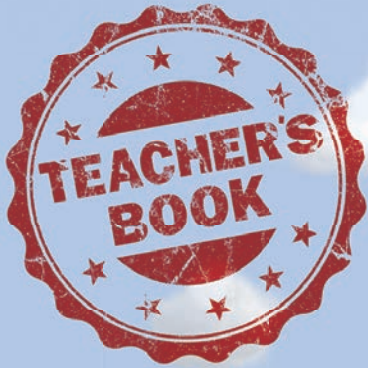


NEXT STATION 1

Sue Clarke
Sarah Elizabeth Sprague



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Based on *Next Move*

© Macmillan Publishers Limited 2013

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Student's Book text © Cantabgilly Limited and Mary Charrington 2013

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First edition entitled "Next Stop" published 2009 by Macmillan Publishers

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Cover photography: CasarsaGuru/iStockphoto/Getty Images, Bubert/iStockphoto/Getty Images, LokFung/iStockphoto/Getty Images.

Illustrations: Adilson Secco (p. 40, 74, 100, 126, 152)

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Dados Internacionais de Catalogação na Publicação (CIP)

Bibliotecária responsável: Aline Grazielle Benitez CRB-1/3129

C541n	Clarke, Sue
1.ed.	Next Station 1: Teacher's Book / Sue Clarke, Sarah Elizabeth Sprague; [Adapt.] Hilary McGlynn – 1.ed. – São Paulo: Macmillan Education do Brasil, 2020. 168 p.; il.; 21 x 27 cm. – (Coleção Next Station)
	ISBN: 978-85-511-0141-4
	1. Língua inglesa. I. McGlynn, Hilary. III. Título. IV. Série.
	CDD 420

Índice para catálogo sistemático:

1. Língua inglesa

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MACMILLAN EDUCATION DO BRASIL

Av. Brigadeiro Faria Lima, 1.309, 3º Andar

Jd. Paulistano – São Paulo – SP – 01452-002

www.macmillan.com.br

Customer Service: [55] (11) 4613-2278

0800 16 88 77

Fax: [55] (11) 4612-6098

Printed in Brazil. First print. Nov., 2019.



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WELCOME TO NEXT STATION.

TEACHING WITH NEXT STATION

Next Station is an exciting five-level course that shows children how language learning relates to their immediate world and beyond. Personalization and comparison tasks help them develop cross-cultural awareness, integrating their new knowledge into their own experience while building their language understanding.

In Next Station ...

- Language lessons are based on a foundation of exposure and activation.
- Language learning is supported in each unit by introducing a different place around the world. This is then used as a realistic context for learning about culture, new language, and recycling language.
- The country focus is developed through reading and includes a cross-curricular objective explored in the Teacher's Book.
- Each unit enhances cross-cultural awareness through extensive personalization.
- Communicative production is encouraged right from the very beginning, with writing introduced gradually through the course.
- Competency-building activities are signaled for teachers and children to raise awareness of their learning experience and progress.
- Active learning is promoted through activities such as games, songs, and arts and crafts.
- Cognitive tasks engage the children's minds and really get them thinking.
- The children are encouraged to take extra time in figuring out answers to questions that generate higher-order thinking skills.
- Reading and pronunciation are supported through an integrated phonics syllabus in every Lesson 3.
- Values are illustrated in stories in every Lesson 4 and followed up with self-assessment reflection tasks; additional discussion points are found in the Teacher's Book, and project activities are in the Workbook.
- Language recycling occurs throughout each unit in grammar lessons, reading lessons, and in every other unit in the Progress Check pages.
- The program is highly adaptable, with built-in optional extension activities that offer you a program that best fits your own classes.
- Engaging and dynamic videos present cultural aspects of two different countries connected to the units, broadening children's horizons as they recycle language.
- The Digital Student's Book and Digital Workbook allow children to access audio tracks and videos on their own and provide them with meaningful interactive activities.
- The Teacher's Presentation Kit allows teachers to keep track of children's performance in the interactive activities and provides an easy resource for class correction with embedded answers to each activity.

· COMPONENT OVERVIEW ·



See page 6

STUDENT'S BOOK AND PASSPORT

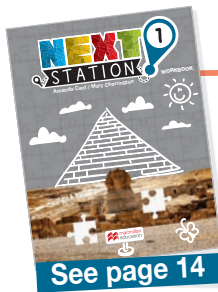
Activities in the Student's Book include songs, games, fiction and non-fiction reading lessons, and arts and craft work. Extra grammar activities are included in the Grammar Guide section. The passport provides a fun way to do self-assessment.

STEAM

Five STEAM sections engage the children in challenging maker-inspired, hands-on projects.



See page 10



See page 14

WORKBOOK

The Workbook provides extra practice of vocabulary and grammar and includes a spelling feature, values projects, and fun games that extend the Progress Check lessons of the Student's Book.

TEACHER'S BOOK

The Teacher's Book provides step-by-step teacher's notes for each activity, materials needed and objectives for each lesson, ideas for optional extension activities, and suggestions for integration of digital components.



See page 16

DIGITAL STUDENT'S BOOK AND WORKBOOK

These digital components are page-faithful to the print books and have all the class audio tracks embedded. They also include 5 culture videos and 60 interactive activities.

See page 22

TEACHER'S PRESENTATION KIT

Page-faithful Digital Student's Book and Workbook with all the resources plus embedded answers for the activities. Includes a Test Generator and an Extra Resources Tab.

See page 23



CLIL BOOK AND CLIL TEACHER'S BOOK

A cross-cultural, competency-based, and curriculum-oriented project grounded in Content and Language Integrated Learning (CLIL) that can either complement the Student's Book in extended English classes or be used as part of bilingual programs. The Teacher's Book provides full step-by-step notes for each activity.

THE STUDENT'S BOOK

The Student's Book is composed of ten units, each one exploring a different place in the world.

It also includes a World Map, five STEAM challenges, the Grammar Guide section, two stickers pages, and a passport.

The World Map allows children to track the round-the-world trip they will embark on throughout the units. The countries they visit are pinned on the map so they can discover their location, and that of their home country.



The Map Stickers page includes pictures representing the countries seen in that level. This is a fun and engaging way to encourage children to locate these countries, and their home country, on the World Map.



Each unit of **Next Station** starts with a visually attractive unit opener double-page spread that engages the children by activating their prior knowledge as well as raising awareness of the country. The Look and Do and Listen and Do features provide a visual literacy or audiovisual activity that helps the children to interpret the picture.

New vocabulary is presented in Lesson 1 with audio tracks, and practiced with listening and writing activities and games.

New grammar is presented in Lesson 2 in a fun scene with Eddie and Beakie, the Student's Book 1 characters, and is followed by practice activities that consolidate and activate grammar use. The Grammar box feature easily highlights the new grammar structures for the children.

Tasks often engage the children cognitively, requiring them to figure out answers and thus making language learning more meaningful.

The children do the Workbook activities on the indicated page as additional support for the Student's Book.

Active learning is promoted through games, songs and chants, and arts and craft tasks. This icon indicates the use of a Language File template found in the Extra Resource's Tab of the Teacher's Presentation Kit.

Lesson 3 is the phonics lesson. Target sounds are presented through a chant, with fun visuals explaining the meaning. Then controlled practice is given with audio models of individual sounds linked to their corresponding graphemes, digraphs, and trigraphs.

Lesson 4 is Reading Time. The stories recycle sounds and words from Lesson 3 to help the children become more competent readers.

Every story includes a value that highlights the moral of the story. The children are encouraged to decide which value is being demonstrated in the story and discuss how the value applies to them and their own behavior. This helps to bolster the children's civic education.

Activities that support competency development encourage the children to work with their own insights in order to put their skills, knowledge, and values into practice in an integrated manner. These activities are highlighted with an icon, and further support is given in the Teacher's Book.

Lesson 5 VOCABULARY

TRACKER 1 Listen, point, and say.

TRACKER 2 Listen and color. Which color is missing?

TRACKER 3 Talk about your things.

Lesson 6 GRAMMAR

TRACKER 1 Listen, read, and say.

TRACKER 2 Sing, 'Teddy Bears For You!'

Are they green teddy bears? No, they aren't. No, they aren't.
Are they yellow teddy bears? Yes, they are. Yes, they are.
Are they blue teddy bears? No, they aren't. No, they aren't.
The teddy bears are yellow. They aren't green or blue. The teddy bears are yellow. And they are for you!

Lesson 5 is an additional vocabulary lesson, which functions in the same way as Lesson 1. Additional lexical items are presented here that are either a related vocabulary group or a new lexical family.

The **Next Station** course continues the country theme with World Music songs. These are catchy, lively tunes that recycle language in a musical genre relating to the unit's country.

Lesson 6 introduces a second grammar lesson. It is always related to the principal grammar lesson (Lesson 2) and functions in a similar way. Previously seen language is recycled to help build the children's language foundation.

Lesson 7 is the Fun Reader page, featuring the Let's Visit... section, that takes the children to a new location in every unit. Non-fiction reading is the prime focus of the lesson, which brings a relevant and accessible aspect of the world into the child's life, and contains easy-to-understand new language as well as recycled language.

Lesson 8 is dedicated to developing awareness of the children's country and culture within a wider world context. The activities frequently draw on something related to the children's own environment, which increases their awareness of how different people live around the world and promotes societal understanding.

Lesson 7 FUN READER

7 Read about a famous place in Egypt.

Hi, I'm Azibo. Look at these pictures of Egypt.

What is it?
It's one of the pyramids at Giza in Egypt. They're very popular with tourists.

Think Twice

- 1 Read and circle. Camels are of the pyramids. True / False
- 2 Which animals are popular in your country?

Lesson 8 SPEAKING TIME

7 Draw a famous place in your country.

NEW FRIENDS

7 Complete the conversation. Choose your response.

is a famous place in my country.

It looks interesting. (O)
It's beautiful. (O)

2 Act out the conversation.

Lesson 7 introduces the Think Twice feature, which presents the children with both concrete and critical thinking tasks from the Let's Visit ... text.

The New Friends feature in Lesson 8 is a means of recycling learned language and using new functional language in a role-play that resembles a real social situation. The children use English to make friends with the children they "met" in the Lesson 7 Let's Visit ... reading.

After every two units, structured review lessons in the Progress Check pages provide flexibility for teachers who either need more material in their program or whose classes need more controlled language practice.

In Lesson 2 and Lesson 6, the children are directed to the Grammar Guide at the back of the Student's Book where they can find further guidance and practice of the key grammar points in each unit.

PROGRESS CHECK

5 **7** Connect and say.

1 They're **yellow** backpacks.

2 They're **gray** pencils.

3 They're **red** kites.

4 They're **green** books.

5 They're **blue** computer games.

2 Look at Activity 1. Check (✓).

Yes, they are. No, they aren't.

1 Are they blue pencils?

2 Are they green backpacks?

3 Are they pink books?

4 Are they yellow kites?

5 Are they red computer games?

THINK AGAIN!

A famous place in Egypt is _____

My favorite picture is on page _____

A typical animal from Egypt is _____

76 **WORKBOOK** page 50 **STICKERS** **PASSPORT** page 10

5 EGYPT **6** MEXICO

Lesson 2 **Lesson 2**

What are they? They're kites.

I have a horse. I don't have a dog.

Complete.

1 What _____ they?
They're bikes.

2 What are they?
_____, dolls.

3 _____
They're robots.

Complete to make true sentences about you.

1 I _____ a dog.

2 I _____ a cat.

3 I don't have a _____.

Lesson 6

Do you have a horse? Yes, I do. Do you have a dog? No, I don't.

Complete.

1 _____ you have a tiger?
No, I _____.

2 Do you _____ a fish?
Yes, I _____.

Lesson 6

Are they blue? Yes, they are. Are they green? No, they aren't.

Complete.

1 Are they yellow kites?
No, _____.

2 Are they blue dolls?
Yes, _____.

Think Again! gives the children a chance to reflect on what they've learned about the unit country and language.

5 **MY LEARNING**

ARRIVAL DATE: ___/___/___

DEPARTURE DATE: ___/___/___

PASSPORT

NEXT STATION

PASSPORT STICKERS

BRAZIL, RUSSIA, USA, MEXICO, CHINA, UNITED KINGDOM, JAPAN, INDIA, SPAIN

What are they? They're bikes. ★★★★★

I can read and say words with: w k g q r ★★★★★

Are they yellow? No, they aren't. ★★★★★

Each child will have their own passport for sticking the stamps of the countries they visit in the Student's Book, as well as filling out an intuitive self-assessment chart for each unit they finish.

The children can find the passport stamps on the Passport Stickers page, at the back of the Student's Book. But remember, they should only stick them in the passport after finishing their visit to the country in the corresponding unit!

STEAM: A MAKER APPROACH

Each level of **Next Station Student's Book** includes five STEAM challenges that add an exciting maker approach to the series. STEAM is the process of intentionally exposing children to the content and concepts of **Science, Technology, Engineering, Arts, and Math** through dynamic and process-based experiences. It is as much about the mindset it develops as its content, and it prepares children to be self-motivated, open-minded, and curious problem solvers who are active participants in a community of learners.

The STEAM experience is designed to give them the tools to be independent, collaborative, and respectful as they navigate ideas, setbacks, and successes.

In a language learning setting, these experiences promote inquiry, research, communication skills, vocabulary, reflection, handling adversity, conflict resolution, confidence, and success in meaningful ways, providing children with forward-thinking tools that they can apply to any setting or challenge they will face!

STEAM CLASSES

A STEAM Challenge class has a different structure and different expectations from a typical language class. The children will work in groups through hands-on experiences that are both engaging and challenging. The goal of the process is to connect concepts and ideas to both language and diverse cultures, not to create a finished product.

STEAM challenges are an opportunity to create a classroom culture where the children are focused, enthusiastic, and proud. A space where each member feels comfortable expressing themselves and contributing to the learning community. No one needs to be an expert, just willing to go on an adventure around the world together!

CHALLENGE KITS

Prepare challenge kits with the needed materials for each group. It is suggested that they are placed in a box or bag to facilitate autonomy and time management. Supplies should be generous to allow for creativity and differentiation among groups.

TEAM SIZES

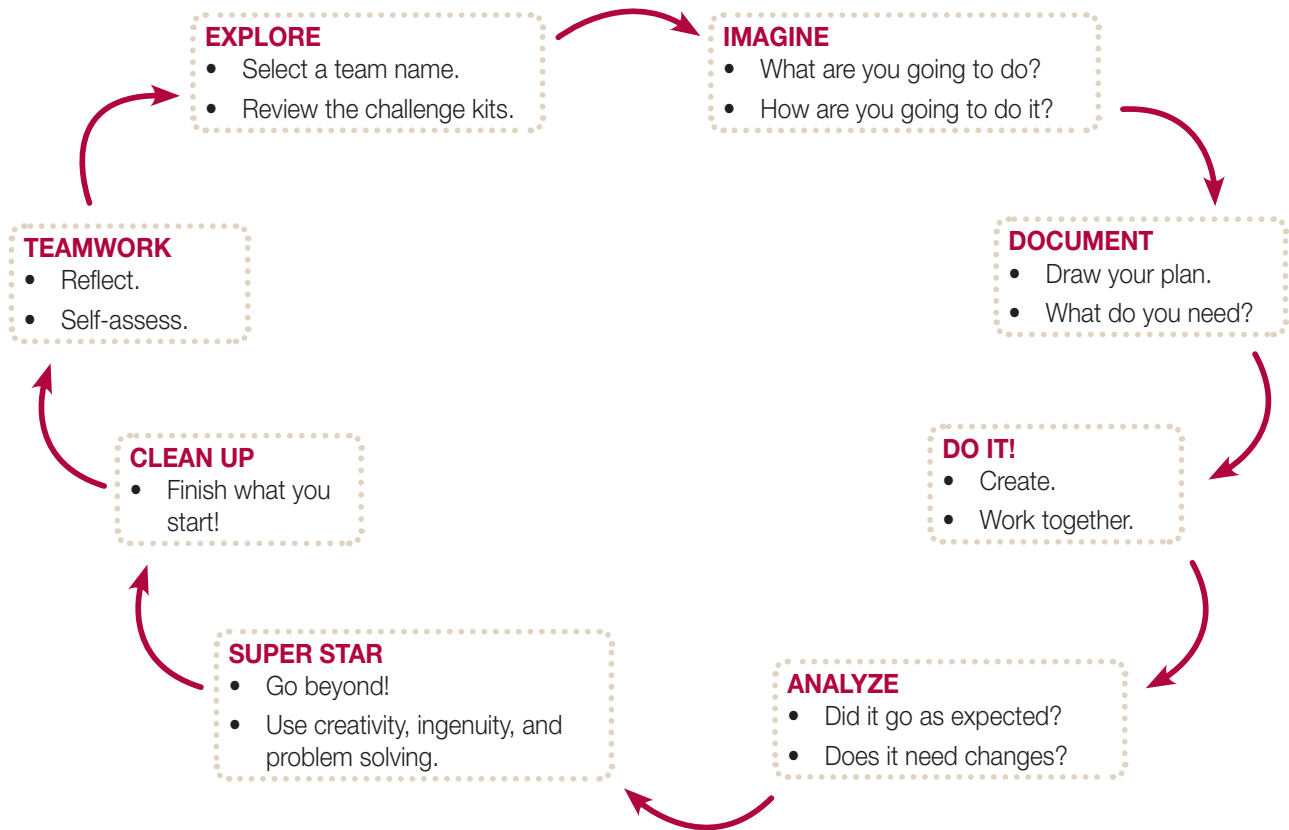
Group sizes may vary from pairs to five children, depending on group dynamics, class size, space, time, and materials needed. You can maintain the same groups for all five challenges or use new strategies throughout the year. Pre-selecting groups, to either combine or separate groups of children, can help promote the best learning experience for each child. Randomly selecting the groups using the alphabet, birthdates, names in a hat, or on craft sticks provides a sense of “fairness” in the eyes of the children but offers less control to the teacher. Inviting the children to select their own groups is often a favorite, but can lead to some of them being left out.

TEAMWORK

Working in teams develops skills such as listening, observation, sharing, collaborating, and communication, and supports self-confidence, self-regulation, and persistence. It may also generate conflict, frustration, and anxiety, which many children do not know how to navigate. Learning these skills is an ongoing process at all ages.

STEAM CHALLENGE CYCLE

The STEAM Challenge cycle has clear steps that are consistent across all the challenges. The more often the children and teachers engage in these types of activities, the smoother the process will go.



MODELING A MINDSET

The teacher does not tell the children what to do, or how to do it, but is there to support and facilitate their process, modeling language and strategies in age-appropriate ways. This changing role can be challenging but deeply rewarding as the teams develop the skills to be successful.

Help the children adopt the STEAM mindset as problem solvers, innovators, and artists. We are never done, and failure is an expected part of the design cycle. Model how to keep going, how to respond to the unexpected, and how to learn from failures.

Ask reflection questions to shape group identity and support conflicts when they arise.

REFLECTION QUESTIONS

I hear the problem, who has a solution?

Have you listened to each other?

What would make it stronger / taller / better?

Why did / didn't it work?

What do you need to do differently?

What was difficult?

Did everyone participate?

STEAM WALKTHROUGH

The STEAM sections engage children through experiential learning, promoting communication and team building through the cycle of a creative process.

Warmer activities engage children's interest, activate their prior knowledge, set a friendly environment, and increase participation.

Each STEAM Challenge contains a list of the materials required for the project. Children use everyday materials and may save them for use in other challenges.



The Great Pyramid of Giza, a wonder of the ancient world.



The Step Pyramid, the oldest in Egypt.



Egyptian hieroglyphs.



TEAM NAME

Pyramids are very impressive structures. What do you know about them?

1 Get materials.



plastic cups



rubber band

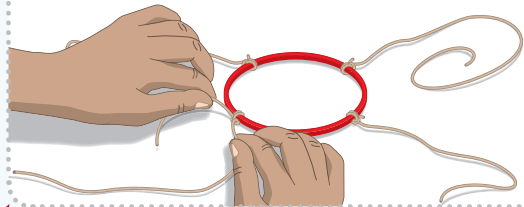


4 pieces of string



permanent markers

2 Tie the strings to the rubber band and make a tool.



Hieroglyphic writing uses pictures as symbols.



The Egyptians and Mayans used hieroglyphs on their temple walls and monuments.

The tasks in the center of the pages lead the children step-by-step through the challenges. Illustrations facilitate independence, agency, and teamwork.

In the **Next Station** course, each level includes five STEAM challenges. Each challenge connects two vibrant cultures and destinations from the previous units through the lens of Science, Technology, Engineering, Arts, and Math.

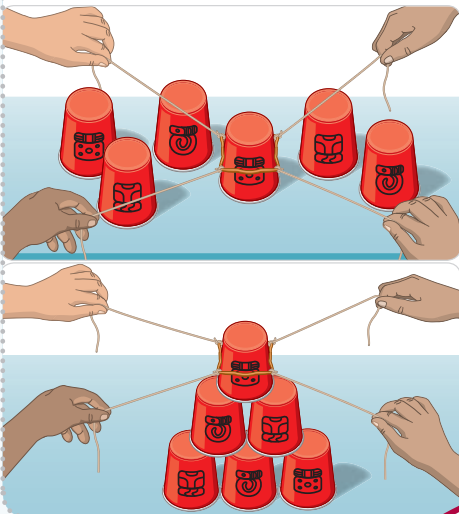
CHALLENGE 3

BUILD A PYRAMID

3 Decorate the cups with Mayan or Egyptian hieroglyphs.



4 Grab a string. Work together to move the cups to build a pyramid.



Do you know any building that looks like a pyramid?



TEAMWORK ★★★★★

MEXICO



The Pyramid of Kukulcan at the Mayan ruins of Chichen Itza.



The Pyramid of the Sun in Teotihuacan.



Mayan hieroglyphs.

The borders of the double-page spread are a visual reference, promoting investigation and curiosity in the context of cultural awareness as a foundation for the challenges.

Wrap up questions provide an opportunity to reflect on the project, the subject, or make connections with the children's reality.

The **Super Star Challenge** supports the STEAM mindset. Children develop the understanding that in design we are never done but expand, adapt, adjust, and keep going!

In the **Teamwork** stage, children are encouraged to self-assess their performance as a team. The teacher asks the group a reflective question and the number of colored stars indicates how well they worked together in that area.

THE WORKBOOK

The Workbook contains activities for further practice. Each page of the Student's Book has a cross reference to the relevant Workbook page.

Lessons 1 and 2 in the Workbook support vocabulary and grammar with extra controlled practice activities.

Lesson 1 VOCABULARY

1 Connect the pictures and words.

1 a doll
2 b computer game
3 c teddy bear
4 d robot
5 e bike
6 f kite

2 Circle the words. Then draw the missing toy from Activity 1.

to doll robot kite computer game

Lesson 2 GRAMMAR

1 Look. Then circle and write.

1 It's a / They're computer game.
2 It's a / They're robot.
3 It's a / They're bike.
4 It's a / They're teddy bear.
5 It's a / They're kite.

2 Look. Then connect the questions and answers.

1 What are they? a Yes, she is.
2 What is it? b They're kites.
3 Is she a teacher? c It's a bike.

Lesson 3 is a spelling lesson. Phonic sounds and graphemes from Lesson 3 in the Student's Book are recycled here in a short story. The story is followed up with spelling activities to practice the sounds learned in class.

Lesson 3 SPELLING

1 Read. Then underline *w*, *g*, *q*, and *c*.

1 What's in window 1? She's my grandma. She's the queen.
2 What's in window 2? It's the cook. He's a robot.
3 What's in window 3? He's my grandpa... and it's my bike!

2 Write *w*, *k*, *g*, *q*, or *r*.

1 He's in window 1?
2 She's my grandma. He's a robot. She's the queen.
3 He's the cook. He's a robot.

Lesson 4 VALUES PROJECT

1 MAKE AN INVITATION Play together!

You need: paper pencils

Write: Let's play together!

Decorate. Write your name.

Invite a friend to play.

Hi. Let's play together.

Play together.

2 About Me

What games do you play with your friend?

Lesson 4 is a values-based project lesson. The value explored in the Student's Book is reinforced here with a craft-based activity that demonstrates the children's understanding of the value.

The About Me feature extends the value and allows personalization by providing the children with a deeper understanding of the learned value in everyday life.

Lesson 5 in the Workbook provides extra practice for the vocabulary presented in Lesson 5 in the Student's Book. Lesson 6 supports the second grammar page in the Student's Book.

Lessons 7 and 8 in the Student's Book are given extra practice in the Workbook through additional reading and comprehension activities.

The Workbook includes a removable word bank called My Dictionary. The vocabulary from the Student's Book is used here as a simple, handy reference tool that allows the children to take their learning outside of the classroom.

Lesson 5 VOCABULARY

7 Read and color.

2 Color the animals their real colors. Then read and check (✓).

1 pandas They're green and white. True <input type="checkbox"/> False <input type="checkbox"/>	2 elephants They're gray. True <input type="checkbox"/> False <input type="checkbox"/>	3 tigers They're black and green. True <input type="checkbox"/> False <input type="checkbox"/>
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Lesson 6 GRAMMAR

7 Look. Then read and circle.

Are they gray kites? Yes, they are. / No, they aren't.
Are they gray robots? Yes, they are. / No, they aren't.
Are they black bikes? Yes, they are. / No, they aren't.
Are they black teddy bears? Yes, they are. / No, they aren't.

2 Listen and circle. Then color.

- Are they green teddy bears? Yes, they are. / No, they aren't.
- Are they blue teddy bears? Yes, they are. / No, they aren't.
- Are they yellow teddy bears? Yes, they are. / No, they aren't.

The teddy bears are yellow. They aren't green or blue. The teddy bears are yellow. And they are for you!

Lessons 7 and 8 LET'S VISIT EGYPT

7 Use the key to color the picture. Then write.

1 = yellow	2 = red	3 = pink	4 = brown	5 = green
6 = blue	7 = black	8 = orange	9 = white	10 = gray

Look at the pyramid. It's gr...
bl...k, and ye...ow!

It's ...orange, r... and wh...e!

And it's br...n, p...k,
bl... and g...w!

2 Color the camels any color. Then read and circle.

- Are they pandas? Yes, they are. / No, they aren't.
- Are they red camels? Yes, they are. / No, they aren't.
- Are they brown camels? Yes, they are. / No, they aren't.

Play Time after every two units is an opportunity to play a game and have fun using the language learned.

PLAY TIME

Write the number and draw. Then read and circle.

a It's a computer game / robot. b It's a teddy bear / doll.

MY DICTIONARY

Page 55 Read and draw.

Page 40 Color the objects in alphabetical order.

1 = red	2 = yellow	3 = blue	4 = green	5 = pink
6 = brown	7 = gray	8 = white	9 = black	10 = orange

NEXT STATION LEVEL 1 PROGRESS RECORD

Read and circle.

- Country: UK / USA
Hi / Goodbye. My name's Eddie.
- Country: China / India
Is it a / an elephant? Yes. / No, it is.
- Country: Russia / Brazil
How old are you? I'm seven / five.
- Country: Japan / Spain
Do you have a frog? Yes, I do. / No, I don't.
- Country: Egypt / Mexico
Are they pink bikes? No, they are. / aren't.
- Country: Mexico / Egypt
Do you have a frog? Yes, I do. / No, I don't.
- Country: China / India
Does you / it have eight legs? Yes, you / it does.
- Country: UK / USA
There is / isn't a / an elephant in my school.
- Country: Brazil / Russia
How many orange / pears are there? There are one. / twelve.
- Country: Spain / Japan
Where's the table? / chairs? It's / They're in the kitchen.

Next Station ... Level 2!

The Progress Record provides an opportunity to assess the main grammar points learned in each unit and to track the countries visited before moving on to the next level.

THE TEACHER'S BOOK

The Teacher's Book of **Next Station** provides full step-by-step notes for each lesson. The teacher's notes include lesson objectives, new target vocabulary and grammar for the unit / lesson, recycled language, and a checklist of the materials required. They also include cross references to different digital components, as well as notes for Warmer and Wrap Up activities.



OVERVIEW

Unit objectives: learn to identify toys and colors

Vocabulary: doll, computer game, teddy bear, robot, bike, kite, red, yellow, blue, green, pink, brown, gray, white, black, orange

Grammar: What are they? They're Are they (color)? Yes, they are. / No, they aren't.

Phonics: sounds /w/, /k/, /g/, /kw/, /r/

Values: Cooperation – Play together!

Cross-curricular focus: Math / History – Pyramids at Giza

Country focus: Egypt

Opener materials: World Map (Welcome to Next Station, pages 6 and 7); realia representative of Egypt (e.g. toy camel, replicas of ancient Egyptian artifacts); pictures of famous places, people, or events in Egypt; Next Station passport

Short lesson option: b & c




STUDENT'S BOOK
pages 56-57

CULTURE CONNECTION

- The picture shows a man in traditional costume riding a camel in front of one of the pyramids at Giza.
- Tourists visit Egypt to see the pyramids at Giza and the tomb of the pharaoh Tutankhamen in the Valley of the Kings. He became king when he was only eight years old. The Great Pyramid at Giza is made of over two million blocks of stone.

Count the colors on the camel.
Tell the children to look very carefully at the picture and count all the colors they can see on the camel. Don't expect the children to name the colors yet, simply to count them. In pairs, the children count the colors they can see. Encourage them to use English but if they use L1, that's fine, too. Invite children to tell the class how many colors they identified.

Possible answer: nine – red, blue, green, black, white, brown, orange, gray, pink

WRAP UP
Have the children open their passports to page 10 and write their "arrival date" to Unit 5.

Picture activities for Unit 5

Lesson 1, after Activity 2
In pairs, the children take turns pointing to the camel in the unit opener picture and asking and answering, e.g. *Is it a bike? No, it isn't. It is a camel? Yes, it is.*

Lesson 5, after Activity 1
Ask the children to look at the unit opener picture and say what colors they can see. In pairs, the children take turns saying a color they can see in the picture for their partner to point to.

Lesson 7, after Activity 1
Ask the children to imagine they have a colorful camel of their own and draw it. Encourage them to name the camel and write a short description, e.g. *Isis is a camel. She is blue, yellow, red, and green.*

WARMER
Point to Egypt on the World Map (pages 6 and 7). Ask the children to guess the country. Confirm or tell them that Egypt is the next place on their journey. Use the realia or pictures you brought to generate interest and find out what the children already know about Egypt. Ask questions, e.g. *Which continent is Egypt on? What is Egypt famous for? Is Egypt a hot country? What animals live in Egypt?* Finally, have the children write the country's name in the corresponding place on the World Map.

PICTURE ACTIVITY
Ask the children to look at the picture. Point to Beakie and say *Welcome to Egypt!* and have the children repeat. Point at the camel and say *Look at the camel,* and have the children repeat. Ask what else they can see in the picture. Allow them to use L1 if necessary. Invite children to tell the class anything they know about the pyramids at Giza. Draw the children's attention to Beakie's headwear.

VISUAL LITERACY: LOOK AND DO
This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the picture.

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PASSPORT
page 10

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The unit opener can be done as a complete lesson or just a short introduction to the unit and country, as the teacher's notes include options for a long or a short lesson. You can use the unit opener picture to activate the children's prior knowledge and to generate interest. The Teacher's Book provides ideas on how to explore the picture along with the practical suggestions for using the same picture in later lessons to consolidate learning. The Culture Connection feature provides useful background information about the unit country for you to use at any point in the unit and to help answer the children's questions.