



ACREDITACIÓN LINGÜÍSTICA (MOVERS) Curriculum

Nuestro método:

Los jóvenes estudiantes no estudian un idioma, necesitan vivir el idioma para aprender de una manera divertida y dinámica. La atención se centra en hablar y escuchar, ¡pero los alumnos también aprenderán a leer y escribir con nosotros!

En nuestro centro aprendemos a través de un plan de estudios basado en preguntas en el que el alumno es el centro de la experiencia de aprendizaje. ¡El profesor nativo actuará como guía para obtener el idioma y permitirá a los estudiantes experimentar el inglés de una manera divertida e interactiva!

Los estudiantes usarán música y juegos para aprender a través del juego, el movimiento y la repetición para asegurarse de que viven el idioma y que pueden aplicar el inglés cuando hablan con otras personas.

Cada unidad didáctica está formada de un “learning topic” en el cual los alumnos usarán inglés para desarrollar sus conocimientos sobre cada cual. En cada tema también realizarán un proyecto como parte de su aprendizaje en base a proyectos.

Los principios del plan de estudios de los jóvenes estudiantes:

- Aprendizaje cooperativo: trabajo en grupo
- Aprende a través de rutinas y repeticiones de forma divertida
- Aprendizaje emocional: aprender a través de los gestos
- Motivación y sorpresa: aprendizaje basado en la realidad
- Investiga el mundo que te rodea: aprendizaje basado en proyectos
- Aprender a través del movimiento: tacto, acciones y conciencia espacial
- Aprende jugando: adivina, deduce y disfruta usando el inglés
- Aprende palabras y fonética a través de la música: canta, muévete y baila
- Aprende a través de la historia: sigue historias animadas simples
- Aprende a través de patrones: reconoce patrones simples y repeticiones
- Aprende a través de la tecnología: videos y juegos interactivos
- Aprende a través del juego de roles: actuando e imitando el lenguaje
- Aprende a través de preguntas e investigaciones usando manualidades.
- Matemáticas para jóvenes estudiantes.
- Comunicación oral
- aprendizaje diverso
- Evaluación



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Unit 1: People: personality and appearance

- Vocabulary
 - Verbs:** seem, look, look like, wear, dress, cut, grow, take after, work, study, talk, chat, gossip, become, get, grow up, put on weight, lose weight,
 - Nouns:** pony tail, bread, mostache, body parts, piercing, glasses, fringe, job, teacher, doctor, pilot
 - Adjectives:** strong, weak, tall, short, old, young, thin, fat, slim, chubby, wavy, curly, straight, blond, brunette, bald, ugly, pretty, good-looking, normal, strange, weird, cool, crazy, stupid, silly, clever, intelligent, hard-working, lazy, annoying, funny, dull
 - Collocations:** be, wear, carry or have
- Grammar and structures
 - Present simple:** *I am a doctor, I work in a hospital*
 - Present continuous:** *I am working as a teacher.*
 - 3rd person:** *he/she is..., he/she has got*
 - Contractions:** I'm, I've, You've, you're, He's, She's, It's, We're, We've, they're, They've
 - Get + adjective:** *I get bored, I am getting tired*
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** description of myself when I grow up
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts: descriptions
- Writing
 - Vocabulary and extended phrases and short and varied texts: descriptions



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Unit 2: People and possessions

- Vocabulary
 - Verbs:** have, own, belong to, buy, shop for, share, lend, borrow, keep, sell, take, use, recommend, offer, ask for, purchase, overuse, underuse, last, break, read, surf, try,
 - Nouns:** watch, mobile phone, cards, board game, computer game, toy, computer, tablet, camera, book, magazine, jewellery
 - Adjectives:** useful, useless, expensive, cheap, modern, traditional, fun, boring, entertaining, interactive, old-fashioned, cool, rubbish, awkward, easy, hard, amusing,
 - Collocations:** make or do
- Grammar and structures
 - Past simple:** *I went out, I didn't go out, Did you go out?*
 - Regular verb pronunciation:** ...ed /t/ /ɪd/ /d/
 - Present perfect:** *I have had my car for 6 years.*
 - Contractions:** I've, You've, He's, She's, It's, We've, They've
 - FOR vs SINCE:** *I have lived here for 10 years.*
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** email a friend
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts: Simple emails and letters



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Unit 3: Routines: actions and activities

- Vocabulary
 - Verbs:** spend time + ing, pass, fail, learn, study, revise, take notes, pay attention to, travel, drink, eat, tidy up, wash up, go to, get around, depend on, go out, set off, get back, get up, go to bed, have breakfast/lunch/dinner, have a snack, go home, meet
 - Nouns:** shower, lessons, homework, breakfast, lunch, dinner, bed, school, home, notes, exams, friends, books, shampoo, soap, toilet, clothes, sink, toothbrush, comb, food, drinks
 - Adjectives:** early, late, soon, after, before, busy, empty, relaxing, lazy, active, ordinary, dull, basic, educational, everyday,
 - Collocations:** have/get/go/eat/take + noun
- Grammar and structures
 - Prepositions of time:** at, on, in, for, since, during, before, after
 - Present tenses:** present simple, present continuous, perfect
 - Gerund:** verb + ing, ing after preposition, subject
 - Infinitive:** verb + infinitive, infinitive after adjective, purpose
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** daily routine comic
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts: comics



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Unit 4: Free time: likes and dislikes

- Vocabulary
 - Verbs:** sledging, skateboarding, cycling, skating, playing, jogging, canoeing, fishing, skiing, surfing, swimming, sailing, like, dislike, hate, enjoy, love, prefer, learn, know how to
 - Nouns:** basketball, football, badminton, judo, karate, yoga, boat, skis, trainers, sports clothes, skateboard, skates, rollerblades, ball, bat, racket, net, basket, court, pitch, pool, track, referee
 - Adjectives:** energetic, lazy, relaxed, popular, easy, hard, awkward, contact, non-contact, team, individual, fun, boring
 - Collocations:** play, do, go, have, make
- Grammar and structures
 - Like/dislike + ing:** *I like watching tv.*
 - Would like + infinitive:** *I would like to play basketball.*
 - Modal verbs (ability):** can, can't, know how + infinitive, be able
 - Question formation:** Do you like + ing? Would you like + infinitive?
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** create a new sport
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts: Messages, notes and postcards



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Unit 5: Family, friends and social life

- Vocabulary
 - Verbs:** meet, know, hang out, spend time with, look after, play with, share with, participate in, go out, stay in, argue with
 - Nouns:** brother, sister, mum, dad, cousin, grandma, grandpa, friend, boyfriend, girlfriend, stranger, teacher, colleague, ...mate
 - Adjectives:** friendly, unfriendly, kind, mean, stingy, fun, boring, awkward, generous, chatty, talkative, quiet, shy, sociable, unsociable, keen, eager, crazy, fond, interested
- Grammar and structures
 - Future:** be going to
 - Will (requests):** *Will you help me, please?*
 - ing vs ed adjective:** *My friend is boring.*
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** what makes a good friend?
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters



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Unit 6: My city: the city or the countryside

- Vocabulary
 - Verbs:** arrive at/in, get to, live, work, commute, get around, move, move to, study, catch, take, take out, eat out, watch, buy, purchase, sell, take back, return, like, dislike, love, hate, detest, enjoy, leave, stay in, prefer + ing, would prefer + verb
 - Nouns:** station, bank, hospital, cafe, restaurant, cinema, store, shop, supermarket, shopping mall, hotel, school, university, bridge, roundabout, road, street, crossing, tree, bush, sign
 - Adjectives:** huge, bustling, busy, noisy, quiet, calm,
- Grammar and structures
 - Prepositions of place:** behind, between, in front of, opposite, next to, near, far from, under, on, in, at
 - Comparative:** ...er than, the ...est, as + adjective as
 - There is/ are vs there was/were
 - Used to:** *I used to go, I didn't use to go... Did you use to go...?*
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** how my city has changed
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts



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Unit 7: Travel and transport

- Vocabulary
 - Verbs:** arrive at/in, get to, reach, get around, move from, move to, go away, stay in, commute, go on a trip, leave, set off, return
 - Nouns:** trip, vehicle, journey, transport, ticket, passport, seat, passenger, driver, pilot, holiday, stay, room, environment, traffic, city, country, continent, border, countries: USA, England, Italy, Japan, China, Australia, Spain, Wales, Ireland, Canada
 - Adjectives:** single, return, double, public, private, exciting, eager, interesting, boring, long, short, full, empty, busy
 - Collocations and word patterns:** bored of, keen on, fond of
- Grammar and structures
 - 1° conditional:** *If I go on holiday, I will go to Paris.*
 - Plans:** Going to, be eager + infinitive, want + infinitive, fancy + ing, feel like + ing
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** Plan a trip
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters



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Unit 8: Food and health

- Vocabulary
 - Verbs:** prepare, cook, boil, fry, bake, steam, oven, microwave, eat, dine, drink, chew, swallow, consume, heat, freeze, cool, give, take, have/eat breakfast/lunch/dinner, wash up, clean
 - Nouns:** chocolate, bananas, sandwiches, tomatoes, crisps, chicken, ice cream, sausages, fish, coffee, cola, meat, fruit, vegetables, juice, milk, jam, butter, oil, chicken, pork, beef
 - Adjectives:** hot, cold, boiling, frozen, raw, sweet, sour, bitter, sour, spicy, bland, soft, hard, crunchy, nice, delicious, tasty, balanced, healthy, unhealthy, varied, similar, different
- Grammar and structures
 - Continuous tenses:** present continuous, past continuous
 - Time expressions:** then, while/whilst, at the moment, currently, at night, in the morning/afternoon/evening, right now, lately
 - Modal verbs (requests):** *Can I have...? Can you give me...?*
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** A balanced diet
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards



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Unit 9: Animals and nature

- Vocabulary
 - Verbs:** live, feed, hunt, catch, swim, search,
 - Nouns:** sea, river, lake, turtle, seahorse, shark, dolphin, snake, grasshopper, butterfly, parrot, flamingo, crab, starfish, octopus, eels, lobster, clam, prawn, wildlife park, sanctuary, zoo, shell, wings, claws, beak, teeth, fins, scales, claws, tentacles, tail
 - Adjectives:** aquatic, light, heavy, small, intelligent, aggressive, slow, fast, quick, tropical, tame, wild, domesticated, captured, protected, colourful, dull, scary, beautiful, tasty, edible, unedible
- Grammar and structures
 - 2° conditional:** *If I were a seahorse, I would live in the sea. If I had wings, I would fly.*
 - Comparatives:** ...er than, similar to, different from, as + adjective + as
- Pronunciation
 - Phonemic awareness:** phonemes, digraphs, trigraphs and graphemes
- Cross-curricular activities and values
 - Project:** poster - save the animals wildlife park
- Listening
 - Songs and extended conversations
 - Answering questions and comprehension
 - Short dictations
- Reading
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters
- Writing
 - Vocabulary and extended phrases
 - Short and varied texts
 - Messages, notes and postcards
 - Simple emails and letters