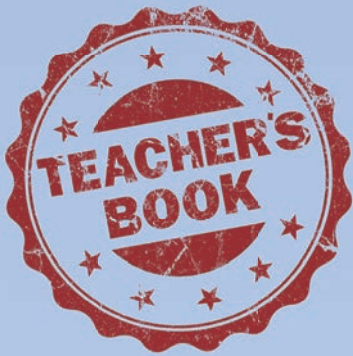


NEXT STATION 2

Anita Heald
Sarah Elizabeth Sprague



 macmillan
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Based on *Next Move*

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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

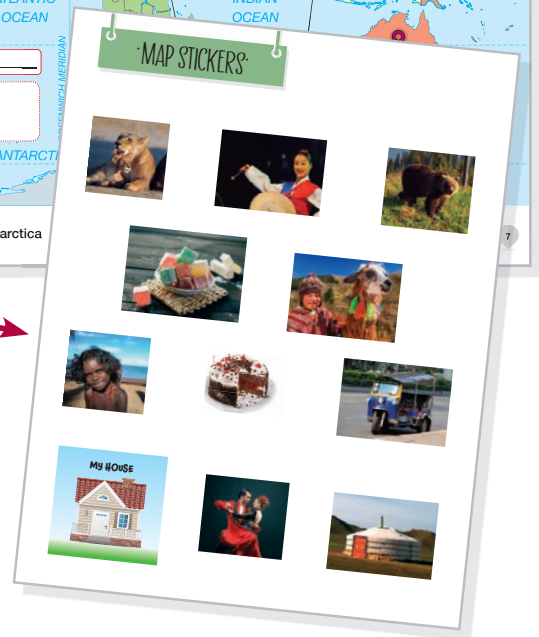
A cross-cultural, competency-based, and curriculum-oriented project grounded in Content and Language Integrated Learning (CLIL) that can either complement the Student's Book in extended English classes or be used as part of bilingual programs. The Teacher's Book provides full step-by-step notes for each 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 Niki and Bubba, the Student's Book 2 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.

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

7 Listen, point, and say.

10 ten 20 twenty 30 thirty 40 forty 50 fifty
60 sixty 70 seventy 80 eighty 90 ninety 100 one hundred

2 Match.

100 20 60 10 40 30

3 Complete, write, and say.

There are eighty bikes.

Lesson 6 GRAMMAR

7 Listen, read, and say.

How many bananas are there? There are six.

How many pencils are there? There are nine.

2 Ask and answer.

pencils chairs windows desks

3 Sing. The Picnic Box

How many apples are there in the picnic box? There are forty and two. That makes forty-two ...

How many sandwiches are there in the picnic box? There are twenty and six. That makes twenty-six ...

How many cookies are there in the picnic box? There are thirty and five. That makes thirty-five ...

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.

This icon indicates the use of a Language File template found in the Extra Resource's Tab of the Teacher's Presentation Kit.

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 city life in Thailand.

My name is Mali. I live in Bangkok. It's a city in Thailand.

There are a lot of cars, buses, trains, motorcycles, and taxis. Bangkok has special taxis.

Look at this one. It's called a tuk-tuk. It's very colorful. It's blue, yellow, and red. I go to school by tuk-tuk.

This is a taxi, too. It's a river taxi. Some people in Bangkok go to work by river taxi. And some people go to the market by river taxi, too. Are there river taxis in your city?

Think Twice

1 Circle.
Mali goes to school by bus / taxi / tuk-tuk / river taxi.

2 Are there different kinds of taxis in your country?

Lesson 8 SPEAKING TIME

7 Draw, write, and say.

In Thailand, some people go to work by river taxi. In my country, some people go to work by _____.

NEW FRIENDS

7 Complete the conversation. Choose your response.

Hello. I go to school by tuk-tuk. How do you go to school?

I go to school by _____.

I walk to school.

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.

9 **PROGRESS CHECK**

7 Complete.

- 1 He doesn't go to school by motorcycle.
He goes by bike.
- 2 _____ to school by bus.
_____ by car.
- 3 _____ to school by helicopter.
_____ by train.
- 4 _____ to school by airplane.
_____ by taxi.

2 Write. Then ask and answer.

How many butterflies are there?

1 20 + 7 = 27 butterflies There are twenty-seven.

2 50 + 2 = _____

3 70 + 1 = _____

4 40 + 7 = _____

THINK AGAIN!
A type of transportation in Thailand is _____
My favorite lesson is on page _____
A city in Thailand is _____

124 WORKBOOK Page 92 STICKERS Page 18 PASSPORT Page 18

9 THAILAND **10 PERU**

Lesson 2 **Lesson 2**

I don't go to school by train.
I go by bus.
He / She doesn't go to school by bus.
He / She goes by bike.

Complete.

- 1 _____ doesn't go to school by train. He _____ by bus.
- 2 She _____ go to school by bike. _____ goes by bus.
- 3 I don't _____

This is Maria's backpack.
These are Maria's books.

Complete.

- 1 This _____ Maria's skirt.
- 2 _____ are Tom's books.
- 3 _____ is Alan's shirt.
- 4 These _____ Grant's sneakers.

Lesson 6 **Lesson 6**

How many pencils are there?
There are twenty-four.

Complete.

- 1 How many apples are _____?
_____ are eight.
- 2 _____ many bananas there? There _____ four.
- 3 _____ cookies are there? _____ ten.

He / She has an old guitar.

Write the words in order.

- 1 He big has hat a _____
- 2 has short He pants _____
- 3 new has sneakers He _____

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

9 **MY LEARNING**

ARRIVAL DATE: _____

DEPARTURE DATE: _____

PASSPORT

NEXT STATION

PASSPORT STICKERS

WELCOME TO SOUTH KOREA

WELCOME TO PERU

ARRIVAL GERMANY 18 AUG BERLIN AIRPORT

WELCOME TO CANADA 05 APR

WELCOME TO MONGOLIA 23 SEPT

WELCOME TO SYDNEY ARRIVAL AUSTRALIA IMMIGRATION CONTROL 15 SEPT

WELCOME TO ARGENTINA 26 JULY approved

24 NOV KENYA NAIROBI

WELCOME TO THAILAND

18

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

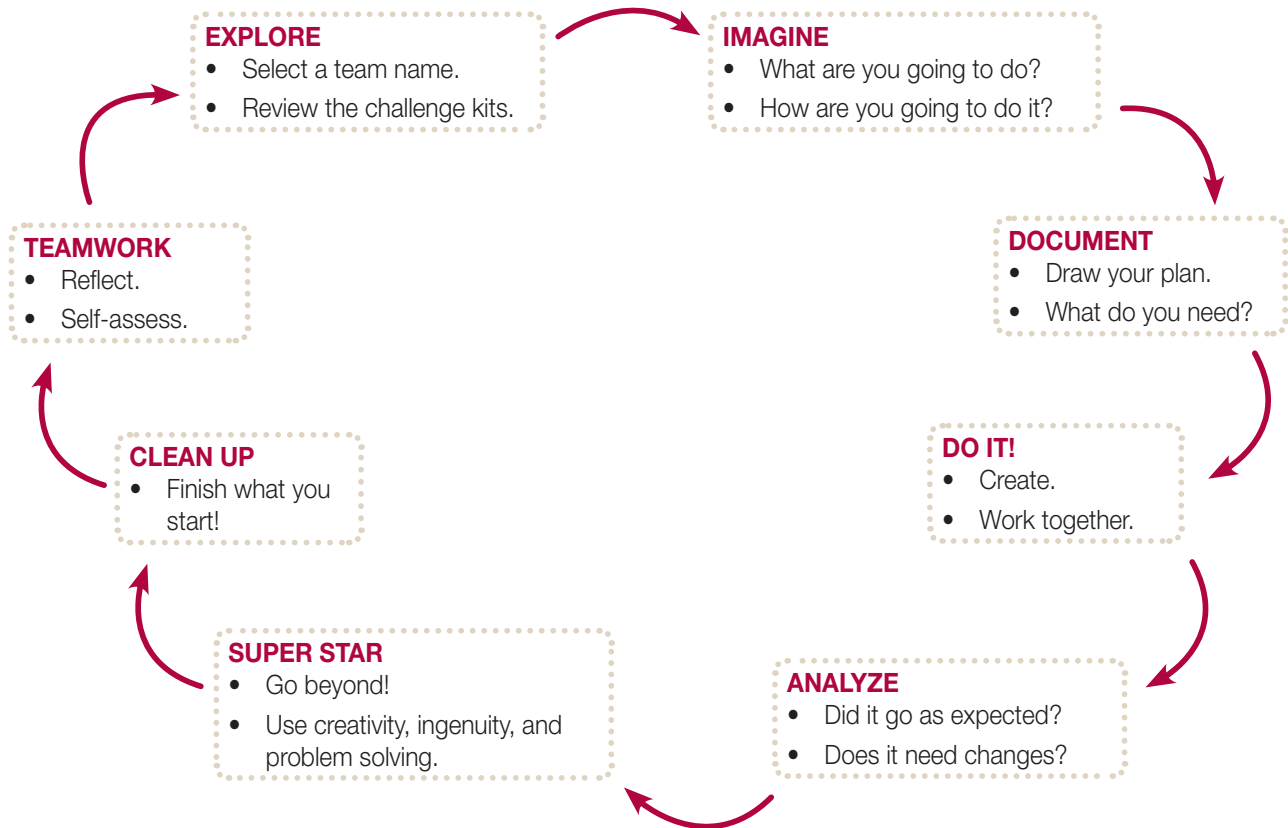
Group sizes may vary from pairs to five children, depending on group dynamics, class size, space, time, and materials needed. You can maintain the same groups for all five challenges or use new strategies throughout the year. Pre-selecting groups, to either combine or separate groups of children, can 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.



TEAM NAME

Make predictions about objects that will float or sink.

float	sink

1 Select the materials you need to design your boat.



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.



Paknam temple and Khlong-Dan river, Bangkok.



Amphawa floating market, Bangkok.



The boats in the floating market are small and made of wood.



Many Thai boats are decorated with colored ribbons and flowers to pay respect to water spirits.



Some Uru boats have a feline figurehead on the bow. The puma is a sacred animal for the Andean peoples.

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.

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

CHALLENGE 5

FLOAT YOUR BOAT

2 Design and build a boat. Look at some examples.



3 Test your boat. Does it sink or float?

4 Add coins to your boat. Does it sink or float?

5 Draw your boat.

What makes the water a good or a bad place to live?



TEAMWORK ★★★★★

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The Uru people live on the islands of Lake Titicaca.



The islands are made of reeds.



Balsas are boats made of dried reeds.

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.

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.

9 Lesson 5 VOCABULARY

7 Read. Then write the numbers.

a 100 e fifty i ninety
 b one hundred f fifty j thirty
 c forty g eighty
 d sixty h ten
 e twenty i seventy

2 Read. Then solve and write.

1 _____ and ten is forty.
 2 _____ and twenty is seventy.
 3 _____ and fifty is eighty.
 4 _____ and thirty is ninety.
 5 _____ and ten is one hundred.

3 Read and connect the dots. Then write.

40 90 30 10
 20+ 60 80 70

fifty ... ten ... thirty ... ninety ... forty ... twenty ... one hundred ...
 sixty ... eighty ... seventy.
 It's a _____

7 Complete the questions. Then write the answers for them.

1 How many books are there in your backpack?
 There are _____

2 _____ pencils are there in your pencil case?

3 _____ pens are there in your pencil case?

4 _____ children are there in your classroom?

5 _____ chairs are there in your classroom?

6 _____ pages are there in this book?

2 Listen and circle. Then write.

How many apples are there in the picnic box?
 1 There are **forty / fifty and twelve / two**.
 That makes _____

How many sandwiches are there in the picnic box?
 2 There are **twelve / twenty and six / seven**.
 That makes _____

How many cookies are there in the picnic box?
 3 There are **thirty / fifty and three / five**.
 That makes _____

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

9 Lessons 7 and 8 LET'S VISIT THAILAND

7 Check (✓) the true sentences. Then write a postcard.

1 Bangkok is in Thailand. 3 There are castles.
 2 There are lots of cars and buses. 4 Some people go to work by river taxi.

Dear _____
 In Bangkok
 Bangkok is in Thailand.
 from _____

12 Washington Street
 New York
 USA

2 Write the words. Then draw for you.

go to school go by to is

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

9 PLAY TIME

7 Add and write the number. Then complete the puzzle.

a $22 + 17 = 39$
 b $13 + 48 =$
 c $82 + 11 =$
 d $17 + 17 =$
 e $25 + 27 =$
 f $51 + 25 =$
 g $22 + 26 =$

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.

9 MY DICTIONARY

Page 62 Read and draw.

motorcycle bus train

helicopter car airplane

Page 72 Look and write.

20 30 40 50
 _____ _____ _____ _____

60 70 80
 _____ _____ _____

90 100
 _____ _____

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.

9 NEXT STATION LEVEL 2 PROGRESS RECORD

Read and circle.

1 Country: Canada / Peru
 Don't stand down / up. Please, sit down / up.

2 Country: Mongolia / Germany
 I get up at eight o'clock in the morning / at night.

3 Country: South Korea / Kenya
 What are these? / those? It's / They're teddy bears.

4 Country: Thailand / Turkey
 Do you like sandwiches? Yes, I do / don't.

5 Country: South Korea / Kenya
 I can speak English but I can / can't fly.

6 Country: Argentina / Australia
 I like / likes singing but he doesn't like / likes dancing.

7 Country: Germany / Mongolia
 I live / lives in the city. She live / lives in the country.

8 Country: Argentina / Australia
 Do / Does he play the drums? No, he does / doesn't.

9 Country: Thailand / Turkey
 How many pen / pens are there? There are one / three.

10 Country: Peru / Canada
 This / These are Maria's shoes.

Next Station ... Level 3!

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 talk about transportation; practice numbers 10-100

Vocabulary: airplane, bus, helicopter, car, train, motorcycle, numbers 10-100

Grammar: I don't go to ... by ..., by ..., I go by ..., He / She doesn't go to ... by ..., He / She goes by ..., How many ... are there? There are ...

Phonics: sound /u/

Value: Ecology – Care for the environment!

Cross-curricular: Social studies – Transportation

Country focus: Thailand

Opener materials: World Map (Welcome to Next Station, pages 6 and 7); realia representative of Thailand (e.g. small figure of a Buddha, rice, flowers); pictures of famous places, people, or events in Thailand; culture video for Units 9 and 10 (Extra Resources Tab); Next Station passport

Short lesson option: b & c



STUDENT'S BOOK
pages 104-105

CULTURE CONNECTION

- The picture shows a floating market in Thailand. The people are in traditional Thai boats. Boats in Thailand are used for transporting people and goods, such as fruit and vegetables.
- Most people in Thailand are Buddhists. Young men are traditionally expected to live as monks for a time.
- Much of the land in Thailand is used for cultivating rice. Thailand is the largest exporter of rice in the world.

CULTURE VIDEO

Note the video icon on page 104 of the Digital Student's Book. You can also download this video from the Extra Resources Tab, as well as the teacher's notes with guidelines to explore its content and suggested activities to be done with the children.

a WARMER

Point to Thailand on the World Map, pages 6 and 7. Ask the children to guess the country. Confirm or tell them that Thailand 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 Thailand. Ask questions, e.g. *Which continent is Thailand on? What is Thailand famous for? Have you ever eaten Thai food?* Finally, have the children write the country's name in the corresponding place on the World Map.

b PICTURE ACTIVITY

Point to the picture and ask the children to tell you what they can see (people in river boats, fruit, colorful flowers). Read aloud Niki and Bubba's speech bubbles. Ask the children if they have ever been on a boat. Point to the fruit. Have children name the different types of fruit and describe the colors. Ask them which fruits they like.

e VISUAL LITERACY: LOOK AND DO

Check (✓) three other types of transportation used in Thailand.

This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the pictures. Point to the small pictures of transportation in turn and ask the children to identify them. In pairs, the children check which three kinds of transportation are used in Thailand. Invite a pair to tell the class their answers, and ask if the class agree or disagree. Ask how the children knew the sled is not used (*there isn't snow in Thailand*).

Answers: pictures 1, 3, 4

d WRAP UP

Have the children open their passports to page 18 and write their "arrival date" to Unit 9.

Picture activities for Unit 9

Lesson 1, after Activity 3

Ask the children to look at the unit opener picture and to imagine they go to school in Thailand. Ask them to say what they see on their way to school, e.g. *On my way to school, I see colorful flowers.*

Lesson 6, after Activity 1

Have the children look at the picture. Ask *How many / boats / bananas / hats / watermelons are there?* Encourage the children to answer with *There are ...*

PASSPORT
page 18

EXTRA RESOURCES TAB
culture video U9-U10 / teacher's notes

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.