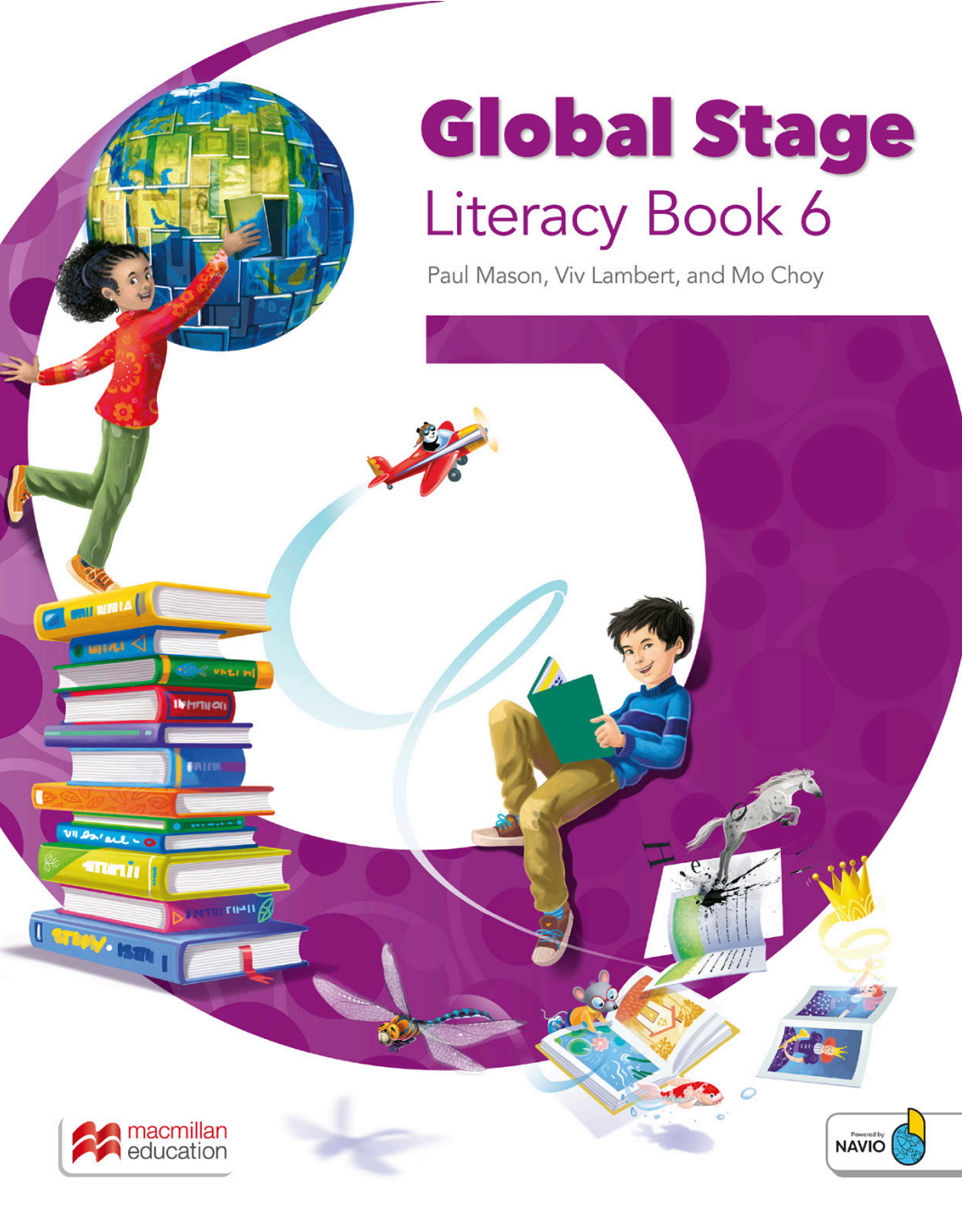


# Global Stage

## Literacy Book 6

Paul Mason, Viv Lambert, and Mo Choy





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# Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
<b>Literacy Review</b> Making Predictions; Sequence of Events; Sensory Details; Synonyms Making Inferences; Understanding the Main Idea and Details; Transition Words							
<b>1</b> <b>Keep in Touch</b> page 8	<b>Fiction</b> <i>Urgent Message</i> Story  Literary Term register	<b>Nonfiction</b> <i>Communication Time!</i> Informational Text	Understanding Chronology	Science: Technology	Self-Management: Display grit, determination, or perseverance	What are the benefits of communication technology?	<b>Vocabulary</b> technology and online safety  <b>Grammar</b> verbs of thinking, and simple and progressive forms
<b>2</b> <b>Time for a Change</b> page 24	<b>Fiction</b> <i>My Stay at Camp Karma</i> Diary  Literary Term dropped subjects	<b>Nonfiction</b> <i>Why Do We Sleep?</i> Informational Text	Analyzing and Evaluating	Science: Health	Responsible Decision-Making: Become self-reflective and self-evaluative	Why is it important to have good lifestyle habits?	<b>Vocabulary</b> lifestyle and habits, and healthy food  <b>Grammar</b> present perfect and progressive
<b>3</b> <b>Dream Big</b> page 40	<b>Nonfiction</b> <i>Communities Making Dreams Come True</i> Creative Nonfiction  Literary Term prefix	<b>Fiction</b> <i>Dreams</i> Poem	Understanding Author's Word Choice	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	Why is it important to have dreams?	<b>Vocabulary</b> dreams and ambitions, and persevering to succeed  <b>Grammar</b> second conditional and <i>wish</i> + past forms
<b>4</b> <b>How's That Possible?</b> page 56	<b>Nonfiction</b> <i>The Sci-Files</i> Informational Text	<b>Fiction</b> <i>An Enlightening Journey</i> Fantasy  Literary Term personification	Making Inferences	Science: Environmental Science	Relationship skills: Prevent interpersonal conflict, but manage to resolve it when it does occur	Why are mysteries so fascinating?	<b>Vocabulary</b> facts, mysteries, and illusions, and historical discoveries  <b>Grammar</b> modals of deduction and obligation: past forms
<b>5</b> <b>What Is Art?</b> page 72	<b>Nonfiction</b> <i>Cave Painting</i> Creative Nonfiction	<b>Fiction</b> <i>The Boy Who Drew Cats</i> Folk Tale  Literary Term synonym	Recognizing Genres	Arts and Humanities: Art History	Self-Awareness: Identify what triggers own emotions	What would our world be like without art?	<b>Vocabulary</b> describing paintings and artistic elements and features  <b>Grammar</b> past perfect simple and progressive, and narrative tenses

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
<b>6</b> It's Your Turn page 88	<b>Nonfiction</b> <i>The History of Board Games</i> Informational Text  Literary Term antonym	<b>Fiction</b> <i>The Game of Life</i> Story	Understanding Denotation and Connotation	History: Civilizations	Social Awareness: Respect others	Why do people play games?	<b>Vocabulary</b> playing traditional board games and video games  <b>Grammar</b> indirect questions, and defining and non-defining relative clauses
<b>7</b> All About Ads page 104	<b>Fiction</b> <i>Commercial Break</i> Science Fiction  Literary Term alliteration	<b>Nonfiction</b> <i>Ad Smart</i> Persuasive Text	Identifying Text and Graphic Features	Social Studies: Communication	Responsible Decision-Making: Discuss strategies used to resist peer pressure	Does advertising influence the way we think?	<b>Vocabulary</b> advertising and branding in advertising  <b>Grammar</b> reported speech
<b>8</b> What Are the Odds? page 120	<b>Nonfiction</b> <i>Ada Lovelace</i> Biography  Literary Term open compound	<b>Fiction</b> <i>The Binary Life</i> Story	Recognizing Story Structure	History: Computer Science	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	Why are numbers important in our lives?	<b>Vocabulary</b> numbers, shapes, and symmetry, and statistics descriptors  <b>Grammar</b> passives
<b>9</b> Make Up Your Mind page 136	<b>Nonfiction</b> <i>Making Decisions</i> Instructional Text	<b>Fiction</b> <i>It's Not OK</i> Story  Literary Term oxymoron	Identifying Internal and External Conflict	Social Studies: Ethics	Responsible Decision-Making: Reflect on how current choices affect the future	How do we handle difficult choices?	<b>Vocabulary</b> decision-making and collaborative decision-making  <b>Grammar</b> third conditional
<b>10</b> Take the Lead page 152	<b>Fiction</b> <i>Click to Follow</i> Play  Literary Term assonance	<b>Nonfiction</b> <i>Recycle Runway</i> Informational Text	Summarizing Readings	Science: Ecology	Relationship Skills: Resist inappropriate social pressures	How are we influenced by things around us?	<b>Vocabulary</b> positive values, and influencing and leading  <b>Grammar</b> future progressive and future forms review



- A** Think and write. Predict from the pictures and the title. Where do you think the story is set? Then read.

### The Secret Way to Petra

"Hey, there!" said a young boy in long shorts. "Come this way. I can show you a secret way in!"

Zac followed the boy into a cave. It was cool and quiet away from the hot desert sun and the crowds of tourists who were waiting at the entrance to the Lost City. The boy ran off through a long tunnel, jumping over stones and disappearing around corners.

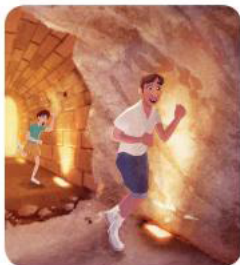


"Wait for me!" Zac's voice echoed.

The tunnel opened out into a narrow passage between smooth pink and red rocks. The boy stopped to show Zac some beautiful ancient carvings in the rock, but then he looked up and smelled the air. "I smell rain!" he shouted and dashed off.

"I didn't know it rained in the desert," said Zac, chasing after the boy. Soon it was raining hard and water splashed around his ankles.

"Up here!" called a voice. Zac looked up and saw the boy sitting high up on a rock. "Hurry! This is an old water tunnel. If it floods, we might drown!"



- B** Answer the questions. Then discuss how you know.

1 Where do you think the boy in shorts came from?

2 Why did Zac go into the cave?

3 Why do you think this place is called the Lost City?

4 How did Zac feel when it rained?

5 Why was the water splashing around Zac's ankles?

6 What do you think the tunnel was for?



C Read and sequence the events. Then predict what will happen next.

- ☐ The boy climbed up onto a high rock.
- ☐ The boy ran through a long tunnel.
- ☐ It started to rain.
- ☐ Zac met a young boy.
- ☐ He followed the boy into a cave.
- ☐ They stopped to look at ancient carvings.

7

D Think and write. Then discuss. Complete the table with sensory details from the story. Which sense doesn't have an example?

Sense	Examples
Sight	
Sound	
Touch	
Taste	
Smell	

Think and write. What are the synonyms for the underlined words?

Literary Term Synonyms

discover yell simple brothers and sisters

- If you find a cell phone, you should tell an adult. discover
- My siblings and I get along really well. \_\_\_\_\_
- Please don't shout—I can hear you very well. \_\_\_\_\_
- Driving to the store is easy because there is only one road. \_\_\_\_\_

Now find five pairs of synonyms in the reading.





- A** Look at the pictures of Machu Picchu. What do you think the big steps are for? Do you think the reading is about the past, the present, or the future?



### Machu Picchu

The city of Machu Picchu was built by the ancient Inca civilization in the 15th century. At more than 2,400 meters above sea level, the Inca constructed huge steps in the mountains for farming and making their homes. Their engineering skills were good and they developed ways to transport water to the fields and houses.

Then, in the 16th century, the Incas left the city. They may have died from diseases. Plants grew around Machu Picchu and it disappeared into the jungle. Consequently,

this helped to preserve the site. When the Spanish people came to Peru, they didn't find Machu Picchu and it remained hidden from the world. Eventually, in 1911, it was rediscovered by an American historian named Hiram Bingham. About 200 buildings were found around a square.

In order to protect Machu Picchu for future generations, it was named a UNESCO World Heritage Site and is the most visited tourist site in Peru. Some of the buildings have been rebuilt. The area has grasslands, forests, and tropical rainforests, so it's an important area for conservation, too. Machu Picchu must be safely passed on to future generations.



- B** Read and match the two parts of the sentences.

- |                                                        |                                                                           |
|--------------------------------------------------------|---------------------------------------------------------------------------|
| 1 They created steps in the land ...                   | a. because there are lots of different types of plants and animals there. |
| 2 Nobody knew about Machu Picchu ...                   | b. to make it easier to build houses and grow food.                       |
| 3 It's an important area for conservation ...          | c. to see how the Incas used to live.                                     |
| 4 People want to visit Machu Picchu ...                | d. because it was hidden by the jungle until 1911.                        |
| 5 Some of the buildings have been rebuilt ...          | e. to protect it for future generations.                                  |
| 6 Machu Picchu became a UNESCO World Heritage Site ... | f. to show what they looked like in ancient times.                        |



- C Choose one of the three main ideas in the reading and complete the graphic organizer. Write three details for the main idea.

Main Idea	Detail
	Detail
	Detail

- D Think, discuss, and write. Why do you think Machu Picchu is a UNESCO World Heritage Site? Write three reasons.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### My Reading Journal

What else would you like to learn about Machu Picchu?

I want to learn \_\_\_\_\_

Read and complete.

**Literary Term** Transition Words

**suddenly**   **of course**   **meanwhile**   **as a result**   **eventually**

It was a long journey to the coast. \_\_\_\_\_, a lot of the children slept on the bus. \_\_\_\_\_, their teachers were chatting and planning the trip. \_\_\_\_\_ there was a loud noise and everybody woke up. The bus stopped and everyone had to get off. They had a flat tire. \_\_\_\_\_ the tire was changed and they got back onto the bus. By the time they arrived at the campsite it was nighttime, so \_\_\_\_\_ they had to put up the tents in the dark.

Now find more transition words in the reading.



# Keep in Touch



## Think, Pair, Share



- A Look at the picture. What is happening? Think about it.  
 B Discuss with your partner.

I think ...

I think ...

- C Share your ideas with the class.

we think ...

- D Think and write. What different ways do we communicate with each other? Make a list.


- E Read and sequence the events.

- ☐ Finally, the boat sailed out to sea!  
☐ First, Helen packed her bags.  
☐ When the boat was loaded, Helen helped Mom to lock up the house.  
☐ Next, Helen helped her Mom and Dad load the bags on the boat.

Now read **Urgent Message**





## ! URGENT MESSAGE



Sender Blocked: Tuesday at 6:00 a.m.  
&lcost #.[\* Pia ^%\$ help!



Pia lifted her head off the pillow. Instant message alert. She stared at the clock. 6:00 a.m. *Who could be sending messages this early?* Pia wondered.

Pia looked at her laptop screen. There was the message. But no username or personal information. This was weird. She'd never seen a message without a username before. Pia got up and showed her parents.

"It's a trick," said Dad with a yawn. "Soon they'll ask you for money."

"Never reply to strange messages, you know better than that," said Mom.

"OK," agreed Pia. But she couldn't help feeling a little anxious.

When is it  
important to reach  
out to someone?





The second message arrived later that day while Pia was playing a video game online.

No name, no ID. The message gave Pia the heebie-jeebies.

“-oat s-nk”? Pia didn’t understand. *Goat stink? Float sank?*

*Was the first word boat? Boat sank!*

 the heebie-jeebies  
 the chills

HELEN: Thursday at 4:50 p.m.



PIA: Thursday at 5:03 p.m.  
*How's the boat?*

HELEN: Thursday at 5:04 p.m.  
*Great! It's really pretty out here!*

HELEN: Saturday at 11:27 p.m.  
*Isla Garrobo rocks!*

PIA: Saturday at 11:30 p.m.  
*Looks fun!*

Her friend Helen was on a boat right now, sailing with her parents for vacation. Just the other day, Helen sent Pia some photos. Was Helen in trouble?

Pia knew she shouldn't reply, but she and Helen had a secret code made from the letters of their names. She quickly typed.

Pia needed to be sure.

What online safety rules do you know?

### Words in Context



Find these words in the reading. What do you think they mean?

instant message

weird

coast guard

prank

enlarged

Pia waited and waited. It seemed like forever. She started to wonder if this was someone's bad idea of a joke. Then it came.

Sender Blocked: Tuesday at 6:00 a.m.  
&l<ost #.[\* Pia ^%\$ help!

Sender Blocked: Tuesday at 3:20 p.m.  
%!^&- oat s-nk

PIA: Tuesday at 3:25 p.m.  
Eena?

Sender Blocked: Tuesday at 3:27 p.m.  
\*&@# Phil



When she got the message, Pia's heart beat faster. *Phil* was the correct response. It was Helen.

This was no joke. Somehow Helen was sending messages—maybe she still had a phone? But why didn't Helen contact the coast guard? Maybe she couldn't. *Maybe I'm her last chance*, thought Pia.

"Where are you?" Pia typed.

She sat by her laptop, staring at the screen.



Pia needed to do something. She had to find out more, then perhaps she could convince her parents that this wasn't a prank.

*What clues do I have?* She remembered Helen's family kept their boat at Costa del Sol. *Where were they going? Isla Punta Zacate, wasn't it?*

Pia searched for a sailing map tool online, and found Costa del Sol. Then she found the islands. Using the tools, she drew a line between the two places. The map told her the distance was 154 km.

Pia knew that boats didn't always travel in a straight line, so she circled the whole area. Pia looked at her circle. Helen was stuck somewhere in there. *What did Helen say?* "Small island." On the map there were quite a few. How was she going to find them?

who is the **protagonist**, or main character, in this story?





*The photos Helen emailed me!*

Pia opened up the messages from Helen. The last one was sent just two days earlier. It was of Helen sitting on the deck of the boat pointing at a small island. The message said “Isla Garrobo rocks!”

Pia enlarged the map and looked closely at the details. Isla Garrobo, there it was. Helen was on an island between Isla Garrobo and Isla Punta Zacate. Pia drew a smaller circle and studied it. There was only one piece of land inside her circle that made sense. Isla Violín!



Pia grabbed her laptop and ran with it into the living room. She took a deep breath and calmly told her parents everything. She showed them all the evidence she'd collected: the messages, the photo, and the map.



Mom didn't say anything. Then with a nod she reached for her phone and dialed.  
"Coast guard, please," said Mom. "It's urgent."



What would you do to communicate if you were stuck on an island?