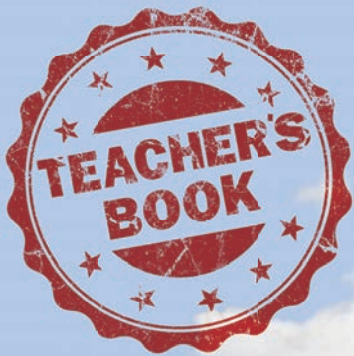


NEXT STATION 3

Rachel Finnie
Sarah Elizabeth Sprague



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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 80 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 Zoom In feature promotes visual literacy, use of general knowledge, and personalization by encouraging the children to think about the world around them and then relate it to themselves.

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 Zac and Oona, the Student's Book 3 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.

Discover Grammar adds an inductive stage to the lesson, encouraging the children to work independently to discover the grammar rule for themselves before moving on to further practice.

Lesson 3 is the phonics lesson. Target sounds are presented through a chant, with fun visuals explaining the meaning. Then controlled practice is given 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

TRACK 10 Listen, point, and say.

1 spring 2 summer 3 fall 4 winter
5 snow 6 ice 7 water

2 Circle and say.

1 Ice is	hot. / cold.
2 Snow is	hot. / cold.
3 People can ski in	the winter. / the summer.
4 Fish can swim in	snow. / water.

3 Write about the weather in your city. Then talk to a friend.

- Is it cold in winter? _____
- Is it rainy in summer? _____
- In winter, is there any ice on the rivers? _____
- In spring, is there any snow? _____
- In fall, are there leaves on the sidewalk? _____

Is it cold in winter?

Lesson 6 GRAMMAR

TRACK 10 Listen, read, and say.

DISCOVER GRAMMAR

Circle.
We use **how much / how many** to ask about things we can count.
We use **how much / how many** to ask about things we can't count.

TRACK 10 Listen and complete. Then sing, **Last Summer**

Last summer ...

How _____ water _____ in the pool?
There was lots. There were lots and lots.

How _____ children _____ at school?
There weren't any. There weren't any at all.

Last spring ...

How _____ leaves _____ on the trees?
There were lots. There were lots and lots.

How _____ ice _____ in the pool?
There wasn't any. There wasn't any at all.

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 Factual 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 presentation skills, and 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. This icon indicates the use of a photocopiable Presentation File found in the Extra Resource's Tab of the Teacher's Presentation Kit.

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

Lesson 7 FACTUAL READER

TRACK 10

LET'S VISIT VIETNAM

7 Head about water puppets in Vietnam.

Hiho, friends!
This week, I want to tell you about a very original kind of theater in my country. Vietnam is a very rainy place – it rains in winter, spring, summer, and fall. Water is very important in Vietnam. There are lots of rivers and rice paddy fields, and there is a lot of water everywhere. More than a thousand years ago, rice farmers were in the fields all day. For entertainment, they invented water puppets. Water puppet shows are famous about everyday life in Vietnamese villages. They are very funny! Today, there are water puppet shows in special theaters. My favorite characters are the animals and dragons. The audience can get very wet at a water puppet show!

It's a fact!
Sometimes the dragon puppets can look like they are breathing fire!

Think Twice

2 Read and write.

- When does it rain in Vietnam?
- What do you find out about water puppet shows?

1 Do you think water puppet shows are fun? Why?
2 Are there any traditional puppet shows in your country? Describe them.

Lesson 8 SPEAKING TIME

PRESENTATION A TRADITIONAL SHOW FROM YOUR COUNTRY

7 Prepare.
Find information about the show. Use the questions below to help you.

- Choose a special type of show to talk about.
- Draw or glue pictures of it, and add labels.
- Find information about it.

What part of your country is it from?

How old is it? What kind of characters are there?

Where is it performed? Do you like this kind of show / performance? Why / Why not?

2 Practice.
Describe your show.

Let me tell you about ... It's performed in ... It's from ...

Characters are ... I like / don't like ... because ...

3 Present.

Let me tell you about a traditional puppet show in Turkey. It's performed in the villages, but originally it was from a city called Bursa. Typical characters are men and animals. I like it because it's fun.

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.

10 **PROGRESS CHECK**

7 Unscramble the words. Then write sentences. /4

- syto _____ *There were some toys*
- tunfeair _____ *There was some furniture*
- nesmoy _____
- minelas _____
- selohtc _____
- ofod _____

2 Sort the words into two lists. /6

water eggs bread bananas nurses sausages snow
parties soup chocolate cupcakes ice grapes milk

How much water How many bananas

TOTAL /10

WORKBOOK page 55 STICKERS PASSPORT page 20 125

9 MOROCCO **10 VIETNAM**

Lesson 2 **Lesson 2**

1 / He / She was at the flower market yesterday.
1 / He / She wasn't at the mall.

There was some food.
There was a horse.
There were some elephants.

Write was or wasn't.

- Gabi _____ at the flower market yesterday.
- She _____ with her friends.
- She _____ with her parents.

Circle the correct words.

- There **was / were a / some** animals.
- There **was / were a / some** food.
- There **was / were a / some** flag.
- There **was / were one / some** horse.
- There **was / were a / three** elephants.

Lesson 6 **Lesson 6**

Was he / she at the party?
Yes, he / she was. / No, he / she wasn't.

Was the dog at the party?
Yes, it was. / No, it wasn't.

How much water was there?
There was lots. / There wasn't any.
How many trees were there?
There were lots. / There weren't any.

Complete the sentences.

- _____ it rainy yesterday?
No, _____
- _____ your sister at the party?
Yes, _____
- _____ the party fun?
Yes, _____
- Where _____ John yesterday?
_____ was at the zoo.

Complete the sentences.

- How _____ flowers there?
_____ lots.
- _____ children were there?
There _____ any.
- _____ leaves were there?
_____ were lots.
- _____ ice _____?
_____ any.

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10 **WELCOME TO VIETNAM**

ARRIVAL DATE: ___/___/___

DEPARTURE DATE: ___/___/___

PASSPORT

MY LEARNING

I can name things in the house.	✓	?	✗
I can talk about things I can or can't count in the past.	✓	?	✗
I can read and say words with sm, sc, and tr.	✓	?	✗
I can talk about seasons and the weather.	✓	?	✗
I can talk about how many things in the past.	✓	?	✗
I can talk about water in Vietnam.	✓	?	✗
I can talk about a traditional thing in my country.	✓	?	✗

PASSPORT STICKERS

SOUTH AFRICA AFRICA
MEXICO MEXICO
JAMAICA JAMAICA
ITALY ITALY
ARRIVAL MALAYSIA 06 OCT
CHILE CHILE
FRANCE FRANCE
WELCOME TO VIETNAM WELCOME TO VIETNAM
WELCOME TO MOROCCO MOROCCO
USA USA

20

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

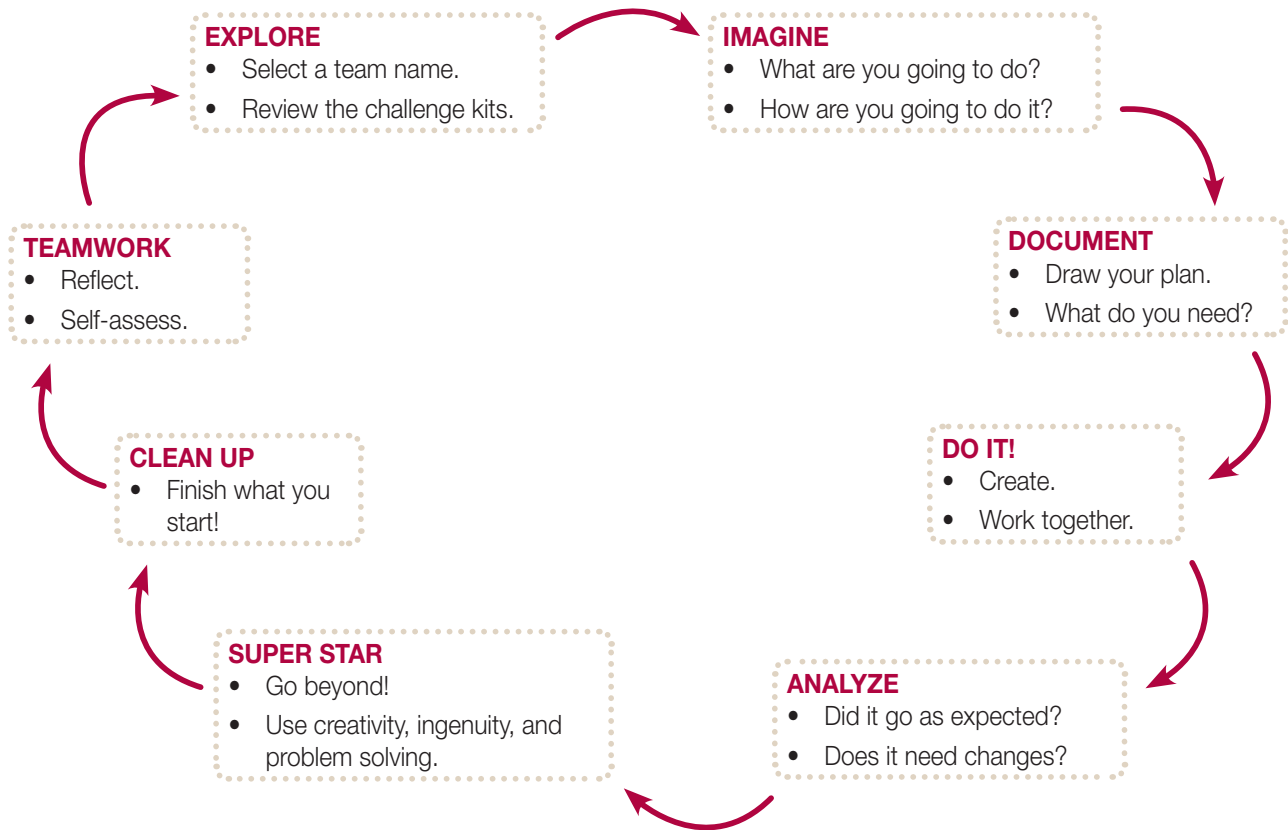
Group sizes may vary from pairs to five children, depending on group dynamics, class size, space, time, and materials needed. You can maintain the same groups for all five challenges or use new strategies throughout the year. Pre-selecting groups, to either combine or separate groups of children, can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



Zellige tiles cut by hand in Fez, Morocco.



Artists use skill and design to create each Zellige.



Zellige mosaics are used to decorate the facades of palaces.

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.



TEAM NAME

What type of materials do we use in art?

1 Get materials.

styrofoam tray	plastic tray	paper	pencil
gouache paint	paint roller	scissors	
glue stick	colored paper		

2 Design your picture on a piece of paper before drawing it on the styrofoam.



Zellige tiles appeared in Morocco in the 10th century and are still used on buildings. The Hassan II Mosque is an example.



Dong Ho painting originated in Dong Ho Village. Each print tells a story. These folk paintings are usually displayed in homes and stores at the Lunar New Year.

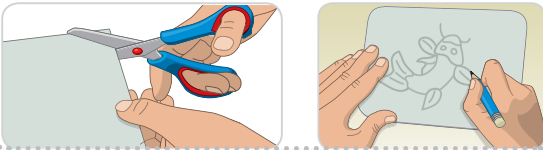
In the **Next Station** course, each level includes five STEAM challenges. Each challenge connects two vibrant cultures and destinations from the previous units through the lens of Science, Technology, Engineering, Arts, and Math.

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

PRINT A PICTURE

3 Cut the edge off of the styrofoam tray. Draw your design, creating deep grooves.



4 Put paint on the plastic tray. Then spread it over the styrofoam using the paint roller.



5 Press the paper firmly. Lift it and let it dry.



Can you find examples of these art techniques in your culture: sculpture, carving, mosaics, or printing?

Super Star Challenge
Make a paper mosaic.

VIETNAM



Dong Ho artist carving a woodblock in Dong Ho Village, Vietnam.



An artist printing pictures onto homemade paper.



Dong Ho woodblock print of a female warrior.

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.

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!

TEAMWORK ★★★★★

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

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.

10 Lesson 1 VOCABULARY

1 Circle, look, and write.

FOOD FURNITURE MONEY ANIMALS CLOTHES

2 Read and write. Then write the missing category and draw.

1 rabbits, cats, hamsters, and frogs = _____ animals
 2 teddy bears, robots, kites, and computer games = _____
 3 hats, shirts, skirts, and shoes = _____
 4 eggs, cookies, beans, and potato chips = _____
 5 tables, TVs, beds, and chairs = _____

Do you have any _____?

75

10 Lesson 2 GRAMMAR

1 Look and write.

In September, Zac and Oona were in a café.

There was _____ There were _____

1 some food
 2 some flowers
 3 some money
 4 some furniture
 5 a teddy bear

2 Circle and match.

a There was / were a / some animals
 b There was / were a / some money
 c There was / were a / some toys
 d There was / were a / some money.

76

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.

10 Lesson 3 SPELLING

1 Read and circle sm, sc, and tr.

Scott's smart. He loves school.
 Scott's strong. He loves climbing trees.
 But Scott's scared of scorpions!

2 Complete and find the secret word.

77

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.

10 Lesson 4 VALUES PROJECT

SOLIDARITY: HELP THOSE IN NEED.

1 Choose four people and actions and write sentences.

I'm going to help ...	I'm going to ...
my grandmother	clean up after dinner
my mom	clean up the living room
my teacher	share my toys
my friend	wash the car
my dad	clean up our classroom
my grandfather	

1 I'm going to help _____ I'm going to _____
 2 _____
 3 _____
 4 _____

2 Choose a person and action and make a promise card.

Dear Mom,
 I'm going to clean up after dinner.
 I'm going to do it on Sunday.
 Love,
 Trudy

About Me
 Who do you help?
 What do you do to help?

78

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.

Lesson 5 VOCABULARY

1 Draw and complete the sentences for your country.

1 April is in _____ 3 January is in _____
 2 August is in _____ 4 October is in _____

_____ winter _____ spring _____ summer _____ fall

2 Look and write.

1 rain = hot = _____ water
 2 rain = _____ cold = _____
 3 water = _____ cold = _____

79

Lesson 6 GRAMMAR

10

7 Unscramble. Then look and write the answers.

There was lots There were lots There wasn't any There weren't any

1 much How there was show _____ 4 flowers many were How there _____
 There was/are _____
 2 How trees there were many _____ 5 water was much How there _____
 3 much was ice there How _____ 6 ice was much there How _____

2 Listen and complete.

How much How much How many How many
 ice children leaves water

1 _____ was there in the pool?
 2 _____ were there at school?
 3 _____ were there on the trees?
 4 _____ was there in the pool?

80

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

Lessons 7 and 8 LET'S VISIT VIETNAM

7 Complete. were rainy dragons funny there's water There were was

Hi
 Here I am in Vietnam
 Vietnam is a hot and 1 _____ country and 2 _____ a lot of water.
 Yesterday, Oona and I 3 _____ at a 4 _____ puppet show.
 5 _____ lots of different puppets, including 6 _____ very 8 _____
 Bye!
 Zac

2 Write a postcard about a show you were at.

What was the name of the show?
 How many characters were there?
 What characters were there?
 Who was your favorite character?
 How many people were there?

WRITING TIP
 Don't forget to add greetings and farewells at the beginning and end of your postcard.
 My Hello / Dear / Bye / Best wishes from ...

81

Play Time after every two units is an opportunity to have fun using the language learned in the unit while playing a game or completing game-like activities.

PLAY TIME 10

7 Look and check (✓).

a There was some money. 1 2 e There weren't any robots. 1 2
 b There wasn't any furniture. 1 2 f There were some clothes. 1 2
 c There were lots of toys. 1 2 g There was a cat. 1 2
 d There was a sweater. 1 2 h There weren't any birds. 1 2

83

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.

10 MY DICTIONARY

Page 75 Read, look, and write.

What animals were there? _____
 What clothes were there? _____
 What toys were there? _____
 What furniture was there? _____
 What food was there? _____
 Was there any money? _____

Page 76 Complete. Then match the words and pictures.

_____ i _____ l _____ p _____ w _____ c _____ w _____

818

NEXT STATION LEVEL 3 PROGRESS RECORD

Complete.

1 Green iguanas live in _____
 Let's go to the park. Let's go _____ taxi.
 2 Children can eat omelets made from ootich eggs in _____
 There _____ very strawberries in the picnic.
 3 There's an international kite festival in _____
 Where _____ you from? I'm _____ Grad.
 4 Jessica is a beautiful town in _____
 Are the boys playing tennis? No, they _____
 5 The gold color in the flag represents the sunny weather in _____
 It's a rainy afternoon. Gabi is _____ her book in the library.
 6 The Grey Glacier is in the south of _____
 _____ his father going to the airport? Yes, he _____
 7 Skiing is very popular in _____
 I'm _____ to be a writer.
 8 Hollywood is in the _____
 Were you born in June? Yes, I _____
 9 Weddings are very special in _____
 Was he at a picnic on Friday? No, he _____
 10 There are lots of rice paddy fields in _____
 How much food _____ them? There _____ lots of food.


Next Station ... Level 4!

84

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.



Unit 10

OVERVIEW

Unit objectives: learn about items in the home, seasons, and weather

Vocabulary: furniture, toys, animals, food, money, clothes, spring, summer, fall, winter, snow, ice, water

Grammar: There was some furniture., There was a horse., There were some flowers., How much ... was there?, How many ... were there?

Phonics: sounds /sm/, /sk/, /tr/


Values: Solidarity – Help those in need

Cross-curricular focus: Social studies – Traditional performances

Country focus: Vietnam

Opener materials: World Map (Welcome to Next Station, pages 6 and 7); realia or pictures of Vietnam; world map or globe; Next Station passport

Short lesson option: b & c



WELCOME TO VIETNAM

STUDENTS BOOK
pages 114-115

CULTURE CONNECTION

- The Vietnamese girl in the picture is wearing a traditional *Nón lá*, a conical straw hat. It protects her from the sun, and she dips it in water when it is very hot to cool down.
- In Vietnamese schools they use gongs instead of bells to call the children to class.
- There are lots of traditional arts in Vietnam including silk painting, woodblock printing, traditional theater, and water puppetry.

Answers: Cambodia, Laos, China; it is sunny and rainy; children's own answers

VISUAL LITERACY: ZOOM IN

Look at the picture. Where do you think the girl is?

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Tell the children to look at the picture again. Read aloud the question on the yellow sign. Allow the children time to discuss their ideas in pairs, then invite children to share them with the class. Encourage them to give reasons

Possible answer: She's riding a bike on the street.

ACTIVITY EXTENDER

Encourage the children to use their senses to imagine the sights, sounds, and feelings Oona is experiencing.

WRAP UP

Have the children open their passports to page 20 and write their "arrival date" to Unit 10.

Picture activities for Unit 10

Lesson 1, after Activity 2
Have the children look at the picture and say what they can see, e.g. *It's a girl. It's a bike.*

Lesson 2, after Activity 3
Have the children look at the picture and say sentences with *there was* and *there were*, e.g. *There was a girl. They were some clothes.*

Lesson 5, after Activity 3
Ask the children what they think the weather is like in Vietnam, e.g. *It is sunny and rainy in Vietnam.*


WARMER

Have the children look at the picture of Oona and ask them to say what she is looking at (a girl with a hat on a bike). Explain that Oona is in Vietnam.

Tell the children that they are going to continue their journey to learn English and find out about Vietnam. Use the World Map, pages 6 and 7, to help the children identify the continent of Asia and then find Vietnam. Use the realia or pictures and find out what the children already know about Vietnam. Ask questions, e.g. *What do you know about Vietnam? What animals do you know from Vietnam?* 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. Read Oona's speech bubble chorally with the children. Read the sentence on the first sign and make sure they understand. Read the questions on the second sign and discuss the answers with the class. Use a world map or globe to identify which countries are next to Vietnam and have the children call them out. Ask the children to read the questions again and answer them in pairs.



VIETNAM

WELCOME TO VIETNAM

Unit 10

I'm in Vietnam. Look at her hat!

The girl in this Vietnam. She's wearing a traditional hat and she has...

Which countries are next to Vietnam on a map? What is the weather like in Vietnam? Do you have traditional clothes in your country? What are they?

Look at the picture. Write on your book the...

PASSPORT
page 20

140

141

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.