

INGLÉS NATIONAL GEOGRAPHIC INTERACTIVO INTERMEDIO PLUS

ÁREA FORMATIVA
IDIOMAS

DURACIÓN
100H

MODALIDAD FORMATIVA
Semipresencial, Distancia.

DESTINATARIOS

- Alumnos interesados en completar su formación y conocimientos de inglés.

OBJETIVOS

El objetivo de este curso es distinguir y usar correctamente los tiempos verbales de presente, pasado y futuro. Utilizar los verbos modales correctamente. Uso de la voz pasiva. Utilizar las expresiones "as...as" y "would rather".

Usar vocabulario relacionado con la geografía, la cultura, las partes del cuerpo, la vida de la ciudad, las etapas de la vida, la naturaleza, los viajes, las festividades.

Aprender a pronunciar los distintos sonidos de la lengua inglesa.

Lectura de fragmentos relacionados con el tema sobre el que trata cada lección.

TITULACIÓN

Los participantes que hayan realizado con aprovechamiento el Curso, recibirán el correspondiente **Diploma del Curso Inglés National Geographic Interactivo intermedio Plus** expedido por Isonor Quality.

TEMARIO

UNIT 1: Food from the Earth

Unit Goals:

Compare what people usually do with what they are doing now

Identify regional staple foods

Talk about traditional family dishes

Understand how a regional food becomes an international dish

Grammar: Verb tense review: Simple present tense vs. Present continuous tense: *I **eat** rice every day/ She **'s cooking** fish now.* Simple past tense (regular and irregular): *We **learned** how to make pizza yesterday.*

Vocabulary: Geographical regions. Climate. Food staples.

Listening: Focused listening. An interview: rice farming.
Speaking and Pronunciation: Comparing different regions: discussing their climate and their food. Linking sounds: final consonant followed by a vowel.
Reading and Writing: "A slice of History". Responding to an email.

UNIT 2: Communication

Unit Goals:

Communicate with people from different cultures

Make small talk with new people

Use small talk to *break the ice*

Learn how professionals *break the ice*

Grammar: Present perfect tense: *He **has traveled** to many countries.* Signal words: already, ever yet: **Have you ever seen a giraffe?**

Vocabulary: Culture, communication and gestures. Small talk.

Listening: Listening for general understanding. Conversations: small talk.

Speaking and Pronunciation: Talking about what you have or haven't done. Making small talk. *Have or has vs. Contractions.*

Reading and Writing: "Taking Pictures of the World". Writing opinions.

UNIT 3: Cities

Unit Goals:

Describe your city or town

Explain what makes a good neighborhood

Discuss an action plan

Make predictions about cities in the future

Grammar: Future with will: *The city **will be** cleaner.* Will + time clauses: *I'll check out the neighborhood **before** I rent an apartment.*

Vocabulary: City life. Maps.

Listening: General and focuses listening. A radio interview: Jardin Nomade in Paris.

Speaking and Pronunciation: Discussing good and bad elements in a neighborhood. Predicting the future of cities. Emphatic stress.

Reading and Writing: "Megacities". Writing a paragraph.

UNIT 4: The Body

Unit Goals:

Discuss ways to stay healthy

Talk about lifestyles

Suggest helpful natural remedies

Understand how germs affect the body

Grammar: Review of comparatives, superlatives, and equatives: *The skin is **the** body's **largest** organ.* Infinitive of purpose: *You can drink tea with honey **to help** a sore throat.*

Vocabulary: Human organs. Parts of the body. Everyday aliments.

Listening: Focused listening. A doctor's appointment.

Speaking and Pronunciation: Talking about food and ingredients that are good for you. Suggesting easy remedies. Linking with comparatives and superlatives.

Reading and Writing: "Tiny Invaders". Writing an excuse for a sick child.

UNIT 5: Challenges

Unit Goals:

Talk about facing challenges

Reflect on past accomplishments

Use *too* and *enough* to talk about abilities

Describe a personal challenge

Grammar: Simple past tense vs. past continuous tense: *We **were eating** dinner when you called. Enough, not enough, too + adjective: He was **old enough** to sail alone.*

Vocabulary: Physical and mental challenges. Phrasal verbs.

Listening: Listening of general understanding. An interview: Jenny Daltry, herpetologist.

Speaking and Pronunciation: Discussing challenges. Talking about abilities. Words that end in -ed.

Reading and Writing: "Arctic Dreams and Nightmares". Writing a journal entry.

UNIT 6: Transitions

Unit Goals:

Use the simple past and past perfect tense to talk about milestones in your life

Talk about the best age to do something in your life

Use *how* questions to get more information

Describe an important transition in your life

Grammar: Simple past tense vs. Present perfect tense: *I **lived** alone in 2005/ I **'ve lived** alone for five years now. How + adjective or adverb: **How tall** is he?*

Vocabulary: Stages of life. Adjectives of age: *youthful, childish, mature.*

Listening: General and focused listening. A radio program: healthy tips from an Okinawan centenarian.

Speaking and Pronunciation: Talking about something you did. Discussing the best age for life transitions. □ sound.

Reading and Writing: "Coming of Age the Apache Way". Writing a paragraph to describe a life transition.

UNIT 7: Luxuries

Unit Goals:

Explain how we get luxury items

Talk about needs and wants

Discuss what makes people's lives better

Evaluate the way advertising creates desire for products

Grammar: Present passive voice: *Jewelry **is given** as a gift. Passive voice with *by* (present tense): *This blouse **was made by** well-paid workers.**

Vocabulary: Luxury items. Import/export items. Past participles of irregular verbs.

Listening: Focused listening. Discussions: the world flower market.

Speaking and Pronunciation: Discussing luxuries and necessities. Talking about improving your life. Sentence stress: content vs. function words.

Reading and Writing: "Perfume: The Essence of illusion". Writing a magazine ad.

UNIT 8: Nature

Unit Goals:

Use conditionals to talk about real situations

Talk about possible future situations

Describe what animals do

Give your opinion about a problem in nature

Grammar: Real conditionals in the future: *If I **have** time tomorrow, I **'ll call** you. Quantifiers (review): *Raccoons eat **many** different kinds of food.**

Vocabulary: Nouns and adjectives to describe animals. Adverbs of manner.

Listening: Listening for general understanding and for specific information. A radio program: the bluefin tuna.

Speaking and Pronunciation: Role-playing to promote environmental action to make oceans sustainable. Phrases in sentences.

Reading and Writing: "Return of the Gray Wolf". Writing a paragraph to give an opinion.

UNIT 9: Life in the Past

Unit Goals:

Discuss life in the past

Talk about your grandparents' daily lives

Compare past and present ways of getting things done

Consider the impact of the Columbian Exchange

Grammar: Used to/ would: *Native Americans **used to** make their shoes out of deerskin.* Past passive voice: *Igloss **were built** with blocks of ice.*

Vocabulary: Activities and artifacts. Indian innovations. Separable phrasal verbs.

Listening: Focused and general listening. An interview: archaeologist's excavation.

Speaking and Pronunciation: Discussing daily life in the past based on archaeological discoveries. Reduction of *used to*.

Reading and Writing: "The Columbian Exchange". Writing a journal entry of life in an imaginary world.

UNIT 10: Travel

Unit Goals:

Talk about preparations for a trip

Talk about different kinds of vacations

Use English at the airport

Discuss the pros and cons of tourism

Grammar: Modals of necessity: *I **must** make a reservation.* Modals of prohibition: *You **must not** take pictures here.*

Vocabulary: Travel preparations. Vacations. At the airport.

Listening: Listening for general understanding. Conversations: vacations.

Speaking and Pronunciation: Planning a dream vacation. Making your way through the airport.

Reduction of *have to, has to, got to*.

Reading and Writing: "Tourists or Trees?" Writing a paragraph about the positive impact of tourism.

UNIT 11: Careers

Unit Goals:

Discuss career choices

Ask and answer job-related questions

Talk about career planning

Identify career qualifications

Grammar: Modals for giving advice: *You **should** choose a career that fits your personality.*

Indefinite pronouns: ***Everyone** in the audience **was** laughing.*

Vocabulary: Career decisions. Participial adjectives.

Listening: Listening for general understanding. An interview: a restaurant owner in Thailand.

Speaking and Pronunciation: Role-playing job interviews. Intonation in questions.

Reading and Writing: "Maria Fadiman: Ethnobotanist". Filling- out a *dream job* questionnaire.

UNIT 12: Celebrations

Unit Goals:

Describe a festival

Compare holidays in different countries

Talk about personal celebrations

Share holiday traditions

Grammar: As...as: *New Year's is **as** exciting **as** National Day.* Would rather: *I'd rather have a big party.*

Vocabulary: Festivals and holidays. Greetings for celebrations.

Listening: Listening for general and specific information. Discussions: local celebrations or holidays.

Speaking and Pronunciation: Comparing different international celebrations. Question intonation with lists.

Reading and Writing: "Starting a New Tradition". Writing a substantiated opinión.

Contenido del material:

Libro del Alumno: WORLD ENGLISH 2 (Teoría + Ejercicios)

Workbook: WORLD ENGLISH 2

CD con Audiciones de WORLD ENGLISH 2

Audiciones referidas en el manual, y además actividades extra de carácter interactivo para cada una de las unidades. Al final de cada unidad encontramos un texto referido a un documental de *National Geographic*, el cual se nos presenta en formato audiovisual.

DOCENTES

Profesorado con acreditada experiencia en la materia.