

# Global Stage

## Language Book 3

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# Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
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**Language Review** Vocabulary *Nature, Weather, Food, Adjectives, Animals, Action Verbs*  
Grammar *Present Progressive, Comparative and Superlative Adjectives, Simple Past*

<h2 style="font-size: 48px; margin: 0;">1</h2>	<p><b>I Love Reading</b> page 10</p>	<p><b>Books and Reading</b> <i>adventure, biography, boring, complicated, exciting, famous, fantasy, interesting, novel, popular, science fiction</i></p> <p><b>School Subjects</b> <i>art, English, geography, health, history, math, music, P.E. (physical education), science, technology</i></p> <p><b>Song</b> <i>The Library</i></p>	<p><b>Simple Past:</b> Regular and Irregular Verbs Adverbs of Manner</p>	<p>Why do communities need libraries?</p> <p><b>Listening Skills</b> Listening for gist and details</p>
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<h2 style="font-size: 48px; margin: 0;">2</h2>	<p><b>What Lives Here?</b> page 22</p>	<p><b>The World Around Us</b> <i>biome, camel, cheetah, desert, dry, forest, grassland, plants, polar bear, tundra, wet, wolf</i></p> <p><b>Plants</b> <i>bud, flower, ground, leaves, petal, pollen, roots, seeds, shoot, stem</i></p> <p><b>Song</b> <i>Different Homes</i></p>	<p><b>Comparatives and Superlatives:</b> Short and Long Adjectives <b>Comparatives and Superlatives:</b> Short and Long Adverbs</p>	<p>How do plants grow in difficult climates?</p> <p><b>Listening Skills</b> Listening for gist and details</p>
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**Put It Together** Review Units 1 and 2 *Where in the World?*

<h2 style="font-size: 48px; margin: 0;">3</h2>	<p><b>How Much Is It?</b> page 36</p>	<p><b>Money 1</b> <i>allowance, buy, cashier, customer, change, cheap, expensive, pay, save, sell, spend, wallet</i></p> <p><b>Money 2</b> <i>add, bills, dime, cents, coins, dollar, equals, nickel, penny, quarter, subtract</i></p> <p><b>Song</b> <i>Money! Money! Money!</i></p>	<p><b>Modal Verbs:</b> <i>Have to and Don't Have to</i></p> <p><b>Modal Verbs:</b> <i>Should, Shouldn't, and Could</i></p>	<p>What can people do with money?</p> <p><b>Listening Skills</b> Listening for gist and details</p>
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<h2 style="font-size: 48px; margin: 0;">4</h2>	<p><b>We Can Do It</b> page 48</p>	<p><b>Performance</b> <i>actor, audience, backstage, costume, crew, curtain, director, nervous, performance, script, set, stage</i></p> <p><b>Time</b> <i>early, lasts, late, midnight, noon, on time, rehearsal, schedule, team</i></p> <p><b>Song</b> <i>Are You Ready?</i></p>	<p><b>Past Progressive:</b> Statements</p> <p><b>Past Progressive:</b> Questions</p>	<p>How do performances bring people together?</p> <p><b>Listening Skills</b> Listening for gist and details</p>
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**Put It Together** Review Units 3 and 4 *Come to the Show!*

<h2 style="font-size: 48px; margin: 0;">5</h2>	<p><b>Make Some Noise</b> page 62</p>	<p><b>Noises</b> <i>bang, bark, buzz, chirp, crash, crunch, splash, squeak, whisper, whistle</i></p> <p><b>Musical Instruments</b> <i>cello, clarinet, conductor, drums, flute, harp, orchestra, piano, trumpet, violin, xylophone</i></p> <p><b>Song</b> <i>Are You Awake?</i></p>	<p><b>Future Plans:</b> <i>Going to Statements</i></p> <p><b>Future Plans:</b> <i>Going to Questions</i></p>	<p>Why are there different kinds of music?</p> <p><b>Listening Skills</b> Listening for gist and details</p>
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Speaking	Writing	International English	Literacy Book
			Literacy Review: Scanning; Cause and Effect; Sequence of Events; Main Idea and Details; Fact and Opinion; <i>st; tr; nd; ng</i>
<p>Conversation Asking for and offering help and advice</p> <p>Pronunciation <i>/sk / and /gr/</i></p>	<p>Word Building Adverb endings</p> <p>Product A Book Report</p>		<p>Fantasy <i>The Beginning of Alice's Adventures</i></p> <p>Informational Text <i>Learning and Your Brain</i></p> <p>Reading Skill Skimming a text</p>
<p>Presentation Describing biomes</p> <p>Pronunciation <i>/pl/ and /kl/</i></p>	<p>Sentence Building Sequencers</p> <p>Product Writing Instructions</p>	<p>US <i>plastic wrap</i> UK <i>cling film</i></p>	<p>Informational Text <i>Two Different Forests</i></p> <p>Folk Tale <i>A New Friend</i></p> <p>Reading Skill Understanding the author's purpose</p>
<p>Conversation Buying a birthday present</p> <p>Pronunciation <i>/pr/ and /dr/</i></p>	<p>Sentence Building Conjunctions: <i>and, but, so</i></p> <p>Product Anecdotal Paragraph</p>	<p>US <i>allowance; bill; college</i> UK <i>pocket money; note; university</i></p>	<p>Informational Text <i>The History of Money</i></p> <p>Story <i>The \$100 Bill</i></p> <p>Reading Skill Identifying problems and solutions</p>
<p>Presentation Describing a hobby</p> <p>Pronunciation <i>/ð/ and /θ/</i></p>	<p>Sentence Building Time phrases and commas</p> <p>Product A Diary Entry</p>		<p>Informational Text <i>Teamwork Makes the Dream Work</i></p> <p>Play <i>Late for the Show</i></p> <p>Reading Skill Understanding the sequence of events</p>
<p>Conversation Agreeing and disagreeing</p> <p>Pronunciation <i>/θ/ and /tʃ/</i></p>	<p>Punctuation Using quotation marks and commas</p> <p>Product A Description</p>	<p>US <i>program; have a show; apartment</i> UK <i>programme; do a show; flat</i></p>	<p>Informational Text <i>The Art of Sound</i></p> <p>Poem <i>Beethoven's 9th</i></p> <p>Reading Skill Understanding cause and effect</p>

Unit	Vocabulary	Explore Language	Global Citizenship
<b>6</b> That Looks Good page 74	Kitchen and Food <i>cut up, fresh, fridge, fry, grill, microwave, mix, peel, sink, stove, throw out, trash can</i> A Balanced Diet <i>beans, butter, carbohydrates, dairy, fat, grains, meat, nuts, protein, sugar</i> Song <i>That Looks Good!</i>	Infinitives Gerunds	How do people stay healthy? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 5 and 6 <i>Say Three Things!</i>			
<b>7</b> How Can We Help? page 88	Emergency Services <i>ambulance, dangerous, emergency, flood, helicopter, rescue worker, safe, shelter, storm</i> Natural Disasters <i>avalanche, burn, cover, earthquake, forest fire, hurricane, tornado, tsunami, volcano</i> Song <i>Emergency Helpers</i>	Relative Clauses: <i>Who</i> Relative Clauses: <i>That</i>	How can we prepare before an emergency? <b>Listening Skills</b> Listening for gist and details
<b>8</b> Under the Sea page 100	Marine Life <i>angelfish, clownfish, coral, dolphin, jellyfish, octopus, seahorse, sea turtle, shark, starfish, whale</i> Patterns <i>aquarium, clear, flat, horizontal, protect, round, save, spotted, striped, vertical</i> Song <i>Under the Sea</i>	Simple Present and Present Progressive Future: Predictions with <i>Will</i>	Why is sea life important? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 7 and 8 <i>Crossword Clues</i>			
<b>9</b> What's the Matter? page 114	Illnesses <i>cold, cough, dizzy, earache, fever, headache, sick, sneeze, sore throat, stomachache</i> Treatments <i>bandage, blood, broken arm, cast, germs, medicine, nurse, shot</i> Song <i>What's the Matter?</i>	Past Progressive with <i>When</i> Past Progressive with <i>While</i>	Why are doctors and nurses important? <b>Listening Skills</b> Listening for gist and details
<b>10</b> Don't Push the Button page 126	How Machines Work <i>button, flip, gear, lever, pull, push, switch, turn, wheel</i> Materials <i>cotton, gold, leather, metal, plastic, silver, wood, wool</i> Song <i>This Huge Machine</i>	Comparatives with <i>Than</i> and <i>as ... as</i> Modal Verbs	Why do people invent new things? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 9 and 10 <i>Inside the Machine</i>			
Plays page 140	Play 1 <i>The Grassland Orchestra</i> (Units 1–5) Play 2 <i>Into the Future</i> (Units 6–10)		

Speaking	Writing	International English	Literacy Book
<p>Conversation Talking about a menu</p> <p>Pronunciation /fr/ and /bl/</p>	<p>Text Features Using Headings</p> <p>Product Describing an Experiment</p>	<p>US <i>trash can</i>; <i>server</i></p> <p>UK <i>rubbish bin</i>; <i>waiter</i>/<i>waitress</i></p>	<p>Story <i>Little Chef</i></p> <p>Persuasive Text <i>Too Young to Cook? True Stories of Young Chefs</i></p> <p>Reading Skill Scanning for specific information</p>
<p>Presentation Describing a dream job</p> <p>Pronunciation /str/ and /tr/</p>	<p>Punctuation Using exclamation points and quotation marks</p> <p>Product Finishing a Story</p>	<p>US <i>fire truck</i>; <i>truck</i>; <i>student</i>; <i>named</i>; <i>exclamation point</i></p> <p>UK <i>fire engine</i>; <i>lorry</i>; <i>pupil</i>; <i>called</i>; <i>exclamation mark</i></p>	<p>Story <i>What Happens Next?</i></p> <p>Informational Text <i>Animals to the Rescue</i></p> <p>Reading Skill Making inferences and predictions</p>
<p>Presentation An endangered animal</p> <p>Pronunciation /b/ and /w/</p>	<p>Word Building Synonyms</p> <p>Product A Concrete Poem</p>	<p>US <i>ocean floor</i></p> <p>UK <i>seabed</i></p>	<p>Persuasive Text <i>Coral Reefs</i></p> <p>Fantasy <i>The Last Camera</i></p> <p>Reading Skill Identifying perspective</p>
<p>Conversation Giving health advice</p> <p>Pronunciation /kw/ and /kr/</p>	<p>Spelling Simple past irregular verb forms</p> <p>Product A Letter to a Friend</p>	<p>US <i>have a fever</i>, <i>sick</i>; <i>clinic</i>, <i>shot</i></p> <p>UK <i>have a temperature</i>, <i>ill</i>; <i>health centre</i>, <i>injection</i></p>	<p>Informational Text <i>Take Your Medicine</i></p> <p>Story <i>A Surprise Cure</i></p> <p>Reading Skill Understanding main ideas and details</p>
<p>Presentation Telling a story about something you made</p> <p>Pronunciation /br/ and /fl/</p>	<p>Paragraph Building Transition: words and phrases</p> <p>Product A Story</p>		<p>Informational Text <i>Moving Machines</i></p> <p>Science Fiction <i>Searching for Sterling</i></p> <p>Reading Skill Understanding facts and opinions</p>





**A** Listen and write. What's beautiful?








- |                   |                 |
|-------------------|-----------------|
| 1 unsmoatin _____ | 5 elak _____    |
| 2 wson _____      | 6 bcahe _____   |
| 3 laltwreaf _____ | 7 arin _____    |
| 4 tefsr _____     | 8 noriwba _____ |

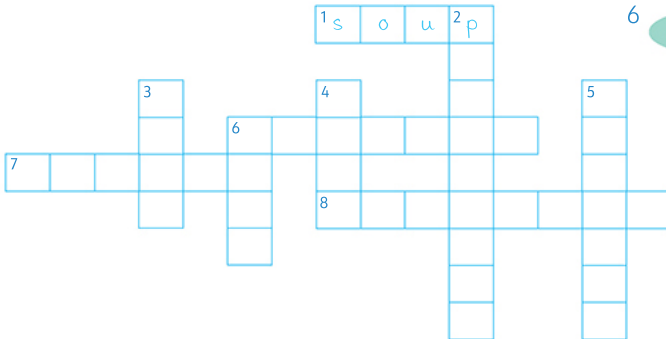
**B** Look and write.

**Across**

- |   |   |
|---|---|
| 1  | 7  |
| 6  | 8  |

**Down**

- |   |   |
|---|---|
| 2  | 4  |
| 3  | 5  |
|   | 6  |



C Look and match. Then complete. Use the words in the boxes.

chameleon penguin dinosaur duck snake bear

dangerous soft huge dirty tiny slow

1 Be careful! That snake is \_\_\_\_\_.



2 That \_\_\_\_\_ is \_\_\_\_\_. It's so big!



3 That \_\_\_\_\_ is \_\_\_\_\_ and it has a fish!



4 Look at the \_\_\_\_\_ in my hand. It's \_\_\_\_\_!



5 The little \_\_\_\_\_ is very \_\_\_\_\_.



6 The \_\_\_\_\_ has \_\_\_\_\_ feathers.



D Find the verbs. Then choose four and make sentences with a partner.

a give l s drop i k m cl apr q t i p o b a k e f m a e z c a r r y g l i m m d a n c e z t a f  
 b a r r o w b l k i s m i l e v d h x t r a v e l q m e e f i n i s h i j w o i m p a c k r e e b l s h a r e x r b

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

A Look and complete. What are they doing?



B Listen and complete.

**Ted:** Look at those boats! There's a kayak and a sailboat.

**Sadie:** The sailboat is 1 faster (fast) than the kayak.

**Jeff:** Yes. The kayak is 2 \_\_\_\_\_ (slow), and it's also 3 \_\_\_\_\_ (small).

**Sadie:** I think sailing is 4 \_\_\_\_\_ (exciting) than kayaking.

**Ted:** I went sailing and kayaking with my cousin last summer. Sailing was 5 \_\_\_\_\_ (difficult) than kayaking!

**Jeff:** Really? Why?

**Ted:** I needed help. I was strong, but my cousin was 6 \_\_\_\_\_ (strong)!

**Sadie:** So, kayaking was 7 \_\_\_\_\_ (good) for you?

**Ted:** Yes. I really liked it. It was 8 \_\_\_\_\_ (quiet) and \_\_\_\_\_ (interesting). And I did it by myself!





3 I \_\_\_\_\_.

4 We \_\_\_\_\_.

5 She \_\_\_\_\_.

6 They \_\_\_\_\_.

7 He \_\_\_\_\_.

**C** Read and complete.

Today it's sunny at the lake, but yesterday there 1 was (be) a lot of rain. I 2 \_\_\_\_\_ (see) lightning in the sky, but I 3 \_\_\_\_\_ (not be) frightened of the thunder. I 4 \_\_\_\_\_ (play) with my brothers all day. We 5 \_\_\_\_\_ (run) around our house, and we 6 \_\_\_\_\_ (be) very noisy. Finally, we 7 \_\_\_\_\_ (eat) dinner and 8 \_\_\_\_\_ (go) to bed. Today's a better day!

**D** Look at **A**. Complete.

**small**   ~~big~~   curly   straight   beautiful   bad   long

- 1 Ted's backpack is the biggest .
- 2 Sadie's lunch is \_\_\_\_\_ .
- 3 Jeff's painting is \_\_\_\_\_ .
- 4 Sadie's hair is \_\_\_\_\_ .
- 5 Jeff's hair is \_\_\_\_\_ .
- 6 Ted's painting is \_\_\_\_\_ .

NONFICTION

# UNIT 1

# I Love Reading

biography

exciting

**A** Listen and find. Who gets books for Kareem?

adventure

boring

complicated

science fiction

FICTION

novel

fantasy

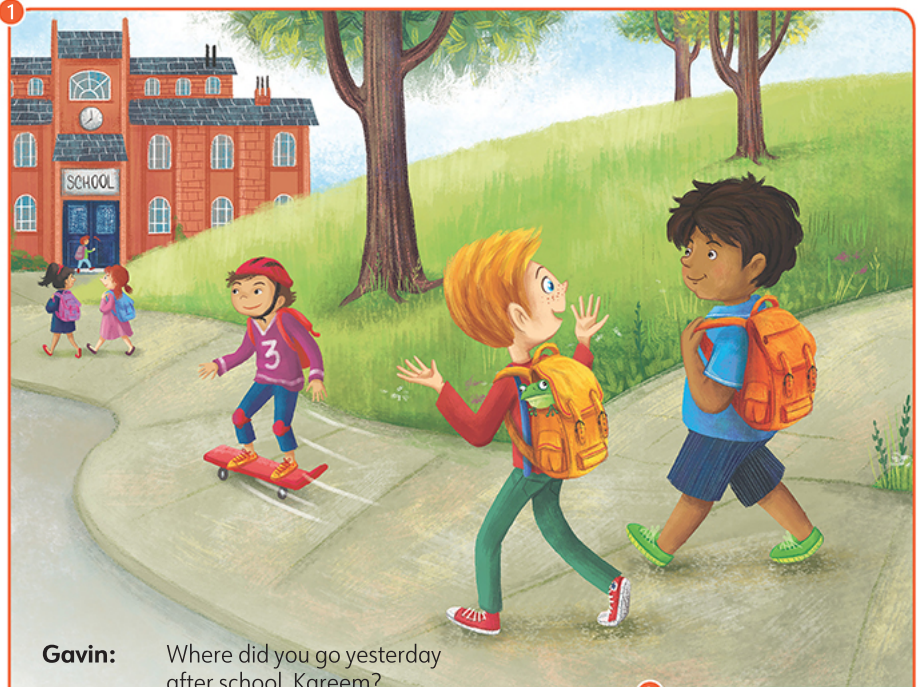
**B** Listen, say, and number the pictures in A.

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





**A** Listen and read. What's Gavin's project about?



**Gavin:** Where did you go yesterday after school, Kareem?

**Kareem:** I went to the library with my project group.

**Gavin:** What did you do there?

**Kareem:** We looked for books about robots.

**Gavin:** Did you find anything?

**Kareem:** Yes, we did. We read about the very first robot.

**Gavin:** Cool! I worked on my project, too.

**Kareem:** I didn't see you there, Gavin.

**Gavin:** Oh, I didn't go to the library.

**Kareem:** Where did you go?

**Gavin:** My project's about frogs, so I went to the river. And I found this!



**B** Look at A. Complete.

Simple Past				
Where	did	you	_____	yesterday after school?
I	_____		to the library with my project group.	
We	_____ for		books about robots.	
_____	you	_____	anything?	Yes, we _____. No, we <b>didn't</b> .

*I read = simple present*  
*I read = simple past*  
**Watch Out**

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

- 1 We use the simple past to talk about  
 now / before now.

**D** Listen and say.

**E** Help Millie write in her diary. Look and complete.

- 1 Yesterday, I went (go) to the library.  
 2 I \_\_\_\_\_ (look) for an interesting novel.  
 3 I \_\_\_\_\_ (not want) a complicated story.  
 4 I \_\_\_\_\_ (not see) any of my friends there.  
 5 I \_\_\_\_\_ (find) lots of nonfiction books.  
 6 I \_\_\_\_\_ (borrow) two biographies of famous people.




**F** Play a chain game. Talk about yesterday.

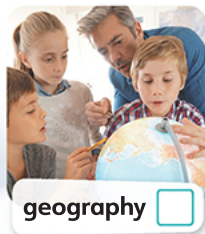
Yesterday, I went kayaking after school.

Yesterday, she went kayaking, and I read a comic book.

Yesterday, she went kayaking, he read a comic book, and I found a frog.

Why do communities need libraries?

 A Listen to Linda talk about her library. How does it grow?



science



technology



P.E.  
(physical education)



math



history



art



health



English