



LUMARA ENGLISH

SCHOOL SUBJECTS

MULTILINGUAL ESL TEXTBOOK

English • Chilean Spanish • Colombian Spanish
Venezuelan Spanish • Brazilian Portuguese

9 SUBJECT UNITS • CEFR A1-B2

Vocabulary • reading • listening • speaking • writing • games • puzzles • tests



STUDENT EDITION

Created for the LUMARA learning library

HOW TO USE THIS BOOK

A multilingual, communication-first path through school subjects

1

1. Notice

Study the five-language vocabulary tables. Circle useful cognates and mark differences between regional varieties.

2

2. Understand

Read and listen for meaning. Use diagrams, headings and context before translating every word.

3

3. Speak

Complete pair work, information gaps, role-plays and subject discussions using the language frames.

4

4. Create

Write, solve, design, present and reflect through authentic school-subject tasks.

5

5. Review

Use each unit puzzle, quiz and project, then track your progress from A1 toward B2.

LANGUAGE NOTE

Spanish varies naturally across Chile, Colombia and Venezuela. This book shows useful regional choices without treating one variety as “more correct.” Brazilian Portuguese is presented in clear classroom language. English remains the shared target language.

CONTENTS

Nine complete subject units plus integrated assessment

UNIT 1 Talking About English Class

Pages 5-15

UNIT 2 Talking About Mathematics

Pages 16-26

UNIT 3 Talking About Science

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UNIT 4 Talking About Geography

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UNIT 7 Talking About Art

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UNIT 8 Talking About Music

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UNIT 9 Talking About Physical Education

Pages 93-103

Integrated review, midterm, final assessment, projects, progress tracker and certificate: pages 104-117

CEFR LEARNING PATH

Build subject language from supported A1 communication to evidence-based B2 discussion

A1

Name and identify

Use key nouns, simple instructions and basic “I can...” statements.

A2

Describe and sequence

Describe lessons, processes and features using connected simple sentences.

B1

Explain and compare

Give reasons, explain methods, compare information and complete structured projects.

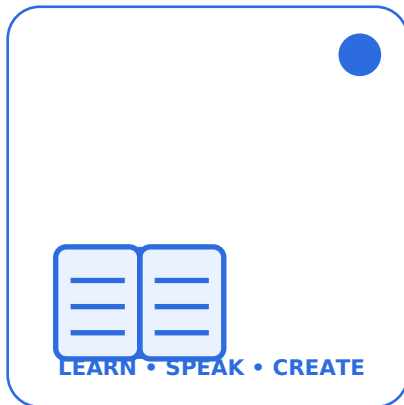
B2

Analyse and evaluate

Support interpretations, evaluate evidence, discuss perspectives and present clearly.

YOUR ROUTE

You do not need to complete every task at the same level. Use the support and stretch options from your teacher, then return to your goals at the end of each unit.



Talking About English Class

ESSENTIAL QUESTIONS

- What do we do in English class?
- How can we ask for help politely?
- How can we describe our language skills?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Create a one-page “English Class Survival Guide” with eight useful phrases, small illustrations and translations for your classmates.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
English	inglés	inglés	inglés	inglês
class	clase	clase	clase	aula
teacher	profesor/a	profesor/a	profesor/a	professor/a
student	estudiante	estudiante	estudiante	estudante
lesson	clase / lección	clase / lección	clase / lección	aula / lição
homework	tarea	tarea	tarea	lição de casa
worksheet	guía de trabajo	guía de trabajo	hoja de trabajo	folha de atividades
textbook	libro de texto	libro de texto	libro de texto	livro didático
dictionary	diccionario	diccionario	diccionario	dicionário
vocabulary	vocabulario	vocabulario	vocabulario	vocabulário
grammar	gramática	gramática	gramática	gramática
pronunciation	pronunciación	pronunciación	pronunciación	pronúncia

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
reading	lectura	lectura	lectura	leitura
writing	escritura	escritura	escritura	escrita
listening	comprensión auditiva	comprensión auditiva	comprensión auditiva	compreensão auditiva
speaking	expresión oral	expresión oral	expresión oral	expressão oral
sentence	oración	oración	oración	frase
question	pregunta	pregunta	pregunta	pergunta
answer	respuesta	respuesta	respuesta	resposta
example	ejemplo	ejemplo	ejemplo	exemplo
repeat	repetir	repetir	repetir	repetir
spell	deletrear	deletrear	deletrear	soletrar
translate	traducir	traducir	traducir	traduzir
explain	explicar	explicar	explicar	explicar

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

A Busy English Lesson

On Tuesday, Camila has English after break. Her teacher begins with a short vocabulary game. Students work in pairs and match words with pictures. Next, they listen to a dialogue and complete a worksheet. Camila asks, 'Could you repeat that, please?' The teacher plays the audio again. Later, each pair performs a mini conversation. Camila feels nervous, but her partner helps her. At the end of the lesson, students write five sentences about their school day and check their grammar with a dictionary.

COMPREHENSION

1. When does Camila have English?
2. What do students match at the beginning?
3. Why does the teacher play the audio again?
4. What do the pairs perform?
5. How does Camila check her grammar?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

ASKING FOR REPETITION**Could you repeat that, please?****ASKING FOR MEANING****What does ___ mean?****ASKING FOR SPELLING****How do you spell ___?****CHECKING UNDERSTANDING****Do you mean ___?****DESCRIBING ABILITY****I can read well, but I need more speaking practice.**

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. What page should students open?

2. What should they underline?

3. Who should they compare answers with?

4. How many sentences should they record?

5. What should they write at the end?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Role-play: Student A does not understand three instructions. Student B is the teacher and clarifies politely.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Interview your partner: Which English skill is easiest? Which is hardest? Why?

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Information gap: Student A has a Monday timetable; Student B has a Tuesday timetable. Ask questions to complete the missing English activities.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a six-sentence description of a typical English lesson. Use first, next, then, after that and finally.

TASK 2

Write three polite questions you can use when you need help in class.

TASK 3

Reflection: Set one specific English goal for this month and explain how you will practise.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

Choose the correct word: A book with definitions is a ____ .

2

Complete: Could you ____ that, please?

3

Write the four skills.

4

Correct the sentence: How you spell it?

5

Write one sentence about your strongest English skill.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Find the twelve hidden subject words. Words may run in any direction.

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

WORD BANK

- ☐ TEACHER
- ☐ STUDENT
- ☐ LESSON
- ☐ HOMEWORK
- ☐ READING
- ☐ WRITING
- ☐ LISTENING
- ☐ SPEAKING
- ☐ GRAMMAR
- ☐ REPEAT
- ☐ SPELL
- ☐ ANSWER

AFTER YOU FIND THEM

Choose four words. Write a correct subject sentence for each. Then explain one word without saying it and let a partner guess.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. What is the English word for tarea?

2. Which skill means comprensión auditiva?

3. Complete: What does this word ___?

4. Choose the polite request: Repeat. / Could you repeat that, please?

5. Name one tool for checking word meanings.

6. Write a sentence using vocabulary.

7. Put in order: finally / first / next.

8. What do students do in pair work?

PART B - UNIT PROJECT

Create a one-page “English Class Survival Guide” with eight useful phrases, small illustrations and translations for your classmates.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Instruction Relay: Teams listen to a classroom instruction, whisper it down the line and complete the action accurately.

Talking About Mathematics

ESSENTIAL QUESTIONS

- How do we read equations aloud?
- How do we explain a solution step by step?
- How can we ask about mathematical processes?



LEARN • SPEAK • CREATE

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Design a multilingual maths mini-poster showing the four operations, their symbols, result words and one worked example each.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
mathematics / maths	matemática / matemáticas	matemáticas	matemática	matemática
number	número	número	número	número
digit	dígito	dígito	dígito	dígito
addition	suma	suma	suma	adição
subtraction	resta	resta	resta	subtração
multiplication	multiplicación	multiplicación	multiplicación	multiplicação
division	división	división	división	divisão
plus	más	más	más	mais
minus	menos	menos	menos	menos
times / multiplied by	por / multiplicado por	por / multiplicado por	por / multiplicado por	vezes / multiplicado por
divided by	dividido por	dividido por	dividido entre / por	dividido por
equals	es igual a	es igual a	es igual a	é igual a

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
sum	suma / resultado	suma	suma	soma
difference	diferencia	diferencia	diferencia	diferença
product	producto	producto	producto	produto
quotient	cociente	cociente	cociente	quociente
equation	ecuación	ecuación	ecuación	equação
fraction	fracción	fracción	fracción	fração
decimal	decimal	decimal	decimal	decimal
percentage	porcentaje	porcentaje	porcentaje	porcentagem
calculate	calcular	calcular	calcular	calcular
solve	resolver	resolver	resolver	resolver
estimate	estimar	estimar	estimar	estimar
check	revisar / comprobar	revisar / comprobar	revisar / comprobar	verificar

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

Explaining a Solution

In maths class, Nicolás and Valentina solve a shopping problem. A notebook costs 3,500 pesos and a pen costs 1,200 pesos. They need three notebooks and two pens. First, Nicolás multiplies 3,500 by 3. Next, Valentina multiplies 1,200 by 2. Then they add the two products. Their total is 12,900 pesos. They estimate before calculating and decide that the answer is reasonable. Finally, they check the multiplication and explain each step to the class.

COMPREHENSION

1. What two items are in the problem?
2. How many notebooks do they need?
3. What does Nicolás calculate first?
4. What is the total cost?
5. How do they decide the answer is reasonable?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

READING AN EQUATION

Seven plus five equals twelve.

EXPLAINING ORDER

First, I multiply. Then, I add.

GIVING A REASON

I divide by four because there are four equal groups.

CHECKING

I estimate the answer and then check my calculation.

ASKING ABOUT METHOD

How did you solve it?

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. What equation is on the board?

2. What operation is used?

3. How many equal groups should students draw?

4. How many counters go in each group?

5. Which operation checks the answer?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Equation cards: Take turns reading equations aloud. Your partner writes the symbols.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Explain-and-draw: Student A explains a fraction model; Student B draws it without seeing the card.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Maths interview: Ask how your partner checks answers and which operation they prefer.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Explain how to calculate 25% of 80 in four steps.

TASK 2

Write a word problem using prices in your local currency. Exchange and solve.

TASK 3

Write five equations in words, not symbols.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

Write in words: $9 + 6 = 15$.

2

Calculate: 7×8 .

3

Name the result of multiplication.

4

Complete: $20 \div 5$ equals 4.

5

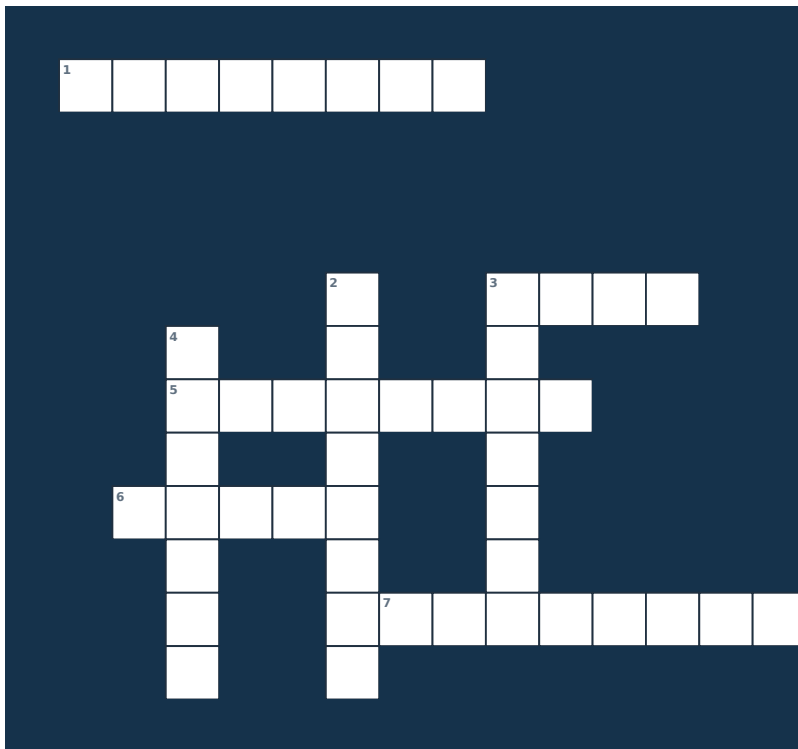
Estimate $198 + 403$ to the nearest hundred.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Complete the crossword using the subject clues.



1. The operation of sharing into equal groups.
2. A number representing part of a whole.
3. The result of multiplication.
3. The word used for +.
4. A number written with a decimal point.
5. A mathematical statement containing an equals sign.
6. A single symbol from 0 to 9.
7. To find an approximate answer.

CHALLENGE

Use three crossword answers in a short explanation about this subject.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate porcentaje into English.

2. What is the result of division called?

3. Read $6 \times 9 = 54$ aloud.

4. Calculate 15% of 200.

5. Which word means “find an approximate answer”?

6. Explain one way to check subtraction.

7. Solve: $\frac{3}{4}$ of 20.

8. Write one mathematical question for a partner.

PART B - UNIT PROJECT

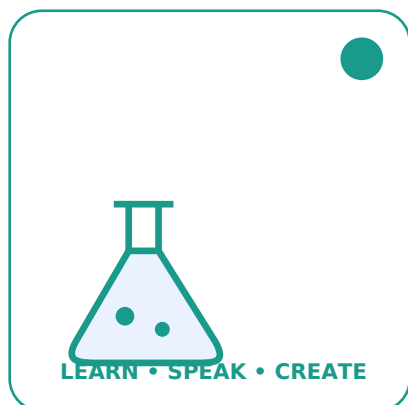
Design a multilingual maths mini-poster showing the four operations, their symbols, result words and one worked example each.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Human Equation: Learners hold number, symbol and operation cards and arrange themselves to form true equations.



Talking About Science

ESSENTIAL QUESTIONS

- How do scientists ask and test questions?
- How do we describe materials and changes?
- How can we report observations clearly?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Plan and present a safe classroom investigation. Include a question, hypothesis, variables, method, results table and expected conclusion.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
science	ciencias	ciencias	ciencias	ciências
scientist	científico/a	científico/a	científico/a	cientista
experiment	experimento	experimento	experimento	experimento
laboratory / lab	laboratorio	laboratorio	laboratorio	laboratório
hypothesis	hipótesis	hipótesis	hipótesis	hipótese
method	método	método	método	método
observation	observación	observación	observación	observação
result	resultado	resultado	resultado	resultado
conclusion	conclusión	conclusión	conclusión	conclusão
evidence	evidencia	evidencia	evidencia	evidência
measure	medir	medir	medir	medir
record	registrar / anotar	registrar	registrar	registrar / anotar

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
compare	comparar	comparar	comparar	comparar
temperature	temperatura	temperatura	temperatura	temperatura
mass	masa	masa	masa	massa
volume	volumen	volumen	volumen	volume
solid	sólido	sólido	sólido	sólido
liquid	líquido	líquido	líquido	líquido
gas	gas	gas	gas	gás
mixture	mezcla	mezcla	mezcla	mistura
chemical reaction	reacción química	reacción química	reacción química	reação química
safety goggles	lentes de seguridad	gafas de seguridad	lentes de seguridad	óculos de proteção
test tube	tubo de ensayo	tubo de ensayo	tubo de ensayo	tubo de ensaio
beaker	vaso de precipitados	vaso de precipitados	vaso de precipitados	béquer

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

Which Material Keeps Water Warm?

A class investigates which material is the best insulator. The students wrap three identical cups with paper, cotton and aluminium foil. They pour the same volume of warm water into each cup and measure the starting temperature. Every five minutes, they record the temperature in a table. After twenty minutes, the cotton-wrapped cup is warmest. The students conclude that cotton reduced heat loss most effectively in their experiment. They also explain that one test is not enough to prove a universal rule, so they would repeat the experiment.

COMPREHENSION

1. What question does the class investigate?
2. Which three materials do they test?
3. What must be the same in each cup?
4. Which cup is warmest after twenty minutes?
5. Why would the students repeat the experiment?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

MAKING A HYPOTHESIS

I predict that ___ because ___.

DESCRIBING METHOD

First, we measure ___. Then, we record ___.

REPORTING OBSERVATION

We observed that the temperature decreased.

COMPARING

Sample A was warmer than Sample B.

CONCLUDING

The evidence suggests that ___.

SAFETY

Wear goggles and follow the instructions carefully.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. What must students put on?

2. What goes in the first beaker?

3. How much water is added?

4. How long should students stir?

5. What must students not do?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Lab partner briefing: Explain a four-step method while your partner orders picture cards.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Evidence circle: State one observation, one comparison and one conclusion from a data table.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Safety inspector: Find five unsafe actions in a lab picture and explain the correct behaviour.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a lab report with the headings Question, Hypothesis, Method, Results and Conclusion.

TASK 2

Describe the difference between a solid, a liquid and a gas.

TASK 3

Write three sentences that separate observation from opinion.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

Put in order: conclusion / method / question / results / hypothesis.

2

Choose: A testable prediction is a hypothesis / beaker.

3

Complete: We ___ the temperature every five minutes.

4

Name three states of matter.

5

Write one laboratory safety rule.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Find the twelve hidden subject words. Words may run in any direction.

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

WORD BANK

- ☐ SCIENCE
- ☐ EXPERIMENT
- ☐ LABORATORY
- ☐ HYPOTHESIS
- ☐ METHOD
- ☐ RESULT
- ☐ EVIDENCE
- ☐ MEASURE
- ☐ SOLID
- ☐ LIQUID
- ☐ MIXTURE
- ☐ GOGGLES

AFTER YOU FIND THEM

Choose four words. Write a correct subject sentence for each. Then explain one word without saying it and let a partner guess.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. What is evidence?

2. Which tool can hold and mix liquids?

3. Complete: I predict ___ because _____.

4. What is the difference between an observation and a conclusion?

5. Name one controlled variable in the cup experiment.

6. Translate mezcla.

7. Why repeat an experiment?

8. Write one comparison sentence.

PART B - UNIT PROJECT

Plan and present a safe classroom investigation. Include a question, hypothesis, variables, method, results table and expected conclusion.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Science Taboo: Describe a science word without using the three forbidden words on the card.



Talking About Geography

ESSENTIAL QUESTIONS

- How do we describe location and landscape?
- How do we read maps and climate graphs?
- How do people and environments affect one another?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Create a multilingual geographic guide to one region. Include a map, compass rose, key, climate information, physical features and human features.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
geography	geografía	geografía	geografía	geografia
map	mapa	mapa	mapa	mapa
globe	globo terráqueo	globo terráqueo	globo terráqueo	globo terrestre
continent	continente	continente	continente	continente
country	país	país	país	país
region	región	región	región	região
capital city	ciudad capital	ciudad capital	ciudad capital	capital
border	frontera	frontera	frontera	fronteira
coast	costa	costa	costa	costa
mountain range	cordillera	cordillera	cordillera	cordilheira
valley	valle	valle	valle	vale
desert	desierto	desierto	desierto	deserto

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
forest	bosque	bosque	bosque	floresta
river	río	río	río	rio
island	isla	isla	isla	ilha
north	norte	norte	norte	norte
south	sur	sur	sur	sul
east	este / oriente	este / oriente	este / oriente	leste
west	oeste / poniente	oeste / occidente	oeste / occidente	oeste
climate	clima	clima	clima	clima
weather	tiempo atmosférico	estado del tiempo	estado del tiempo	tempo
population	población	población	población	população
urban	urbano/a	urbano/a	urbano/a	urbano/a
rural	rural	rural	rural	rural

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

A Long Country of Contrasts

Chile extends along the western edge of South America. Because it is very long from north to south, its landscapes and climates vary greatly. The Atacama Desert lies in the north, while the central region contains major cities, valleys and agricultural areas. Farther south, forests, islands, glaciers and fjords shape the landscape. The Andes form a vast mountain range along the eastern side of the country, and the Pacific Ocean borders the west. Geography helps students understand how location, climate, natural resources and population are connected.

COMPREHENSION

1. Where is Chile located?
2. Why do its climates vary greatly?
3. What landscape is in the north?
4. What borders Chile to the west?
5. What connections does geography help students understand?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

GEOGRAPHY

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

LOCATING

___ is located in the north of ___.

USING BORDERS

It borders ___ to the east.

DESCRIBING LANDSCAPE

The region has mountains, valleys and a long coast.

COMPARING CLIMATE

Place A is drier than Place B.

INTERPRETING A MAP

According to the map, the highest population is near ___.

CAUSE AND EFFECT

Because rainfall is low, vegetation is limited.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. Where do listeners start?

2. Which direction do they travel first?

3. What do they follow south?

4. Where is the small town?

5. What should they use to identify map symbols?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

GEOGRAPHY

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Map gap: Ask for and give locations until both partners complete the same map.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Climate comparison: Compare two climate graphs using warmer, cooler, wetter and drier.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Place pitch: Recommend a region to visit and justify your choice using three geographic features.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a geographic profile of your city or region under Location, Landscape, Climate and Population.

TASK 2

Compare an urban area and a rural area in eight sentences.

TASK 3

Write a route using at least five direction words.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

Complete: The Pacific Ocean is ___ of Chile.

2

What is a border?

3

Choose: climate describes long-term patterns / today only.

4

Write the opposite of north.

5

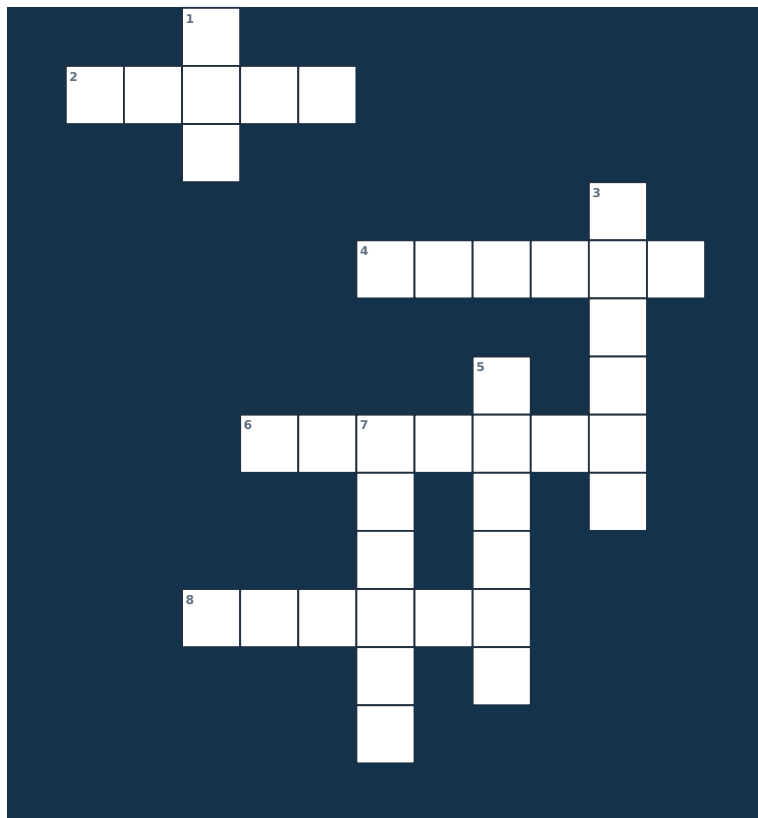
Name two physical features.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Complete the crossword using the subject clues.



1. A flat representation of an area.
2. Land beside the sea.
3. A line separating two countries or regions.
4. An area with shared characteristics.
5. Low land between hills or mountains.
6. Long-term weather patterns in a place.
7. Land completely surrounded by water.
8. Related to cities or towns.

CHALLENGE

Use three crossword answers in a short explanation about this subject.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate cordillera.

2. Which tool is a model of Earth?

3. What does urban mean?

4. Complete: Argentina is ___ of Chile.

5. Give one difference between weather and climate.

6. Name one physical and one human feature.

7. Write a comparative sentence about two places.

8. Why do geographers use map keys?

PART B - UNIT PROJECT

Create a multilingual geographic guide to one region. Include a map, compass rose, key, climate information, physical features and human features.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Compass Corners: The room corners are north, south, east and west. Move to the correct direction after each location clue.



Talking About History

ESSENTIAL QUESTIONS

- How do we organize events in time?
- How do historians use sources?
- How can we explain causes, consequences and different perspectives?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Curate a mini history exhibition with four sources. Write a caption, date, source type, usefulness and limitation for each item.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
history	historia	historia	historia	história
historian	historiador/a	historiador/a	historiador/a	historiador/a
past	pasado	pasado	pasado	passado
present	presente	presente	presente	presente
century	siglo	siglo	siglo	século
decade	década	década	década	década
timeline	línea de tiempo	línea de tiempo	línea de tiempo	linha do tempo
event	acontecimiento / evento	acontecimiento / evento	acontecimiento / evento	acontecimento / evento
source	fuelle	fuelle	fuelle	fonte
primary source	fuelle primaria	fuelle primaria	fuelle primaria	fonte primária
secondary source	fuelle secundaria	fuelle secundaria	fuelle secundaria	fonte secundária
evidence	evidencia	evidencia	evidencia	evidência

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
artefact / artifact	objeto histórico / artefacto	artefacto	artefacto	artefato
document	documento	documento	documento	documento
photograph	fotografía	fotografía	fotografía	fotografia
cause	causa	causa	causa	causa
consequence	consecuencia	consecuencia	consecuencia	consequência
change	cambio	cambio	cambio	mudança
continuity	continuidad	continuidad	continuidad	continuidade
perspective	perspectiva	perspectiva	perspectiva	perspectiva
empire	imperio	imperio	imperio	império
independence	independencia	independencia	independencia	independência
migration	migración	migración	migración	migração
heritage	patrimonio	patrimonio	patrimonio	patrimônio

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

Reading the Past Through Sources

A local museum is preparing an exhibition about school life fifty years ago. The curator collects photographs, report cards, uniforms, notebooks and recorded interviews. These are primary sources because they come directly from the period or from people who experienced it. A modern textbook explaining educational change is a secondary source because it interprets earlier evidence. Historians compare sources, ask who created them and consider what may be missing. One source rarely tells the complete story. By combining evidence and perspectives, historians build a more careful explanation of the past.

COMPREHENSION

1. What is the museum exhibition about?
2. Name three primary sources in the passage.
3. Why is the modern textbook a secondary source?
4. What questions do historians ask about sources?
5. Why do historians combine evidence and perspectives?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

SEQUENCING

Before __, ... / After __, ...

DATING

In 1810... / During the nineteenth century...

CAUSE

One important cause was __.

CONSEQUENCE

As a result, __.

USING EVIDENCE

According to the photograph, __.

EVALUATING A SOURCE

This source is useful because __, but it may be limited because __.

PERSPECTIVE

From the perspective of __, the event may have seemed __.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. When was the photograph taken?

2. Where was it taken?

3. How many students can be seen?

4. What three things does the photograph show?

5. What other sources does the historian suggest?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

HISTORY

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Source detective: Examine an object or image and discuss what it reveals and what it cannot reveal.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Timeline exchange: Each partner has different events. Ask for dates and place all events in order.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Perspective discussion: Describe how two groups may view the same event differently.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a source analysis using Origin, Content, Usefulness and Limitations.

TASK 2

Explain one historical change using at least two causes and two consequences.

TASK 3

Write a short family or community history based on an interview, clearly identifying the source.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

HISTORY

PRINTABLE PRACTICE

1

A diary written during an event is a primary / secondary source.

2

Complete: One ___ was economic pressure.

3

Complete: As a ___, the population changed.

4

Put in order: 1990 / 1850 / 2010 / 1920.

5

Give one limitation of a photograph.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Find the twelve hidden subject words. Words may run in any direction.

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

WORD BANK

- ☐ HISTORY
- ☐ TIMELINE
- ☐ CENTURY
- ☐ SOURCE
- ☐ EVIDENCE
- ☐ DOCUMENT
- ☐ CAUSE
- ☐ CHANGE
- ☐ EMPIRE
- ☐ MIGRATION
- ☐ HERITAGE
- ☐ PAST

AFTER YOU FIND THEM

Choose four words. Write a correct subject sentence for each. Then explain one word without saying it and let a partner guess.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. What is a timeline?

2. Define primary source.

3. What does heritage mean?

4. Complete: According ___ the document...

5. Give one phrase for introducing a consequence.

6. Why compare sources?

7. Write one sentence using “during the nineteenth century.”

8. State one usefulness and one limitation of an interview.

PART B - UNIT PROJECT

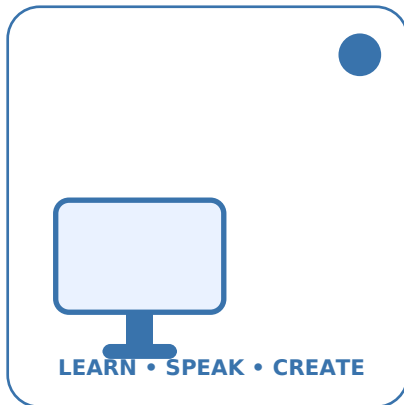
Curate a mini history exhibition with four sources. Write a caption, date, source type, usefulness and limitation for each item.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Timeline Auction: Teams bid points on where an event belongs on a timeline, then justify their placement.



Talking About Computers and ICT

ESSENTIAL QUESTIONS

- How do we describe devices and digital actions?
- How can we give clear technical instructions?
- How do we stay safe, responsible and critical online?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Create a multilingual digital citizenship campaign with posters or slides about passwords, privacy, source checking and respectful online communication.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
computer	computador / computador(a)	computador	computadora	computador
ICT	TIC	TIC	TIC	TIC
hardware	hardware / componentes físicos	hardware	hardware	hardware
software	software / programas	software	software	software
screen	pantalla	pantalla	pantalla	tela
keyboard	teclado	teclado	teclado	teclado
mouse	mouse / ratón	mouse	mouse / ratón	mouse
file	archivo	archivo	archivo	arquivo
folder	carpeta	carpeta	carpeta	pasta
document	documento	documento	documento	documento
spreadsheet	hoja de cálculo	hoja de cálculo	hoja de cálculo	planilha
presentation	presentación	presentación	presentación	apresentação

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
browser	navegador	navegador	navegador	navegador
website	sitio web	sitio web	sitio web	site
link	enlace	enlace	enlace	link
download	descargar	descargar	descargar	baixar / fazer download
upload	subir / cargar	subir / cargar	subir / cargar	enviar / fazer upload
save	guardar	guardar	guardar	salvar
delete	eliminar / borrar	eliminar / borrar	eliminar / borrar	excluir / apagar
password	contraseña / clave	contraseña / clave	contraseña / clave	senha
privacy	privacidad	privacidad	privacidad	privacidade
cybersecurity	ciberseguridad	ciberseguridad	ciberseguridad	cibersegurança
source	fuelle	fuelle	fuelle	fonte
reliable	confiable / fiable	confiable	confiable	confiável

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

A Smarter Way to Research Online

For a geography project, Mateo searches for information about water use. He opens several websites instead of trusting the first result. He checks the author, publication date, organization and evidence. One page has dramatic claims but no sources, so he does not use it. Another page is published by a university and links to recent data. Mateo saves useful documents in a clearly named folder and records each source. Before sharing his presentation, he checks image permissions, removes personal information and asks a classmate to test every link.

COMPREHENSION

1. What is Mateo researching?
2. Why does he open several websites?
3. Which four things does he check?
4. Why does he reject one page?
5. What does he do before sharing the presentation?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

GIVING INSTRUCTIONS

Click the file, choose **Save As** and select the correct folder.

TROUBLESHOOTING

If the page does not load, refresh the browser.

ASKING FOR HELP

Where should I upload the document?

EVALUATING INFORMATION

This source appears reliable because ____.

ONLINE SAFETY

Use a strong, unique password and do not share it.

DIGITAL CITIZENSHIP

Before posting, consider privacy, permission and impact.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. What should the folder be called?

2. Where should the data file be saved?

3. What chart should students create?

4. What should be added below the image?

5. What should students check before submitting?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Tech support role-play: Student A has a problem; Student B asks diagnostic questions and gives instructions.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Source ranking: Compare three webpage cards and rank them from most to least reliable.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Digital dilemma: Discuss whether it is acceptable to post a class photo without asking everyone.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a clear eight-step guide for creating and submitting a digital assignment.

TASK 2

Write a short evaluation of an online source using author, date, evidence and purpose.

TASK 3

Create five cybersecurity rules for teenagers or adult learners.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

Hardware is physical equipment / a program.

2

Complete: Put the document in a clearly named ____.

3

Choose: A strong password should be unique / shared.

4

What should you check before using online information?

5

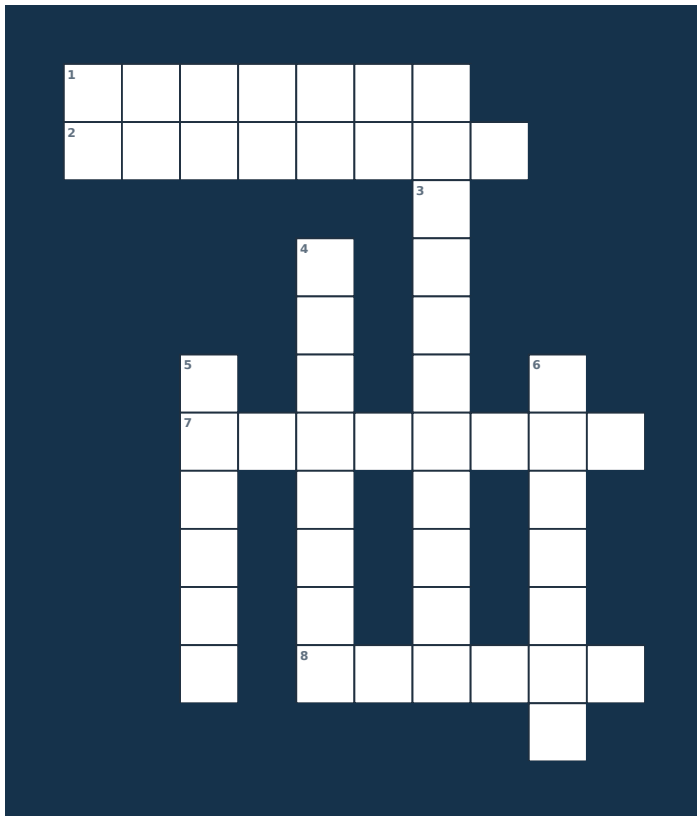
Write the opposite action of download.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Complete the crossword using the subject clues.



1. Protection and control of personal information.
2. Able to be trusted.
3. Programs and applications used by a computer.
4. A collection of web pages under one address.
5. To send a file from your device to an online service.
6. Software used to view websites.
7. A secret string used to access an account.
8. A place used to organize files.

CHALLENGE

Use three crossword answers in a short explanation about this subject.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate hoja de cálculo.

2. What does a browser do?

3. Complete: Click the link and ____ the file.

4. Name one sign of a reliable source.

5. Why should you check sharing access?

6. Write one conditional troubleshooting instruction.

7. What is privacy?

8. Name one responsible action before posting a photo.

PART B - UNIT PROJECT

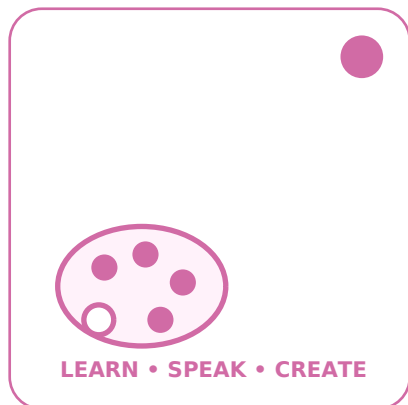
Create a multilingual digital citizenship campaign with posters or slides about passwords, privacy, source checking and respectful online communication.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Shortcut Challenge: Teams match common digital actions with the fastest safe sequence of commands or keyboard shortcuts.



Talking About Art

ESSENTIAL QUESTIONS

- How do we describe artworks precisely?
- How do artists use colour, line, shape and texture?
- How can we interpret and evaluate art respectfully?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Curate a class mini-exhibition. Create one artwork, an artist statement, a multilingual label and a two-minute oral presentation.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
art	arte	arte	arte	arte
artist	artista	artista	artista	artista
artwork	obra de arte	obra de arte	obra de arte	obra de arte
drawing	dibujo	dibujo	dibujo	desenho
painting	pintura	pintura	pintura	pintura
sculpture	escultura	escultura	escultura	escultura
photography	fotografía	fotografía	fotografía	fotografia
portrait	retrato	retrato	retrato	retrato
landscape	paisaje	paisaje	paisaje	paisagem
still life	naturaleza muerta	naturaleza muerta	naturaleza muerta	natureza-morta
line	línea	línea	línea	linha
shape	forma / figura	forma / figura	forma / figura	forma

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
colour / color	color	color	color	cor
texture	textura	textura	textura	textura
pattern	patrón	patrón	patrón	padrão
contrast	contraste	contraste	contraste	contraste
composition	composición	composición	composición	composição
foreground	primer plano	primer plano	primer plano	primeiro plano
background	fondo	fondo	fondo	fundo
medium	técnica / medio	técnica / medio	técnica / medio	meio / técnica
canvas	lienzo	lienzo	lienzo	tela
brush	pincel	pincel	pincel	pincel
sketch	boceto	boceto	boceto	esboço
exhibition	exposición	exposición	exposición	exposição

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

Looking Slowly at an Artwork

During an art lesson, the class studies a large landscape painting. At first, students simply describe what they can see. Dark curved lines lead from the foreground toward a small house in the distance. Warm colours appear near the centre, while cooler colours fill the sky. Next, students discuss how these choices affect mood and attention. One learner interprets the path as a symbol of change, but another sees it as a route home. Both interpretations are acceptable because each student supports the idea with visual evidence from the composition.

COMPREHENSION

1. What type of artwork does the class study?
2. What leads toward the small house?
3. Where are the warm colours?
4. What do students discuss after describing the work?
5. Why are both interpretations acceptable?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

OBJECTIVE DESCRIPTION

In the foreground, there is ____.

POSITION

The figure is beside / behind / in front of ____.

VISUAL ANALYSIS

The artist uses contrast to draw attention to ____.

INTERPRETATION

This may suggest ____ because ____.

PERSONAL RESPONSE

The artwork makes me feel ____ because ____.

RESPECTFUL EVALUATION

I appreciate ____, although I would like to understand ____ better.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. What should students begin with?

2. Into which three areas should they divide the page?

3. Where should the large organic shape go?

4. How should students create texture?

5. What should they write at the end?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Gallery walk: Describe one artwork without naming it; classmates identify it.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Critique pairs: Give one specific praise, one question and one suggestion.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Interpretation circle: Offer different interpretations, each supported by one visible detail.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write an artist statement explaining subject, medium, colour choices and intended effect.

TASK 2

Compare two artworks using whereas, both and however.

TASK 3

Write a formal gallery label of 80-100 words.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

The area nearest the viewer is the ____.

2

A quick preliminary drawing is a ____.

3

Complete: The artist uses contrast ____ draw attention to the face.

4

Name three visual elements.

5

Write one interpretation sentence with because.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Find the twelve hidden subject words. Words may run in any direction.

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

WORD BANK

- ☐ ARTIST
- ☐ PAINTING
- ☐ SCULPTURE
- ☐ PORTRAIT
- ☐ LANDSCAPE
- ☐ COLOUR
- ☐ TEXTURE
- ☐ PATTERN
- ☐ CONTRAST
- ☐ CANVAS
- ☐ SKETCH
- ☐ EXHIBITION

AFTER YOU FIND THEM

Choose four words. Write a correct subject sentence for each. Then explain one word without saying it and let a partner guess.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate lienzo.

2. What is a portrait?

3. Which word describes how parts are arranged?

4. What is visual evidence?

5. Write one location sentence about an artwork.

6. Give one respectful critique phrase.

7. Name two art media.

8. What is the difference between description and interpretation?

PART B - UNIT PROJECT

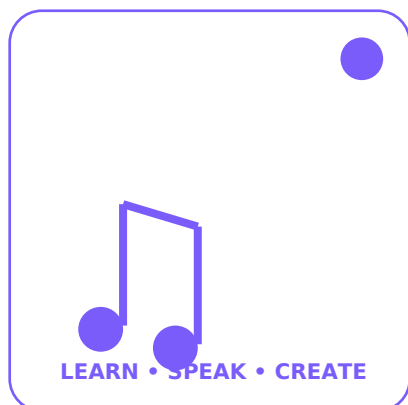
Curate a class mini-exhibition. Create one artwork, an artist statement, a multilingual label and a two-minute oral presentation.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Art Detective: Describe a mystery artwork card using only visual elements and position words. Teams identify the card.



Talking About Music

ESSENTIAL QUESTIONS

- How do we describe what we hear?
- How do musicians discuss rhythm, melody and performance?
- How can we express musical opinions with evidence?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Produce a multilingual programme page for a class concert. Include performer bios, piece descriptions, vocabulary and a short spoken introduction.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
music	música	música	música	música
musician	músico/a	músico/a	músico/a	músico/a
singer	cantante	cantante	cantante	cantor/a
composer	compositor/a	compositor/a	compositor/a	compositor/a
song	canción	canción	canción	canção / música
piece	pieza / obra	pieza / obra	pieza / obra	peça / obra
instrument	instrumento	instrumento	instrumento	instrumento
voice	voz	voz	voz	voz
melody	melodía	melodía	melodía	melodia
rhythm	ritmo	ritmo	ritmo	ritmo
beat	pulso / tiempo	pulso / tiempo	pulso / tiempo	batida / pulso
tempo	tempo / velocidad	tempo / velocidad	tempo / velocidad	andamento / tempo

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
harmony	armonía	armonía	armonía	harmonia
chord	acorde	acorde	acorde	acorde
verse	estrofa	estrofa	estrofa	verso
chorus	coro / estribillo	coro / estribillo	coro / estribillo	refrão
bridge	puente	puente	puente	ponte
lyrics	letra	letra	letra	letra
dynamics	dinámica	dinámica	dinámica	dinâmica
loud	fuerte	fuerte	fuerte	forte
soft	suave	suave	suave	suave
perform	interpretar / presentarse	interpretar / presentarse	interpretar / presentarse	tocar / se apresentar
rehearse	ensayar	ensayar	ensayar	ensaïar
audience	público	público	público	público / plateia

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

From Rehearsal to Performance

A school ensemble is preparing an original song for a concert. The first verse begins softly with piano and voice. In the chorus, drums and guitars enter, the dynamics grow and the melody becomes wider. During rehearsal, the musicians notice that the second chorus is too fast. The drummer practises with a metronome, and the group agrees on a steadier tempo. They also shorten the bridge so the final chorus feels stronger. After each rehearsal, the ensemble records a run-through, listens critically and chooses one improvement for the next session.

COMPREHENSION

1. What is the ensemble preparing?
2. Which instruments enter in the chorus?
3. What problem do they notice?
4. How does the drummer practise?
5. What does the group do after each rehearsal?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

DESCRIBING SOUND

The piece begins softly and gradually becomes louder.

STRUCTURE

The verse is followed by the chorus.

COMPARING

The second performance is more controlled than the first.

EXPLAINING EFFECT

The slower tempo creates a calmer mood.

GIVING FEEDBACK

The rhythm is accurate; next, try to balance the voices.

EXPRESSING PREFERENCE

I prefer ___ because the melody / rhythm / lyrics ___.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. Which section will be rehearsed first?

2. What happens before instruments are added?

3. Which instrument enters after four beats?

4. When should the dynamics become stronger?

5. How long should the final note be extended?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Music review pairs: Describe a piece using melody, rhythm, tempo, dynamics and mood.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Rehearsal director: Give a group three precise performance instructions.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Compare versions: Listen to or imagine two arrangements and justify which is more effective.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write a 120-word concert review with description, evaluation and evidence.

TASK 2

Write an artist or composer profile using past and present tenses.

TASK 3

Write rehearsal notes with two strengths and two specific next steps.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PRINTABLE PRACTICE

1

The repeated main section of many songs is the ____.

2

The speed of music is the ____.

3

Complete: The music becomes ____ than before.

4

Name three musical elements.

5

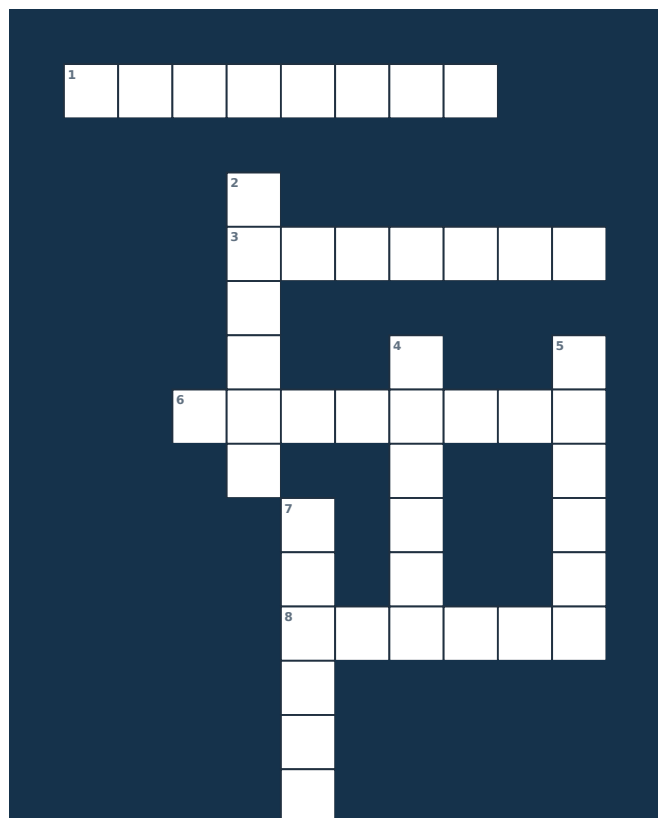
Write one specific feedback sentence.

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

VOCABULARY PUZZLE

Complete the crossword using the subject clues.



1. To practise for a performance.
2. A repeated main section of a song.
3. Notes sounding together to support a melody.
4. A sequence of notes that forms a tune.
5. The speed of a piece of music.
6. The people watching or listening to a performance.
7. The words of a song.
8. The pattern of sounds and silences in time.

CHALLENGE

Use three crossword answers in a short explanation about this subject.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate letra in a music context.

2. What is a chord?

3. Which word means practise before a performance?

4. What are dynamics?

5. Write one sentence describing structure.

6. How can a slower tempo affect mood?

7. Give one respectful performance suggestion.

8. Name two sections of a song.

PART B - UNIT PROJECT

Produce a multilingual programme page for a class concert. Include performer bios, piece descriptions, vocabulary and a short spoken introduction.

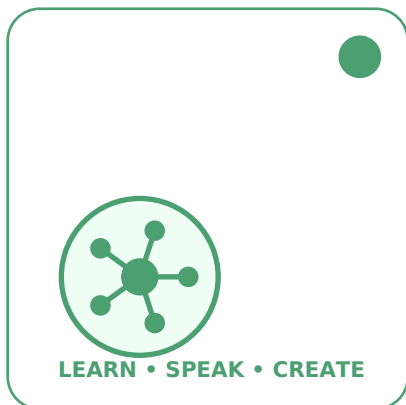
PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Musical Elements Bingo: Mark the element you hear or the element described by the teacher.

PHYSICAL EDUCATION



Talking About Physical Education

ESSENTIAL QUESTIONS

- How do we describe movement, fitness and sport?
- How do we give safe, clear instructions?
- How can we encourage teamwork and fair play?

BY THE END OF THIS UNIT, I CAN...

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

KEY LANGUAGE

Use the vocabulary tables, sentence frames and subject tasks to communicate accurately in English.

UNIT PROJECT

Design and teach a five-minute multilingual movement break. Include warm-up, three movements, safety instructions and a cool-down.

STARTER

Think-pair-share: What do you already do, say, read or create in this subject? Make a bilingual word cloud with your partner.

MULTILINGUAL VOCABULARY A

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
physical education / PE	educación física	educación física	educación física	educação física
exercise	ejercicio	ejercicio	ejercicio	exercício
fitness	condición física	condición física	condición física	condicionamento físico
warm-up	calentamiento	calentamiento	calentamiento	aquecimento
cool-down	vuelta a la calma	vuelta a la calma	enfriamiento / vuelta a la calma	volta à calma / desaquecimento
stretch	estirar / elongar	estirar	estirar	alongar
run	correr	correr	correr	correr
jump	saltar	saltar	saltar	pular / saltar
throw	lanzar	lanzar	lanzar	arremessar / lançar
catch	atrapar / recibir	atrapar / recibir	atrapar / recibir	pegar / receber
kick	patear	patear	patear	chutar
pass	pasar	pasar	pasar	passar

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

MULTILINGUAL VOCABULARY B

English target language with regional Spanish and Brazilian Portuguese support

ENGLISH	CHILE	COLOMBIA	VENEZUELA	BRASIL
balance	equilibrio / equilibrarse	equilibrio / equilibrarse	equilibrio / equilibrarse	equilíbrio / equilibrar-se
strength	fuerza	fuerza	fuerza	força
endurance	resistencia	resistencia	resistencia	resistência
speed	velocidad	velocidad	velocidad	velocidade
flexibility	flexibilidad	flexibilidad	flexibilidad	flexibilidade
team	equipo	equipo	equipo	equipe
teammate	compañero/a de equipo	compañero/a de equipo	compañero/a de equipo	companheiro/a de equipe
opponent	oponente / rival	oponente / rival	oponente / rival	adversário/a
score	marcador / puntaje	marcador / puntaje	marcador / puntaje	placar / pontuação
rule	regla	regla	regla	regra
fair play	juego limpio	juego limpio	juego limpio	jogo limpo
equipment	implementos / equipamiento	implementos / equipamiento	implementos / equipamiento	equipamento

ACTIVE VOCABULARY

Choose six words. Say each one, sketch a quick symbol and use it in a subject sentence. Then compare one regional translation with a classmate.

READING IN CONTEXT

A Team Challenge

In PE, the class completes a teamwork circuit. First, everyone warms up with light jogging and dynamic stretches. At station one, pairs throw and catch a ball while moving sideways. At station two, teams complete a short relay. At station three, learners balance along a line and pass an object without dropping it. The goal is not only speed. Teams earn points for clear communication, safe technique, encouragement and fair play. During the cool-down, students reflect on one strength and one skill they want to improve.

COMPREHENSION

1. How does the class warm up?
2. What do pairs do at station one?
3. What happens at station two?
4. What do teams earn points for?
5. What do students do during the cool-down?

LANGUAGE HUNT

Underline five subject words. Box two sequence, comparison or cause-and-effect expressions. Then explain one sentence in your own English words.

PHYSICAL EDUCATION

FUNCTIONAL LANGUAGE

Build complete subject sentences, not isolated vocabulary lists.

GIVING INSTRUCTIONS

Stand behind the line and wait for the signal.

SEQUENCING MOVEMENT

First, bend your knees. Then, push upward.

SAFETY

Keep enough space between you and your partner.

ENCOURAGING

Good effort! Keep going!

TEAMWORK

Call your teammate's name before you pass.

REFLECTING

My technique improved because ____.

COMPARING PERFORMANCE

My second attempt was more controlled than my first.

MICRO-PRACTICE

Personalise four frames. Read them to a partner. Your partner asks one follow-up question after each sentence.

LISTENING LAB

BEFORE YOU LISTEN

Predict five words you may hear. The teacher will read the script twice: first for the main idea, then for detail.

TASK A - LISTEN FOR DETAIL

1. How many people are in each group?

2. Where should groups stand?

3. What does the first person pick up?

4. Where should the ball be kept?

5. What should students do after the relay?

TASK B - LISTEN AGAIN

Write three sequence words, two key nouns and one safety, quality or responsibility instruction from the audio.

PRONUNCIATION FOCUS

Shadow one complete sentence: listen, pause and repeat with the same stress and rhythm. Then record yourself once.

PHYSICAL EDUCATION

SPEAKING & PAIR WORK

1

PAIR CHALLENGE

Coach and athlete: Give, follow and clarify a short movement sequence.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

2

INFORMATION EXCHANGE

Team strategy: Plan how to complete a relay safely and efficiently.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

3

SUBJECT DISCUSSION

Performance reflection: Discuss effort, technique, teamwork and one next goal.

SUCCESS: use target vocabulary • complete sentences • follow-up questions

SELF-CHECK

I spoke clearly. I used at least six subject words. I asked or answered a follow-up question.

WRITING WORKSHOP

TASK 1

Write six clear instructions for a safe warm-up.

TASK 2

Design a fitness circuit with four stations, times and safety notes.

TASK 3

Write a reflection comparing your first and second attempts at a skill.

WRITING TOOLKIT

Plan first. Use precise subject vocabulary. Organise ideas with sequence, comparison, cause or evidence language. Check verbs, punctuation and spelling. Read your work aloud once.

MY FIRST DRAFT / NOTES

PHYSICAL EDUCATION

PRINTABLE PRACTICE

1

Do a warm-up before / after intense exercise.

2

Complete: Call your teammate's name before you ____.

3

Name two fitness components.

4

Write one safety instruction.

5

What does fair play mean?

EXTENSION

Choose two answers and explain why they are correct using a complete sentence and one unit vocabulary word.

PHYSICAL EDUCATION

VOCABULARY PUZZLE

Find the twelve hidden subject words. Words may run in any direction.

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	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

WORD BANK

☐ EXERCISE

☐ FITNESS

☐ WARMUP

☐ STRETCH

☐ THROW

☐ CATCH

☐ BALANCE

☐ STRENGTH

☐ SPEED

☐ TEAM

☐ SCORE

☐ FAIRPLAY

AFTER YOU FIND THEM

Choose four words. Write a correct subject sentence for each. Then explain one word without saying it and let a partner guess.

UNIT QUIZ & PROJECT

PART A - QUICK CHECK

1. Translate calentamiento.

2. What is endurance?

3. Which verb means send a ball with your foot?

4. Complete: Keep enough ____ between players.

5. Name one phrase for encouraging a teammate.

6. Why is a cool-down useful?

7. Write one sequence instruction using first and then.

8. Name one example of fair play.

PART B - UNIT PROJECT

Design and teach a five-minute multilingual movement break. Include warm-up, three movements, safety instructions and a cool-down.

PROJECT CHECKLIST

- ☐ uses accurate subject vocabulary
- ☐ includes clear English communication
- ☐ uses visuals, examples or evidence
- ☐ is organised and easy to understand
- ☐ includes a short reflection

CLASSROOM GAME

Coach Says: Follow instructions only when they begin with “Coach says,” then explain one movement using precise verbs.

REVIEW 1 • LANGUAGE, MATHS & SCIENCE

Integrated vocabulary, reading and communication review

UNIT 1 • ENGLISH CLASS

1. Define or translate: teacher

2. Use this frame: Could you repeat that, please?

3. When does Camila have English?

4. Explain: speaking

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 2 • MATHEMATICS

1. Define or translate: digit

2. Use this frame: Seven plus five equals twelve.

3. What two items are in the problem?

4. Explain: quotient

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 3 • SCIENCE

1. Define or translate: experiment

2. Use this frame: I predict that ___ because ___.

3. What question does the class investigate?

4. Explain: volume

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

REFLECT

Which subject language is now easiest? Which unit needs another review? Give one reason.

REVIEW 2 • GEOGRAPHY, HISTORY & ICT

Integrated vocabulary, reading and communication review

UNIT 4 • GEOGRAPHY

1. Define or translate: globe

2. Use this frame: ___ is located in the north of ___.

3. Where is Chile located?

4. Explain: north

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 5 • HISTORY

1. Define or translate: past

2. Use this frame: Before ___, ... / After ___, ...

3. What is the museum exhibition about?

4. Explain: cause

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 6 • COMPUTERS & ICT

1. Define or translate: hardware

2. Use this frame: Click the file, choose Save As and select the correct folder.

3. What is Mateo researching?

4. Explain: download

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

REFLECT

Which subject language is now easiest? Which unit needs another review? Give one reason.

REVIEW 3 • ART, MUSIC & PE

Integrated vocabulary, reading and communication review

UNIT 7 • ART

1. Define or translate: artwork

2. Use this frame: In the foreground, there is ____.

3. What type of artwork does the class study?

4. Explain: contrast

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 8 • MUSIC

1. Define or translate: singer

2. Use this frame: The piece begins softly and gradually becomes louder.

3. What is the ensemble preparing?

4. Explain: chorus

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

UNIT 9 • PHYSICAL EDUCATION

1. Define or translate: fitness

2. Use this frame: Stand behind the line and wait for the signal.

3. How does the class warm up?

4. Explain: speed

5. Write one comparison or cause sentence.

6. Ask a partner one subject question.

REFLECT

Which subject language is now easiest? Which unit needs another review? Give one reason.

MIDTERM ASSESSMENT

Units 1-6 • vocabulary, communication and subject thinking

PART A

1. Translate these into English: tarea, ecuación, experimento, frontera, fuente primaria.

2. Write two polite questions you can use in English class.

3. Read this aloud in words: $36 \div 6 = 6$.

4. Explain the difference between an observation and a conclusion.

5. Write one sentence locating a place with a compass direction.

6. Define a primary source and give one example.

7. Put these in logical order: result, question, method, conclusion, hypothesis.

8. Write a comparative sentence about two climates.

9. Explain how you would check whether a website is reliable.

10. Write a six-step explanation for a simple classroom process.

MIDTERM ASSESSMENT

Units 1-6 • integrated application

PART B

1. Read a short teacher-chosen passage and identify five subject words.

2. Write one cause and one consequence sentence about a historical or geographic topic.

3. Create a small data table or labelled diagram and explain it in three sentences.

4. Write one safe laboratory instruction and one safe digital instruction.

5. Explain a mathematical solution using first, next, then and finally.

6. Choose one source and state one usefulness and one limitation.

7. Write a 100-word paragraph about the school subject you find most useful.

8. Prepare a 90-second pair presentation connecting two subjects.

FINAL ASSESSMENT

Units 1-9 • subject vocabulary and communication

PART A

1. Define and use in a sentence: composition, tempo, endurance, privacy, perspective.

2. Explain the difference between description and interpretation in art.

3. Describe a song section using melody, rhythm, tempo and dynamics.

4. Write four clear safety instructions for a PE activity.

5. Give one respectful critique sentence for art and one for music.

6. Explain why permission matters before posting a class photo.

7. Compare your first and second attempt at a skill using two comparatives.

8. Write a source-evaluation sentence using reliable because.

9. Name four fitness components and explain one.

10. Write a short artist or performer statement.

FINAL ASSESSMENT

Units 1-9 • integrated performance task

PART B

1. Integrated task: Design a two-minute lesson segment that connects one creative subject with one academic subject.

2. Include ten accurate subject words and three functional language frames.

3. Add one visual, diagram, rhythm, demonstration or movement sequence.

4. Explain one choice using evidence or an example.

5. Ask the audience one question and respond to one follow-up question.

6. Write a 150-word reflection: What did you communicate well? What is your next language goal?

INTEGRATED SCHOOL SUBJECTS PROJECT

Create, connect and present learning across disciplines

THE CHALLENGE

Design a “Better School Day” proposal. Use at least four subjects. Include a timetable or data display, a scientific or geographic reason, a digital or artistic product, and a short spoken presentation.

PLAN

Choose a real need, audience and four subject connections.

RESEARCH

Collect reliable information or simple class data. Record sources.

CREATE

Produce a poster, slide deck, model, performance, guide or movement activity.

PRESENT

Speak for 3-5 minutes. Use subject vocabulary and answer questions.

REFLECT

Explain which subject connection was strongest and what you would improve.

SUCCESS CRITERIA

Accurate content • clear English • meaningful subject connections • effective visuals • evidence or examples • balanced teamwork

MULTILINGUAL VOCABULARY INDEX

Alphabetical English reference • Part 1 of 4

addition

CL: suma | CO: suma | VE: suma | BR: adição

answer

CL: respuesta | CO: respuesta | VE: respuesta | BR: resposta

art

CL: arte | CO: arte | VE: arte | BR: arte

artefact / artifact

CL: objeto histórico / artefacto | CO: artefacto | VE: artefacto | BR: artefato

artist

CL: artista | CO: artista | VE: artista | BR: artista

artwork

CL: obra de arte | CO: obra de arte | VE: obra de arte | BR: obra de arte

audience

CL: público | CO: público | VE: público | BR: público / plateia

background

CL: fondo | CO: fondo | VE: fondo | BR: fundo

balance

CL: equilibrio / equilibrarse | CO: equilibrio / equilibrarse | VE: equilibrio / equilibrarse | BR: equilíbrio / equilibrar-se

beaker

CL: vaso de precipitados | CO: vaso de precipitados | VE: vaso de precipitados | BR: béquer

beat

CL: pulso / tiempo | CO: pulso / tiempo | VE: pulso / tiempo | BR: batida / pulso

border

CL: frontera | CO: frontera | VE: frontera | BR: fronteira

bridge

CL: puente | CO: puente | VE: puente | BR: ponte

browser

CL: navegador | CO: navegador | VE: navegador | BR: navegador

brush

CL: pincel | CO: pincel | VE: pincel | BR: pincel

calculate

CL: calcular | CO: calcular | VE: calcular | BR: calcular

canvas

CL: lienzo | CO: lienzo | VE: lienzo | BR: tela

capital city

CL: ciudad capital | CO: ciudad capital | VE: ciudad capital | BR: capital

catch

CL: atrapar / recibir | CO: atrapar / recibir | VE: atrapar / recibir | BR: pegar / receber

cause

CL: causa | CO: causa | VE: causa | BR: causa

century

CL: siglo | CO: siglo | VE: siglo | BR: século

change

CL: cambio | CO: cambio | VE: cambio | BR: mudança

check

CL: revisar / comprobar | CO: revisar / comprobar | VE: revisar / comprobar | BR: verificar

chemical reaction

CL: reacción química | CO: reacción química | VE: reacción química | BR: reação química

chord

CL: acorde | CO: acorde | VE: acorde | BR: acorde

chorus

CL: coro / estribillo | CO: coro / estribillo | VE: coro / estribillo | BR: refrão

class

CL: clase | CO: clase | VE: clase | BR: aula

climate

CL: clima | CO: clima | VE: clima | BR: clima

coast

CL: costa | CO: costa | VE: costa | BR: costa

colour / color

CL: color | CO: color | VE: color | BR: cor

compare

CL: comparar | CO: comparar | VE: comparar | BR: comparar

composer

CL: compositor/a | CO: compositor/a | VE: compositor/a | BR: compositor/a

composition

CL: composición | CO: composición | VE: composición | BR: composição

computer

CL: computador / computador(a) | CO: computador | VE: computadora | BR: computador

conclusion

CL: conclusión | CO: conclusión | VE: conclusión | BR: conclusão

consequence

CL: consecuencia | CO: consecuencia | VE: consecuencia | BR: consequência

continent

CL: continente | CO: continente | VE: continente | BR: continente

continuity

CL: continuidad | CO: continuidad | VE: continuidad | BR: continuidade

contrast

CL: contraste | CO: contraste | VE: contraste | BR: contraste

cool-down

CL: vuelta a la calma | CO: vuelta a la calma | VE: enfriamiento / vuelta a la calma | BR: volta à calma / desaquecimento

country

CL: país | CO: país | VE: país | BR: país

cybersecurity

CL: ciberseguridad | CO: ciberseguridad | VE: ciberseguridad | BR: cibersegurança

decade

CL: década | CO: década | VE: década | BR: década

decimal

CL: decimal | CO: decimal | VE: decimal | BR: decimal

delete

CL: eliminar / borrar | CO: eliminar / borrar | VE: eliminar / borrar | BR: excluir / apagar

desert

CL: desierto | CO: desierto | VE: desierto | BR: deserto

dictionary

CL: diccionario | CO: diccionario | VE: diccionario | BR: dicionário

difference

CL: diferencia | CO: diferencia | VE: diferencia | BR: diferença

digit

CL: dígito | CO: dígito | VE: dígito | BR: dígito

divided by

CL: dividido por | CO: dividido por | VE: dividido entre / por | BR: dividido por

division

CL: división | CO: divisão | VE: divisão | BR: divisão

document

CL: documento | CO: documento | VE: documento | BR: documento

document

CL: documento | CO: documento | VE: documento | BR: documento

download

CL: descargar | CO: descargar | VE: descargar | BR: baixar / fazer download

MULTILINGUAL VOCABULARY INDEX

Alphabetical English reference • Part 2 of 4

drawing

CL: dibujo | CO: dibujo | VE: desenho | BR: desenho

dynamics

CL: dinámica | CO: dinâmica | VE: dinâmica | BR: dinâmica

east

CL: este / oriente | CO: este / oriente | VE: este / oriente | BR: leste

empire

CL: imperio | CO: imperio | VE: imperio | BR: império

endurance

CL: resistencia | CO: resistencia | VE: resistencia | BR: resistência

English

CL: inglés | CO: inglés | VE: inglês | BR: inglês

equals

CL: es igual a | CO: es igual a | VE: es igual a | BR: é igual a

equation

CL: ecuación | CO: ecuación | VE: ecuación | BR: equação

equipment

CL: implementos / equipamiento | CO: implementos / equipamiento | VE: implementos / equipamiento | BR: equipamento

estimate

CL: estimar | CO: estimar | VE: estimar | BR: estimar

event

CL: acontecimiento / evento | CO: acontecimiento / evento | VE: acontecimiento / evento | BR: acontecimento / evento

evidence

CL: evidencia | CO: evidencia | VE: evidencia | BR: evidência

evidence

CL: evidencia | CO: evidencia | VE: evidencia | BR: evidência

example

CL: ejemplo | CO: exemplo | VE: exemplo | BR: exemplo

exercise

CL: ejercicio | CO: exercício | VE: exercício | BR: exercício

exhibition

CL: exposición | CO: exposição | VE: exposição | BR: exposição

experiment

CL: experimento | CO: experimento | VE: experimento | BR: experimento

explain

CL: explicar | CO: explicar | VE: explicar | BR: explicar

fair play

CL: juego limpio | CO: jogo limpo | VE: jogo limpo | BR: jogo limpo

file

CL: archivo | CO: arquivo | VE: arquivo | BR: arquivo

fitness

CL: condición física | CO: condição física | VE: condição física | BR: condicionamento físico

flexibility

CL: flexibilidad | CO: flexibilidade | VE: flexibilidade | BR: flexibilidade

folder

CL: carpeta | CO: pasta | VE: pasta | BR: pasta

foreground

CL: primer plano | CO: primeiro plano | VE: primeiro plano | BR: primeiro plano

forest

CL: bosque | CO: floresta | VE: floresta | BR: floresta

fraction

CL: fracción | CO: fração | VE: fração | BR: fração

gas

CL: gas | CO: gás | VE: gás | BR: gás

geography

CL: geografía | CO: geografia | VE: geografia | BR: geografia

globe

CL: globo terráqueo | CO: globo terráqueo | VE: globo terráqueo | BR: globo terrestre

grammar

CL: gramática | CO: gramática | VE: gramática | BR: gramática

hardware

CL: hardware / componentes físicos | CO: hardware | VE: hardware | BR: hardware

harmony

CL: armonía | CO: harmonia | VE: harmonia | BR: harmonia

heritage

CL: patrimonio | CO: patrimônio | VE: patrimônio | BR: patrimônio

historian

CL: historiador/a | CO: historiador/a | VE: historiador/a | BR: historiador/a

history

CL: historia | CO: história | VE: história | BR: história

homework

CL: tarea | CO: tarefa | VE: tarefa | BR: lição de casa

hypothesis

CL: hipótesis | CO: hipótese | VE: hipótese | BR: hipótese

ICT

CL: TIC | CO: TIC | VE: TIC | BR: TIC

independence

CL: independencia | CO: independência | VE: independência | BR: independência

instrument

CL: instrumento | CO: instrumento | VE: instrumento | BR: instrumento

island

CL: isla | CO: ilha | VE: ilha | BR: ilha

jump

CL: saltar | CO: saltar | VE: saltar | BR: pular / saltar

keyboard

CL: teclado | CO: teclado | VE: teclado | BR: teclado

kick

CL: patear | CO: chutar | VE: chutar | BR: chutar

laboratory / lab

CL: laboratorio | CO: laboratório | VE: laboratório | BR: laboratório

landscape

CL: paisaje | CO: paisagem | VE: paisagem | BR: paisagem

lesson

CL: clase / lección | CO: aula / lição | VE: aula / lição | BR: aula / lição

line

CL: línea | CO: linha | VE: linha | BR: linha

link

CL: enlace | CO: link | VE: link | BR: link

liquid

CL: líquido | CO: líquido | VE: líquido | BR: líquido

listening

CL: comprensión auditiva | CO: compreensão auditiva | VE: compreensão auditiva | BR: compreensão auditiva

loud

CL: fuerte | CO: forte | VE: forte | BR: forte

lyrics

CL: letra | CO: letra | VE: letra | BR: letra

map

CL: mapa | CO: mapa | VE: mapa | BR: mapa

MULTILINGUAL VOCABULARY INDEX

Alphabetical English reference • Part 3 of 4

mass

CL: masa | CO: masa | VE: masa | BR: massa

mathematics / maths

CL: matemática / matemáticas | CO: matemáticas | VE: matemática | BR: matemática

measure

CL: medir | CO: medir | VE: medir | BR: medir

medium

CL: técnica / medio | CO: técnica / medio | VE: técnica / medio | BR: meio / técnica

melody

CL: melodía | CO: melodía | VE: melodía | BR: melodia

method

CL: método | CO: método | VE: método | BR: método

migration

CL: migración | CO: migración | VE: migración | BR: migração

minus

CL: menos | CO: menos | VE: menos | BR: menos

mixture

CL: mezcla | CO: mezcla | VE: mezcla | BR: mistura

mountain range

CL: cordillera | CO: cordillera | VE: cordillera | BR: cordilheira

mouse

CL: mouse / ratón | CO: mouse | VE: mouse / ratón | BR: mouse

multiplication

CL: multiplicación | CO: multiplicación | VE: multiplicación | BR: multiplicação

music

CL: música | CO: música | VE: música | BR: música

musician

CL: músico/a | CO: músico/a | VE: músico/a | BR: músico/a

north

CL: norte | CO: norte | VE: norte | BR: norte

number

CL: número | CO: número | VE: número | BR: número

observation

CL: observación | CO: observación | VE: observación | BR: observação

opponent

CL: oponente / rival | CO: oponente / rival | VE: oponente / rival | BR: adversário/a

painting

CL: pintura | CO: pintura | VE: pintura | BR: pintura

pass

CL: pasar | CO: pasar | VE: pasar | BR: passar

password

CL: contraseña / clave | CO: contraseña / clave | VE: contraseña / clave | BR: senha

past

CL: pasado | CO: pasado | VE: pasado | BR: passado

pattern

CL: patrón | CO: patrón | VE: patrón | BR: padrão

percentage

CL: porcentaje | CO: porcentaje | VE: porcentaje | BR: porcentagem

perform

CL: interpretar / presentarse | CO: interpretar / presentarse | VE: interpretar / presentarse | BR: tocar / se apresentar

perspective

CL: perspectiva | CO: perspectiva | VE: perspectiva | BR: perspectiva

photograph

CL: fotografía | CO: fotografía | VE: fotografia | BR: fotografia

photography

CL: fotografía | CO: fotografia | VE: fotografia | BR: fotografia

physical education / PE

CL: educación física | CO: educación física | VE: educación física | BR: educação física

piece

CL: pieza / obra | CO: pieza / obra | VE: pieza / obra | BR: peça / obra

plus

CL: más | CO: más | VE: más | BR: mais

population

CL: población | CO: población | VE: población | BR: população

portrait

CL: retrato | CO: retrato | VE: retrato | BR: retrato

present

CL: presente | CO: presente | VE: presente | BR: presente

presentation

CL: presentación | CO: presentación | VE: apresentação | BR: apresentação

primary source

CL: fuente primaria | CO: fuente primaria | VE: fuente primaria | BR: fonte primária

privacy

CL: privacidad | CO: privacidad | VE: privacidad | BR: privacidade

product

CL: producto | CO: producto | VE: producto | BR: produto

pronunciation

CL: pronunciación | CO: pronunciación | VE: pronunciación | BR: pronúncia

question

CL: pregunta | CO: pregunta | VE: pergunta | BR: pergunta

quotient

CL: cociente | CO: cociente | VE: cociente | BR: quociente

reading

CL: lectura | CO: lectura | VE: leitura | BR: leitura

record

CL: registrar / anotar | CO: registrar | VE: registrar | BR: registrar / anotar

region

CL: región | CO: região | VE: região | BR: região

rehearse

CL: ensayar | CO: ensayar | VE: ensayar | BR: ensaiar

reliable

CL: confiable / fiable | CO: confiable | VE: confiable | BR: confiável

repeat

CL: repetir | CO: repetir | VE: repetir | BR: repetir

result

CL: resultado | CO: resultado | VE: resultado | BR: resultado

rhythm

CL: ritmo | CO: ritmo | VE: ritmo | BR: ritmo

river

CL: río | CO: río | VE: río | BR: rio

rule

CL: regla | CO: regra | VE: regra | BR: regra

run

CL: correr | CO: correr | VE: correr | BR: correr

rural

CL: rural | CO: rural | VE: rural | BR: rural

safety goggles

CL: lentes de seguridad | CO: gafas de seguridad | VE: lentes de seguridad | BR: óculos de proteção

MULTILINGUAL VOCABULARY INDEX

Alphabetical English reference • Part 4 of 4

save

CL: guardar | CO: guardar | VE: guardar | BR: salvar

science

CL: ciencias | CO: ciencias | VE: ciencias | BR: ciências

scientist

CL: científico/a | CO: científico/a | VE: científico/a | BR: cientista

score

CL: marcador / puntaje | CO: marcador / puntaje | VE: marcador / puntaje | BR: placar / pontuação

screen

CL: pantalla | CO: pantalla | VE: pantalla | BR: tela

sculpture

CL: escultura | CO: escultura | VE: escultura | BR: escultura

secondary source

CL: fuente secundaria | CO: fuente secundaria | VE: fuente secundaria | BR: fonte secundária

sentence

CL: oración | CO: oración | VE: oración | BR: frase

shape

CL: forma / figura | CO: forma / figura | VE: forma / figura | BR: forma

singer

CL: cantante | CO: cantante | VE: cantante | BR: cantor/a

sketch

CL: boceto | CO: boceto | VE: boceto | BR: esboço

soft

CL: suave | CO: suave | VE: suave | BR: suave

software

CL: software / programas | CO: software | VE: software | BR: software

solid

CL: sólido | CO: sólido | VE: sólido | BR: sólido

solve

CL: resolver | CO: resolver | VE: resolver | BR: resolver

song

CL: canción | CO: canción | VE: canción | BR: canção / música

source

CL: fuente | CO: fuente | VE: fuente | BR: fonte

source

CL: fuente | CO: fuente | VE: fuente | BR: fonte

south

CL: sur | CO: sur | VE: sur | BR: sul

speaking

CL: expresión oral | CO: expresión oral | VE: expresión oral | BR: expressão oral

speed

CL: velocidad | CO: velocidad | VE: velocidad | BR: velocidade

spell

CL: deletrear | CO: deletrear | VE: deletrear | BR: soletrar

spreadsheet

CL: hoja de cálculo | CO: hoja de cálculo | VE: hoja de cálculo | BR: planilha

still life

CL: naturaleza muerta | CO: naturaleza muerta | VE: naturaleza muerta | BR: natureza-morta

strength

CL: fuerza | CO: fuerza | VE: fuerza | BR: força

stretch

CL: estirar / elongar | CO: estirar | VE: estirar | BR: alongar

student

CL: estudiante | CO: estudiante | VE: estudiante | BR: estudante

subtraction

CL: resta | CO: resta | VE: resta | BR: subtração

sum

CL: suma / resultado | CO: suma | VE: suma | BR: soma

teacher

CL: profesor/a | CO: profesor/a | VE: profesor/a | BR: professor/a

team

CL: equipo | CO: equipo | VE: equipo | BR: equipe

teammate

CL: compañero/a de equipo | CO: compañero/a de equipo | VE: compañero/a de equipo | BR: companheiro/a de equipe

temperature

CL: temperatura | CO: temperatura | VE: temperatura | BR: temperatura

tempo

CL: tempo / velocidad | CO: tempo / velocidad | VE: tempo / velocidad | BR: andamento / tempo

test tube

CL: tubo de ensayo | CO: tubo de ensayo | VE: tubo de ensayo | BR: tubo de ensaio

textbook

CL: libro de texto | CO: libro de texto | VE: libro de texto | BR: livro didático

texture

CL: textura | CO: textura | VE: textura | BR: textura

throw

CL: lanzar | CO: lanzar | VE: lanzar | BR: arremessar / lançar

timeline

CL: línea de tiempo | CO: línea de tiempo | VE: línea de tiempo | BR: linha do tempo

times / multiplied by

CL: por / multiplicado por | CO: por / multiplicado por | VE: por / multiplicado por | BR: vezes / multiplicado por

translate

CL: traducir | CO: traducir | VE: traducir | BR: traduzir

upload

CL: subir / cargar | CO: subir / cargar | VE: subir / cargar | BR: enviar / fazer upload

urban

CL: urbano/a | CO: urbano/a | VE: urbano/a | BR: urbano/a

valley

CL: valle | CO: valle | VE: valle | BR: vale

verse

CL: estrofa | CO: estrofa | VE: estrofa | BR: verso

vocabulary

CL: vocabulario | CO: vocabulario | VE: vocabulario | BR: vocabulário

voice

CL: voz | CO: voz | VE: voz | BR: voz

volume

CL: volumen | CO: volumen | VE: volumen | BR: volume

warm-up

CL: calentamiento | CO: calentamiento | VE: calentamiento | BR: aquecimento

weather

CL: tiempo atmosférico | CO: estado del tiempo | VE: estado del tiempo | BR: tempo

website

CL: sitio web | CO: sitio web | VE: sitio web | BR: site

west

CL: oeste / poniente | CO: oeste / occidente | VE: oeste / occidente | BR: oeste

worksheet

CL: guía de trabajo | CO: guía de trabajo | VE: hoja de trabajo | BR: folha de atividades

writing

CL: escritura | CO: escritura | VE: escritura | BR: escrita

LEARNER PROGRESS TRACKER

Review your confidence and choose a next step

UNIT	I CAN NAME IT	I CAN EXPLAIN IT	I CAN DISCUSS IT	NEXT STEP
English Class	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Mathematics	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Science	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Geography	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
History	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Computers & ICT	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Art	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Music	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____
Physical Education	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	☐ Not yet ☐ Yes	_____

MY NEXT GOAL

I will improve _____ by _____.

LUMARA ENGLISH

CERTIFICATE

OF MULTILINGUAL SCHOOL SUBJECT COMMUNICATION

This certificate is awarded to

for completing the LUMARA English School Subjects programme
and demonstrating growth in subject vocabulary, communication and project work.



Teacher

Date