curso 531](#), [Material 58€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>Hello</b> Page 4	<b>Main scene vocabulary</b> <i>bird, boat, book, bus, cat</i>  <b>Numbers</b> 1-6  <b>Colours</b> <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim). What number's this? What colour's this?</i>			
<b>1 Friends and family</b> Page 8	<b>Friends and family</b> <i>man, woman, boy, girl, family</i>  <b>More family</b> <i>mum, dad, brother, sister, pet</i>	<i>What's your name? My name's ... / I'm ... How old are you? I'm ...  He's/She's ...</i>	<b>Home time</b> A real-life story Skills practice	Initial sounds: introduction	Family trees
<b>2 At school</b> Page 18	<b>School</b> <i>bag, classroom, pencil, playground, teacher</i>  <b>More school</b> <i>board, bookcase, chair, cupboard, table</i>	<i>What are they? They're ... Are they ...? Yes. / No.  Where's my ...? Where is it? It's in/on/under ...</i>	<b>The bird and the cat</b> A cartoon story Skills practice	Initial letter sound: b	Primary and secondary colours
<b>3 Food shopping</b> Page 28	<b>Food</b> <i>apple, banana, grapes, orange, watermelon</i>  <b>More food</b> <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ...  How many ... are there? A lot.</i>	<b>In Mr Brown's garden</b> An animal story Skills practice	Initial letter sounds: b, c	Where food comes from
<b>Review Units 1-3</b>					
<b>4 At home</b> Page 40	<b>Home</b> <i>bed, clock, computer, lamp, mirror</i>  <b>Rooms</b> <i>bathroom, bedroom, garden, kitchen, living room</i>	<i>I've/You've got ... Have you got ...? Yes, I have. No, I haven't.  I/We/They haven't got ...</i>	<b>The three wishes</b> A traditional story Skills practice	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>5 My body</b> Page 50	<b>Body</b> <i>ears, eyes, hair, mouth, legs</i> <b>Describing appearance</b> <i>big, small, long, short, beautiful</i>	<i>He's/She's got ... Has he/she got ...? Yes, he's/she's got .... He/She hasn't got ...</i>	<b>My best friend</b> A real-life story Skills practice	Initial letter sounds: b, c, l	Keeping clean
<b>6 My toys</b> Page 60	<b>Toys</b> <i>board game, camera, doll, teddy, train</i> <b>More toys</b> <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...? I like/love ... What's your favourite ...? I like/don't like ...</i>	<b>My favourite toy</b> A real-life story Skills practice	Initial letter sound: t	Materials
<b>Review Units 4-6</b>					
<b>7 Free time</b> Page 72	<b>Action verbs</b> <i>climb, jump, run, swim, walk</i> <b>Free time activities</b> <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ...? Yes, I can. / No, I can't. I can ... What are you doing? I'm ...ing.</i>	<b>The queen of the river</b> A traditional story Skills practice	Initial letter sounds: f, p	Emotions
<b>8 We're having fun!</b> Page 82	<b>More action verbs</b> <i>clean, drink, eat, sleep, take a photo</i> <b>Nature</b> <i>beach, flower, sea, sun, tree</i>	<i>I'm ...ing. What's he/she ...ing? What are you/they ...ing? He's/She's ...ing. They're ...ing.</i>	<b>Clean the beach day</b> A fantasy story Skills practice	Initial letter sounds: b, t, s	Weather
<b>9 Moving to the farm</b> Page 92	<b>Clothes</b> <i>jacket, jeans, shoes, socks, T-shirt</i> <b>Farm animals</b> <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ... Do you want (your) ...? Yes, I do. / No, I don't. Let's ... Yes, OK/great/please. No, thank you.</i>	<b>Five good friends</b> An animal story Skills practice	Initial letter sounds: review	Caring for animals
<b>Review Units 7-9</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 6**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **69**

**Horario y lugar del curso:** **martes y jueves de 17:00 a 18:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en **tres trimestres** llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 6**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 62€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>1 In style</b> Mission: Write a review Page 4	Clothes Parts of clothes <b>Pronunciation:</b> plural pronunciation of 's'	<b>Comparative adjectives, adverbs and as...as</b> <i>On the first site, the shoes were much more expensive.</i> <i>I took the T-shirt out of the box as quickly as I could.</i> <b>The present simple with future meaning</b> <i>The bus leaves at quarter past six.</i>	<b>King Canute's day on the beach</b> A story Social and emotional skill: dealing with frustration	<b>Clothes throughout history</b> Learn about clothes and materials in the past, present and future.	A2 Key for Schools: Reading Part 1 A2 Key for Schools: Listening Part 1
<b>2 Future technology</b> Mission: Recommend new technology Page 16	Technology Verbs for using computers <b>Pronunciation:</b> syllabus stress in two-syllable words	<b>The first conditional</b> <i>If my mum says it's OK, then I'll go.</i> <b>The zero and first conditional</b> <i>If the floor is dirty, a robot drives around and cleans.</i> <i>If I'm hungry, I'll ask the freezer, "What ice cream have we got?"</i>	<b>The IAST Times</b> A newspaper article Social and emotional skill: dealing with jealousy	<b>How to make an app</b> Learn what an app is and what you need to make one.	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading Part 2
<b>3 Jim-nastics</b> Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment <b>Pronunciation:</b> contracted forms	<b>The passive (present simple)</b> <i>Dog surfing competitions are organised by people all around the world.</i> <b>Modal verbs</b> <i>Birch may have made a mistake.</i> <i>This could be the most important point today.</i> <i>The ball might go into the net!</i> <i>Shall we watch that goal again?</i>	<b>The Spartan Princess</b> A comic book Social and emotional skill: perseverance	<b>How athletes prepare for sport</b> Learn how athletes train, eat and sleep before competitions.	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading Part 5
<b>Review units 1-3</b>					
<b>4 Be careful!</b> Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine <b>Pronunciation:</b> sentence stress	<b>The present perfect with how long, for and since</b> <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> <b>The present continuous for future plans</b> <i>We're taking her to the vet this evening.</i>	<b>The £20,000 adventure</b> A story Social and emotional skill: dealing with fear	<b>Changes in medicine</b> Learn about vaccinations and treatments.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Listening Part 4
<b>5 Fun foods</b> Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment <b>Pronunciation:</b> verb endings in the past	<b>Rather and prefer</b> <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> <b>The passive (past simple)</b> <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	<b>The very, very interesting diary of Juana Sánchez</b> A diary Social and emotional skill: apologising and showing empathy	<b>Food groups</b> Learn about why some foods are good for you.	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Writing Part 7

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>6 Environmentally friendly</b> Mission: Share ideas to protect your environment! Page 66	Home The environment <b>Pronunciation:</b> schwa	<b>A lot of, lots of, a few, a little, many, much</b> <i>There's a lot of water from our town's river.</i> <i>There are lots of fish living in the water.</i> <i>Many people don't believe me.</i> <i>My house doesn't use much electricity.</i> <i>When we have a little rubbish, we try to use it.</i> <i>We only throw away a few bags each year.</i> <b>Tag questions</b> <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	<b>The fall of a Mayan city</b> A story Social and emotional skill: looking after the environment	<b>Ecosystems in the city</b> Learn about the animals that make their home in the city.	A2 Key for Schools: Speaking Part 2 A2 Key for Schools: Writing Part 6
<b>Review units 4–6</b>					
<b>7 Feeling it</b> Mission: Make a 'feelings wheel' Page 80	Feeling and emotions Well-being <b>Pronunciation:</b> /b/ /v/ /w/	<b>Needn't, have to, should, ought to, must, mustn't</b> <i>I have to wait until I'm older.</i> <i>If your parents say you can't have a snake, you must listen to them!</i> <i>You mustn't get a snake without telling your parents!</i> <i>You needn't worry if some of your ideas aren't very good.</i> <i>You should try to be satisfied with what you have.</i> <i>You ought to write about something you love.</i> <b>Such ... that / so ... that</b> <i>It's so fun that my mum and I always laugh a lot!</i> <i>It's such a relaxing place that I once fell asleep there!</i>	<b>The cowboy who cried wolf</b> A story Social and emotional skill: telling the truth	<b>Emotional awareness</b> Learn about empathy and how we show emotions.	A2 Key for Schools: Reading Part 3 A2 Key for Schools: Listening Part 3
<b>8 Pretty cities</b> Mission: Plan a city visit Page 92	A tour of a city Visiting new places <b>Pronunciation:</b> intonation in questions	<b>Indirect questions</b> <i>Do you know how many paintings there are?</i> <b>Used to / didn't used to</b> <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	<b>The case of the Butterfly Diamond</b> A novel Social and emotional skill: managing stress	<b>Responsible tourism</b> Learn how to look after places when you go on holiday.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Reading Part 5
<b>9 Lights, camera, action!</b> Mission: Make a scene for a film or TV show Page 104	TV and film genres Television <b>Pronunciation:</b> word stress	<b>Causative have/get</b> <i>Mum's having a special superhero cake made for me.</i> <b>The second conditional</b> <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	<b>The Monster in our Homes!</b> A poem Social and emotional skill: identifying and expressing an opinion	<b>Special effects</b> Learn how special effects are used in films.	A2 Key for Schools: Writing Part 7 A2 Key for Schools: Writing Part 6
<b>Review units 7–9</b>					
<b>Pronunciation</b>					
<b>Grammar reference</b>					

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** **Be Curious 5**

**Fecha de inicio:** **15/09/2023**

**Fecha de fin:** **15/06/2024**

**Horas lectivas:** **69**

**Horario y lugar del curso:** **martes y jueves de 18:00 a 19:00h;** acorde a nuestro calendario académico en Thompson English Academy **Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.**

*Adjuntamos copia del contenido del curso a este documento.*

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** **Be Curious 5**

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

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**Precio final del curso:** **Matricula 35€ Curso 531€ Material didáctico 62€.**

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet Diversicus</b> Page 4	Main character names Describing people	<b>Revision of Level 4</b>			
<b>1 This year's trip</b> Mission: Prepare a holiday planner for this school year Page 6	Months and ordinal numbers Journeys Sounds and spelling: stress in months vocabulary	<b>might/may</b> <i>It might be hot.</i> <i>You may need a strong pair of boots.</i> <b>Indefinite pronouns</b> <i>everywhere, somewhere, anywhere, nowhere; everyone, someone, anyone, no-one; everything, something, anything, nothing</i>	<b>What's the climate like?</b> Learn about climates and climate zones The Arabian Desert	<b>The lion of the seas</b> A children's encyclopedia entry Social and emotional skill: Self-confidence and bravery	A2 Flyers Reading and Writing Part 2
<b>2 Our beautiful planet</b> Mission: Write an explorer's expedition diary Page 18	The natural world Animals Sounds and spelling: silent e	<b>Past simple review: regular and irregular verbs; ago</b> <i>We got here a week ago.</i> <i>We didn't visit Uluru.</i> <i>Did you go away last month?</i> <b>too and enough</b> <i>There's too much plastic.</i> <i>There isn't enough water.</i>	<b>Save our world</b> Learn about endangered animals Animals in Australia	<b>When Dad lost his glasses</b> A poem Social and emotional skill: Showing awareness of how others feel	A2 Flyers Listening Part
<b>3 Let's celebrate!</b> Mission: Have a class quiz in teams Page 30	Competitions Music and festivals Sounds and spelling: b and v	<b>Present perfect for experience</b> <i>Have you ever eaten black beans?</i> <i>Have you ever danced samba?</i> <b>Present perfect with just, already, yet</b> <i>I've already taken more than 100 photos.</i> <i>I haven't seen the pyramids yet.</i> <i>We've just finished in Brazil.</i>	<b>Making music history</b> Learn about the history of musical instruments Brazilian carnival music	<b>The local football hero</b> A real-life story Social and emotional skill: Resilience and perseverance	A2 Flyers Listening Part
<b>Review Units 1-3</b>					
<b>4 Time of our lives</b> Mission: Write a chain story about a mystery Page 44	Verbs for offers, promises and requests Telling the time Sounds and spelling: alternative spellings for ee	<b>Past continuous</b> <i>While I was cleaning my bike, my sister was watching TV.</i> <i>I was getting hot when Mum came out.</i> <b>Present perfect with since/for</b> <i>We've been here since five past four.</i> <i>We've been here for a quarter of an hour.</i>	<b>Time zones</b> Learn about time zones New Year celebrations around the world	<b>The legend of Mother Mountain</b> A legend Social and emotional skill: Understanding how actions can affect the environment	A2 Flyers Listening Part

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Let it snow!</b> <b>Mission:</b> Prepare a TV weather report Page 56	Seasons and weather In winter Sounds and spelling: revision of -er, -ar and -or endings	<b>will/won't</b> <i>I'll water their garden.</i> <i>We won't talk about football.</i> <b>Conjunctions: so and because</b> <i>The weather's really cold, so we have to wear warm clothes.</i> <i>Today we couldn't go skiing because it was foggy.</i>	<b>Spring, summer, autumn, winter</b> Learn about why we have seasons Climate in Argentina	<b>Tomás and the snowman</b> A real-life story Social and emotional skill: Showing remorse	A2 Flyers Speaking Part 2
<b>6 Working together</b> <b>Mission:</b> Invent something to help with a job Page 68	Jobs World of work Sounds and spelling: stress in compound nouns	<b>Tag questions</b> <i>You eat everything, don't you?</i> <i>You can cycle, can't you?</i> <b>Short questions</b> <i>'I didn't go to the bank on Friday morning.' 'Didn't you?'</i> <i>'It was my twin brother.'</i> <i>'Was it?'</i>	<b>Inventions and robotics</b> Learn about inventions and robotics South Korean inventions	<b>Buddie and Seo-joon's adventure</b> A science-fiction script Social and emotional skill: Friendship	A2 Flyers Reading and Writing Part 4
<b>Review Units 4–6</b>					
<b>7 Then and now</b> <b>Mission:</b> Create an encyclopedia entry Page 82	Things in the home Adjectives to describe objects Sounds and spelling: j spelling	<b>Past participles</b> <i>seen, found, driven, ridden, taken, broken, gone, left, tried, forgotten, put, stood, fallen, cut</i> <b>be used for/to</b> <i>It was used for cooking food.</i> <i>It was used to cook food.</i>	<b>Time machines</b> Learn about the evolution of objects The pyramids of Ancient Egypt	<b>The boy king</b> A historical fiction story Social and emotional skill: Taking a different perspective	A2 Flyers Reading and Writing Part 5
<b>8 Space travel</b> <b>Mission:</b> Plan a space mission Page 94	In space Adventure words Sounds and spelling: s + consonant(s)	<b>will and going to</b> <i>Spaceships will improve.</i> <i>Are you going to watch space films?</i> <b>Review of past tenses</b> <i>Ivan landed his rocket on the new planet. He was turning off his engine when he heard a strange noise.</i>	<b>Preparing for Mars</b> Learn about space exploration An Italian astronaut at the ISS	<b>The space blog</b> A science-fiction story Social and emotional skill: Managing own emotions	A2 Flyers Reading and Writing Part 3
<b>9 Great bakers</b> <b>Mission:</b> Take part in a cooking competition Page 106	Mealtimes and snacks Cooking Sounds and spelling: sh	<b>It smells/tastes/looks/feels/sounds like ...</b> <i>I wanted to know what it tasted like.</i> <i>It felt like dry grass.</i> <i>It smelt like carrot cake.</i> <i>It looked like a nest.</i> <i>It sounded like someone playing an electric guitar.</i> <b>make somebody + adjective</b> <i>The smell's making me hungry.</i>	<b>How chocolate is made</b> Learn about chocolate production Traditional food in the UK	<b>The gingerbread girl's adventure</b> A fairy tale adaptation Social and emotional skill: Being passionate about what you do	A2 Flyers Reading and Writing Part 6
<b>Review Units 7–9</b>					
<b>Grammar reference</b> page 120					



## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/09/2023](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Complete PET B1](#)

**Fecha de inicio:** [15/09/2023](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 69

**Horario y lugar del curso:** [martes y jueves de 18:00 a 19:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [Complete PET B1](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado los cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 531€](#) [Material didáctico 54€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro.**

# Map of the units

Unit title	Reading	Writing	Listening
<b>1</b> My life and home	<b>Part 5:</b> 'Emilia's home' – living on a boat Reading for understanding of vocabulary	<b>Part 1:</b> An email Planning a reply	<b>Part 2:</b> Listening for specific information Two candidates doing Speaking Part 1
<b>2</b> Making choices	<b>Part 6:</b> 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago <b>Part 2:</b> An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Having fun	<b>Part 3:</b> 'Sand sculptures' Reading for detailed understanding	<b>Part 2:</b> A story about a day out Planning paragraphs	<b>Part 4:</b> Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
<b>4</b> On holiday	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Suggesting where to go in a city and what to do	Discussing a quiz <b>Part 3:</b> 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Different feelings	<b>Part 4:</b> 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words ( <i>this, then, do, also, however, etc.</i> )	<b>Part 2:</b> A story Using adjectives to describe feeling	<b>Part 2:</b> Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
<b>6</b> That's entertainment!	<b>Part 2:</b> 'Turn off the TV and go out!' Selecting events from an entertainment guide	<b>Part 2:</b> An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Getting around	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Useful email expressions	<b>Part 4:</b> Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time A candidate doing Speaking Part 2
<b>8</b> Influencers	Famous families <b>Part 6:</b> An article about Emma Watson, a famous influencer	<b>Part 2:</b> An article about a person you admire Using correct spelling and punctuation	<b>Part 3:</b> 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Stay fit and healthy	<b>Part 3:</b> Evie Scott talks about exercise at work Identifying opinion and attitude	<b>Part 2:</b> A story about feeling nervous Using a range of past tenses to explain what happened	<b>Part 2:</b> People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
<b>10</b> Looks amazing!	<b>Part 2:</b> 'Our top picks at the street food market' Selecting places to eat	<b>Part 2:</b> An article	<b>Part 1:</b> Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> The natural world	'Scientists use robot chick to study penguins' <b>Part 5:</b> 'Working on the Galápagos Islands'	<b>Part 1:</b> An email Checking your work for mistakes	<b>Part 4:</b> Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
<b>12</b> Express yourself!	<b>Part 4:</b> 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	<b>Part 2:</b> A story Using a range of tenses and reported speech	Raising money for charity <b>Part 3:</b> A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
<b>Part 3:</b> Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study</i> and <i>teach</i> <i>do, earn, make, spend, take</i> and <i>win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
<b>Part 2:</b> Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
<b>Part 3:</b> Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey</i> and <i>trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot</i> <i>(not) as ... as ...</i> <i>big</i> and <i>enormous</i> (gradable and non-gradable adjectives)
<b>Part 4:</b> Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to</i> and <i>don't have to</i> (advice, obligation and prohibition)
<b>Part 3:</b> Discussing plans for a festival Moving on to a new subject	Contrastive stress	Television programmes Going out <i>been/gone, meet, get to know, know</i> and <i>find out</i>	Present perfect <i>just, already</i> and <i>yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
<b>Part 2:</b> Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really</i> and <i>very too</i> and <i>enough</i> The future Prepositions of movement
<b>Part 1:</b> Answering general questions Talking about your daily routine and what you like	Conditional sentences: contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>when, if, unless</i> + present, future
<b>Part 4:</b> Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go</i> and <i>play</i>	Relative clauses (defining and non-defining) Past perfect
<b>Part 2:</b> Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal</i> and <i>plate</i> Shops and services	Commands and instructions <i>Have something done</i>
<b>Part 4:</b> Discussing ways to help the environment Giving examples	Word stress in longer nouns Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
<b>Part 1:</b> General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say</i> and <i>tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del 15/09/2023 al 15/06/2024

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** Complete ADVANCED C1

**Fecha de inicio:** 15/09/2023

**Fecha de fin:** 15/06/2024

**Horas lectivas:** 69

**Horario y lugar del curso:** martes y jueves de 19:00 a 20:00h; acorde a nuestro calendario académico en Thompson English Academy Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor.

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en tres trimestres llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

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**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** Complete ADVANCED C1

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:**

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El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** Matrícula 35€ Curso 531€ Material didáctico 5€.

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> People like us	<b>Part 8:</b> 'You can choose your friends' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Methods schools use to help students find jobs	<b>Part 4:</b> Five people talking about a close friend
<b>2</b> More than words	<b>Part 3:</b> 'You'll always have your accent – or will you?' <b>Part 6:</b> 'Using movies to help learn a language'	<b>Part 2:</b> A report: Foreign language learning in your country	<b>Part 1:</b> Three short conversations about language and communication
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Mind, body and soul	<b>Part 5:</b> 'Living with synaesthesia' <b>Part 2:</b> 'The importance of music' 'Forest bathing'	<b>Part 1:</b> An essay: How schools can ensure students don't suffer too much stress	<b>Part 2:</b> Personality quiz
<b>4</b> Career paths	<b>Part 1:</b> 'Zero-hours contracts' <b>Part 8:</b> 'What do you bring to the table?'	<b>Part 2:</b> An email: Young people, migration and opportunities	<b>Part 3:</b> An interview with two business leaders about an open salary policy
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Events to remember	<b>Part 4:</b> Key word transformation <b>Part 7:</b> 'A cycle ride'	<b>Part 2:</b> A proposal: Identifying someone who should be honoured	<b>Part 1:</b> Three short conversations about dramatic past experiences
<b>6</b> Creative pursuits	<b>Part 5:</b> 'The camera never lies' <b>Part 2:</b> 'Live or recorded?' 'The timeless appeal of the selfie'	<b>Part 2:</b> A review: A film you didn't expect to like but did	<b>Part 2:</b> A talk offering career advice by a professional artist
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> In your free time	<b>Part 7:</b> 'Young film actors' <b>Part 1:</b> 'The power of art galleries'	<b>Part 2:</b> An informal letter: Replying to a friend's dilemma	<b>Part 4:</b> Five people talking about the experience of going to a concert to listen to a band
<b>8</b> Sound and vision	<b>Part 3:</b> 'The future of TV' <b>Part 6:</b> 'Bring a social media influencer'	<b>Part 2:</b> A proposal: Identifying what should be included in a TV programme	<b>Part 3:</b> An interview about student media organisations
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Invention and innovation	<b>Part 7:</b> 'A welcome/unwelcome visit' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Online safety An essay: How technology has benefited society	<b>Part 1:</b> Three short conversations about technology
<b>10</b> Learning for life	<b>Part 1:</b> 'The candle problem' <b>Part 8:</b> 'A first time for everything'	<b>Part 2:</b> A report: Improving an education establishment	<b>Part 2:</b> A presentation on 21 <sup>st</sup> century skills
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Globetrotters	<b>Part 5:</b> 'Into the desert' <b>Part 2:</b> 'Caretakers wanted' 'Living in a castle'	<b>Part 2:</b> A review: Two hotels in your area	<b>Part 1:</b> Three short conversations about travel
<b>12</b> Our planet	<b>Part 7:</b> 'The dramatic life – so far – of Birdgirl' <b>Part 3:</b> 'What drives an eco-warrior?'	<b>Part 2:</b> A proposal: An environmental campaign	<b>Part 2:</b> A podcast about living and working in Antarctica
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> A healthy lifestyle	<b>Part 8:</b> 'Sports and me!' <b>Part 3:</b> 'The joy of a warm bath'	<b>Part 2:</b> A letter: Suggesting how council funds should be best spent	<b>Part 3:</b> A radio interview about sleep
<b>14</b> A new land	<b>Part 6:</b> 'The psychology of emigration' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Problems arising from large-scale migration from the countryside to cities	<b>Part 4:</b> Five people talking about their reasons for moving to another country
<i>Vocabulary and grammar review Units 13 and 14</i>			

Speaking	Vocabulary	Grammar
<b>Part 1:</b> Responding to questions about yourself, your friends and family	Collocations with <i>give</i> and <i>make</i>	Verb forms to talk about the past
<b>Part 2:</b> Talking about how people explain things Talking about intergenerational conversations	Collocations with <i>make</i> , <i>get</i> and <i>do</i>	Expressing purpose, reason and result
<b>Part 3:</b> Discussing actions that help people prevent or cope with stress	Multi-word verbs Verb collocations	<i>no</i> , <i>none</i> , <i>not</i> The passive
<b>Part 4:</b> Talking about people's opinion regarding satisfaction at work	Dependant prepositions Adjective-noun collocations (1)	Expressing possibility, probability and certainty
<b>Part 2:</b> Talking about people doing dangerous activities	Idiomatic language	Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form
<b>Part 3:</b> Discussing factors that affect people's enjoyment of a movie Discussing what motivates a person to take a course in a creative activity	Adjective-noun collocations (2)	Avoiding repetition
<b>Part 4:</b> Discussing ways to get to know other people	Complex prepositions Money words and idioms	Linking ideas: relative and participle clauses Linking ideas: apposition
<b>Part 3:</b> Discussing how people's ideas are affected by media influence	Prefixes and suffixes Reporting verbs	Reported speech Transitive and intransitive verbs
<b>Part 2:</b> Talking about how people use technology	Multi-word verbs <i>action</i> , <i>activity</i> , <i>event</i> and <i>programme</i>	Future perfect and continuous <i>be</i> + <i>to</i> infinitive Objects, reflexives and reciprocals
<b>Part 4:</b> Discussing opinions on different styles of learning	<i>chance</i> , <i>occasion</i> , <i>opportunity</i> and <i>possibility</i>	Expressing ability, possibility and obligation
<b>Part 1:</b> Responding to questions about travel	Fixed phrases <i>at</i> , <i>in</i> and <i>on</i> to express location	Conditionals <i>wish</i> and <i>if only</i>
<b>Part 3:</b> Discussing how environmental issues affect people's lives	Prepositions following verbs Word formation	Countable and uncountable nouns Articles
<b>Part 2:</b> Discussing the effectiveness of and qualities needed for different physical activities	Prepositions following adjectives	Ways of contrasting ideas The language of comparison
<b>Part 4:</b> Discussing issues regarding moving to another country	Comment adverbials and intensifying adverbs <i>learn</i> , <i>find out</i> and <i>know</i> <i>provide</i> , <i>offer</i> and <i>give</i>	Emphasis

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del **15/09/2023 al 15/06/2024**

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [B2 Macmillan English Hub](#)

**Fecha de inicio:**

**15/09/2023** **Fecha de fin:**

**15/06/2024** **Horas**

**lectivas: 69**

**Horario y lugar del curso:** [martes y jueves de 20:00 a 21:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

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**Recursos:** [B2 Macmillan English Hub](#)

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**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado las cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Matrícula 35€](#) [Curso 585€](#) [Material didáctico 72€](#).

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

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# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>U1 CONNECTIONS</b>				
1.1	<b>Personality</b> (p2) Talk about reactions and feelings Design and present a meet-up group	question forms	feelings	intonation in <i>yes/no</i> and <i>wh</i> -questions
1.2	<b>Who we are</b> (p6) Compare, contrast and summarise short biographies Talk about people that have influenced you	tense review	personality adjectives noun suffixes	connected speech; final consonant and initial vowel
1.3	<b>Café Hub Keeping it in the family</b> (p10) give your opinion on the role of inherited ability in success		idioms: family	
	<b>UNIT REVIEW</b> (p12)	<b>WRITING</b> (p154) Write a formal letter asking for information	<b>KEY SKILL</b> Structuring formal letters	
<b>U2 LIFESTYLES</b>				
2.1	<b>A full life</b> (p14) Talk about health and lifestyle choices Plan and conduct a lifestyle survey	present perfect simple and present perfect continuous	health and fitness	connected speech; present perfect continuous
2.2	<b>Change</b> (p18) Conduct an interview about lifestyle changes Debate the impact of smartphones	<i>used to, would, get used to, be used to</i>	adverbs of stance adverb + adjective collocations	catenation; <i>used to</i>
2.3	<b>Café Hub Clean eating</b> (p22) give your opinion on food choices		adding emphasis	
	<b>UNIT REVIEW</b> (p24)	<b>WRITING</b> (p155) Write an article giving advice	<b>KEY SKILL</b> Using different structures to give advice	
<b>U3 SURVIVAL</b>				
3.1	<b>Staying alive</b> (p26) Create a collaborative story Tell a personal anecdote	narrative tenses	descriptive verbs	dramatic storytelling techniques
3.2	<b>Fear and danger</b> (p30) Discuss priorities in a survival situation Talk about fears and offer advice	alternatives to <i>if</i> in conditionals	phrasal verbs to describe problems dependent prepositions; adjectives	intonation in conditional sentences
3.3	<b>Café Hub Don't look down</b> (p34) describe a journey		shortened idioms	
	<b>UNIT REVIEW</b> (p36)	<b>WRITING</b> (p156) Write a short story	<b>KEY SKILL</b> Using adverbs to add detail to a story	
<b>U4 THE FUTURE</b>				
4.1	<b>My future</b> (p38) Talk about future plans and goals Make predictions about the future of work	future forms	noun + preposition collocations nouns and verbs with the same spelling	nouns and verbs with the same spelling
4.2	<b>What will life be like?</b> (p42) Evaluate future predictions Debate a range of transport proposals	future perfect simple, future continuous and future perfect continuous	intensifiers	intonation with intensifiers
4.3	<b>Café Hub The robot revolution</b> (p46) give your opinion on automation in the workplace		<i>right</i>	
	<b>UNIT REVIEW</b> (p48)	<b>WRITING</b> (p157) Write a for and against blog post	<b>KEY SKILL</b> Structuring a for and against blog post	
<b>U5 CHANGE</b>				
5.1	<b>Changing environment</b> (p50) Summarise a sequence of past events Evaluate a range of proposals	the passive causative <i>have and get</i>	green vocabulary	glottal stops
5.2	<b>Changing places</b> (p54) Talk about changes in your town or city Evaluate candidates and put together a team	-ing and infinitive forms	describing areas of a city prefixes	words that lose a syllable
5.3	<b>Café Hub Getting into the habit</b> (p58) discuss ways to help the environment		conditional counterarguments	
	<b>UNIT REVIEW</b> (p60)	<b>WRITING</b> (p158) Write a problem solution article	<b>KEY SKILL</b> Describing problems and solutions	



READING • LISTENING	SPEAKING • WRITING
read an online article about everyday heroes <b>KEY SKILL</b> Skimming for the main ideas listen to three conversations at meet-up groups	discuss how you would react in three different scenarios <b>SPEAKING HUB</b> plan and present an idea for a new meet-up group in your area
read biographies of famous people who overcame challenges listen to a radio interview about personality types <b>KEY SKILL</b> Listening for the main ideas	research and discuss famous people that overcame great challenges <b>SPEAKING HUB</b> discuss someone influential from your past
▶ watch a video about an Olympic medal winner ▶ watch people talking about family traits	<b>KEY SKILL</b> Developing and introducing new topics <b>SPEAKING HUB</b> debate the influence of practice on ability
read a newspaper article about how to live longer listen to radio interviews about lifestyle changes <b>KEY SKILL</b> Listening for reasons	discuss health, fitness and modern lifestyles <b>SPEAKING HUB</b> conduct a lifestyle survey and offer advice
listen to a TV interview about quitting the rat race read a for and against article about the impact of social media <b>KEY SKILL</b> Identifying assumptions	interview your partner about how their life has changed over the last ten years <b>SPEAKING HUB</b> have a debate about the impact of smartphones on personal relationships
▶ watch a video about clean eating ▶ watch people talking about food	<b>KEY SKILL</b> Backchannelling and lexical repetition <b>SPEAKING HUB</b> present your opinion on veganism
read a newspaper article about someone who survived against the odds <b>KEY SKILL</b> Following the sequence of a narrative listen to a radio phone-in programme about extreme sports	tell a dramatic survival story <b>SPEAKING HUB</b> tell an anecdote from your personal experience
read an interview with a survival expert listen to an extract from an audiobook about phobias <b>KEY SKILL</b> Listening for definitions, examples and explanations	discuss how to survive a dangerous situation <b>SPEAKING HUB</b> discuss people's fears and how to address them
▶ watch a video about climbing a mountain ▶ watch someone telling an anecdote	<b>KEY SKILL</b> Backtracking <b>SPEAKING HUB</b> tell an anecdote about a journey
listen to a podcast about turning points in people's lives read a magazine article about the future of work <b>KEY SKILL</b> Identifying evidence	interview your partner about their plans and goals <b>SPEAKING HUB</b> discuss jobs and automation
read a magazine article about predictions in films listen to a debate about the future of transport <b>KEY SKILL</b> Identifying agreement and disagreement	discuss predictions from film and TV <b>SPEAKING HUB</b> debate transport options in a city
▶ watch a video about the automation of jobs ▶ watch people talking about running a small business	<b>KEY SKILL</b> Asking for clarification <b>SPEAKING HUB</b> conduct an interview on the use of robots in the workplace
read a magazine article about the reintroduction of wolves in Yellowstone park <b>KEY SKILL</b> Identifying cause and effect listen to a radio interview about making a house more eco-friendly	describe changes to an ecosystem <b>SPEAKING HUB</b> discuss how to make a school more eco-friendly
read an article about fast-growing cities listen to a radio interview with Mars One applicants <b>KEY SKILL</b> Listening for rhetorical questions	discuss key changes in your town or city <b>SPEAKING HUB</b> select the perfect team for a Mars mission
▶ watch a video about how to encourage changes in behaviour ▶ watch people discussing a green issue	<b>KEY SKILL</b> Taking the floor <b>SPEAKING HUB</b> prioritise steps we can take to live a greener lifestyle

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>U6 COMING OF AGE</b>				
6.1	<b>The right method?</b> (p62) Discuss rules in education Talk about changes to education in your country	<b>obligation, prohibition and permission</b>	education	intonation to show interest
6.2	<b>Traditions of youth</b> (p66) Discuss age milestones in your country Debate the best time to start university	articles	compound adjectives phrases with <i>make</i> and <i>do</i>	intrusive /j/ sounds
6.3	<b>Café Hub A new perspective</b> (p70) give your opinion on an aspect of education		emphatic structures	
<b>UNIT REVIEW</b> (p72)		<b>WRITING</b> (p159) Write a report	<b>KEY SKILL</b> Describing data	
<b>U7 COMMUNITY</b>				
7.1	<b>Open spaces</b> (p74) Discuss community development projects Discuss responses to hypothetical situations	<b>first conditional with different future forms</b> <b>unreal conditionals</b>	verbs to describe change	connected speech in conditionals
7.2	<b>Make a change</b> (p78) Talk about wishes and regrets Design and present a community project	<b>wish and if only</b>	three-part phrasal verbs compound nouns	two-stress phrasal verbs
7.3	<b>Café Hub A shared vision</b> (p82) give your opinion on a social initiative		<i>you know</i>	
<b>UNIT REVIEW</b> (p84)		<b>WRITING</b> (p160) Write a formal letter of complaint	<b>KEY SKILL</b> Hedging	
<b>U8 MYSTERY</b>				
8.1	<b>Myths and legends</b> (p86) Speculate about past events Summarise a cultural story	<b>past modals of deduction</b>	word families	thought groups
8.2	<b>Who did it?</b> (p90) Write and perform a short scene Speculate about the causes and consequences of a crime	<b>order of adjectives</b>	easily confused verbs crime	adding information
8.3	<b>Café Hub Fact or fiction?</b> (p94) discuss how to test an idea		understatement	
<b>UNIT REVIEW</b> (p96)		<b>WRITING</b> (p161) Write a complex essay	<b>KEY SKILL</b> Writing conclusions	
<b>U9 BUSINESS</b>				
9.1	<b>Customers</b> (p98) Talk about the risks and benefits of apps Make an effective complaint about a product or service	<b>relative clauses</b>	dependent prepositions: verbs	pitch on non-defining relative clauses
9.2	<b>Products</b> (p102) Conduct a survey about what influences our purchases Design and present an advertising campaign	<b>determiners and quantifiers</b>	science advertising	connected speech: determiners and quantifiers
9.3	<b>Café Hub Raising capital</b> (p106) discuss investment opportunities		illustrating your argument	
<b>UNIT REVIEW</b> (p108)		<b>WRITING</b> (p162) Write a proposal	<b>KEY SKILL</b> Using discourse markers in formal writing	
<b>U10 MEDIA</b>				
10.1	<b>Reporting the news</b> (p110) Give opinions on recent news stories Intervene appropriately in a discussion	<b>reported speech</b>	traditional media	avoiding interruption
10.2	<b>Digital media</b> (p114) Report a conversation Plan and create a viral marketing advert	<b>reporting verbs</b>	social media adjective + noun collocations	using intonation to attract and keep interest
10.3	<b>Café Hub Watch on demand</b> (p118) give your opinion on streaming services		<i>from ... to</i>	
<b>UNIT REVIEW</b> (p120)		<b>WRITING</b> (p163) Write a persuasive essay	<b>KEY SKILL</b> Concession	

Irregular Verbs (p121)   Grammar Hub (p122)   Vocabulary Hub (p142)   Communication Hub (p147)   Writing (p154)   Audioscripts (p164)

READING • LISTENING	SPEAKING • WRITING
listen to a radio discussion about different school systems listen to an interview about a new film <b>KEY SKILL</b> Pronoun referencing	design rules for the perfect school <b>SPEAKING HUB</b> discuss how education has changed in your country
read an article about coming-of-age ceremonies around the world listen to three interviews about age <b>KEY SKILL</b> Decoding: Idioms	discuss legal milestones in your country <b>SPEAKING HUB</b> debate when the best time to start university is
▶ watch a video about a floating school ▶ watch people working on a presentation	<b>KEY SKILL</b> Using correct register <b>SPEAKING HUB</b> give a presentation about education
listen to a talk about regeneration projects read a magazine article about a failing restaurant <b>KEY SKILL</b> Identifying speculation	discuss the best way to regenerate an area <b>SPEAKING HUB</b> discuss how to address hypothetical situations
read a blog post and comments about regrets <b>KEY SKILL</b> Inferring meaning listen to an interview about a moneyless society	discuss your wishes and regrets <b>SPEAKING HUB</b> design a community project
▶ watch a video about building your own home in London ▶ watch a video call between two people	<b>KEY SKILL</b> Talking on the telephone <b>SPEAKING HUB</b> debate the merits of an approach to affordable housing
read an online article about unexplained mysteries <b>KEY SKILL</b> Decoding: similes and metaphors listen to a podcast about myths and legends	make deductions about an unexplained mystery <b>SPEAKING HUB</b> discuss myths and legends
read a scene from a detective story listen to a lecture about eye-witness testimony <b>KEY SKILL</b> Following an argument	write and perform a scene from a detective story <b>SPEAKING HUB</b> solve a murder mystery
▶ watch a video about an urban myth ▶ watch people discussing how to escape from a locked room	<b>KEY SKILL</b> Maintaining a conversation <b>SPEAKING HUB</b> discuss how to test different urban myths
read an article about the trust economy listen to a customer complaint <b>KEY SKILL</b> Fronting	talk about the risks and benefits of apps you use <b>SPEAKING HUB</b> practise making complaints
listen to a radio interview about health myths read an article about a successful entrepreneur <b>KEY SKILL</b> Topic sentences	conduct a survey about shopping habits <b>SPEAKING HUB</b> pitch a product
▶ watch a video about crowdfunding ▶ watch people discussing ways to raise money for a business	<b>KEY SKILL</b> Reformulating and paraphrasing <b>SPEAKING HUB</b> discuss how much to invest in different business ideas
read an article about the death of print listen to an interview about fake news <b>KEY SKILL</b> Listening for repair and elaboration	discuss recent news stories and your opinions of them <b>SPEAKING HUB</b> discuss fake news, bias and online media
read three fake news stories <b>KEY SKILL</b> Substitution listen to a talk about viral marketing campaigns	interview your partner and report their answers <b>SPEAKING HUB</b> design a viral marketing campaign
▶ watch a video about streaming services ▶ watch someone talking about getting a new job	<b>KEY SKILL</b> Circumlocution <b>SPEAKING HUB</b> debate the pros and cons of streaming services

## **Documento de información específica de enseñanza**

Vigencia de la oferta: del [15/02/2024](#) al [15/06/2024](#)

**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.**

**Denominación de la enseñanza:** [Intensivo A2](#)

**Fecha de inicio:** [15/02/2024](#)

**Fecha de fin:** [15/06/2024](#)

**Horas lectivas:** 90

**Horario y lugar del curso:** [lunes y miércoles de 19:00 a 21:30h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).

*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [A2 Macmillan English Hub](#)

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**Precio final del curso:** [Curso 575€](#)

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.




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<b>U1 ARRIVALS</b>						
<b>1.1</b>	<b>People and places</b> (p2) Talk about countries and nationalities	<b>present simple be: positive and negative</b>	countries and nationalities	syllable stress	listen to people meeting for the first time	introduce yourself say where you are from
<b>1.2</b>	<b>Where are you?</b> (p4) Ask and answer questions about a place	<b>present simple be: questions</b>	big numbers	similar numbers	read text messages about a city listen to someone talking about a city	talk about distances describe a place
<b>1.3</b>	<b>What's in your bag?</b> (p6) Talk about everyday items	<b>a/an and plural nouns; this, that, these, those</b>	everyday items	vowel sounds: /ɪ/, /æ/, /i:/, /əʊ/	listen to a conversation at an airport read an article about hand luggage <b>KEY SKILL</b> Reading for gist	<b>SPEAKING HUB</b> talk about what's in your bag
<b>1.4</b>	<b>Café Hub</b> <b>Good morning</b> (p8) Greet people and make introductions		greet people and make introductions	word stress	▶ watch someone introduce a friend	give a personal presentation
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p160) Fill in a form with personal details   <b>KEY SKILL</b> Capital letters				
<b>U2 PEOPLE</b>						
<b>2.1</b>	<b>Family</b> (p12) Talk about your family	<b>possessive adjectives and apostrophes</b>	family	/ə/ 'schwa'	read an article about a famous family	talk about famous families describe your family tree
<b>2.2</b>	<b>The same, but different</b> (p14) Talk about appearance	<b>have/has got</b>	describing appearance	contracted <i>have</i>	read an article about family appearance listen to someone describing their brother	describe a family member's appearance compare and contrast family members
<b>2.3</b>	<b>Friends</b> (p16) Describe family members and friends	<b>using adjectives</b>	personality adjectives	syllable stress: adjectives	listen to a conversation about university friends read an email about flatmates <b>KEY SKILL</b> Reading for organisation	describe someone's personality <b>SPEAKING HUB</b> choose a flatmate for a friend
<b>2.4</b>	<b>Café Hub</b> <b>Café chaos</b> (p18) Make and respond to requests		make and respond to requests	stress and intonation	▶ watch someone order food in a café	order in a café
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p161) Write an email to a friend   <b>KEY SKILL</b> <i>and, but and or</i>				
<b>U3 DAYS</b>						
<b>3.1</b>	<b>A typical day</b> (p22) Talk about daily routines	<b>present simple positive</b>	everyday activities	third person -s	listen to a radio interview about a typical day	talk about someone's typical day talk about jobs and routines
<b>3.2</b>	<b>All day, every day</b> (p24) Discuss daily activities	<b>adverbs of frequency</b>	prepositions of time	word stress	read about daily essentials listen to people talk about screen-free week	talk about how often you do things list your top ten daily essentials
<b>3.3</b>	<b>A special day</b> (p26) Describe a special day	<b>present simple negative</b>	big celebrations	sentence stress	read a blog post about a festival listen to a conversation about big celebrations <b>KEY SKILL</b> Listening for detail	<b>SPEAKING HUB</b> give a short presentation about a special day
<b>3.4</b>	<b>Café Hub</b> <b>Finding Neena</b> (p28) Make and respond to suggestions		make and respond to suggestions	stress and intonation	▶ watch people making and responding to suggestions	make plans with your classmates
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p162) Write a blog post about your day   <b>KEY SKILL</b> Sequencing words				

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
<b>U4 WORK AND EDUCATION</b>						
4.1	<b>What do you do?</b> (p32) Talk about jobs	<b>present simple</b> <i>yes/no questions;</i> <i>short answers</i>	work and jobs	linking sounds: <i>do/</i> <i>does</i>	read an interview about someone's job	talk about your job ask questions to guess someone's job
4.2	<b>Good job!</b> (p34) Talk about the perfect job	<b>have to / don't</b> <b>have to</b>	time expressions	connected speech: <i>have to</i>	read an article about good and bad jobs listen to a conversation about someone's job	talk about the pros and cons of a job talk about the perfect job
4.3	<b>Learn something new</b> (p36) Talk about adult education and career development	<b>question words</b>	education collocations	word stress: questions	read an FAQ page about a distance learning university listen to a conversation at a careers fair <b>KEY SKILL</b> Listening for gist	talk about education in your country <b>SPEAKING HUB</b> plan a course for adults who want to retrain
4.4	<b>Café Hub</b> <b>Busy day</b> (p38) Ask for someone and leave a message.		ask for someone and leave a message	stress and intonation	 watch someone leaving a message with a receptionist	talk on the phone
<b>UNIT REVIEW</b> p40		<b>WRITING</b> (p163) Write an email asking for information		<b>KEY SKILL</b> Punctuation: question marks, commas and full stops		
<b>U5 PLACES</b>						
5.1	<b>There's no place like</b> <b>home</b> (p42) Describe a home	<b>there is/are</b>	rooms and furniture; prepositions of place	<b>/b/, /d/ and /g/</b>	listen to a conversation about a house swap	talk about your home write an advert for a house swap
5.2	<b>My neighbourhood</b> (p44) Describe a neighbourhood	<b>can</b>	places in a town or city	weak forms: <i>can/</i> <i>can't</i>	read online comments about a neighbourhood	talk about what makes a good neighbourhood talk about your neighbourhood
5.3	<b>Amazing buildings</b> (p46) Describe an interesting building	<b>imperatives</b>	adjectives to describe the appearance of things	word stress: adjectives	read an article about interesting buildings <b>KEY SKILL</b> Reading for specific information	practise giving instructions <b>SPEAKING HUB</b> describe famous buildings
5.4	<b>Café Hub</b> <b>Moving in</b> (p48) Ask for and give directions		ask for and give directions	stress and intonation	 watch someone asking for directions in the street	tell someone how to get somewhere
<b>UNIT REVIEW</b> p50		<b>WRITING</b> (p164) Write a description of a place		<b>KEY SKILL</b> Using adjectives		
<b>U6 THAT'S ENTERTAINMENT</b>						
6.1	<b>Let's go out</b> (p52) Talk about likes and dislikes	<b>likes and dislikes</b>	entertainment	word stress: noun patterns	read a city guide about events	talk about your free time talk about your likes and dislikes
6.2	<b>It was fun</b> (p54) Talk about entertainment in the present and the past	<b>was/were</b>	past time expressions	weak forms: <i>was/</i> <i>were</i>	listen to a conversation about TV	talk about TV talk about entertainment now and in the past
6.3	<b>Life stories</b> (p56) Talk about your life	<b>past simple</b> <b>regular and</b> <b>irregular verbs</b>	life events	past simple regular endings	read an article about inspiring people <b>KEY SKILL</b> Scanning for names	talk about what you did last year <b>SPEAKING HUB</b> describe important events in your life
6.4	<b>Café Hub</b> <b>Love hate</b> (p58) Ask for and give opinions		ask for and give opinions	stress and intonation	 watch a group of friends talking about music	make a playlist for a road trip
<b>UNIT REVIEW</b> p60		<b>WRITING</b> (p165) Write a review of an event		<b>KEY SKILL</b> Using narrative sequencers		

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U7 TRAVEL AND TRANSPORT</b>						
7.1	<b>Getting around</b> (p62) Talk about transport in a city	<i>could</i>	transport	/eɪ/ and /əʊ/	read a quiz about transport in different cities	talk about a past ability talk about transport in a city you know well
7.2	<b>A love of adventure</b> (p64) Talk about a journey	<b>past simple negative</b>	travel phrases	word stress: cities	read an article about a famous journey	talk about transport you used last year play a transport vocabulary game
7.3	<b>A trip to remember</b> (p66) Talk about a holiday	<b>past simple questions</b>	verb phrases	connected speech	listen to a conversation about an unusual trip <b>KEY SKILL</b> Guessing the meaning of unknown words	<b>SPEAKING HUB</b> tell a story about an unusual or funny holiday
7.4	<b>Café Hub</b> <b>New York</b> (p68) Check in and out of a hotel		check in and out of a hotel	intonation in questions	▶ watch someone checking in and out of a hotel	ask and answer questions at a hotel
<b>UNIT REVIEW</b> p70		<b>WRITING</b> (p166) Write a short article about a travel experience			<b>KEY SKILL</b> So and because	
<b>U8 FOOD AND DRINK</b>						
8.1	<b>I'm hungry!</b> (p72) Talk about the food you eat	<b>countable and uncountable nouns; some and any</b>	food and drink	plurals	listen to a conversation about a diet	talk about diets discuss food habits
8.2	<b>What we eat</b> (p74) Talk about the food your family eats	<i>much, many, a lot of</i>	containers	short and long vowel sounds	read an article about food around the world	compare diets in other countries interview your partner about their diet write a paragraph about your partner's diet
8.3	<b>Yes, chef!</b> (p76) Talk about ingredients and recipes	<i>a/an, the, no article</i>	food preparation	consonant clusters	read an advert about a food business <b>KEY SKILL</b> Decoding	<b>SPEAKING HUB</b> present a recipe
8.4	<b>Café Hub</b> <b>More cheese</b> (p78) Order food in a restaurant		order food in a restaurant	stress and intonation	▶ watch two friends ordering a meal in a restaurant	ask and answer questions to order food
<b>UNIT REVIEW</b> p80		<b>WRITING</b> (p167) Write an online restaurant review			<b>KEY SKILL</b> Pronoun referencing	
<b>U9 SHOPPING</b>						
9.1	<b>People watching</b> (p82) Talk about clothes and what people are doing	<b>present continuous</b>	clothes	/z/	listen to a conversation about clothes	talk about interesting clothes talk about what you're doing describe someone in a picture
9.2	<b>Job swap</b> (p84) Talk about what people do at different times	<b>present simple vs present continuous</b>	present time expressions	/t/	listen to an announcement read social media posts about job swaps	talk about job swaps talk about your life now and in general interview your partner about their job/studies
9.3	<b>Shop till you drop</b> (p86) Talk about shopping habits and tastes	<b>object pronouns</b>	shops and services	/tʃ/ and /ʃ/	read an article about marketing a business <b>KEY SKILL</b> Reading for genre	talk about your shopping preferences <b>SPEAKING HUB</b> conduct a survey about shopping habits
9.4	<b>Café Hub</b> <b>Meeting Milly</b> (p88) Shop for clothes		shop for clothes	connected speech	▶ watch someone shopping for clothes	talk about clothes in a shop
<b>UNIT REVIEW</b> p90		<b>WRITING</b> (p168) Write a social media post			<b>KEY SKILL</b> Checking your work	

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U10 THE GREAT OUTDOORS</b>						
10.1	<b>The right location</b> (p92) Talk about and compare outdoor places.	<b>comparatives</b>	landscape features	weak forms: /ə/ in <i>than</i>	listen to an interview about film locations	talk about the landscape in your country compare countries, landscapes or films
10.2	<b>Where on Earth?</b> (p94) Talk about places around the world.	<b>superlatives</b>	seasons and weather	/əʊ/ and /aʊ/	read an article about extreme places	talk about weather in your country complete a geography quiz
10.3	<b>Survival</b> (p96) Talk about living outdoors.	<b>verb + to + infinitive</b>	phrasal verbs	weak forms: /tu:/ and /tə/	read an article about surviving in the wild listen to an interview with a survival expert <b>KEY SKILL</b> Identifying fact and opinion	rank survival items by importance <b>SPEAKING HUB</b> write a survival plan
10.4	<b>Café Hub</b> <b>Party invitation</b> (p98) Make and respond to invitations.		make and respond to invitations	stress and intonation	 watch a group of friends inviting people to a party	make plans with your classmates
<b>UNIT REVIEW</b> p100		<b>WRITING</b> (p169) Write a product review		<b>KEY SKILL</b> Adverbs of manner		
<b>U11 THE BODY</b>						
11.1	<b>Health tips</b> (p102) Talk about the body and health.	<b>should and shouldn't</b>	the body	sentence stress	listen to a conversation about health tips	discuss healthy/unhealthy activities practise giving advice
11.2	<b>In it to win it</b> (p104) Talk about your experiences.	<b>present perfect</b>	irregular past participles	past participles	read an article about a TV show	interview your classmates about their life experiences
11.3	<b>Move it</b> (p106) Talk about sports and hobbies.	<b>present perfect vs past simple</b>	sports	contractions	read a text about an ultra-runner <b>KEY SKILL</b> Understanding the sequence of past events	discuss extreme sports <b>SPEAKING HUB</b> interview your classmates about sports and hobbies
11.4	<b>Café Hub</b> <b>Get fit</b> (p108) Ask for information.		ask for information	stress and intonation	 watch someone booking a yoga lesson	ask for information about a class and book lessons
<b>UNIT REVIEW</b> p110		<b>WRITING</b> (p170) Write a recommendation on a forum		<b>KEY SKILL</b> Adding information with <i>too</i> , <i>also</i> and <i>as well</i>		
<b>U12 MODERN LIVES</b>						
12.1	<b>Life's too busy</b> (p112) Talk about future plans.	<b>going to</b>	future time expressions	<i>going to</i> : weak and strong to	listen to a conversation about being organised	discuss time management talk about future plans and intentions
12.2	<b>Everything will be shiny</b> (p114) Make predictions.	<b>will for predictions</b>	collocations with <i>get</i>	contractions: <i>'ll</i>	read an article about life in the future	make predictions about the world in 2050
12.3	<b>Communication</b> (p116) Talk about social media habits.	<b>might</b>	internet communication	diphthongs	listen to people talking about social media <b>KEY SKILL</b> Predicting	<b>SPEAKING HUB</b> interview your classmates about their social media use
12.4	<b>Café Hub</b> <b>Party time</b> (p118) Show interest in something.		show interest in something	stress and intonation	 watch friends giving compliments, responding to bad news and apologising	make small talk at a party and give compliments
<b>UNIT REVIEW</b> p120		<b>WRITING</b> (p171) Write a formal email		<b>KEY SKILL</b> Structuring emails		



**Documento de información específica de enseñanza**Vigencia de la oferta: del [15/02/2024](#) al [15/06/2024](#)**Enseñanza no oficial y no conducente a la obtención de un título con carácter oficial o certificado de profesionalidad.****Denominación de la enseñanza:** [Intensivo B1](#)**Fecha de inicio:** [15/02/2024](#)**Fecha de fin:** [15/06/2024](#)**Horas lectivas:** 70**Horario y lugar del curso:** [martes y jueves de 10:00 a 12:00h](#); acorde a nuestro calendario académico en Thompson English Academy [Avda. presidente Adolfo Suarez 17 local 5 Sanlúcar la Mayor](#).*Adjuntamos copia del contenido del curso a este documento.*

**Prácticas adicionales:** Si el curso contempla prácticas, estas incluyen exámenes de simulación, prácticas orales y prácticas de exámenes auditivas si el alumno decide presentarse a un examen oficial. Las prácticas pueden ser en el horario habitual o en horario fuera de lo habitual. Si no tiene prácticas el curso, y en caso de que el alumno decida junto con la jefa de estudios, presentarse a un examen oficial, se ofrecerá una preparación específica para ello no incluido en el precio del curso salvo acuerdo explícito.

**Procedimientos y plazos de entrega:** Este curso se divide en [tres trimestres](#) llevando a cabo controles de progreso del alumnado en cada uno.

**Objetivos:** Preparar a los alumnos para adquirir las competencias lingüísticas estipuladas en el Marco Común Europeo de Referencia (MCER) de las lenguas, tanto en las destrezas auditivas, orales, escritas como lectoras.

**Metodología:** Nuestra metodología es una enseñanza comunicativa (en inglés, Communicative Language Teaching, CLT), que es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de la lengua inglesa.

**Requisitos:** Prueba de nivel o recomendación académica por edad o necesidades específicas del alumnado.

**Recursos:** [B1 Macmillan English Hub](#)

**Condiciones para la superación de la enseñanza y obtención de diploma y/o certificado de asistencia:** No se contempla la expedición de diploma alguno acreditativo del curso. A petición de los usuarios, de acuerdo con el Decreto 625/2019, de 27 de diciembre, se podrá expedir certificado de asistencia siempre que se haya asistido un mínimo del 80% de las horas lectivas, las cuotas hayan sido abonadas.

**Contacto con el profesorado:** Todos nuestros alumnos pueden solicitar una cita a través de correo electrónico para las reuniones con el profesorado las cuales se celebran 6 veces durante el curso académico acorde a nuestro calendario académico.

**Plazo de inscripción:** El plazo de inscripción para los cursos está abierto durante todo el curso académico. El número máximo de alumnos por grupo es hasta 12.

**Condiciones del derecho de reserva de plaza:** La plaza se entenderá reservada una vez sea abonada el coste de matrícula o en caso de alumnos ya matriculados anteriormente, la mensualidad de septiembre y junio del próximo curso por adelantado.

El alumno puede ejercer su derecho de desistimiento según lo dispuesto en el Real Decreto 1/2007 de 16 de noviembre en el plazo de 14 días naturales desde la reserva.

**Precio final del curso:** [Curso 575€](#)

**Procedimiento de pago:** La matrícula debe de ser abonada antes del comienzo del curso, el curso puede ser abonado en 9 cuotas del 01-10 de cada mes entre septiembre y junio. Se puede abonar en efectivo o mediante transferencia bancaria.

**Thompson English Academy es centro preparador de Cambridge Assessment English y centro Examinador de Trinity College London. Los certificados justificantes están a la disposición de las personas usuarias del centro**



# Student's Book Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U1 RELATIONSHIPS</b>						
1.1	<b>Breaking the ice</b> (p2) Find out about someone new	<b>question forms</b>	people	the alphabet	listen to a psychology podcast	find out some information about your classmates
1.2	<b>Blogs and bloggers</b> (p4) Talk about different types of people	<b>frequency words and phrases</b>	types of people	using a dictionary	read a blog review	interview a classmate about websites, blogs and vlogs
1.3	<b>Personality</b> (p6) Describe someone's personality	<b>indefinite pronouns</b>	personality adjectives, adjective + preposition	word stress in multisyllable adjectives	read a magazine article about handwriting <b>KEY SKILL</b> Previewing a text	<b>SPEAKING HUB</b> talk about your partner's handwriting
1.4	<b>Café Hub</b> <b>Hello again</b> (p8) Greet people and give personal information, make introductions		greet people and give personal information, make introductions	word stress and intonation	▶ watch people introduce themselves	greet people and give personal information, make introductions
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p158) Write information about yourself		<b>KEY SKILL</b> Checking your writing		
<b>U2 LIVING</b>						
2.1	<b>Love where you live</b> (p12) Talk about your neighbourhood	<b>adverbs of degree</b>	describing places	stress in two-syllable adjectives	read about Bosco Verticale (The forest in the sky)	talk about your neighbourhood
2.2	<b>The boomerang generation</b> (p14) Talk about your life and routine	<b>present simple and present continuous</b>	verb + preposition	consonant pairs at the beginning of words	listen to a radio show about 'the boomerang generation'	talk about your life and routine
2.3	<b>Time flies</b> (p16) Talk about life events	<b>past simple – regular and irregular verbs</b>	life events	Past simple irregular verbs /ɔ:/, /e/ and /eɪ/	read an online psychology article <b>KEY SKILL</b> Skimming for key words	<b>SPEAKING HUB</b> talk about first-time experiences
2.4	<b>Café Hub</b> <b>Noisy neighbours</b> (p18) Ask for and give advice		ask for and give advice	disagreeing	▶ watch people asking for and giving advice	ask for and give advice
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p159) Write an email of complaint		<b>KEY SKILL</b> Linking words		
<b>U3 TRAVEL</b>						
3.1	<b>The four-year journey</b> (p22) Talk about journeys and transport	<b>all / some / most / no / none</b>	types of transport	/p/, /b/, /v/	read an article about a four-year journey	interview others about their travel habits
3.2	<b>Lost at sea</b> (p24) Tell a story about a journey	<b>past continuous and past simple</b>	prefixes	was and were with past continuous	listen to a podcast about a family lost at sea	discuss different types of adventures describe a journey
3.3	<b>Too good to be true</b> (p26) Talk about the kind of holidays you like	<b>verb + -ing and to + infinitive</b>	accommodation and facilities	/ʃ/, /tʃ/ and /dʒ/	read an article about tips for a happy holiday <b>KEY SKILL</b> Identifying tone	<b>SPEAKING HUB</b> give a presentation about holiday accommodation
3.4	<b>Café Hub</b> <b>Overslept</b> (p28) Ask for travel information and check understanding		ask for travel information and check understanding	word stress and intonation and check understanding	▶ watch someone asking for travel information	ask for travel information and check understanding
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p160) Write an email about a travel experience		<b>KEY SKILL</b> Ordering events		

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U4 SOCIALISING</b>						
4.1	<b>What's the plan?</b> (p32) Talk about plans you have made for a weekend with visitors	<b>be going to + infinitive and present continuous for the future</b>	free time	<i>going to</i>	listen to a conversation about free time activities	plan a weekend
4.2	<b>The future of free time</b> (p34) Present reasons to support or argue against predictions	<b>making predictions</b>	suffixes	<i>will</i> and <i>won't</i>	read an article about the future of our social lives	discuss predictions about the future
4.3	<b>Hygge</b> (p36) Ask and answer questions about how you like to spend your free time	<b>subject and object questions</b>	relaxing	linking a consonant to a vowel	read an online article about <i>hygge</i> <b>KEY SKILL</b> Summarising	<b>SPEAKING HUB</b> talk about socialising and free time activities
4.4	<b>Café Hub</b> <b>Would you?</b> (p38) Make arrangements to meet up with somebody		make arrangements to meet up with somebody	saying <i>yes</i> or <i>no</i>	▶ watch people making arrangements to meet up	make arrangements and say <i>yes</i> or <i>no</i> to invitations
<b>UNIT REVIEW</b> p40		<b>WRITING</b> (p161) Write an invitation and reply		<b>KEY SKILL</b> Informal emails		
<b>U5 WORK</b>						
5.1	<b>Work</b> (p42) Talk about the pros and cons of different jobs and say how they help society	<b>can, could, be able to</b>	work collocations	<i>/w/</i> and <i>/v/</i>	read an online article about what makes us happy in our jobs	discuss the pros and cons of different jobs and how valuable they are to society
5.2	<b>Flip-flop entrepreneurs</b> (p44) Decide on the rules for a workplace or classroom	<b>obligation, necessity and permission: must, have to and can</b>	adjectives for appearance	<i>can / can't</i> and <i>must / mustn't</i>	read an article about a charity	talk about rules in the workplace or classroom
5.3	<b>Don't call us</b> (p46) Answer questions on topics in which you are an expert	<b>present perfect with for and since</b>	<i>work + preposition</i>	<i>has, have, for, since</i>	listen to a job interview <b>KEY SKILL</b> Listening for inference	<b>SPEAKING HUB</b> talk about a topic in which you are an expert
5.4	<b>Café Hub</b> <b>The cat</b> (p48) Give information about your work experience in a job interview		give information about your work experience in a job interview	singular and plural forms	▶ watch someone giving information about work experience in a job interview	roleplay a job interview
<b>UNIT REVIEW</b> p50		<b>WRITING</b> (p162) Write a covering email		<b>KEY SKILL</b> Beginning and ending emails and letters		
<b>U6 HEALTH</b>						
6.1	<b>Health myths</b> (p52) Give a presentation on health dos and don'ts	<b>quantifiers too and enough</b>	minor illnesses	<i>/ʌ/, /ɔ:/, /u:/, /eɪ/</i> and <i>/ɜ:/</i>	listen to a radio show about health myths	give a presentation about staying healthy
6.2	<b>Keep fit</b> (p54) Plan an exercise event for your local community	<b>-ing forms</b>	exercise	<i>/ŋ/, /n/</i> and <i>/m/</i>	read articles about fitness	plan an event to promote fitness
6.3	<b>We may never 'meet' again</b> (p56) Encourage people to make a lifestyle change	<b>present perfect with just, already and yet</b>	food groups	<i>/s/</i> and <i>/ʃ/</i>	read an article about vegetarianism and veganism <b>KEY SKILL</b> Scanning for key words	<b>SPEAKING HUB</b> design a leaflet about a lifestyle change
6.4	<b>Café Hub</b> <b>Painful experience</b> (p58) Talk about your symptoms at a pharmacy		talk about your symptoms at a pharmacy	vowel sounds	▶ watch people describing their symptoms at a pharmacy	roleplay a conversation about health
<b>UNIT REVIEW</b> p60		<b>WRITING</b> (p163) Write a product review		<b>KEY SKILL</b> Ordering information		

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
<b>U7 MIND</b>						
7.1	<b>Smile</b> (p62) Discuss what makes you happy	articles	feelings	/ə/ (schwa) in a / an	read an article about smiling	do a class survey about everyday things that make people happy
7.2	<b>The internet and the brain</b> (p64) Write an online comment about the effects of the internet	<i>used to</i>	shortened words	<i>used to</i>	read a blog about the effect of the internet on our brains	write a comment on a blog discuss the effects of the internet
7.3	<b>Intelligence</b> (p66) Talk about intelligence and achievements	<b>no article</b> ( <i>school, the school</i> )	phrasal verbs	practising <i>the</i> : /ði:/ or /ðə/	listen to a podcast about a child prodigy <b>KEY SKILL</b> Listening for the order of events	<b>SPEAKING HUB</b> give a presentation about a child prodigy
7.4	<b>Café Hub</b> <b>Neena's dinner</b> (p68) Describe an object and say what you use it for		describe an object and say what you use it for	objects	▶ watch someone describing an object and saying what you use it for	talk about objects
<b>UNIT REVIEW</b> p70		<b>WRITING</b> (p164) Write a survey report		<b>KEY SKILL</b> Using survey report language		
<b>U8 ART</b>						
8.1	<b>Musical taste</b> (p72) Talk about taste in music and your favourite songs	<b>reflexive pronouns</b>	music	consonant clusters in words	listen to a podcast about music read a short text about a radio programme	talk about types of music you like
8.2	<b>Unusual art</b> (p74) Talk about art and artists	<b>infinitive of purpose</b>	types of art	/ɪ/ and /i:/	read a blog about art	talk about art
8.3	<b>Telling stories</b> (p76) Describe films and books	<b>first conditional</b>	film and book genres; adjectives for describing films and books	word stress in longer words	listen to a podcast about films and books <b>KEY SKILL</b> Identifying contrasts	<b>SPEAKING HUB</b> recommend a film or book
8.4	<b>Café Hub</b> <b>First date</b> (p78) Show interest in a topic		show interest in a topic	intonation	▶ watch people showing interest in a topic	show interest
<b>UNIT REVIEW</b> p80		<b>WRITING</b> (p165) Write a review		<b>KEY SKILL</b> Describing and recommending		
<b>U9 MONEY</b>						
9.1	<b>Spending money</b> (p82) Talk about attitudes to money and about spending money	<b>second conditional</b>	prepositions in money phrases	/ɑ:/, /ʌ/ and /æ/	read an article about whether spending money can buy you happiness	talk about spending money
9.2	<b>Getting and giving</b> (p84) Talk about philanthropy and charities	<b>defining relative clauses</b>	verbs connected with money	/s/ and /z/	listen to a lecture about philanthropists	discuss different charities and attitudes towards giving money to charity
9.3	<b>Who needs money?</b> (p86) Discuss your skills and how they could help others	<b>gerunds</b>	<i>make</i> and <i>do</i> expressions	/ɜ:/ and /dʒ/	read an article about bartering <b>KEY SKILL</b> Using context to guess unknown words	<b>SPEAKING HUB</b> speak about exchanging skills and services
9.4	<b>Café Hub</b> <b>Difficult customer</b> (p88) Go shopping for clothes and ask for a refund		go shopping for clothes and ask for a refund	adding emphasis	▶ watch someone shopping for clothes and asking for a refund	roleplay buying and returning a gift
<b>UNIT REVIEW</b> p90		<b>WRITING</b> (p166) Write a 'for sale' advert		<b>KEY SKILL</b> Describing a product		

	LESSON - OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING - LISTENING	SPEAKING - WRITING
<b>U10 SCIENCE AND TECHNOLOGY</b>						
10.1	<b>Devices</b> (p92) Describe and compare personal possessions.	<b>comparatives and superlatives</b>	electronic devices	/ɪst/ and superlative adjectives	listen to a radio show about devices	compare phones
10.2	<b>It's only good when it works</b> (p94) Describe types of technology	<b>more comparative structures</b>	using devices and the internet	/əz/ in comparative structures	read a blog about technology and the internet.	talk about different types of technology
10.3	<b>The best view in the universe</b> (p96) Discuss the requirements for a job	<b>need to</b>	collocations: science and research	/ʊ/ and /uː/	read an article about the International Space Station <b>KEY SKILL</b> Facts and opinions	<b>SPEAKING HUB</b> talk about working in space
10.4	<b>Café Hub</b> <b>Locked out</b> (p98) Make and receive formal and informal phone calls		make and receive formal and informal phone calls	word stress and intonation	▶ watch people making and receiving phone calls	make and receive phone calls roleplay calling friends to ask for help
<b>UNIT REVIEW</b> p100		<b>WRITING</b> (p167) Write a recommendation   <b>KEY SKILL</b> Making recommendations				
<b>U11 NATURAL WORLD</b>						
11.1	<b>Natural wonders</b> (p102) Talk about natural wonders	<b>the passive (present and past simple)</b>	natural features	/e/ and /iː/	listen to a radio show about the Seven Natural Wonders of the World	give a presentation about a natural wonder
11.2	<b>Animal images</b> (p104) Read and talk about wildlife photography	<b>adjective + to + infinitive</b>	animals	to /tə/	read an article about a wildlife photographer	choose the best animal picture
11.3	<b>Throw-away world</b> (p106) Talk about the causes and effects of plastic pollution	<b>even</b>	<i>somewhere, nowhere, everywhere, anywhere</i>	/r/ pronounced and silent	read a news report about plastic pollution <b>KEY SKILL</b> Looking for ways of expressing cause and effect	<b>SPEAKING HUB</b> make a plan to do the Plastic Challenge
11.4	<b>Café Hub</b> <b>Power cut</b> (p108) Tell a story		tell a story	showing interest	▶ watch a someone telling a story	tell and respond to a story
<b>UNIT REVIEW</b> p110		<b>WRITING</b> (p168) Write an email giving suggestions and advice   <b>KEY SKILL</b> Making suggestions and giving advice				
<b>U12 MEDIA</b>						
12.1	<b>The news</b> (p112) Talk about the pros and cons of online news	<b>reported speech</b>	news expressions	/b /, /ɔː/ and /əʊ/	read an article about the news	conduct a class survey about people's attitudes to the news
12.2	<b>On the box</b> (p114) Talk and debate about different TV viewing habits	<b>past perfect</b>	television	word stress in past perfect sentences	read an article about how binge-watching has changed TV	hold a debate about TV shows, box sets and on-demand viewing
12.3	<b>Advertising</b> (p116) Talk about advertising and what makes a good advert	<b>shall</b>	advertising	/æ/ and /e/	listen to a discussion about advertising campaigns <b>KEY SKILL</b> Identifying opinion and attitudes of speakers	<b>SPEAKING HUB</b> plan and present an advertising campaign
12.4	<b>Café Hub</b> <b>Watch this</b> (p118) Give and respond to opinions		give and respond to opinions	agreeing and disagreeing	▶ watch people discussing the pros and cons of football	give and respond to opinions
<b>UNIT REVIEW</b> p120		<b>WRITING</b> (p169) Write a story   <b>KEY SKILL</b> Writing a story				

**Irregular Verbs** (p121) **Grammar Hub** (p122) **Vocabulary Hub** (p146) **Communication Hub** (p152) **Audioscripts** (p170)