

LUMARA ENGLISH

SCHOOL SUBJECTS

TEACHER EDITION

& COMPLETE ANSWER BOOK

9 units • listening scripts • answers • differentiation • assessment • rubrics



ENGLISH CLASS



MATHEMATICS



SCIENCE



GEOGRAPHY



HISTORY



COMPUTERS & ICT



ART



MUSIC



PHYSICAL EDUCATION

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PROGRAMME GUIDE

Practical implementation for multilingual ESL classrooms

RECOMMENDED UNIT FLOW

1 opener and prior knowledge • 2 vocabulary • 3 reading • 4 language frames • 5 listening • 6 speaking • 7 writing • 8 practice • 9 puzzle • 10 quiz and project. Adapt pacing rather than rushing every page.

MULTILINGUAL SUPPORT

Use translations strategically for access, comparison and confidence. Return quickly to English output.

COMMUNICATION FIRST

Learners should use subject language to solve, explain, compare, evaluate and create - not only label.

RETRIEVAL

Begin lessons with five quick questions from earlier units. Recycle sentence frames across subjects.

ACCESSIBILITY

Offer visual models, oral rehearsal, chunked instructions, extra processing time and alternative response modes.

CHALLENGE

Move from naming to explaining, from opinion to evidence, and from single sentences to sustained presentation.

ASSESSMENT & LANGUAGE GUIDE

Practical implementation for multilingual ESL classrooms

ASSESSMENT PRINCIPLE

Assess content communication and language growth together. Do not penalise every language error if meaning is clear; identify the one or two features that most improve accuracy and impact.

REGIONAL SPANISH

Accept natural regional vocabulary. Invite comparison without forcing learners to replace their home variety.

BRAZILIAN PORTUGUESE

Note false friends and cognates, but keep English as the shared production language.

LISTENING

Read scripts at natural but supportive speed. First listening: gist. Second: detail. Optional third: language noticing.

SPEAKING

Use observable criteria: clarity, subject vocabulary, organisation, interaction and evidence/examples.

WRITING

Mark for task completion, organisation, subject vocabulary, language control and revision effort.

UNIT 1 TEACHING NOTES

Talking About English Class

LEARNING OUTCOMES

name common classroom activities • ask for clarification and repetition • talk about reading, writing, listening and speaking

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Model polite intonation, not only correct grammar. Allow learners to compare regional Spanish terms and notice that the English target remains the same. Use real textbooks, dictionaries and worksheets as visual support.

SUPPORT

Support: provide sentence starters and picture cards.

STRETCH

Stretch: require follow-up questions and reasons using because.

HOMEWORK

Record a 45-second voice note describing what you do in English class.

UNIT 1 LISTENING SCRIPT

Talking About English Class

SCRIPT

Teacher: Today we are practising pronunciation. First, open your textbook to page eighteen. Listen to the five words and underline the stressed syllable. Then compare your answers with a partner. After that, record yourself saying two sentences. If you are not sure, ask me to repeat the example. Finally, write one question for another student.

ANSWER KEY

1. **Page 18.**
2. **The stressed syllable.**
3. **A partner.**
4. **Two.**
5. **One question for another student.**

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 1 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. On Tuesday after break.
2. They match words with pictures.
3. Because Camila asks for repetition.
4. A mini conversation.
5. She uses a dictionary.

PRINTABLE PRACTICE

1. **dictionary**
2. **repeat**
3. **reading, writing, listening, speaking**
4. **How do you spell it?**
5. **Answers will vary.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 1 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. homework
2. listening
3. mean
4. Could you repeat that, please?
5. a dictionary
6. Answers will vary.
7. first, next, finally
8. They work with a partner.

PROJECT IMPLEMENTATION

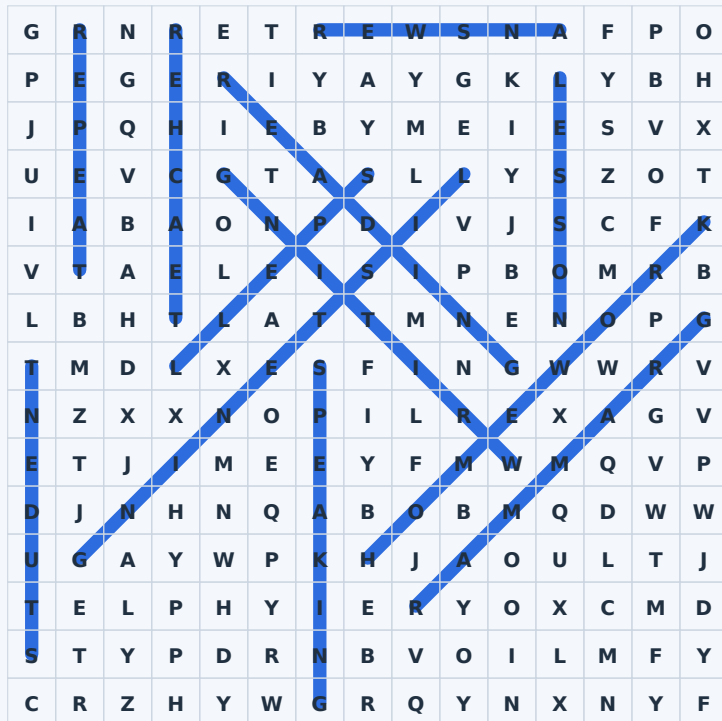
Create a one-page “English Class Survival Guide” with eight useful phrases, small illustrations and translations for your classmates. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Instruction Relay: Teams listen to a classroom instruction, whisper it down the line and complete the action accurately. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 1 PUZZLE SOLUTION

Talking About English Class



HIDDEN WORDS

TEACHER: (4,7) to (4,1)

STUDENT: (1,14) to (1,8)

LESSON: (12,2) to (12,7)

HOMEWORK: (8,12) to (15,5)

READING: (5,2) to (11,8)

WRITING: (11,10) to (5,4)

LISTENING: (10,4) to (2,12)

SPEAKING: (7,8) to (7,15)

GRAMMAR: (15,7) to (9,13)

REPEAT: (2,1) to (2,6)

SPELL: (8,4) to (4,8)

ANSWER: (12,1) to (7,1)

EXTENSION ANSWERS

Sentence answers will vary. Require correct meaning, a complete sentence and natural subject context.

UNIT 2 TEACHING NOTES

Talking About Mathematics

LEARNING OUTCOMES

name operations and symbols • read simple equations accurately • explain a calculation using sequence language

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Teach both “maths” (UK) and “math” (US), noting that the course title uses mathematics. Practise saying large numbers in context, especially local currency. Insist on full spoken equations before moving to abbreviated classroom language.

SUPPORT

Support: use number lines, counters and operation cards.

STRETCH

Stretch: ask learners to justify why a method is efficient.

HOMEWORK

Photograph or copy three calculations from daily life and write each one in words.

UNIT 2 LISTENING SCRIPT

Talking About Mathematics

SCRIPT

Teacher: Look at the equation on the board: forty-eight divided by six equals eight. First, identify the operation. Next, draw six equal groups. Put eight counters in each group. Then multiply six by eight to check your answer. Finally, explain the method to your partner using the words divided by and equals.

ANSWER KEY

1. 48 divided by 6 equals 8.
2. Division.
3. Six.
4. Eight.
5. Multiplication.

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 2 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. Notebooks and pens.
2. Three.
3. 3,500 multiplied by 3.
4. 12,900 pesos.
5. They estimate before calculating and check the work.

PRINTABLE PRACTICE

1. **Nine plus six equals fifteen.**
2. **56**
3. **product**
4. **divided by**
5. **About 600.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 2 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. percentage
2. quotient
3. Six times nine equals fifty-four.
4. 30
5. estimate
6. Use addition / estimate.
7. 15
8. Answers will vary.

PROJECT IMPLEMENTATION

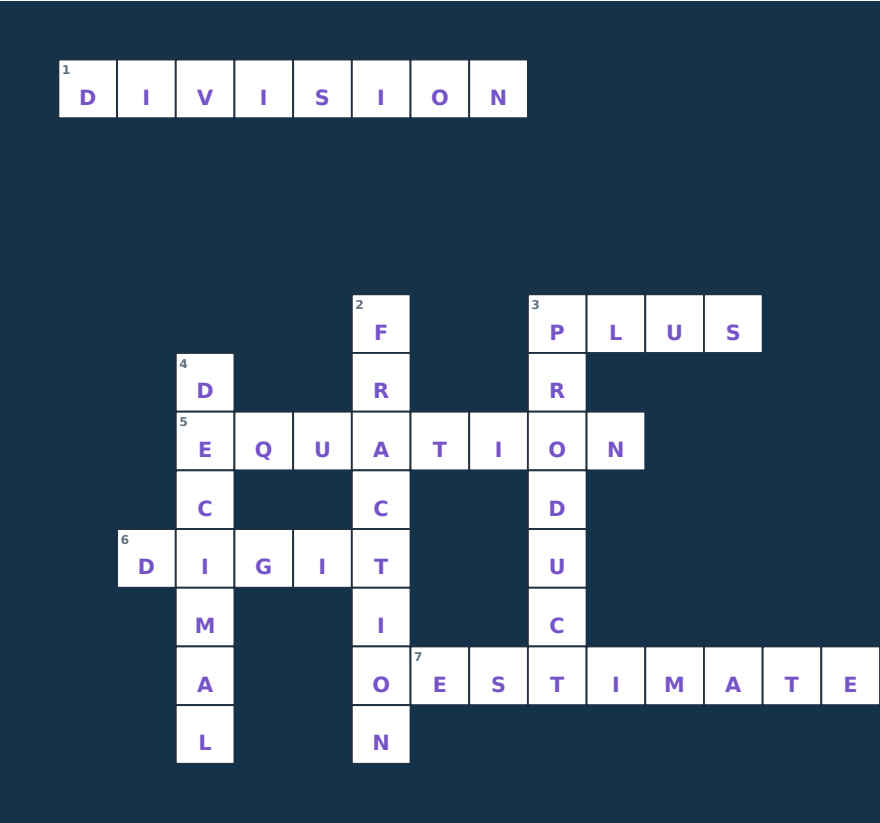
Design a multilingual maths mini-poster showing the four operations, their symbols, result words and one worked example each. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Human Equation: Learners hold number, symbol and operation cards and arrange themselves to form true equations. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 2 PUZZLE SOLUTION

Talking About Mathematics



5. EQUATION

3. PRODUCT

2. FRACTION

4. DECIMAL

7. ESTIMATE

1. DIVISION

3. PLUS

6. DIGIT

EXTENSION ANSWERS

Accept any three accurate sentences that use the crossword answers in meaningful subject context.

UNIT 3 TEACHING NOTES

Talking About Science

LEARNING OUTCOMES

name common laboratory objects • describe an experiment in sequence • distinguish observations from conclusions

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Keep the language of evidence cautious: “suggests” is often better than “proves.” Demonstrate equipment physically or with clear vector diagrams. Separate process verbs from equipment nouns.

SUPPORT

Support: provide a lab report frame with verb choices.

STRETCH

Stretch: ask learners to identify independent, dependent and controlled variables.

HOMEWORK

Find a household process that involves a change of state and describe it in five sentences.

UNIT 3 LISTENING SCRIPT

Talking About Science

SCRIPT

Teacher: Before we begin, put on your safety goggles. Place one spoonful of salt in the first beaker and one spoonful of sugar in the second. Add fifty millilitres of water to each beaker. Stir both mixtures for thirty seconds. Observe what happens and record whether each solid dissolves completely, partly or not at all. Do not taste any material in the laboratory.

ANSWER KEY

1. **Safety goggles.**
2. **One spoonful of salt.**
3. **50 millilitres.**
4. **30 seconds.**
5. **Taste any material.**

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 3 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. Which material is the best insulator.
2. Paper, cotton and aluminium foil.
3. The cup type, water volume and starting conditions.
4. The cotton-wrapped cup.
5. To make the evidence more reliable.

PRINTABLE PRACTICE

1. **question, hypothesis, method, results, conclusion**
2. **hypothesis**
3. **measured / recorded**
4. **solid, liquid, gas**
5. **Answers will vary.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 3 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. Information or observations that support an explanation.
2. A beaker.
3. Answers will vary.
4. An observation is what is noticed/measured; a conclusion explains what the evidence suggests.
5. Cup type / water volume / starting temperature.
6. mixture
7. To improve reliability.
8. Answers will vary.

PROJECT IMPLEMENTATION

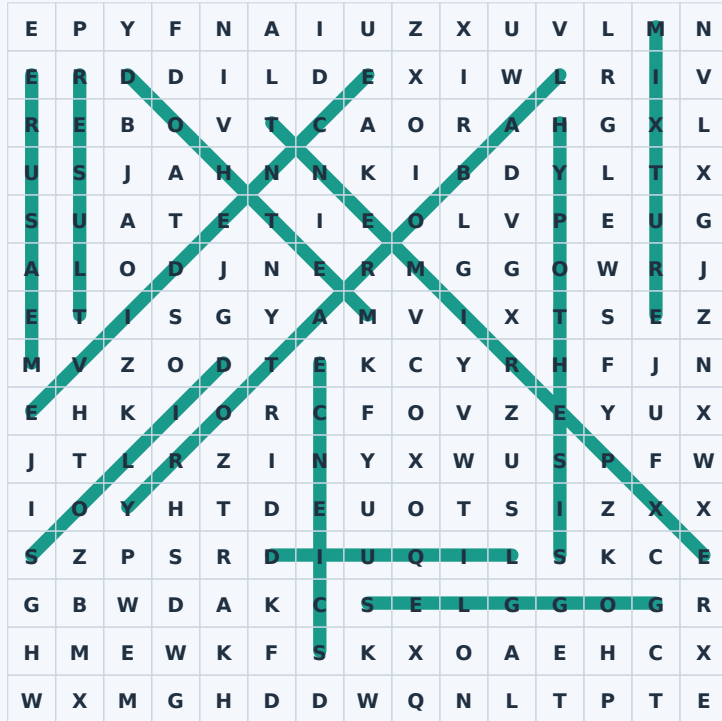
Plan and present a safe classroom investigation. Include a question, hypothesis, variables, method, results table and expected conclusion. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Science Taboo: Describe a science word without using the three forbidden words on the card. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 3 PUZZLE SOLUTION

Talking About Science



HIDDEN WORDS

- SCIENCE: (7,14) to (7,8)
- EXPERIMENT: (15,12) to (6,3)
- LABORATORY: (12,2) to (3,11)
- HYPOTHESIS: (12,3) to (12,12)
- METHOD: (8,7) to (3,2)
- RESULT: (2,2) to (2,7)
- EVIDENCE: (1,9) to (8,2)
- MEASURE: (1,8) to (1,2)
- SOLID: (1,12) to (5,8)
- LIQUID: (11,12) to (6,12)
- MIXTURE: (14,1) to (14,7)
- GOGGLES: (14,13) to (8,13)

EXTENSION ANSWERS

Sentence answers will vary. Require correct meaning, a complete sentence and natural subject context.

UNIT 4 TEACHING NOTES

Talking About Geography

LEARNING OUTCOMES

use compass directions and map language • describe physical and human features • compare climates and places

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Use local maps so language immediately connects to familiar geography. Teach “weather” and “climate” as distinct concepts. Invite comparison of regional direction terms such as poniente, occidente and oeste.

SUPPORT

Support: provide a labelled compass rose and map key.

STRETCH

Stretch: require evidence from a map, table or climate graph.

HOMEWORK

Write a 100-word geographic profile of a place you know well.

UNIT 4 LISTENING SCRIPT

Talking About Geography

SCRIPT

Guide: Start at the capital city on the map. Travel east toward the mountain range. Then move south along the main river until you reach a farming valley. The small town is west of the river and north of the lake. The national park is farther south, beside the forest. Use the map key to identify roads, rivers and protected areas.

ANSWER KEY

1. At the capital city.
2. East.
3. The main river.
4. West of the river and north of the lake.
5. The map key.

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 4 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. On the western edge of South America.
2. Because the country is very long from north to south.
3. The Atacama Desert.
4. The Pacific Ocean.
5. Connections among location, climate, resources and population.

PRINTABLE PRACTICE

1. **west**
2. **A line separating countries or regions.**
3. **long-term patterns**
4. **south**
5. **Answers may include river, mountain, valley, desert, forest, coast.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 4 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. mountain range
2. a globe
3. Related to a city or town.
4. east
5. Weather is short-term; climate is long-term.
6. Answers will vary.
7. Answers will vary.
8. To understand symbols.

PROJECT IMPLEMENTATION

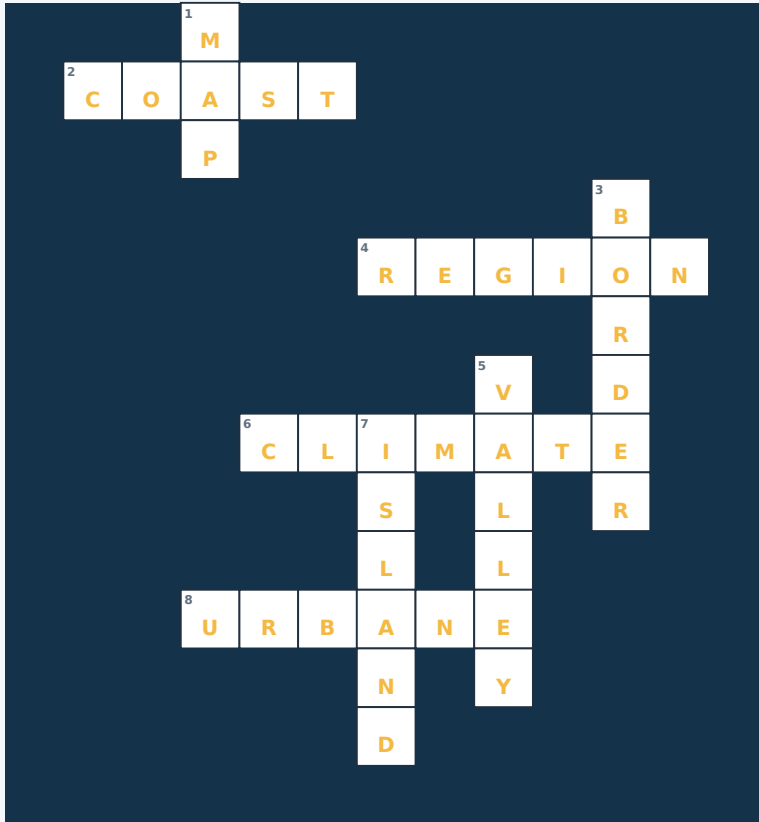
Create a multilingual geographic guide to one region. Include a map, compass rose, key, climate information, physical features and human features. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Compass Corners: The room corners are north, south, east and west. Move to the correct direction after each location clue. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 4 PUZZLE SOLUTION

Talking About Geography



6. CLIMATE

3. BORDER

5. VALLEY

7. ISLAND

4. REGION

8. URBAN

2. COAST

1. MAP

EXTENSION ANSWERS

Accept any three accurate sentences that use the crossword answers in meaningful subject context.

UNIT 5 TEACHING NOTES

Talking About History

LEARNING OUTCOMES

use dates and timeline language • distinguish primary and secondary sources • explain cause and consequence with evidence

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Avoid presenting history as a single uncontested story. Explicitly teach the difference between “evidence” and “proof.” Use source language frames before open debate.

SUPPORT

Support: provide a source-analysis organizer with question prompts.

STRETCH

Stretch: evaluate reliability, representativeness and context.

HOMEWORK

Choose one family object or photograph and write a source caption plus two questions it cannot answer.

UNIT 5 LISTENING SCRIPT

Talking About History

SCRIPT

Historian: This photograph was taken in 1976 outside a rural school. We can observe twenty students, one teacher and a small wooden building. The image is useful because it shows clothing, class size and the school environment. However, it does not tell us what students learned or how they felt. To answer those questions, we need other sources, such as interviews, notebooks and official records.

ANSWER KEY

1. In 1976.
2. Outside a rural school.
3. Twenty.
4. Clothing, class size and the school environment.
5. Interviews, notebooks and official records.

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 5 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. School life fifty years ago.
2. Any three: photographs, report cards, uniforms, notebooks, recorded interviews.
3. Because it interprets earlier evidence.
4. Who created them and what may be missing.
5. To build a more careful, complete explanation.

PRINTABLE PRACTICE

1. **primary**
2. **cause**
3. **consequence / result**
4. **1850, 1920, 1990, 2010**
5. **It shows only one moment/view and may not explain feelings or causes.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 5 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. A visual sequence of events in chronological order.
2. Evidence created during the period or by a participant/witness.
3. Cultural traditions, places and objects inherited from the past.
4. to
5. As a result / Therefore / Consequently.
6. To check evidence and include different perspectives.
7. Answers will vary.
8. Answers will vary.

PROJECT IMPLEMENTATION

Curate a mini history exhibition with four sources. Write a caption, date, source type, usefulness and limitation for each item. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Timeline Auction: Teams bid points on where an event belongs on a timeline, then justify their placement. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 5 PUZZLE SOLUTION

Talking About History

V	O	O	P	U	P	F	P	A	A	U	E	J	E	O
X	F	F	S	H	C	W	A	C	A	U	S	E	C	C
L	G	M	T	V	B	X	N	C	R	O	H	X	N	E
Y	X	O	E	Q	C	Z	Y	M	B	E	X	T	E	N
T	Z	L	M	T	T	W	S	R	R	V	O	Y	D	T
I	R	S	P	U	D	X	F	I	O	W	A	D	I	U
M	Q	R	I	S	U	C	T	V	A	T	P	P	V	R
E	N	Q	R	I	I	A	R	N	O	K	S	D	E	Y
L	P	Q	E	F	G	V	V	E	E	W	R	I	I	W
I	G	M	L	E	J	K	A	K	G	M	G	P	H	I
N	S	N	M	O	N	Q	K	K	C	N	U	T	A	H
E	C	J	Z	Y	X	N	M	P	P	Z	A	C	I	W
N	N	O	I	T	A	R	G	I	M	X	L	H	O	U
S	Y	K	S	B	C	P	A	Y	T	S	A	P	C	D
P	M	P	E	S	O	U	R	C	E	Z	O	F	I	K

HIDDEN WORDS

HISTORY: (14,10) to (8,4)

TIMELINE: (1,5) to (1,12)

CENTURY: (15,2) to (15,8)

SOURCE: (5,15) to (10,15)

EVIDENCE: (14,8) to (14,1)

DOCUMENT: (15,14) to (8,7)

CAUSE: (9,2) to (13,2)

CHANGE: (14,14) to (9,9)

EMPIRE: (4,4) to (4,9)

MIGRATION: (10,13) to (2,13)

HERITAGE: (12,3) to (5,10)

PAST: (13,14) to (10,14)

EXTENSION ANSWERS

Sentence answers will vary. Require correct meaning, a complete sentence and natural subject context.

UNIT 6 TEACHING NOTES

Talking About Computers and ICT

LEARNING OUTCOMES

name hardware, software and files • give step-by-step digital instructions • discuss privacy, passwords and reliable information

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Model precise verbs and sequence words for technical procedures. Teach critical evaluation without assuming that a professional-looking site is reliable. Keep safety discussions practical and non-alarmist.

SUPPORT

Support: provide screenshot sequences and a verb bank.

STRETCH

Stretch: compare source credibility, bias and purpose.

HOMEWORK

Audit one digital folder and improve file names and organization. Write what you changed.

UNIT 6 LISTENING SCRIPT

Talking About Computers and ICT

SCRIPT

Technician: First, create a folder called Science Project. Download the data file and save it inside the folder. Open the spreadsheet, enter the results and create a bar chart. Then export the chart as an image. Upload the image to your presentation and add a source note below it. Before submitting, rename the presentation with your name and check that sharing access is set correctly.

ANSWER KEY

1. **Science Project.**
2. **Inside the Science Project folder.**
3. **A bar chart.**
4. **A source note.**
5. **The file name and sharing access.**

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 6 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. Water use.
2. To compare information rather than trust the first result.
3. Author, date, organization and evidence.
4. It has dramatic claims but no sources.
5. He checks permissions, removes personal information and tests the links.

PRINTABLE PRACTICE

1. **physical equipment**
2. **folder**
3. **unique**
4. **Author, date, organization, evidence, purpose and sources.**
5. **upload**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 6 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. spreadsheet
2. It opens and displays websites/web content.
3. download
4. Named author, recent date, reputable organization, evidence, citations.
5. To make sure the correct people can view/edit the file.
6. If..., then... / If the page freezes, refresh it.
7. Control/protection of personal information.
8. Ask permission.

PROJECT IMPLEMENTATION

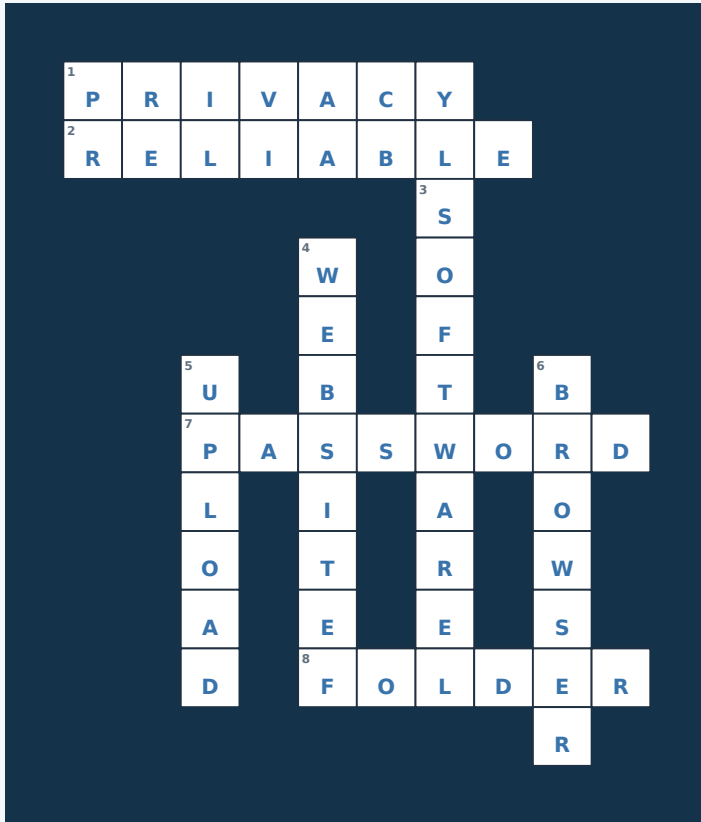
Create a multilingual digital citizenship campaign with posters or slides about passwords, privacy, source checking and respectful online communication. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Shortcut Challenge: Teams match common digital actions with the fastest safe sequence of commands or keyboard shortcuts. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 6 PUZZLE SOLUTION

Talking About Computers and ICT



7. PASSWORD

6. BROWSER

5. UPLOAD

8. FOLDER

1. PRIVACY

2. RELIABLE

3. SOFTWARE

4. WEBSITE

EXTENSION ANSWERS

Accept any three accurate sentences that use the crossword answers in meaningful subject context.

UNIT 7 TEACHING NOTES

Talking About Art

LEARNING OUTCOMES

name visual elements and materials • describe composition using location language • support an interpretation with visual evidence

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Separate observation from interpretation before asking for evaluation. Avoid reducing response to “I like it / I do not like it.” Encourage evidence-based disagreement and multiple readings.

SUPPORT

Support: provide a labelled composition diagram and adjective bank.

STRETCH

Stretch: analyse symbolism, context, audience and curatorial choices.

HOMEWORK

Choose an artwork at home or online and write five observations plus two supported interpretations.

UNIT 7 LISTENING SCRIPT

Talking About Art

SCRIPT

Art teacher: Begin with a light pencil sketch. Divide the page into a foreground, middle ground and background. Add one large organic shape on the left and three smaller geometric shapes on the right. Use repeated lines to create texture. Then choose two contrasting colours for the main areas. Finally, write a short artist statement explaining one decision you made.

ANSWER KEY

1. A light pencil sketch.
2. Foreground, middle ground and background.
3. On the left.
4. With repeated lines.
5. A short artist statement.

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 7 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. A large landscape painting.
2. Dark curved lines.
3. Near the centre.
4. How artistic choices affect mood and attention.
5. Because both are supported with visual evidence.

PRINTABLE PRACTICE

1. **foreground**
2. **sketch**
3. **to**
4. **line, shape, colour, texture, pattern, contrast**
5. **Answers will vary.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 7 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. canvas
2. An artwork representing a person.
3. composition
4. Specific details visible in an artwork that support an idea.
5. Answers will vary.
6. I appreciate... / I wonder... / One suggestion is...
7. Painting, drawing, sculpture, photography, etc.
8. Description states what is visible; interpretation explains possible meaning.

PROJECT IMPLEMENTATION

Curate a class mini-exhibition. Create one artwork, an artist statement, a multilingual label and a two-minute oral presentation. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Art Detective: Describe a mystery artwork card using only visual elements and position words. Teams identify the card. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 7 PUZZLE SOLUTION

Talking About Art

T	E	H	J	J	D	B	C	D	R	A	H	B	L	X
D	P	T	L	W	T	A	H	M	O	I	C	F	N	Q
B	L	S	E	M	K	N	N	Y	I	C	T	D	P	R
Y	A	I	B	N	N	Q	N	F	G	A	E	W	M	E
V	N	T	P	S	E	W	O	K	X	N	K	W	O	R
U	D	R	A	C	O	M	I	T	R	V	S	P	B	U
C	S	A	I	U	A	T	T	F	U	A	X	F	A	T
F	C	I	N	L	J	I	I	Y	O	S	K	Y	T	X
N	A	W	T	P	Q	A	B	R	L	X	J	S	M	E
D	P	Y	I	T	I	R	I	T	O	X	A	P	K	T
L	E	S	N	U	M	T	H	C	C	R	O	V	I	I
E	P	H	G	R	K	R	X	N	T	E	F	A	L	Y
W	C	Q	V	E	Z	O	E	N	G	B	L	F	Z	T
F	J	J	D	U	A	P	O	L	X	F	K	K	O	W
A	T	L	L	B	T	C	P	A	T	T	E	R	N	V

HIDDEN WORDS

ARTIST: (3,7) to (3,2)

PAINTING: (4,5) to (4,12)

SCULPTURE: (5,5) to (5,13)

PORTRAIT: (7,14) to (7,7)

LANDSCAPE: (2,3) to (2,11)

COLOUR: (10,11) to (10,6)

TEXTURE: (15,10) to (15,4)

PATTERN: (8,15) to (14,15)

CONTRAST: (7,15) to (14,8)

CANVAS: (11,3) to (11,8)

SKETCH: (12,6) to (12,1)

EXHIBITION: (8,13) to (8,4)

EXTENSION ANSWERS

Sentence answers will vary. Require correct meaning, a complete sentence and natural subject context.

UNIT 8 TEACHING NOTES

Talking About Music

LEARNING OUTCOMES

name musical elements and instruments • describe structure and performance • compare pieces and justify a response

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Teach feedback language that is specific, observable and actionable. Permit genre diversity while requiring evidence-based description. Distinguish beat, rhythm and tempo with clapping and movement.

SUPPORT

Support: use listening checklists and adjective banks.

STRETCH

Stretch: analyse arrangement, texture, form and production choices.

HOMEWORK

Listen to one piece and write a structured paragraph about melody, rhythm, tempo, dynamics and mood.

UNIT 8 LISTENING SCRIPT

Talking About Music

SCRIPT

Conductor: We will rehearse the chorus first. Sing the melody once without instruments. Then add the piano chords at a moderate tempo. Drums enter after four beats, but keep the dynamics soft until the final line. On the repeat, sing more strongly and hold the last note for two extra beats. Listen carefully to the voices beside you so the harmony stays balanced.

ANSWER KEY

1. The chorus.
2. The melody is sung once without instruments.
3. Drums.
4. On the repeat / final line as instructed.
5. Two extra beats.

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 8 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. An original song for a concert.
2. Drums and guitars.
3. The second chorus is too fast.
4. With a metronome.
5. They record, listen critically and choose one improvement.

PRINTABLE PRACTICE

1. **chorus**
2. **tempo**
3. **louder / softer / faster / slower**
4. **melody, rhythm, harmony, tempo, dynamics, structure**
5. **Answers will vary.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 8 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. lyrics
2. A group of notes sounded together.
3. rehearse
4. Levels and changes of loudness.
5. Answers will vary.
6. It may create a calmer, heavier or more reflective mood.
7. Answers will vary.
8. Verse, chorus, bridge, intro, outro.

PROJECT IMPLEMENTATION

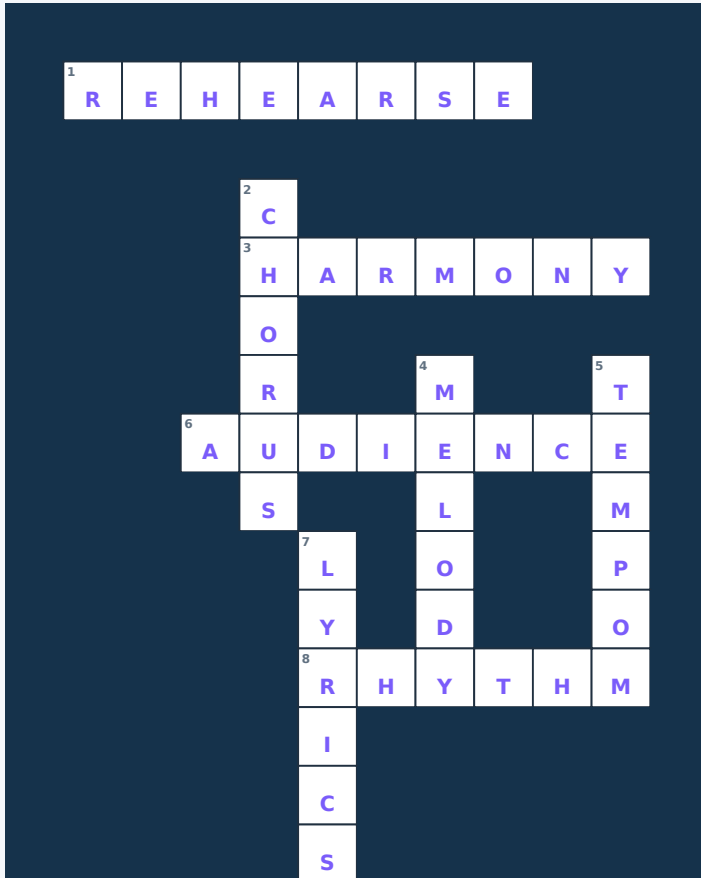
Produce a multilingual programme page for a class concert. Include performer bios, piece descriptions, vocabulary and a short spoken introduction. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Musical Elements Bingo: Mark the element you hear or the element described by the teacher. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 8 PUZZLE SOLUTION

Talking About Music



4. MELODY

8. RHYTHM

2. CHORUS

5. TEMPO

7. LYRICS

3. HARMONY

6. AUDIENCE

1. REHEARSE

EXTENSION ANSWERS

Accept any three accurate sentences that use the crossword answers in meaningful subject context.

UNIT 9 TEACHING NOTES

Talking About Physical Education

LEARNING OUTCOMES

name common movements and equipment • follow and give PE instructions • reflect on effort, technique and teamwork

SUGGESTED LESSON SEQUENCE

- Lesson 1: opener, prior knowledge and vocabulary A
- Lesson 2: vocabulary B, reading and language hunt
- Lesson 3: functional language and listening
- Lesson 4: speaking, pair work and pronunciation
- Lesson 5: writing, printable practice and puzzle
- Lesson 6: quiz, project launch and reflection

TEACHER NOTES

Prioritise inclusive participation, safety and personal improvement over competition. Demonstrate instructions while speaking, then remove visual support gradually. Avoid assumptions about fitness level or sporting experience.

SUPPORT

Support: use picture cards and shorter instruction sequences.

STRETCH

Stretch: require technique feedback using precise body-position language.

HOMEWORK

Create a safe ten-minute home movement plan and write the instructions in English.

UNIT 9 LISTENING SCRIPT

Talking About Physical Education

SCRIPT

Coach: Form groups of four and stand behind the blue cone. The first person runs to the yellow cone, picks up a ball and passes it to the next teammate. Continue until everyone has completed one turn. Keep the ball below shoulder height and watch the space around you. If the ball drops, stop, pick it up safely and continue from the same place. Walk for one minute after the relay to cool down.

ANSWER KEY

1. **Four.**
2. **Behind the blue cone.**
3. **A ball.**
4. **Below shoulder height.**
5. **Walk for one minute to cool down.**

DELIVERY NOTES

Read once without pausing. Allow 30 seconds for pair checking. Read a second time with natural phrase pauses. For support, display key numbers or sequence words. For stretch, ask learners to reconstruct one complete sentence.

PRONUNCIATION FOLLOW-UP

Select one sentence containing key subject stress. Mark stressed words together, then use choral repetition, pair rehearsal and individual recording.

UNIT 9 ANSWERS I

Reading and printable practice

READING COMPREHENSION

1. Light jogging and dynamic stretches.
2. They throw and catch while moving sideways.
3. Teams complete a short relay.
4. Communication, safety, encouragement and fair play.
5. They reflect on a strength and an improvement goal.

PRINTABLE PRACTICE

1. **before**
2. **pass**
3. **strength, endurance, speed, flexibility, balance**
4. **Answers will vary.**
5. **Following rules, respecting others and acting honestly.**

OPEN RESPONSE GUIDANCE

Accept equivalent accurate wording. For personal answers, check that the learner completes the requested function and uses relevant unit language. Give one content comment and one language next step.

COMMON LANGUAGE FOCUS

Recycle the unit sentence frames when correcting. Ask learners to improve one answer orally before rewriting it.

UNIT 9 ANSWERS II

Unit quiz, project and classroom game

UNIT QUIZ ANSWERS

1. warm-up
2. The ability to continue physical activity over time.
3. kick
4. space
5. Good effort! / Keep going!
6. It helps the body gradually return toward rest and supports reflection/recovery.
7. Answers will vary.
8. Respecting rules/opponents, being honest, encouraging others.

PROJECT IMPLEMENTATION

Design and teach a five-minute multilingual movement break. Include warm-up, three movements, safety instructions and a cool-down. Suggested evidence: planning notes, accurate vocabulary, a visual or example, oral explanation and reflection.

GAME SET-UP

Coach Says: Follow instructions only when they begin with “Coach says,” then explain one movement using precise verbs. Keep rounds short, require full English responses and award one bonus point for a clear explanation.

UNIT 9 PUZZLE SOLUTION

Talking About Physical Education

W	D	D	F	U	A	T	M	E	Y	E	D	E	Z	S
S	F	D	W	F	D	P	M	V	S	T	F	Z	K	S
P	A	V	I	H	E	B	C	I	K	V	B	E	N	E
E	G	H	V	U	Y	R	C	A	W	W	X	S	Y	N
E	U	H	C	I	H	R	I	I	A	I	C	T	A	T
D	X	B	W	T	E	K	W	V	R	H	A	R	L	I
H	Y	P	U	X	E	C	V	Z	M	B	T	E	P	F
E	S	L	E	U	H	R	T	M	U	U	C	N	R	D
D	E	D	Q	W	U	I	T	E	P	U	H	G	I	S
S	X	S	U	T	S	Q	Q	S	A	F	T	T	A	D
K	O	P	A	Z	Z	B	K	Q	U	M	A	H	F	A
U	L	X	S	C	O	R	E	Q	R	U	S	T	K	B
J	T	A	E	C	N	A	L	A	B	V	A	F	X	H
G	K	S	X	T	H	R	O	W	Q	W	L	C	X	S
S	Y	D	W	W	O	X	Y	W	B	A	N	B	H	Y

HIDDEN WORDS

EXERCISE: (4,8) to (11,1)

FITNESS: (15,7) to (15,1)

WARMUP: (10,4) to (10,9)

STRETCH: (9,10) to (3,4)

THROW: (5,14) to (9,14)

CATCH: (12,5) to (12,9)

BALANCE: (10,13) to (4,13)

STRENGTH: (13,4) to (13,11)

SPEED: (1,2) to (1,6)

TEAM: (8,8) to (11,11)

SCORE: (4,12) to (8,12)

FAIRPLAY: (14,11) to (14,4)

EXTENSION ANSWERS

Sentence answers will vary. Require correct meaning, a complete sentence and natural subject context.

MIDTERM KEY I

Suggested answers and marking guidance

1. tarea = homework; ecuación = equation; experimento = experiment; frontera = border; fuente primaria = primary source.
2. Examples: Could you repeat that, please? What does ___ mean? How do you spell ___?
3. Thirty-six divided by six equals six.
4. An observation reports what is noticed or measured; a conclusion explains what the evidence suggests.
5. Example: Argentina is east of Chile.
6. Evidence created in the period or by a participant; examples include diaries, photographs and interviews.
7. question, hypothesis, method, result, conclusion.
8. Any accurate comparative sentence, e.g. Place A is drier than Place B.
9. Check author, date, organisation, evidence, sources and purpose.
10. Award for logical sequence, complete sentences and accurate verbs.

MIDTERM KEY II

Suggested answers and marking guidance

1. Answers depend on selected passage; require five accurate subject words.
2. Accept accurate content with a clear cause marker and consequence marker.
3. Check labels, accuracy and three connected explanation sentences.
4. Examples: Wear safety goggles. Use a strong password and do not share it.
5. Require a correct process and sequence words.
6. One specific usefulness and one realistic limitation.
7. Use the writing rubric: task, organisation, vocabulary, language and revision.
8. Use the speaking rubric; both learners should contribute.

FINAL KEY I

Suggested answers and marking guidance

- 1.** composition = arrangement of visual elements; tempo = speed of music; endurance = ability to continue activity; privacy = control/protection of personal information; perspective = a viewpoint.
- 2.** Description states visible facts; interpretation proposes meaning supported by visual evidence.
- 3.** Accept accurate use of melody, rhythm, tempo and dynamics.
- 4.** Require four clear imperative instructions relevant to the activity.
- 5.** Examples: I appreciate the contrast because... / The rhythm is accurate; next, try...
- 6.** It respects privacy, consent and control over personal images.
- 7.** Require two accurate comparisons and a clear reference to attempts.
- 8.** Example: This source appears reliable because it names the author and cites recent data.
- 9.** Strength, endurance, speed, flexibility, balance; explanation must be accurate.
- 10.** Assess purpose, vocabulary, organisation and personal choices.

FINAL KEY II

Suggested answers and marking guidance

1. Must connect one creative and one academic subject meaningfully.
2. Award full credit for ten accurate, context-appropriate subject words.
3. Award for three complete and purposeful language frames.
4. Visual, diagram, rhythm, demonstration or movement should support meaning.
5. Learner explains at least one choice with evidence or example.
6. Learner asks one relevant question and responds appropriately.
7. Use writing rubric; look for honest evaluation and a specific next goal.

SPEAKING & WRITING RUBRICS

Four-level analytic assessment

SPEAKING RUBRIC - 20 POINTS

Task & content

4 strong • 3 secure • 2 developing • 1 beginning

Organisation & clarity

4 strong • 3 secure • 2 developing • 1 beginning

Subject vocabulary

4 strong • 3 secure • 2 developing • 1 beginning

Language control

4 strong • 3 secure • 2 developing • 1 beginning

Interaction & delivery

4 strong • 3 secure • 2 developing • 1 beginning

WRITING RUBRIC - 20 POINTS

Task completion

4 strong • 3 secure • 2 developing • 1 beginning

Organisation

4 strong • 3 secure • 2 developing • 1 beginning

Subject vocabulary

4 strong • 3 secure • 2 developing • 1 beginning

Grammar & sentence control

4 strong • 3 secure • 2 developing • 1 beginning

Editing & presentation

4 strong • 3 secure • 2 developing • 1 beginning

FEEDBACK RULE

Name one success, one highest-impact next step and one concrete revision action.