

# Global Stage

## Language Book 6

Elaine Boyd and Araminta Crace





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# Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
<b>Language Review</b> Vocabulary <i>Emotions; Crime; Nature; Being Eco-Friendly; Storytelling; Work and Skills</i> Grammar <i>Present Perfect; Tag Questions; Present and Past Passive; Too and Enough; Agreeing with Too, So, Either, and Neither; Reported Speech; First and Second Conditional</i>			
<b>1</b> <b>Keep in Touch</b> page 10	<b>Technology</b> <i>blog, blog post, comment, crash, download, email, message, save to favorites, search history, upload</i> <b>Online Safety</b> <i>create a profile, devices, lowercase letters, online privacy, online safety, password, personal information, register, secure, special characters, uppercase letters, username</i> Chant <i>Search the Net</i>	Verbs of Thinking Simple and Progressive Forms	How does technology help us learn? <b>Listening Skills</b> Listening for gist and details
<b>2</b> <b>Time for a Change</b> page 22	<b>Lifestyle and Habits</b> <i>argue, be late, healthy diet, junk food, messy, polite, punctual, rude, sleep late, work out</i> <b>Healthy Food</b> <i>convenience food, high in fiber, high in salt and sugar, in season, local produce, packaging, processed food, red meat, saturated fat, white meat, whole grains</i> Poem <i>You Can Do Better</i>	Present Perfect Present Perfect Progressive	How do eating habits affect our lives? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 1 and 2 <i>Know It, Win It</i>			
<b>3</b> <b>Dream Big</b> page 36	<b>Dreams and Ambitions</b> <i>ambition, confidence, determination, happiness, health, pride, success, wealth</i> <b>Persevering to Succeed</b> <i>be the hero, do things for fun, experience failure, fear of the unknown, find joy in, fresh start, notice the small things, nurture friendship</i> Poem <i>My Dreams</i>	Second Conditional Wish + Past Forms	How can children help solve the world's problems? <b>Listening Skills</b> Listening for gist and details
<b>4</b> <b>How's That Possible?</b> page 48	<b>Facts, Mysteries, and Illusions</b> <i>evidence, fact, have a feeling, make up, optical illusion, play a trick, puzzle, see things</i> <b>Historical Discoveries</b> <i>ancient monument, archaeologist, clue, expert, legend, prehistoric times, solve, theory</i> Poem <i>My Friend Oscar</i>	Modals of Deduction: Past Forms Modals of Obligation: Past Forms	Why is it important to explore things we don't understand? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 3 and 4 <i>Chatter Boxes</i>			
<b>5</b> <b>What Is Art?</b> page 62	<b>Describing Paintings</b> <i>abstract shapes, complex, doodles, dots, lines, playful, powerful, serious, simple, squiggles</i> <b>Artistic Elements and Features</b> <i>contrast, creativity, depict, iconic, large-scale, masterpiece, style, symbolize</i> Poem <i>The More I Look—A Poem Inspired by Kandinsky</i>	Past Perfect and Past Perfect Progressive Narrative Tenses	What can art tell us about different countries and periods of time? <b>Listening Skills</b> Listening for gist and details

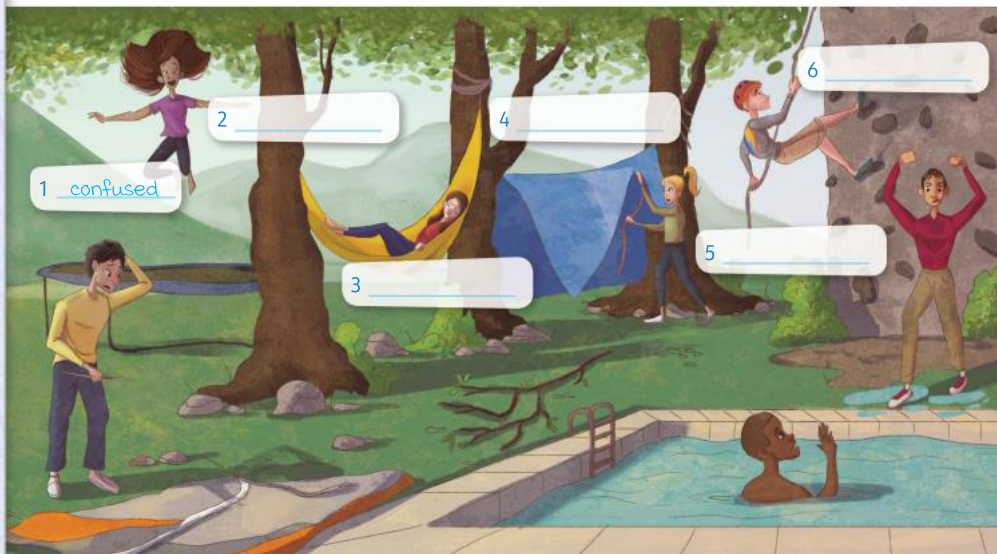
Writing	Speaking	International English	Literacy Book
			Literacy: Making Predictions; Sequence of Events; Sensory Details; Synonyms; Making Inferences; Understanding the Main Idea and Details; Transition Words
<p><b>Paragraph and Sentence Building</b> Presenting Facts and Giving Details, Examples, and Opinions</p> <p><b>Product</b> A Fact-Based Article</p>	<p><b>Conversation</b> Asking for Clarification and Confirming Understanding</p> <p><b>Pronunciation</b> Sentence Stress: Content Words</p>	<p>US <i>I forgot; take a look</i> UK <i>I've forgotten; have a look</i></p>	<p><b>Story</b> <i>Urgent Message</i></p> <p><b>Informational Text</b> <i>Communication Time!</i></p> <p><b>Reading Skill</b> Understanding Chronology</p>
<p><b>Function</b> Making Connections Between Entries</p> <p><b>Word Study</b> Using Informal and Emotive Language</p> <p><b>Product</b> A Diary Entry</p>	<p><b>Presentation</b> Supporting an Argument and Being Persuasive</p> <p><b>Pronunciation</b> Sentence Stress: Weak Forms</p>	<p>US <i>messy; we've gotten better</i> UK <i>untidy; we've got better</i></p>	<p><b>Diary</b> <i>My Stay at Camp Karma</i></p> <p><b>Informational Text</b> <i>Why Do We Sleep?</i></p> <p><b>Reading Skill</b> Analyzing and Evaluating</p>
<p><b>Paragraph Building</b> Describing Causes and Effects, and Suggesting Solutions</p> <p><b>Word Study</b> Positive and Negative Adjectives</p> <p><b>Product</b> A Cause and Effect Article</p>	<p><b>Conversation</b> Asking for Ideas and Summarizing Points</p> <p><b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking</p>	<p>US <i>soccer uniform</i> UK <i>football kit</i></p>	<p><b>Creative Nonfiction</b> <i>Communities Making Dreams Come True</i></p> <p><b>Poem</b> <i>Dreams</i></p> <p><b>Reading Skill</b> Understanding Author's Word Choice</p>
<p><b>Paragraph Building</b> Including and Omitting Information</p> <p><b>Word Study</b> Review: Time Phrases and Adjectives about Feelings and Reactions</p> <p><b>Product</b> A Story Beginning</p>	<p><b>Presentation</b> Asking Questions and Pausing for Effect</p> <p><b>Pronunciation</b> Connected Speech: Elision, Dropping the t</p>	<p>US <i>leaned</i> UK <i>leant</i></p>	<p><b>Informational Text</b> <i>The Sci-Files</i></p> <p><b>Fantasy</b> <i>An Enlightening Journey</i></p> <p><b>Reading Skill</b> Making Inferences</p>
<p><b>Paragraph Building</b> Linking the Beginning, Middle, and End of a Story</p> <p><b>Word Study</b> Using Descriptive Language</p> <p><b>Product</b> A Mini Saga</p>	<p><b>Presentation</b> Organizing and Summarizing Points</p> <p><b>Pronunciation</b> Sentence Stress: Content Words</p>		<p><b>Creative Nonfiction</b> <i>Cave Painting</i></p> <p><b>Folk Tale</b> <i>The Boy Who Drew Cats</i></p> <p><b>Reading Skill</b> Recognizing Genres</p>

Unit	Vocabulary	Explore Language	Global Citizenship
<b>6</b> It's Your Turn page 74	Playing Traditional Board Games <i>board game, chance, land on, lose, miss a turn, pieces, players, strategy, throw the dice, win</i> Playing Video Games <i>avatar, collaborate, collect points, gaming, graphics, instructions, level up, multiplayer, role-playing game, virtual</i> Poem <i>Fun and Games</i>	Indirect Questions Defining and Non-defining Relative Clauses	How can games help you learn about other ways of life? <b>Listening Skills</b> Listening for gist and details
Put It Together	Review Units 5 and 6 <i>Yesterday's Vacation Fun</i>		
<b>7</b> All About Ads page 88	Advertising <i>advertisement, bargain, billboard, customer, discount, persuade, products, profit, quality, value</i> Branding in Advertising <i>brand, claims, false impression, image, promote, slogan, small print, target market</i> Poem <i>Why Buy?</i>	Reported Speech: Statements and Commands Reported Speech: Questions	What do advertisements sell, other than products? <b>Listening Skills</b> Listening for gist and details
<b>8</b> What Are the Odds? page 100	Numbers, Shapes, and Symmetry <i>angle, divide, even number, hexagon, multiply, odd number, prime number, sequence, spirals, symmetry</i> Statistics Descriptors <i>average, chart, data, fall, percentage, reach a peak, rise, statistics, stay stable, trend</i> Poem <i>I Love Numbers</i>	Passives: Present and Past Passives: Future Forms <i>Will, Going to</i>	How does math link to different aspects of our lives? <b>Listening Skills</b> Listening for gist and details
Put It Together	Review Units 7 and 8 <i>Word Scramble Race</i>		
<b>9</b> Make Up Your Mind page 114	Decision-making <i>brainstorm the options, consider the consequences, decide on a solution, define the problem, evaluate your ideas, learn from your mistakes, make a decision, regret</i> Collaborative Decision-making <i>be fair, control your emotions, fit in with, get your own way, have your say, independence, individual identity, peer pressure, pros and cons</i> Poem <i>Make Up My Mind</i>	Third Conditional: Statements Third Conditional: Questions	How do the decisions we make affect other people? <b>Listening Skills</b> Listening for gist and details
<b>10</b> Take the Lead page 126	Positive Values <i>can-do attitude, encourage, gut feeling, inspire, mentor, positive influence, respect, role model</i> Influencing and Leading <i>commitment, focus, honest, motivate, organizational skills, passionate, set a good example, support</i> Poem <i>Let's Look to the Future</i>	Future Progressive Review: Future Forms	Can anyone be a leader? <b>Listening Skills</b> Listening for gist and details
Put It Together	Review Units 9 and 10 <i>Solve a Problem!</i>		
Process Writing page 140	Generating Ideas Step 1 Planning Step 2	Drafting Step 3 Editing and Publishing Steps 4 and 5	

	Writing	Speaking	International English	Literacy Book
	<b>Function</b> Introducing Ideas and Making Comparisons <b>Word Study</b> Using Adverb and Adjective Collocations <b>Product</b> A For and Against Article	<b>Conversation</b> Negotiating and Compromising <b>Pronunciation</b> Intonation in Exclamations		<b>Informational Text</b> <i>The History of Board Games</i> <b>Story</b> <i>The Game of Life</i> <b>Reading Skill</b> Understanding Denotation and Connotation
	<b>Paragraph Building</b> Giving Reasons and Summarizing Ideas <b>Word Study</b> Using Adjectives to Reinforce Opinion <b>Product</b> An Opinion Essay	<b>Conversation</b> Preparing for an Interview; Describing Qualities, Skills, and Experience <b>Pronunciation</b> Intonation	US <i>donut, advertisement</i> UK <i>doughnut, advert</i>	<b>Science Fiction</b> <i>Commercial Break</i> <b>Persuasive Text</b> <i>Ad Smart</i> <b>Reading Skill</b> Identifying Text and Graphic Features
	<b>Paragraph Building</b> Writing Chronologically and Supporting a Point with Examples <b>Product</b> A Biography	<b>Presentation</b> Engaging and Motivating Your Audience; Using Visuals <b>Pronunciation</b> Consonant clusters	US <i>analyzed</i> UK <i>analysed</i>	<b>Biography</b> <i>Ada Lovelace</i> <b>Story</b> <i>The Binary Life</i> <b>Reading Skill</b> Recognizing Story Structure
	<b>Function</b> Organizing Information and Engaging the Reader <b>Product</b> An Instructional Article	<b>Conversation</b> Inviting Contributions to a Conversation <b>Pronunciation</b> Connected Speech: Linking	US <i>middle school/high school; schedule</i> UK <i>secondary school; timetable</i>	<b>Instructional Text</b> <i>Making Decisions</i> <b>Story</b> <i>It's Not OK</i> <b>Reading Skill</b> Identifying Internal and External Conflict
	<b>Function</b> Features of a Blog <b>Word Study</b> Informal Language and Ellipsis <b>Product</b> A Blog Post	<b>Presentation</b> Using Cause-and-effect Reasoning; Sounding Positive <b>Pronunciation</b> Sentence Stress: Influencing Meaning	US <i>regular people; buddy</i> UK <i>ordinary people; mate</i>	<b>Play</b> <i>Click to Follow</i> <b>Informational Text</b> <i>Recycle Runway</i> <b>Reading Skill</b> Summarizing Readings



A Listen and write. How did all the children feel?



B Unscramble and write the crime words.

- 1 fehlt thief
- 2 vticeedte d \_\_\_\_\_
- 3 rineginrft f \_\_\_\_\_
- 4 ciusiusspo s \_\_\_\_\_
- 5 ulec c \_\_\_\_\_
- 6 nstwsie w \_\_\_\_\_





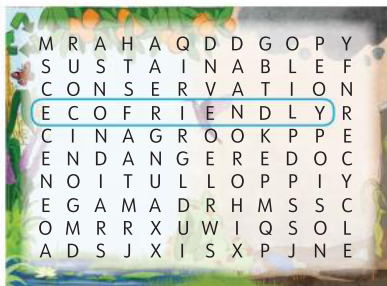
C Find and write five positive words and five negative words about nature and the environment.

Positive

- 1 eco-friendly
- 2 c
- 3 o
- 4 s
- 5 r

Negative

- 6 p
- 7 p
- 8 d
- 9 h
- 10 e



D Read and complete.

fascinating

moral

empathize

suspense

enemy

imagination

villain

character

hero

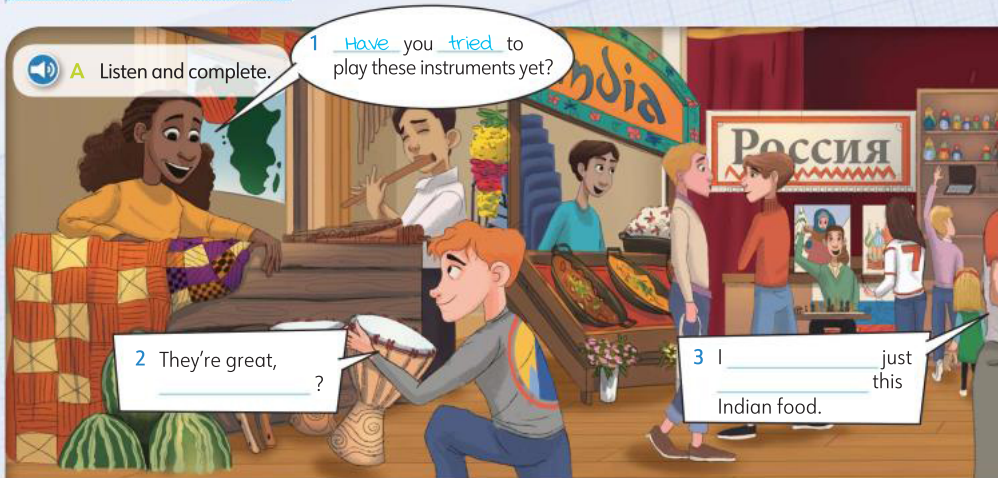
I saw a great movie yesterday. The main 1 character was a man called Kasper, a brave 2 hero trying to stop his worst 3 villain; a cruel 4 enemy who was controlling people's minds and taking away their 5 imagination and their ability to 6 empathize with other people who needed help. This 7 suspense movie was full of 8 action but the 9 message of the story was that good always wins in the end!

E Look, read, and choose.

- 1 I'd really like to keep in touch with the stressful / talented friends I made at summer camp this year.
- 2 Doing our community project was a really rewarding / reliable experience—I felt really proud.
- 3 Pet psychologists have to be very independent / observant.
- 4 Snowboarding was very resourceful / challenging at first, but I worked hard and really improved.
- 5 I haven't worked as a party planner before, but I know I have the skills / experience for the job.
- 6 You need a degree / business to become an architect.







## B Read and complete.

- 1 These drums were made (make) in Ghana.
- 2 I \_\_\_\_\_ (teach) how to make sushi at the Japanese stall.
- 3 The Pyramids of the Sun and the Moon \_\_\_\_\_ (build) about 2,000 years ago.
- 4 Indian food \_\_\_\_\_ (eat) by millions of people every day.
- 5 This photo \_\_\_\_\_ (take) on my new phone.
- 6 Chess \_\_\_\_\_ (play) in many after-school clubs in Russia.
- 7 These poems \_\_\_\_\_ (write) by children in Egypt.
- 8 All this food \_\_\_\_\_ (prepare) by my family.

## C Match the sentences to the responses.

- |   |                     |
|---|---------------------|
| 1 I love chess!                         | a. I don't either.  |
| 2 I'm not hungry.                       | b. Me, too.         |
| 3 I didn't play the flute.              | c. Neither was I.   |
| 4 I'm too small to reach the top shelf. | d. Neither am I.    |
| 5 I don't have enough money to buy it.  | e. So am I.         |
| 6 I wasn't good enough to win.          | f. I didn't either. |





4 It was fun, \_\_\_\_\_?

5 \_\_\_\_\_ you  
these?

6 You've been there, \_\_\_\_\_?

**D** Read and choose.

- 1 a. Look at the girl who / what's wearing a soccer shirt.
- b. What did she say? She said that she loves / loved chess.
- 2 a. Look at the boys who / where are near the sushi stall.
- b. What did the boys say? They said they aren't / weren't hungry.
- 3 a. Look at the shelf who / where the dolls are.
- b. What did the girl say? She told the boy she was too small / small enough to reach the doll.
- 4 a. Look at the stall who / that's selling camels.
- b. What did the man say? He said he didn't have too / enough money.

**E** Complete with the correct form of the verbs.

**Caleb:** I 1 was thinking (think) about joining a new club when I saw the notice about the Guitar Club. You're a member, aren't you?

**Ethan:** Yes, and if you 2 \_\_\_\_\_ (join) the club, you'll make lots of new friends.

**Caleb:** I was walking to school this morning when I 3 \_\_\_\_\_ (see) my cousin Alex. She said she 4 \_\_\_\_\_ (want) to join, too.

**Ethan:** That's great. If I 5 \_\_\_\_\_ (be) you, I'd bring her to the meeting tonight. If she came with you, it 6 \_\_\_\_\_ (be) a great help as you could practice together. But even if you came alone, you 7 \_\_\_\_\_ (not be) on your own for long. If you 8 \_\_\_\_\_ (arrive) early you might hear Jessica playing at the end of her individual lesson. She's amazing!

**Caleb:** How much does it cost?

**Ethan:** You 9 \_\_\_\_\_ (not have to) pay to join the club—it's free.

# UNIT 1

## Keep in Touch

**A** Listen. What information does Daniel want? How does he find it?

- ☐ blog
- ☐ blog post
- ☐ comment
- ☐ crash
- ☐ download
- ☐ email
- ☐ message
- ☐ save to favorites
- ☐ search history
- ☐ upload



**B** Find and number the words in A. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.



**D** Look and write. There is more than one possible answer.

Getting information, photos, and videos	Writing information and showing photos and videos	Having a problem
	blog, blog post	

**E** Listen and write. Then watch and say.

### Search the Net

Search the net, search the net.

My turn to search and write the

1 blog post !

Search the net, search the net.

Facts—who can find the most?

Search the net, search the net.

2 S to favorites now!

Search the net, search the net.

3 U your photos—wow!

Search the net, search the net.

Don't 4 d that—it's trash!

Search the net, search the net.


My computer's going to 5 c !

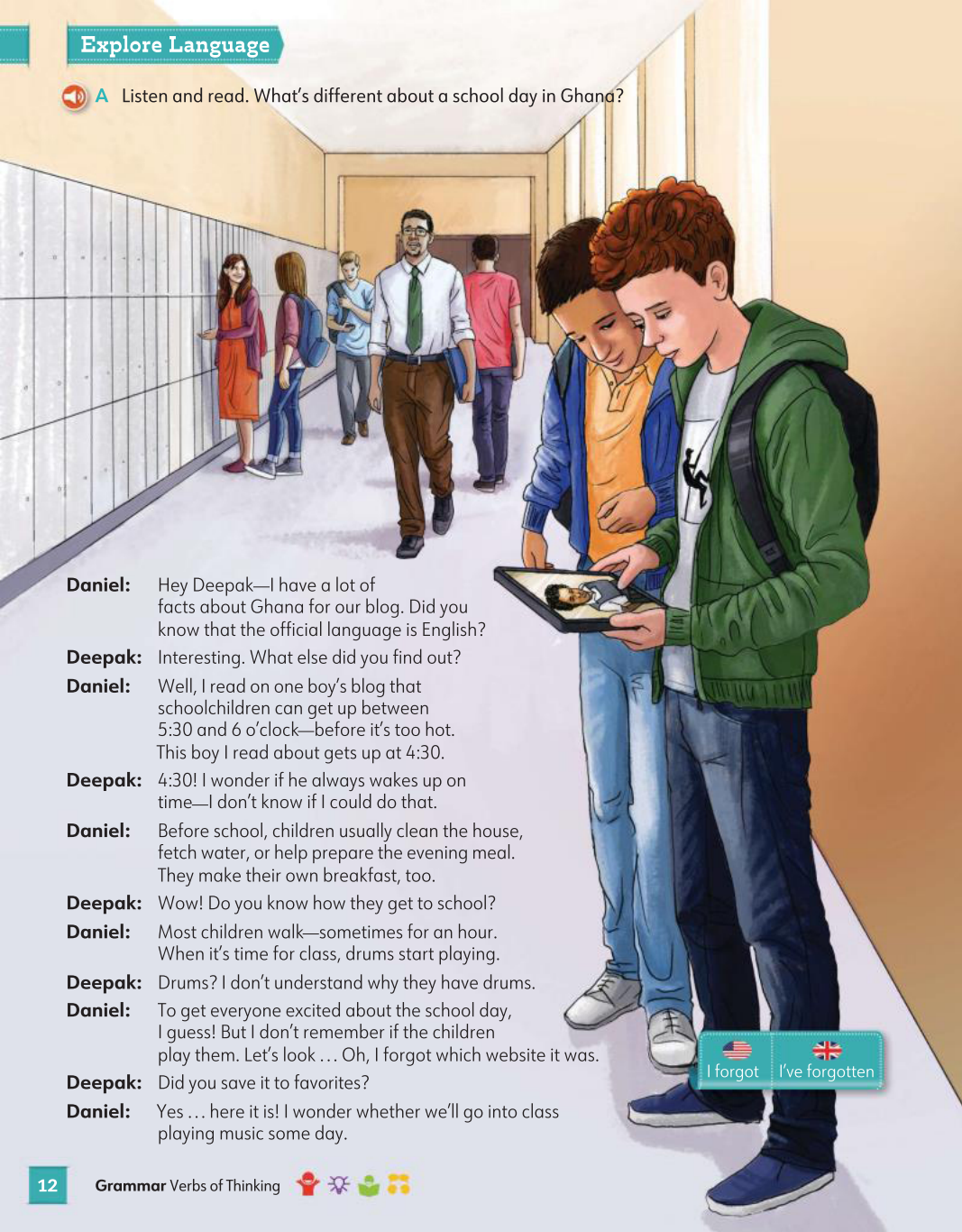
**F** Pronunciation. Listen and say. Copy the sentence stress. Find other sentences in the poem and notice the stress patterns.

My turn to search and write the **blog post**!

Save to favorites **now**!

My computer's going to **crash**!

 **A** Listen and read. What's different about a school day in Ghana?



**Daniel:** Hey Deepak—I have a lot of facts about Ghana for our blog. Did you know that the official language is English?

**Deepak:** Interesting. What else did you find out?

**Daniel:** Well, I read on one boy's blog that schoolchildren can get up between 5:30 and 6 o'clock—before it's too hot. This boy I read about gets up at 4:30.

**Deepak:** 4:30! I wonder if he always wakes up on time—I don't know if I could do that.

**Daniel:** Before school, children usually clean the house, fetch water, or help prepare the evening meal. They make their own breakfast, too.

**Deepak:** Wow! Do you know how they get to school?

**Daniel:** Most children walk—sometimes for an hour. When it's time for class, drums start playing.

**Deepak:** Drums? I don't understand why they have drums.

**Daniel:** To get everyone excited about the school day, I guess! But I don't remember if the children play them. Let's look ... Oh, I forgot which website it was.

**Deepak:** Did you save it to favorites?

**Daniel:** Yes ... here it is! I wonder whether we'll go into class playing music some day.

 I forgot  I've forgotten

**B** Look at **A**. Complete the table. What verb forms can follow *if* or *wh-* words?

Verbs of Thinking			
I	_____	if/whether	he always wakes up on time.
	_____ remember _____		the children play them.
	_____		we'll go into class playing music some day.
I	_____	which	website it was.
	don't _____		they have drums.

**C** Think and discuss. Then choose.

- We can use *if* and *whether* after a verb of thinking when the answer to the question is **yes or no** / **a specific detail**.
- We use a **wh- word** / **if or whether** after a verb of thinking when we're considering *who*, *where*, *what*, *why*, or *how*.

✓ I don't remember.

✗ I'm not remembering.

**Remember**



**D** Listen and say.

**E** Read and complete the sentences with the correct word.

- I forgot **what** the homework is.
- I can remember \_\_\_\_\_ all my friends' birthdays are.
- I wonder \_\_\_\_\_ I'll get many comments on my blog.
- I don't understand \_\_\_\_\_ the internet works.
- I don't know \_\_\_\_\_ I'll go to college in the future.
- I wonder \_\_\_\_\_ I'll be able to finish my homework on time.
- I'm not sure \_\_\_\_\_ time the school play starts.
- I wonder \_\_\_\_\_ I have so many emails.

**F** Think and discuss. Are the sentences in **E** true for you?

I didn't forget what the homework is. I already finished it.

I didn't forget either. I'm going to do it after school.

