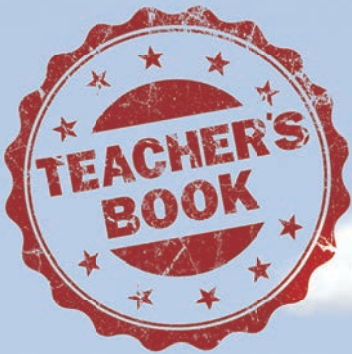


# NEXT STATION

4

Anita Heald  
Sarah Elizabeth Sprague



Based on *Next Move*

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Written and adapted by Anita Heald

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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 Tina and Bouncer, the Student's Book 4 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.

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 7 Listen, point, and say.

**My class's favorite food**

2 Look at Activity 1 and say.  
Strawberries are first.

3 Line up and say.  
Dan is first, Ben is second, Maria is third, and I'm fourth.

### Lesson 6 GRAMMAR

TRACK 7 Listen, read, and say.

Bouncer! Did you have cereal for breakfast yesterday? Yes, I did.

Did you have juice for breakfast yesterday? Yes, I did.

Now there isn't any cereal, and there isn't any juice!

**DISCOVER GRAMMAR**

Circle the correct way to ask and answer about the past.  
Did you have / had fruit for breakfast yesterday?  
Yes, I had. / No, I hadn't.  
Yes, I did. / No, I didn't.

2 Ask and answer.  
sausage rice bread milk cheese strawberries cereal  
Did you have sausages for breakfast yesterday? No, I didn't.

3 Listen and sing. Then change the blue words and make a new song. **The Yummy Breakfast Song**

Did you have strawberries? I had strawberries. I had pancakes.  
For breakfast yesterday? They were totally delicious.  
Did you have sandwiches? I had orange juice and sandwiches.  
Well, what can I say? Delicious and nutritious!

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 7 Read about Holland's history.

**LET'S VISIT HOLLAND**

Holland is a small country with a very interesting history. In the past, there weren't any planes, trains, or cars, but Holland had large numbers of ships, and many people were sailors or explorers. The ships were small and they weren't very comfortable or fast, but Dutch sailors were excellent explorers. In the 17th century, Holland was a very rich country. The Dutch people collected things from all over the world, including from the Americas, Malaysia, and Indonesia.

**It's a fact!** Some of the most famous artists in the world were from Holland. Rembrandt, Rubens, and Van Gogh were all famous Dutch artists.

**Think Twice**

- How did people travel around in the past?
- What did the Dutch people like to collect?

### Lesson 8 SPEAKING TIME

**PRESENTATION** A PERIOD IN HISTORY FROM YOUR COUNTRY

7 Prepare.

- Choose a period in history.
- Draw or paste pictures of it, and add labels.
- Find information about it.

How did people travel? What did people like doing?  
What jobs did people do? What is special about this period in history?  
Were people interested in other countries?

2 Practice.  
Describe your period in history.  
Let me tell you about ...  
This period in history is special because ...

3 Present.  
Let me tell you about this period in history. It's Elizabethan England in the 16th century when Elizabeth I was queen. Some people were sailors, and they liked exploring. This period in history is special because of the new discoveries.

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.

**4** **PROGRESS CHECK**

**1** Look and write. /5

	breakfast	lunch	dinner

1 Tim had pancakes for breakfast yesterday.  
 2 Bouncer \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

**2** Read and choose the best answer. /5

1 What did you have for breakfast yesterday?  
 A I had cereal. B I had rice.

2 What did you have for lunch yesterday?  
 A I had cereal. B I had sandwiches.

3 Did you have cupcakes for dinner yesterday?  
 A Yes, I did. B No, I didn't.

4 Did you have history at school yesterday?  
 A Yes, I did. B No, I didn't.

5 Did you have English at school last Thursday?  
 A Yes, I did. B No, I didn't.

TOTAL /10

WORDBOOK page 25 STICKERS PAGE 8

**3** INDONESIA **4** HOLLAND

**Lesson 2**

The cheetah is the fastest animal.  
 The mouse is the smallest.

**Lesson 2**

I have math today.  
 We had English yesterday.  
 She has PE today.  
 He had art yesterday.

Match.

1 I a science yesterday.  
 2 She b have history today.  
 3 We had c geography today.  
 4 Tim has d has art today.

**Lesson 6**

Did you have sausages this morning? No, I didn't.  
 Did you have cereal for breakfast? Yes, I did.

**Lesson 6**

The butterfly is the most beautiful animal.

Complete and answer the questions.

1 Did you \_\_\_\_\_ juice this morning?  
 2 \_\_\_\_\_ you \_\_\_\_\_ a banana yesterday?  
 3 \_\_\_\_\_ sandwiches yesterday?

Write sentences.

1 (parrot / bear / scorpion – colorful)  
 2 (spider / parrot / beetle – beautiful)  
 3 (orangutan / bear / lizard – dangerous)  
 4 (fish / scorpion / chicken – disgusting lunch)

**4** **MY LEARNING**

I can list my school subjects. ✓ ? ✗  
 I can talk about my school subjects in the past. ✓ ? ✗  
 I can read and say words with j, ge, and dge. ✓ ? ✗  
 I can say sentences with first, second, third, fourth, fifth, and last. ✓ ? ✗  
 I can talk about what they had for lunch / dinner. ✓ ? ✗  
 I can talk about my history. ✓ ? ✗  
 I can talk about a period in my country. ✓ ? ✗

ARRIVAL DATE: \_\_\_/\_\_\_/\_\_\_  
 DEPARTURE DATE: \_\_\_/\_\_\_/\_\_\_

**PASSPORT**  
 NEXT STATION **4**

**PASSPORT STICKERS**

WELCOME TO SOUTH KOREA WELCOME TO  
 WELCOME TO RUSSIA WELCOME TO TANZANIA  
 WELCOME TO COLOMBIA WELCOME TO NEW ZEALAND  
 WELCOME TO INDONESIA WELCOME TO JAPAN WELCOME TO VENEZUELA  
 WELCOME TO HOLLAND WELCOME TO GREECE

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

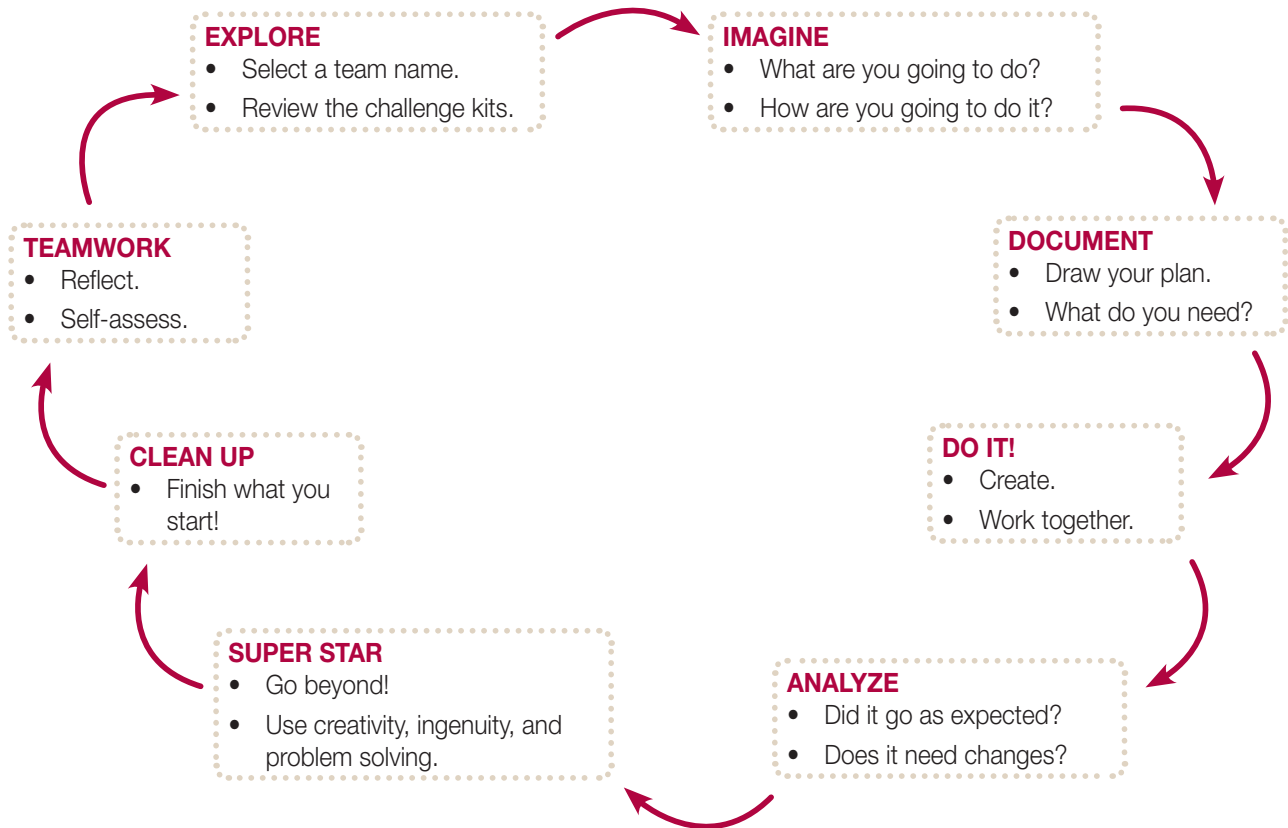
Group sizes may vary from pairs to five children, depending on group dynamics, class size, space, time, and materials needed. You can maintain the same groups for all five challenges or use new strategies throughout the year. Pre-selecting groups, to either combine or separate groups of children, can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

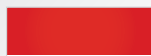
Did everyone participate?

# 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.

INDONESIA



Some regions of Indonesia are full of mountains.



Wind turbines in Indonesia's largest wind farm.



Indonesian wind turbines are set to provide clean energy to cities and villages.



TEAM NAME

Can you name some machines that have wheels?

1 Get materials.



paper square



ruler



pencil



scissors



glue



hole punch



plastic straw



wooden stick



thread



paper clip



tape



A wind turbine has blades, shaft, and a generator. Together they convert wind energy into electricity.



Wheels and axles move gears inside windmills. The energy produced is used to mill grain or pump water.

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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.


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 2**


**GENERATE WIND POWER!**

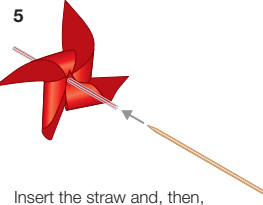
**2** Make your own windmill. Follow these steps.

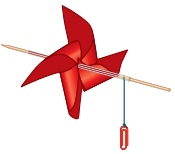
**1**   
Draw an X from corner to corner on the paper square.

**2**   
Cut on the diagonal line from each corner. Stop 1.5 cm before the center.

**3**   
Glue four of the corners to the central point.

**4**   
Use the hole punch to make a hole in the center.

**5**   
Insert the straw and, then, insert the wooden stick through the straw.

**6**   
Tape a piece of thread to the end of the straw. Tie the paper clip to end of the thread.

**3** Hold your windmill and blow on the sails. What happens?



How does your country use wind energy?

**Super Star Challenge**  
Adjust the design. Use different types and sizes of paper.



Holland is a very flat country with almost no mountains.



Many old windmills in Holland are still used to produce flour.



Kinderdijk windmills help to keep the wetlands dry.

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.

**Lesson 1** VOCABULARY

7 Write the days in Anna's timetable. Then write the subjects.

My Timetable Anna McClusky

Mo	Tu	We	Th	Fr	Sa	Su
1 _____	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____

2 Look at Activity 1. Write about Anna.

- She has \_\_\_\_\_ on Monday.
- \_\_\_\_\_ science and history.
- \_\_\_\_\_ Wednesday.
- \_\_\_\_\_ Thursday.
- \_\_\_\_\_ Friday.

3 Complete the sentences for you. Use words from Activity 1.

- I always have \_\_\_\_\_
- I usually have \_\_\_\_\_
- I sometimes have \_\_\_\_\_
- I never have \_\_\_\_\_

**Lesson 2** GRAMMAR

7 It's Tuesday today. Look and write have, has, or had.

Name: Tim	Class: 3A	Name: Gina	Class: 3B
<b>Monday</b>	<b>Tuesday</b>	<b>Monday</b>	<b>Tuesday</b>
history	geography	English	geography
art	PE	PE	art
science	English	science	history

1 I \_\_\_\_\_ have PE today. I like sports.

2 I \_\_\_\_\_ art yesterday. I like painting.

3 We \_\_\_\_\_ geography today. It's about the USA.

4 Tim \_\_\_\_\_ English today. He likes writing stories.

5 I \_\_\_\_\_ PE yesterday. I like sports.

6 We \_\_\_\_\_ science yesterday. It was fun!

2 Complete your timetable for yesterday and today. Then write.

Name: _____	Class: _____
_____ day	_____ day
_____	_____
_____	_____
_____	_____

- I \_\_\_\_\_ yesterday.
- I \_\_\_\_\_ today.
- My friend and I \_\_\_\_\_ today.

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

7 Read the story. Find and write.

Jessy is on the bridge.

The juice and the page are on the bridge!

Where's page 2 of my homework ... and where's my juice?

Words with -j-  Word with -ge  Word with -dge

2 Circle the words. Use a different color for each sound.

j = red -ge = blue -dge = green

JUNGLE PAGE JEANS STAGE BRIDGE JUICE

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.

**Lesson 4** VALUES PROJECT

RESPONSIBILITY: BE PREPARED.

7 Write the days of the week you do each thing. Write two more things and the days you do them.

- Take sports clothes to school: \_\_\_\_\_
- Take my lunch to school: \_\_\_\_\_
- Take my English book to school: \_\_\_\_\_
- Take my musical instrument to school: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 Make a checklist for school.

Monday	Tuesday	Wednesday	Thursday	Friday
Take my lunchbox and my homework to school.	Take my lunchbox, my sports clothes and my English book to school.	Take my lunchbox, my sports clothes and my English book to school.	Take my lunchbox and my homework to school.	Take my lunchbox and my homework to school.

About Me: Have you ever forgotten anything important?

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.



# 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 objective:** learn to talk about the present and the past

**Vocabulary:** English, math, science, art, music, history, geography, PE, first, second, third, fourth, fifth, last

**Grammar:** Today I / you / we / they have ... / he / she has ... Yesterday / Last month I / you / we / they had ... / he / she had ... Did you ...? Yes, I did. / No, I didn't.

**Phonics:** sound /dʒ/

**Value:** Responsibility – Be prepared

**Cross-curricular focus:** Economy and commerce – Popular products and stores

**Country focus:** Holland

**Opener materials:** World Map (Welcome to *Next Station*, pages 6 and 7); *Next Station* passport; culture video for Units 3 and 4 (Extra Resources Tab)

**Short lesson option:** b & c




**STUDENT'S BOOK**  
pages 42-43

**CULTURE CONNECTION**

- The picture shows a Dutch field with the country's national symbols: a windmill and tulips. Windmills in Holland were mainly used to pump water in the past.
- The official name of the country is The Netherlands, but it is often referred to as Holland. The capital city is Amsterdam.
- Many people ride bicycles in Holland. The country is very flat and has a large and safe network of cycle lanes.

**CULTURE VIDEO**  
Note the video icon on page 42 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**  
Have the children look at the picture of Tina. Read aloud her speech bubble. Use the World Map, pages 6 and 7, to help the children identify the continent of Europe and then find Holland. Finally, have the children write the country's name in the corresponding place on the World Map.

**b PICTURE ACTIVITY**  
Ask the children to look at the picture and describe it. Read aloud the text on the first sign and make sure they understand. Then read the question on the second sign. If necessary, ask the children if they can see any hills or mountains. Discuss the answer with the class.

**Possible answers:** Holland is a flat country; there are lots of cycle lanes; bicycles are better for the environment than cars.

**VISUAL LITERACY: ZOOM IN**  
**Look at the picture. What are windmills for? What do they do with so many flowers? What flowers grow in your country?**  
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 and describe the countryside. Read out the questions on the third sign. In pairs, the children discuss their answers. Invite pairs to share their answer with the class.

**Possible answers:** Windmills pump water; they sell the flowers; children's own answers.

**WRAP UP**  
Have the children open their passports to page 8 and write their "arrival date" to Unit 4.

**Picture activities for Unit 4**

**Lesson 1, after Activity 2**  
Have the children look at the picture. Encourage them to say what subjects people need to study to look after plants and nature.

**Lesson 2, after Activity 2**  
Ask the children to imagine they visited Holland the day before. Have them draw and color a tulip. They walk around with their tulip and say *I had a (color) tulip.*

**Lesson 6, after Activity 2**  
Ask the children to imagine they had breakfast in the field yesterday. In pairs, they ask and answer: *Did I have breakfast in Holland yesterday? Yes, I did. I had bread and cheese.*

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**PASSPORT**  
page 8

**EXTRA RESOURCES TAB**  
culture video: U3-U4 / teacher's notes

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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.