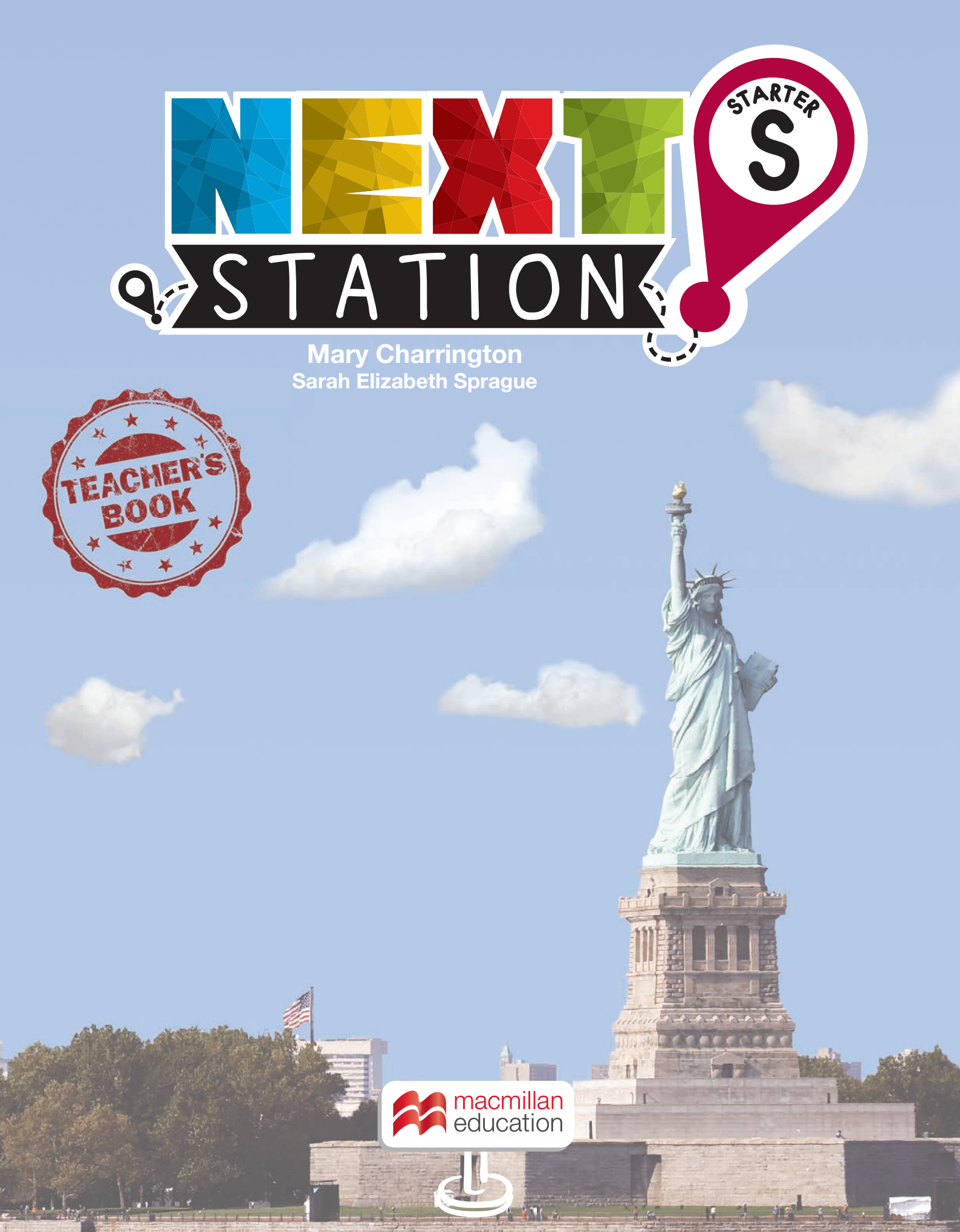
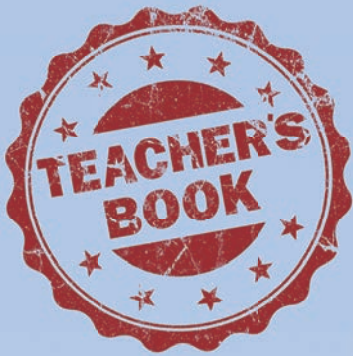


# NEXT STATION

STARTER  
S

Mary Charrington  
Sarah Elizabeth Sprague



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Based on *Next Move*

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Written by Mary Charrington

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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.
- 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.
- Language recycling occurs throughout each unit in grammar and practice lessons, Story Time 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 stories, and arts and craft work. Extra vocabulary support is included in the My Picture Dictionary 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



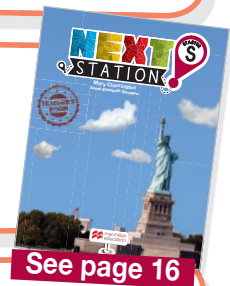
See page 14

## WORKBOOK

The Workbook provides extra practice of vocabulary and grammar and includes fun activities that extend the Story Time and 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 40 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 My Picture Dictionary 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 the names of countries seen in that level and pictures representing them. 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 capturing their imagination and sparking interest in the language they are about to learn and in the country being represented. The country theme is then linked to the unit content through a catchy and lively World Music song which enables the children to connect further with the theme and their learning.

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

New grammar is presented in Lesson 2 with fun interactive activities, accompanied by audio tracks. The Grammar box feature easily highlights the new grammar structures to support early reading development skills.

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

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

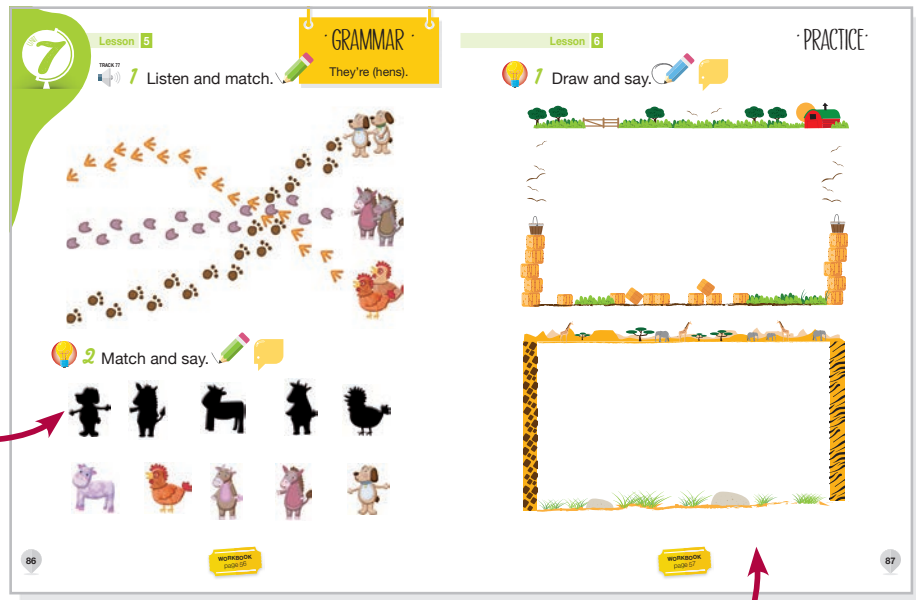
Activities that develop competencies are highlighted with an icon, and further support is given in the Teacher's Book.

Lesson 3 provides practice activities that consolidate and activate vocabulary and grammar use. Active learning is promoted through games and arts and crafts tasks.

Lesson 4 is an additional vocabulary lesson which functions 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 purpose of the second song in each unit is to reinforce the language learned in an enjoyable and memorable way.

The children are directed to My Picture Dictionary at the back of the Student's Book.

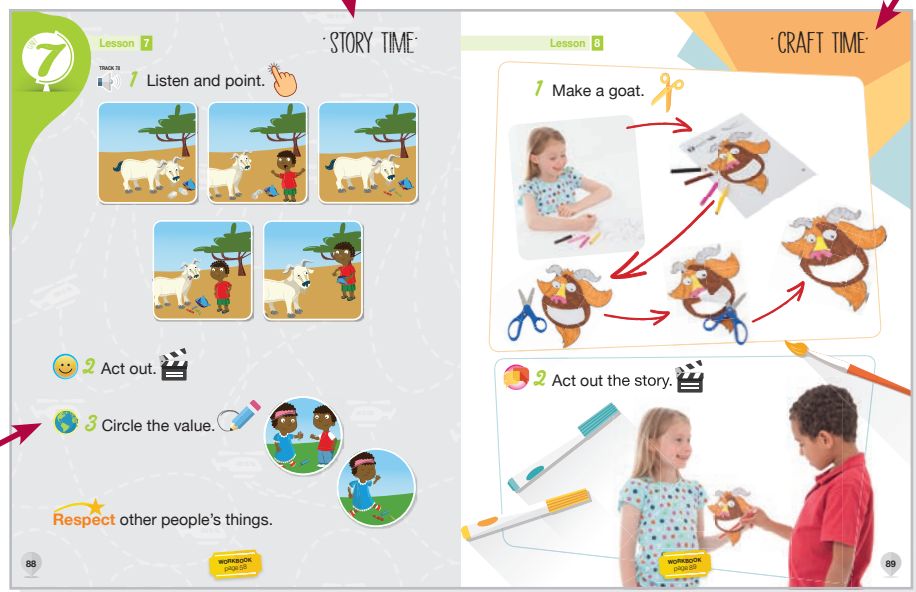


Lesson 5 is a second grammar lesson. It is always related to the principal grammar lesson (Lesson 2) and functions in a similar way by including the vocabulary from Lesson 4 to help build the children's language foundation.

Lesson 6 builds on the skills learned and the tasks completed in Lesson 3 by consolidating the unit's grammar and vocabulary points in one combined practice page.

Lesson 7 is the Story Time page, an engaging and entertaining feature that combines language from the unit with recycled language from previous units. The children's learning is further developed by encouraging them to act out the story and think about their own behavior and social skills.

Lesson 8 is Craft Time. The children work with the story from Lesson 7 to do an arts and crafts activity using the templates found at the back of the Workbook (see page 15). They then work together to act out the story using their completed craft objects.



Every story includes a value. The children are encouraged to decide on the value that 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 socioemotional education and citizenship.

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

My Picture Dictionary at the back of the Student's Book provides children with a visual reference of the vocabulary they have learned in each unit. The colorful new artwork can also be used for review activities in the classroom or at home.



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 in 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

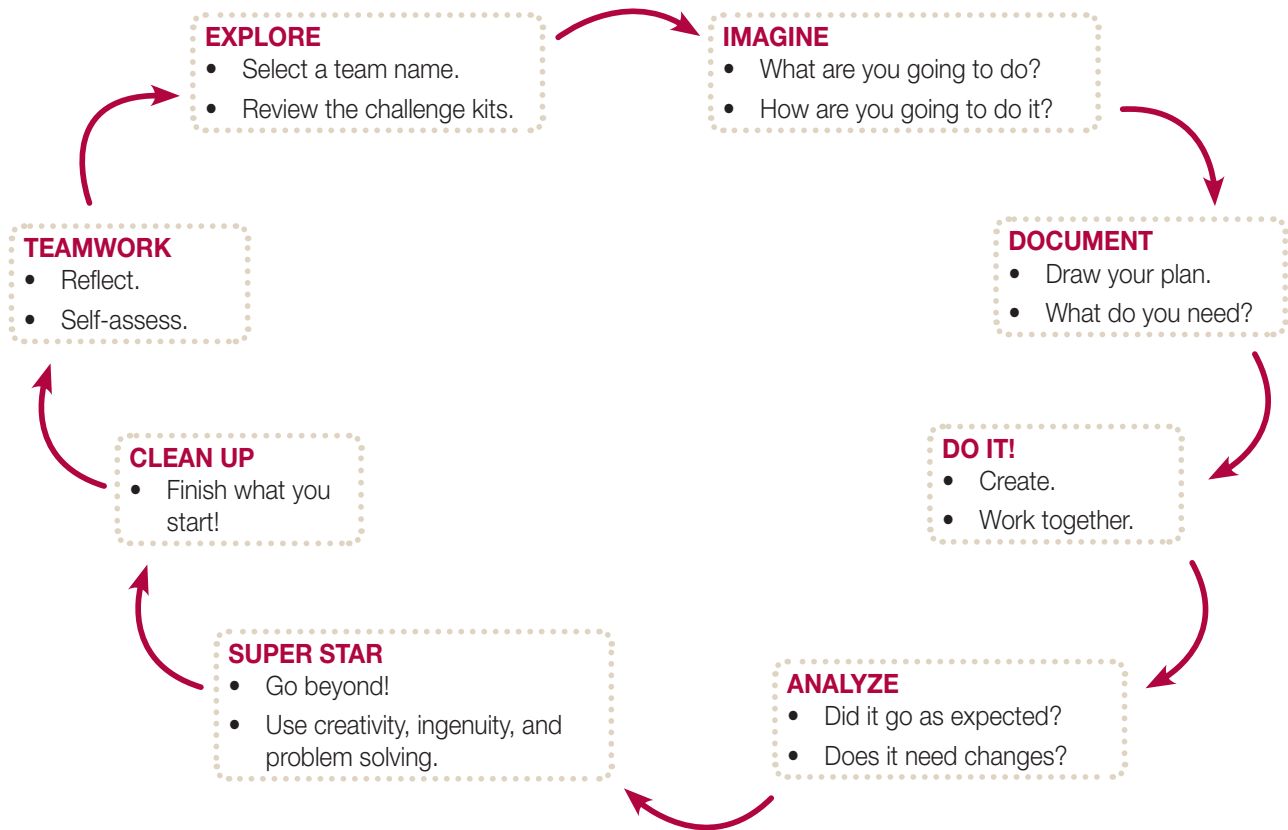
Group sizes may vary from pairs to five children, depending on group dynamics, class size, space, time, and materials needed. You can maintain the same groups for all five challenges or use new strategies throughout the year. Pre-selecting groups, to either combine or separate groups of children, can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

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

The interface features a sidebar on the left with a 'WORLD' header and a globe icon. Below it is a grid of 24 national flags. Further down are speech bubbles with the words 'HELLO', 'ALOHA', 'TERVE', 'こんにちは', and 'ПРИВЕТ', along with an airplane illustration. The main area has a large 'STEAM' title with icons for science, technology, engineering, art, and math. Below the title is a red 'TEAM NAME' input field. The first step, '1 Get materials', shows a stack of colorful paper, three red-and-white striped straws, a pair of scissors, and a roll of tape. The second step, '2 Cut the paper', shows a pair of scissors and two yellow rectangular strips of paper.

30

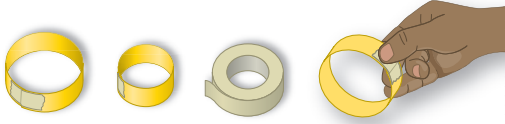
The tasks in the center of the pages lead the children step-by-step through the challenges. Illustrations facilitate independence, agency, and teamwork.

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

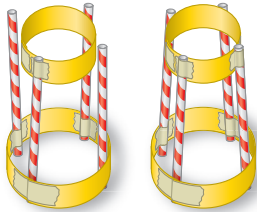
CHALLENGE 1

BUILD AN AIRPLANE

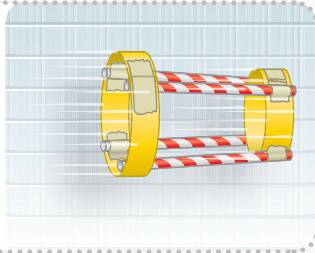
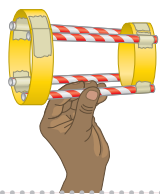
3 Make circles and tape.



4 Tape straws to circles.



5 Fly!

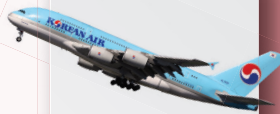


6 Draw your airplane.



Build an airplane with 1 straw.

SOUTH KOREA



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.

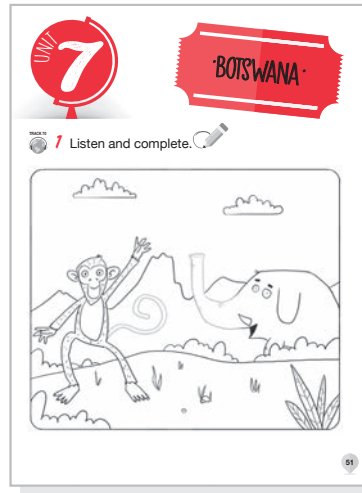
TEAMWORK ★★★★★

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 **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!

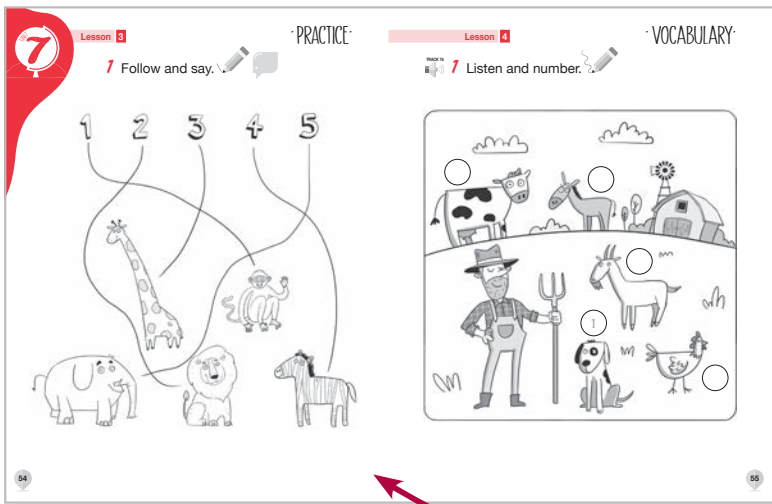
# THE WORKBOOK

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



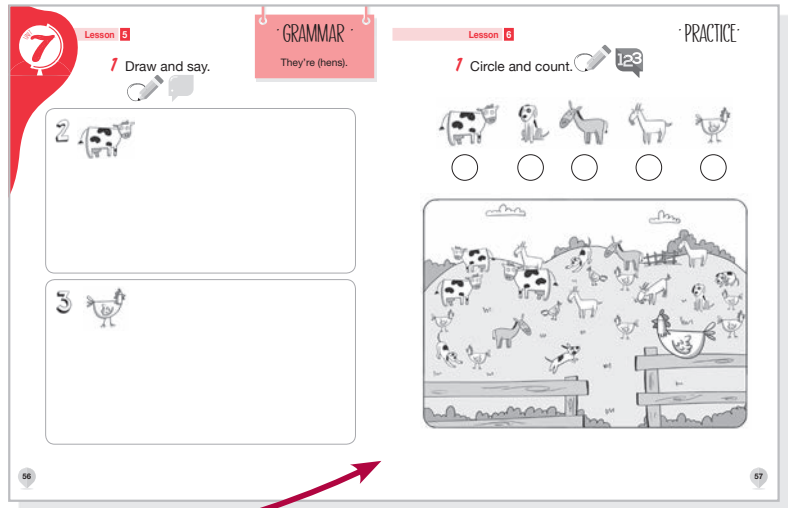
The unit opener page in the Workbook builds on the World Music song from the Student's Book with an additional activity to help prepare the children for the unit.

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

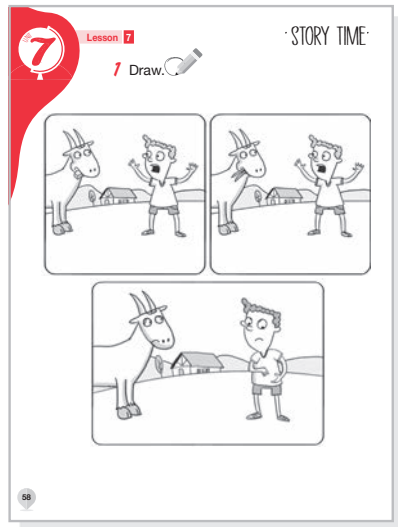


Lesson 3 in the Workbook supports Lessons 1 and 2 of the Student's Book with additional oral practice of the language, while Lesson 4 builds on the second vocabulary page from the Student's Book with a further listening task.

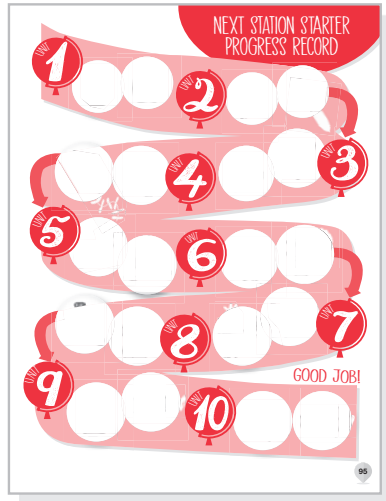
Lesson 5 in the Workbook provides extra practice for the second grammar page of the Student's Book. Lesson 6 provides consolidation activities for the unit's grammar and vocabulary points.



Lesson 7 in the Workbook allows the children to explore the Story Time feature further with a variety of activity types.



The templates to be used with the Craft Time activities from Lesson 8 of the Student's Book can be found at the back of the Workbook as removable pages.



The Progress Record can be used to motivate the children by providing them with a visual record of selected unit vocabulary which they color as they move through the 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 7**

## OVERVIEW

**Unit objective:** learn to identify animals  
**Vocabulary:** lion, giraffe, elephant, monkey, zebra, goat, donkey, hen, cow, dog  
**Grammar:** It's (brown) and (yellow). They're (hers).  
**Songs:** "Welcome to Botswana", "Farmer Song"  
**Values:** Respect – Look after other people's belongings  
**Country focus:** Botswana  
**Opener materials:** World Map (Welcome to Next Station, pages 6 and 7), pictures of famous people, places, or events in Botswana (optional), Next Station passport  
**Short lesson option:** b & c

**CULTURE CONNECTION**

- Botswana is situated in southern Africa. About 70% of the country is covered by the Kalahari Desert.
- The Chobe National Park in Botswana is home to many animals, including elephants, buffalo, lions, leopards, jackals, monkeys and baboons, giraffes, and many different kinds of antelope.
- The baobab is a very common tree in Botswana. It can live for up to 2,000 years.

**a WARMER**  
 Explain to the children that they are going to discover another country with Next Station, Botswana. Say *Botswana* and have the children repeat. Help them find the country on the World Map (pages 6 and 7). You can do this by saying Yes or No as they move their finger closer to or further from Botswana on the map. Ask them if they know anything about Botswana or southern Africa. Help the children find the sticker with the name of the country on the Map Stickers page and have them stick it in the corresponding place on the World Map.

**b PICTURE ACTIVITY**  
 Have the children look at the picture. Ask *What colors can you see?* Have the children say the colors they can see, e.g. *gray, green*. Mention parts of the body, e.g. *legs, ears, eyes*. Have the children point to examples of these in the picture. Tell the children to look at the picture and ask *Is it big or small?*

**c SONG**  
**Sing the song.**  
 Say *Stand up* and gesture to the children to stand up. Play the audio track and demonstrate the actions as the song plays (see the audioscript for suggested actions). Practice this a few times, doing the actions.

**STUDENT'S BOOK**  
 pages 80-81

**STICKERS**  
 page 14

**PASSPORT**  
 page 14

**WORKBOOK**  
 page 51

**WRAP UP**  
 Play a game where the children follow your instructions by miming the action. Call out instructions, e.g. *Wave like an elephant. Jump like a monkey. Dance* and have them do the actions. Finish with the instruction *Wave goodbye*.  
 Have the children open their passports to page 14 and write their "arrival date" to Unit 7.

**ACTIVITY EXTENDER**  
 Ask a group of four to come to the front and act out the song. Play the audio track and have all four sing and act the first verse, then two children act out the monkey and the other two the elephant. Play the song again for other groups to have a turn.

**TRACK 70**

**104** **105**

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 World Music song and the Workbook 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.