

# Unit 1 Overview

**Unit objectives:** learn greetings, introductions, and numbers *one to ten*

**Vocabulary:** *hello, goodbye, bye, yes, no, numbers one to ten*

**Grammar:** *I'm (Roberto). I'm (six).*

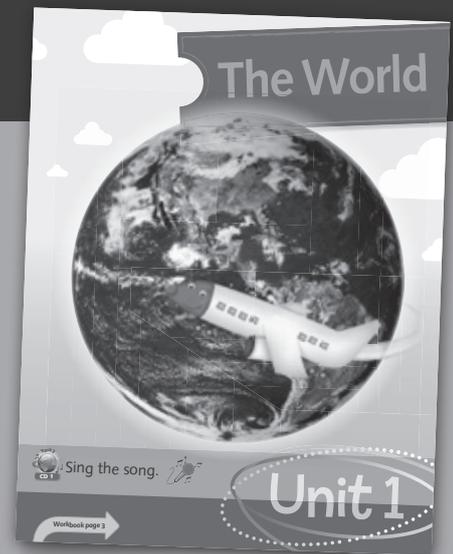
**Songs:** *Welcome to Next Move, One Two Three Song*

**Story and value:** Friendliness – Say hello to your friends

**Country focus:** The World

**Overview materials:** world map or globe, pictures of famous places, people or events worldwide (optional)

**Short lesson option:** b & c



## Culture Connection

- The picture shows the world from space with the continents of North and South America visible. The other continents are on the other side of the globe.
- About 70 percent, or almost three-quarters, of the planet is covered in ocean.
- The current world population is over seven billion. There are around 200 countries in the world.

### a Warmer

Wave to the class and say *Hello!* to the children. Encourage them to reply *Hello!* but do not force this. Choose confident children to greet by name, e.g. *Hello, (Lisa)*. Encourage them to reply by saying *Hello* or waving.

### b Picture activity

Tell the children in their own language (L1) to open their book on p.4 and point to the Key with the rubric icons. Tell them that the different picture icons give the instructions for what they are going to do in their Pupil's Book. Go through the icons one by one to make sure that all the children understand what they mean.

Then tell the children to look at the picture on p.5. Ask them, in L1, what they can see. Ask what the blue is (ocean). Ask if they can see their country on the picture. Why? Why not? Ask them to guess where they think the plane will land. Finally, point out the unit title, and tell the children that in every unit they will be learning English and finding out about a different country in the world.

### c Song



**CD 1, Track 2** Say *Stand up* and gesture to the children to stand up. Play the CD and demonstrate the actions as the song plays (see the audioscript for suggested actions). Play the song several times, sometimes with only boys or girls dancing.

**Audioscript:** *Welcome to Next Move*  
*Welcome to Next Move* (hold up the book)  
*Come with me* (beckon the children toward you)  
*Dance to the music* (dance in time to the music)  
*One two three* (count on your fingers)

*Girls dance!* (gesture to a girl or some girls and dance in time to the music)  
*Boys dance!* (gesture to a boy or some boys and dance in time to the music)  
*Dance to the music* (gesture to everyone and dance in time to the music)  
*One two three* (count on your fingers)

### d Workbook



**CD 1, Track 2** Have the children look at the pictures. Have them point to the girls and then to the boys. Play the CD again and have the children point to the girls and boys as they hear *Girls dance* and *Boys dance*. If there is time, the children can colour the boys and girls or add accessories to them.

### e Wrap up

Pretend to leave, wave and say *Goodbye*. Encourage the children to wave back to you. Then wave and say *Goodbye, boys* and have the boys wave back to you. Repeat with *Goodbye, girls*. Repeat a few times, then say *Goodbye, girls and boys*. Have all the children wave and end the lesson.

**Learning objective:** recognise greetings

**New vocabulary:** *hello, goodbye*

**Materials:** soft toy or puppet (optional)

### Warmer

**CD 1, Track 2** Greet the class and say *Stand up*. Play the *Welcome to Next Move* song again and encourage the children to join in with the actions.

**1 CD 1, Track 3** Tell the children to look at the picture. Ask them what they think is happening (people are greeting each other following the arrival of a plane).

Play the CD and have the children listen and point to the people they think are speaking. Then play the CD again, pausing after each *Hello* and the *Goodbye* for the children to repeat. Make sure they understand the difference between *Hello* and *Goodbye*.

**Audioscript:** 1 Boy: *Hello!* 2 Girl (1): *Hello!* 3 Girl (2): *Hello!* 4 Girl (3): *Hello!* 5 Male adult: *Goodbye!*

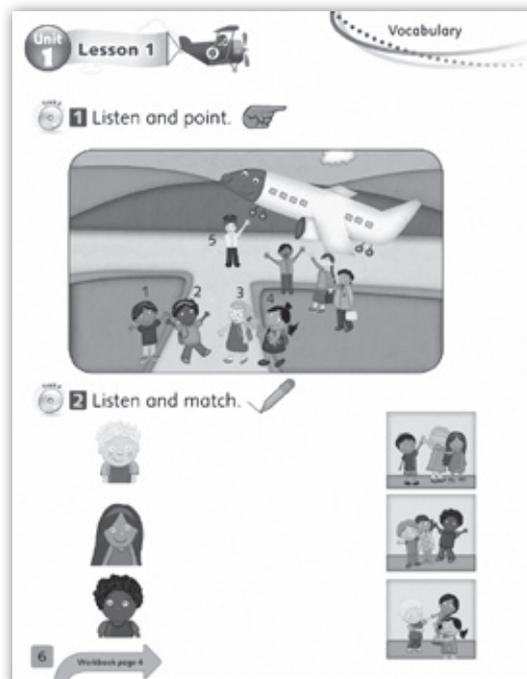
### Activity extender

Have the children look at the picture again. Choose two groups of children to role-play the scene. One group is on the plane (with one child as the pilot), the other group waits on the ground. The plane 'lands' and the passengers get out and say *Hello* to the waiting children. The pilot then flies off, waving and saying *Goodbye*.

**2 CD 1, Track 4** Play the CD and have the children listen and draw a line from each individual character on the left to the picture of the group they are speaking with. The first time they listen, have the children make the lines with their finger. Check that everyone feels confident, then play the CD again. This time tell the children to draw the lines with a pencil.

**Audioscript:** Boy 1: *Hello!* Girl: *Hello!*  
Boy 2: *Goodbye!*

**Answers:** (top to bottom) boy 1 to picture 3, girl 2 to picture 1, boy 3 to picture 2



### Lesson extender

If possible, move into an area where there is more space. Have a puppet or soft toy ready. Ask the children to move around. Walk among them with the puppet or soft toy and make it say *Hello* or *Goodbye* to different children. Ask children to reply.

### Workbook

Say *Hello* and *Goodbye* and have the children point to the matching faces. The children then draw over the smiling mouth and the waving hand, saying *Hello* or *Goodbye* as they do so.

### Wrap up

Say *Stand up* and have the children stand up. Pretend to leave, wave and wait for the children to say *Goodbye*. Then ask children to pretend to leave and to say *Goodbye* to the rest of the class.

# Unit 1

## Lesson 2

**Learning objective:** discover introductions

**New vocabulary:** *bye bye*

**New grammar:** *Hi, I'm* (name).

**Materials:** soft ball (optional)

### Warmer

Play a quick action game to focus the class. Say *Boys* and have them stand up. Then motion for them to sit down and say *Girls* and have the girls stand up. Repeat, changing the order. Boys and girls who stand up at the wrong time leave the game. You can extend the game by saying *Boys/Girls dance!* as in the song.

- 1** **CD 1, Track 5** Tell the children to look at the pictures. Ask them what they think the people are saying in picture 1 (they're introducing themselves and saying *Hello*) and picture 2 (*Goodbye*). Play the CD and have the children listen. Explain that *Hi* is an informal way of saying *Hello* in English. Ask them who Roberto and Jinsoo are and have them point to them. Tell them that we use *I'm ...* to tell people our name. Play the CD again, pausing for the children to repeat (but don't worry if they can't manage to say the names).

**Audioscript: 1 Male adult (1):** *Hello, I'm Roberto.*  
**Female adult:** *Hi, I'm Jinsoo.* **2 Male adult (2):** *Goodbye!* **Crowd:** *Bye bye!*

- 2** Show the children the pictures in Activity 2. Explain that they will walk around among their classmates and greet each other saying *Hello* (or *Hi*), *I'm* (their name). They will then say *Goodbye* (or *Bye bye*) and walk away. Ask a few pairs to demonstrate in front of the class and then allow everyone to try it at the same time.

### Competency development: Collaborate and communicate

In this activity, the children have their first experience of **cooperating in a group** to carry out a language activity. This will be an important feature of their language learning which allows them to demonstrate their ability to communicate in the target language in a 'real' situation.



### Blended Teaching Tip

Display the Interactive Pupil's Book page. Point to the different groups of people in Activities 1 and 2 and elicit *Hello* or *Goodbye* from the class.

### Workbook

Have the children complete the picture. Ask them what they think the child is saying (*Hello/Hi, I'm ...*). Then have them draw a picture of themselves to practise the language further. As they are working, go round and ask individuals to point to their picture and say *Hello/Hi, I'm ...*



### Wrap up

**CD 1, Track 2** Play the CD and sing the *Welcome to Next Move* song again. Encourage all the children to join in as much as they can. Then play the song again, this time asking all the children to call out *Goodbye* at the end.

**Learning objective:** recognise and practise *yes* and *no*

**New vocabulary:** *yes, no*

**Vocabulary review:** *hello*

### Warmer

Greet the class and do a quick review of the new grammar from the last lesson by introducing yourself, e.g. *Hello/Hi, I'm ...* Then invite as many children as possible to do the same.

- 1** **CD 1, Track 6** Play the CD and have the children listen and point to the matching pictures in Activity 1. Play the CD again and this time have the children repeat. Then play it a final time and ask the children to nod their head as they say *Yes* and shake it as they say *No*.

**Audioscript: Girl:** *Yes. Boy:* *No.*

- 2** **CD 1, Track 7** Play the CD and have the children look at the picture of the boy and girl playing a game. Play the CD again, encouraging the children to join in with *Yes* and *No*. Tell the class that they are going to play the same game. Choose a child to come to the front, and say *Close your eyes*. Pick another child to tap the first child gently on the shoulder. This child guesses who it is by saying *Hello, (name)*. The class choruses *Yes* or *No* and the game continues until the child guesses correctly (with help if necessary). Repeat the game with different children.

**Audioscript: Boy:** *Hello, Rosy. Girl:* *Hello, Tom. Boy:* *No. Girl:* *Hello, Jack. Boy:* *No. Girl:* *Hello, Alex. Boy:* *Yes!*



**Competency development:**  
Collaborate and communicate

In this activity, the children demonstrate their **ability to work with a friend** in order to play a game. The children's *Yes* or *No* responses demonstrate their understanding of this new vocabulary and their ability to use it appropriately within a realistic context.



### Lesson extender

Invite a group of children to stand together. Have them close their eyes and turn around a few times. Then have them reach out to touch another child saying *Hello, (name)*. The other child replies *Yes* or *No*.

### Workbook

Nod your head and elicit *Yes* from the class. Shake your head and elicit *No*. Say *Yes* and have the children point to a character on the page who is saying *Yes*. Draw a big circle in the air. Repeat the process with *No*, and draw a big square in the air. Have the children copy you each time. Then have them draw a circle around the characters saying *Yes* and a square around the characters saying *No* on the page. Go round checking and helping.

### Wrap up

Say *Goodbye, (name)* to a child, using the wrong name. The child (and the class) say *No*. Keep repeating until you use the right name and the child (and the class) say *Yes, goodbye!* Repeat a few times with different children.

# Unit 1

## Lesson 4

**Learning objective:** recognise and practise numbers *one to ten*

**New vocabulary:** numbers *one to ten*

**Vocabulary review:** *hello*

**Materials:** simple number cards 1–10

### Warmer

Say *Hello* to the class and then to different children, *Hello, (name)*. Each replies *Hello*. Review *Yes* and *No* from the last lesson. Say *I'm (wrong name)* and have the children say *No!* Repeat until you say your correct name and have the children say *Yes!* Ask children to repeat what you have done. Make sure everyone is joining in with *Yes* or *No*.

1



**CD 1, Track 8** Tell the children to look at the numbers. If they know the numbers in L1, encourage them to point and say the words. Play the CD and hold up the matching cards. Then play the CD again and have the children point to the numbers in their book. Continue holding up the cards for further support. Finally, play the CD again and have the children repeat. Ask children what colour they think the number five should be in L1 (orange) and have them colour it in.

#### Audioscript:

*one two three*

*four five six*

*one two three four five six*

*one two three four five six*

*seven eight nine*

*seven eight nine*

*seven eight nine ten*

*one two three four five six seven eight nine ten*

### Blended Teaching Tip

Display the Interactive Pupil's Book page. Play the audio and use the pen tool to circle each number as it is said. Play the audio several times and invite different children to come up and circle the numbers each time.



2



**CD 1, Track 9** Have the children look at the pictures and talk about what the children are doing in L1. Play the CD and point to the different groups of children. Play the song again and encourage the children to join in with the numbers. Talk about what *friend* means. Ask ten children to come to the front. Play the song again and put the children into groups to fit the words in the song. At the end, have the ten children join in with *Hello, hello* and hug or hold hands to show they are friends.

#### Audioscript: One Two Three Song

*One two three, one two three*

*Three friends, three friends*

*Four five six, four five six*

*Six friends, six friends*

*One two three, four five six, seven eight nine*

*Nine friends, nine friends*

*And one more friend*

*Makes ten*

*Ten friends, ten friends*

*Say Hello, Hello*

### Workbook



**CD 1, Track 9** Call out the numbers and have the children point. Play the song again for the children to point to the numbers.

### Wrap up

Start chanting from one to ten. When you reach ten, call *goodbye*. Repeat a few times, letting the children take the lead.

**Learning objective:** discover how to say their age

**New grammar:** *I'm (six).*

**Vocabulary review:** *hello, numbers one to ten*

**Materials:** number cards 1–10

### Warmer



**CD 1, Track 9** Hand out the number cards. Play the CD and have the children sing the song again to review numbers. Have the children hold up the correct card as they hear their number.



**1 CD 1, Track 10** Play the CD and, as the characters speak, tell the children to point to them in their book. Have the children count the number of fingers the second boy is holding up (*six*). Tell them that *I'm six* refers to the age of the boy in the picture. Play the CD again, this time turning the sound down after the question and eliciting the answer from the children.

**Audioscript:** **Girl:** *Hello, I'm Fiona.* **Boy:** *Hello, I'm Caleb.* **Girl:** *How old are you?* **Boy:** *I'm six.*

### Activity extender

Go around the class saying *Hello, I'm (your name)* to different children. Have them reply *Hello, I'm (their name)*. Continue with *How old are you?* Have them reply with *I'm (their age)*.

**2**



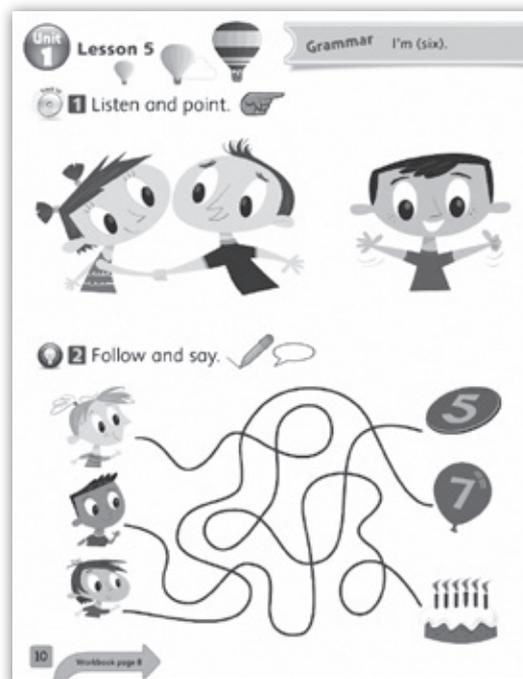
Have the children look at the picture. Ask them what they think the numbers and the cake with the candles represent (the children's ages). Demonstrate, following along one line with your finger. When you arrive at the end, say *I'm (number)*. Give the children time to follow the line for each character on their own. Then have them work in pairs. The children take turns pointing to one of the faces. The other child follows the line to the age and says, e.g. *I'm seven*.

**Answers:** girl 1 to (5), boy to cake (6), girl 2 to (7)



### Competency development: Think

In this activity, the children are required to **reflect on the language learnt** in Activity 1 in order to say the correct phrase. Give the children more examples so they can demonstrate that they can apply this understanding to other numbers.



### Blended Teaching Tip

Display the Interactive Pupil's Book page. Invite a child to the board and ask them to choose a picture and trace the line from the child to the correct number using the pen tool. Encourage them to say, e.g. *I'm five*. Repeat with other children.

### Workbook

Ask the class what they think the first child is saying (*I'm six*). Have the children draw a line from each child on the left to the correct cake on the right. As they are working, go round and ask children to point to one of the cakes and say the number of candles.

### Wrap up

Start counting from one to ten and encourage the class to join in. Each time you reach ten, start again at one. Then call out *Girls*. The girls continue counting, the boys stay quiet. Repeat the activity with *Boys*. Continue, switching between boys and girls, until you call out *Goodbye*.

**Learning objectives:** practise numbers *one to ten*

**Vocabulary review:** numbers *one to ten*

**Materials:** number cards 1–10

### Warmer

Say *Hello* to the whole class. Then say *Hello*, (name) to individual children and encourage them to reply *Hello*. Then say a number and hold up its number card. Have the children clap the same number of times. Repeat with different numbers.

- 1 Tell the children to look at the activity in their book. Show them how to draw a line from the child with the balloon showing number three to the big figure three, and then to the three coloured dots. Say *three* at each stage. Then ask the children to complete the activity in their book. Go around helping and eliciting the numbers from them.

**Answers:** 3 to 3 to green dots, 9 to 9 to red diamond, 2 to 2 to purple dots, 5 to 5 to blue dots, 7 to 7 to red dots



### Competency development: Think

In this activity, the children are **processing and interpreting information**, using their cognitive skills to equate numerals with quantities. Give the children more examples so that they can demonstrate that they can apply this skill to other numbers.

- 2 Ask a child to write the number *one* on the board. Have a second volunteer write *two*, and so on until *ten*. Encourage them to say the numbers as they do so. Then show them Activity 2. Have them complete the numbers by saying them aloud as they write them.

**Answers:** 1, 5, 7, 9

### Activity extender

Count slowly from one to ten, but make deliberate mistakes, e.g. *one, two, four*. Tell the children to call out *Yes* after each correct number and *No* after each incorrect one. Encourage them to supply the correct number.

Unit 1 Lesson 6 Practice

1 Match and colour.

2 Write and say.

Workbook page 9

### Lesson extender

Hold up one of the number cards, e.g. 6. Have the children chorus *six*. Ask a volunteer to bring you six items, e.g. six pencils. Repeat, using other numbers.

### Workbook

Have the children complete the age badge with their own age and then draw the same number of candles on the cake. Go round the class and have each child show their badge and say, e.g. *I'm six*.

### Wrap up

If possible, have the children sit in a circle. Start by chanting from one to ten with the whole class. Then have one child call out *one*, their neighbour call *two*, the next child call *three*, and so on around the circle to *ten*. After *ten*, start again with the next child calling *one*.

**Learning objectives:** practise listening skills and explore the value of being friendly and communicative

**Vocabulary review:** *hello, goodbye*

**Grammar review:** *I'm* (name).

**Materials:** scissors, paper, tape

**Warmer**



**CD 1, Track 2** Say *Hello* to the whole class and then to individuals, *Hello*, (name). Have them reply *Hello*. Now play the *Welcome to Next Move* song. Have the girls dance on *Girls dance*, and the boys on *Boys dance*. Have everyone join in with *One two three*.

**1**



**CD 1, Track 11** Ask the children what they think the people in the pictures are saying to each other. Play the CD and demonstrate, pointing at the corresponding pictures. Play the CD again and tell the children to point to the correct picture.

**Audioscript: Adult 1:** *Hello, I'm Yuki.*

**Adult 2:** *Hello, I'm Taka. Boy 1:* *Hello, I'm Brad.*

**Boy 2:** *Hello, I'm Tom. Mother:* *Hello! Girl:* *Hello!*

**Boy 3:** *Hello! Boy 4:* *Hello!* (Horses neighing)

**Everyone:** *Goodbye!*

**Blended Teaching Tip**

Ask the children to say or mime different ways people say 'Hello' throughout the world, e.g. shaking hands, bowing. Open the Culture Video on the Presentation Kit. Explain they will watch a video about different greetings. Use the Video Teacher's Notes to guide the children through the Video Worksheet.

**2**



**CD 1, Track 11** Choose children to take the roles of the people and the horses in the pictures. Play the CD, with the children miming the actions, and joining in with the words (or sound effects) as much as possible. Repeat, using different children.



**Competency development:**  
**Me**

In this activity, the children have the opportunity to **build up their social skills** by practising friendly greetings. Encourage them to think of other ways they can demonstrate their friendliness.

**3**



Discuss the fact that the characters are all friendly and that we know this because they say *Hello* (or *Goodbye*). Talk about the importance of being friendly. Ask the children to circle the picture that shows people being friendly. What are they doing?

**Answer:** second picture



**Competency development:**  
**Act**

In this activity, the children **think about their behaviour and develop social skills** as they focus on the importance of giving friendly greetings. Ask the children if they know of any other ways that people greet each other.

**Workbook**

Give a piece of paper to each child. Have the children follow the visual instructions to make a *Hello* badge. Help them to use tape to attach their badge to their shirt. In pairs, they point to their badge, smile and say *Hello*.

**Wrap up**



**CD 1, Track 9** Play the CD and have the children smile and point to their badge as they sing *Hello*.

**Learning objectives:** develop creative skills and practise greetings and numbers

**Vocabulary review:** *hello*, numbers *one* to *ten*

**Materials:** number cards 1–10, Workbook craft template for each child, scissors, felt-tip pens, glue, long backing sheets

### Warmer

Hold up a number card, e.g. 5. Have everyone who is the age shown on the card stand up and say, e.g. *I'm five*. Repeat, showing different numbers.

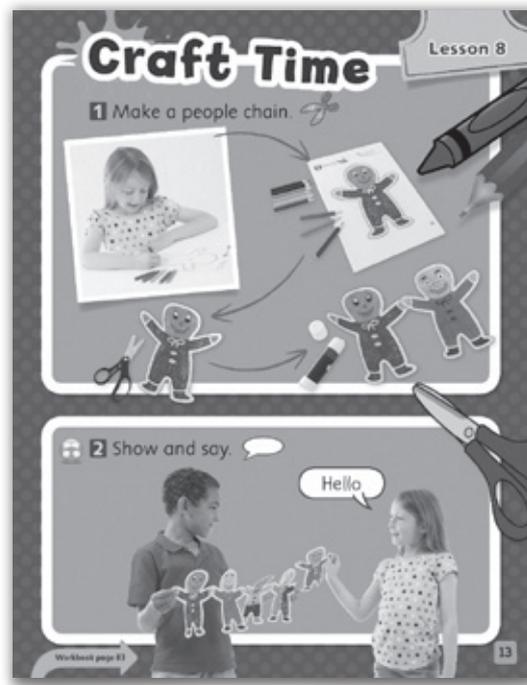
- 1 Make sure every child has the craft template for this lesson from their Workbook p.83. Demonstrate cutting out the shape. Say the word *Cut* as you do so (note that for younger children you may wish to prepare for this activity by cutting out their templates in advance). Demonstrate drawing the eyes, mouth and nose. Say the word *Draw* as you do so. Encourage the children to add their own details to the figures. Say *Hello* to different children. Have them hold up their figure and reply *Hello*. Encourage the children to make their figures say *Hello* to each other.

### Activity extender

Say a number between one and ten. In small groups, the children collect the same number of figures and place them together where everyone can see them. Ask a child to put the correct number card next to the group of figures.

- 2 Show the class how to paste one figure to another, with the hands and feet touching. Pretend the figures are saying *Hello* to each other. Have each child attach their figure to the existing ones. As they attach it, have them make their figure say *Hello* to the others.

Start a new chain once ten figures have been joined. Ask the children to count the figures in each chain. Paste the chains to the backing sheets to make a display.



### Competency development: Collaborate and communicate

In this activity, the children **work together** to create a class display and they **communicate** as they add their contribution. The children are showing their ability to work together cooperatively, recognising everyone's contribution.

### Lesson extender

Ideally, take the children somewhere where they can move around. Place the number cards randomly around the area. Have the children take turns moving from number 1 to 2 to 3 and so on, saying the numbers as they reach them. Do the same yourself, but make deliberate mistakes. Ask the children to call out *Yes* or *No* for each move.



### Wrap up

**CD 1, Track 9** Divide the class into ten groups. Give each group a number card. Play the *One Two Three Song*. Have the groups hold up their number card and say their number when it occurs in the song.

**Learning objective:** review grammar and vocabulary from Unit 1

**Vocabulary review:** *hello, goodbye, numbers one to ten*

**Materials:** number cards 1–10

### Warmer

Have the class vote for their favourite song from this unit. Ask them to put their hand up if they like *Welcome to Next Move* and have them count the number of hands raised (help them if the number is greater than ten) and then repeat for the *One Two Three Song*. Play the most popular song and encourage them all to sing along.

- 1 Have the children look at the picture. Ask children to read aloud the numbers on the plane's banner. Read the first number (1) and have the children colour it on the page. Then have the children work in pairs, taking turns reading each other the numbers. If they can say a number correctly, they can then colour it in (hopefully, they will colour all of them). Go round listening and helping.

### Activity extender

Call out numbers between one and ten. Have the children use their arms to form the numbers in the air, to help improve their motor skills as well as practise the letter formation. If you think the children are ready, call out numbers and ask the children to write the numerals on a sheet of paper.

- 2 **CD 1, Track 12** Play the CD and have the children point to the correct picture as they hear each dialogue. Then play the CD again. This time tell them to write the number of the dialogue underneath the appropriate picture. Help children with writing the numbers.

**Audioscript: 1 Pilot:** *Hello!* **Single adult:** *Hello!*  
**2 Pilot:** *Hello, boys and girls.* **Children:** *Hello!*  
**3 Pilot:** *Goodbye!* **All:** *Goodbye!*

**Answers:** 1, 3, 2

Unit 1 Progress check

1 Say and colour.

2 Listen and number.

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### Lesson extender

Give the children a series of instructions related to the language they have learnt, e.g. *Say hello. Wave goodbye. Dance. Count to ten.* Ask the children to follow the instructions. Continue, varying the order and the speed of the instructions. This will help the children become more versatile in their understanding of English. You can also begin each instruction with *Girls* or *Boys*, to check everyone is really listening. Girls or boys who act at the wrong moment are out of the game.

### Wrap up

Have the class clap hands to a slow beat. Encourage children to call out a word they have learnt during this unit. Allow time for everyone to repeat the word. Then ask the class what they have enjoyed the most in Unit 1. If there is time, do a favourite activity or play a favourite game again.