

Global Stage

Language Book 4

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Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
Language Review			
Vocabulary Performance, Time, Money, Math, Patterns, Materials, Illnesses, Cures, Machines Grammar Have to, Don't Have to, Should, Shouldn't, Present Progressive, Comparatives, Superlatives, Going to			
1 Let's Start with Art page 10	Types of Art <i>collage, installation, landscape, mobile, mural, photography, portrait, sculpture, sketch, still life</i> Describing Art <i>background, bright, dark, detailed, foreground, light, pale, shadow, simple</i> Song <i>Art is for Everyone</i>	Quantifiers: <i>A Little, A Few, All, Most</i> <i>Too and Enough with Adjectives</i>	Why is art important to people? Listening Skills Listening for gist and details
2 How Long Is It? page 22	Experiments <i>experiment, float, height, length, measure, pour, scale, thermometer, weight, width</i> Time <i>calendar, century, decade, hour, millennium, minute, month, second, year</i> Song <i>Measure It!</i>	Future Predictions: <i>Going to and Will</i> Future Plans: Present Progressive	Why do we measure time? Listening Skills Listening for gist and details
Put It Together			
Review Units 1 and 2 Give a Reason!			
3 Be My Friend page 36	Emotions <i>calm, confident, embarrassed, grateful, lonely, nervous, proud, relaxed, stressed, upset</i> Friendships <i>break a promise, forgive, get along well with, have a falling out with, keep in touch with, laugh at, make a promise, make friends with, tell a secret</i> Song <i>You'll Be Fine</i>	First Conditional: Statements First Conditional: Questions	What does it mean to be a friend? Listening Skills Listening for gist and details
4 What's Up There? page 48	Space <i>astronaut, astronomer, comet, galaxy, observatory, planet, shooting star, solar system, spaceship, telescope</i> Mars <i>crater, Earth, ice cap, iron, Mars, rock, sand dune, satellite, soil</i> Song <i>The Astronomer's Song</i>	Modal Verbs of Obligation: <i>Have to and Must</i> Modal Verbs of Possibility and Advice: <i>Might and Should</i>	Why is it important to learn about space? Listening Skills Listening for gist and details
Put It Together			
Review Units 3 and 4 Race Around the Galaxy			
5 So That's How They Did It page 62	Vikings <i>crops, fight, helmet, hunt, shield, stew, sword, village, warrior, weave</i> Trade and Travel <i>coins, fur, honey, jewelry, leather, necklace, pottery, silk, spices, wheat, wood</i> Song <i>The Viking Life</i>	Used to: Statements Used to: Questions	Why did people trade and explore in the past? Listening Skills Listening for gist and details

Speaking	Writing	International English	Literacy Book
			Literacy: Scanning, Making Inferences and Predictions, Identifying Perspective, Identifying Facts and Opinions, Author's Purpose, Cause and Effect Spelling: -ough, -ight, or, ar
Conversation Giving opinions Pronunciation Silent <i>gh</i> 1	Sentence Building Reviewing parts of speech Product Cinquain Poems	US <i>I kind of like it.</i> UK <i>I quite like it.</i>	Fantasy <i>True Colors</i> Instructional Text <i>My Guide to Photography</i> Reading Skill Understanding facts and opinions
Presentation Giving advice Pronunciation Word stress 1	Word Building Nouns to adjectives Product The Process of an Experiment	US <i>scale; schedule</i> UK <i>scales; diary</i>	Fantasy <i>A World Without Time</i> Informational Text <i>Timelines</i> Reading Skill Visualizing
Presentation Talking about your friend Pronunciation Silent <i>l</i>	Sentence Building Conjunctions: <i>and, because, but, or, so</i> Product An Email to a Friend	US <i>get along well with, have a falling out with</i> UK <i>get on well with, fall out with</i>	Informational Text <i>A Friendly Message</i> Story <i>Trust Me</i> Reading Skill Describing and understanding characters
Conversation Making offers, showing enthusiasm, saying what you know Pronunciation Word stress 2	Sentence Building Reviewing question words Product A Magazine Interview	US <i>Never give up!</i> UK <i>You mustn't give up!</i>	Story <i>Hope You Like Fish</i> Biography <i>First Man in Space</i> Reading Skill Scanning for specific information
Conversation Negotiating Pronunciation <i>/s/ or /z/</i>	Sentence Building Giving examples Product A Character Profile	US <i>figure out</i> UK <i>work out</i>	Informational Text <i>The Silk Road</i> Folk Tale <i>Sinbad's First Voyage</i> Reading Skill Identifying points of view

Unit	Vocabulary	Explore Language	Global Citizenship
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6 Ready for Anything
page 74

Actions and Survival
build, crawl, dive, hammock, put up, rope, shelter, survive, swing, tent

Camping Equipment
binoculars, bug spray, compass, first aid kit, fishing rod, flashlight, matches, mosquito net, sleeping bag, sunscreen,

Song
Desert Island Fun

Present Perfect:
Questions

Present Perfect:
Statements

How is teamwork important for surviving the outdoors?

Listening Skills
Listening for gist and details

Put It Together Review Units 5 and 6 *The Great Outdoors, Find the Differences*

7 Every Last Drop
page 88

The Water Cycle
drain, faucet, flow, flush, pipe, pond, reservoir, water plant, well

Water
banks, bucket, canals, dam, drought, flood, hose, irrigate

Song
Where Does the Water Go?

Gerunds as Subjects

Prepositions:
After Adjectives

How can communities save water?

Listening Skills
Listening for gist and details

8 Lights, Camera, Action
page 100

Physical Characteristics and Movies
beard, director, eyebrows, eyelashes, lips, make-up, movie star, mustache, studio, scar, wig

Movie Genres and Features
animation, comedy, detective, documentary, drama, horror, musical, soundtrack, trailer

Song
Be a Movie Star

Defining Relative Clauses:
Who, That, Where

Adjectives:
-ing or -ed

What can movies teach us?

Listening Skills
Listening for gist and details

Put It Together Review Units 7 and 8 *Half a Crossword*

9 The World of Tomorrow
page 114

Household Chores
clean the windows, do the laundry, empty the dishwasher, iron the clothes, mow the lawn, sweep the street, take out the trash, vacuum the carpet, wash the dishes

Towns and Cities
apartment building, bench, bridge, fountain, office building, path, railroad, rural, skyscraper, urban

Song
Cleaning All Day Long

Present Perfect:
Ever, Never, and Already

Present Perfect Simple and Simple Past

How do cities bring people together?

Listening Skills
Listening for gist and details

10 Use Your Senses
page 126

Sense Verbs
feel, hear, listen, look, see, smell, taste, touch, watch

Sense Adjectives
bitter, disgusting, flavor, hard, rough, salty, savory, smooth, soft, sour, sweet

Song
Use Your Senses!

Tag Questions:
Do, Did, Be

Tag Questions:
Should, Will, Have

Is one sense more important than another?

Listening Skills
Listening for gist and details

Put It Together Review Units 9 and 10 *Keep Talking!*

Plays page 140

Play 1 *Time Traveler* (Units 1–5)
Play 2 *The Mystery of the Missing Ring* (Units 6–10)

Speaking	Writing	International English	Literacy Book
<p>Conversation Giving reasons, disagreeing politely, deciding together</p> <p>Pronunciation <i>ph</i> as /f/</p>	<p>Sentence Building Adding information</p> <p>Product A Postcard</p>	<p>US <i>flashlight, bug spray, sunscreen</i> UK <i>torch, insect repellent, sun cream</i></p>	<p>Instructional Text <i>SOS</i></p> <p>Story <i>Panic or Calm?</i></p> <p>Reading skill Understanding sequence of events</p>
<p>Presentation Describing pictures</p> <p>Pronunciation <i>/ʒ/ and /g/</i></p>	<p>Paragraph Building Pronouns</p> <p>Product A Fact File</p>	<p>US <i>faucet; hose</i> UK <i>tap; hosepipe</i></p>	<p>Informational Text <i>Clean Water for All</i></p> <p>Story <i>The New Dam</i></p> <p>Reading Skill Understanding inferences</p>
<p>Presentation Describing movies, giving recommendations</p> <p>Pronunciation <i>Schwa</i> /ə/</p>	<p>Text Feature Features of a script</p> <p>Product A Movie Script</p>	<p>US <i>movie star</i> UK <i>film star</i></p>	<p>Informational Text <i>Action Stars</i></p> <p>Play <i>Actors on Set!</i></p> <p>Reading Skill Understanding cause and effect</p>
<p>Presentation Predictions, giving opinions</p> <p>Pronunciation Silent <i>gh</i> 2</p>	<p>Punctuation Reviewing dialogues</p> <p>Product A Story</p>	<p>US <i>take out the trash, wash the dishes; I already did the laundry; railroad, apartment building</i> UK <i>take out the rubbish, do the washing up; I've already done the laundry; railway, block of flats</i></p>	<p>Fiction <i>Pinocchio</i></p> <p>Informational Text <i>Fast Forward</i></p> <p>Reading Skill Comparing and contrasting</p>
<p>Conversation Discussing an object</p> <p>Pronunciation <i>gh</i> as /f/</p>	<p>Sentence Building Interesting adjectives</p> <p>Product A Description</p>	<p>US <i>savory</i> UK <i>savoury</i></p>	<p>Informational Text <i>Sense Superstore</i></p> <p>Poem <i>The Wrinklecrinkle Man</i></p> <p>Reading Skill Identifying literal and figurative language</p>

A Listen and write. Where's Lucas?



3 heerasral

7 cbaktsgea

1 nnoo noon

6 emutsoc

4 tsgea

2 Iraey

5 atel

8 niactru

B Look and write. What is Lucas's hat made of ?



1	s	t	r	i	p	e	d
2							
				3			

3 $3+7=10$

4							
	5						
		6					
			7				



5 $10-7=3$



C Read and choose.

Min: Where are your costumes for the play?

Pete: I'm sick, Min. I keep 1 **sneezing** / **stomachache**. Achoo! I have a really 2 **sick** / **sore** throat, too.

Min: Mmm, you have a 3 **bandage** / **fever**. I think you have 4 **blood** / **a cold**. You should take some 5 **germs** / **medicine**. What happened to you, Alice?

Alice: I fell off my bike. I think my arm's 6 **broken** / **dizzy**.

Min: You'll have to go to the hospital and they'll put your arm in a 7 **cast** / **shot**. We'll have to find two new fish for our play ...



D Look and complete.

turn the wheel ~~flip the switch~~ **push the button** **Pull the lever**

1 First, flip the switch to GO.

2 The ball will drop and it will

Then, the ball will fall onto the platform.

3

and the ball will go up into the air and knock down the bottle.

4 Next, the bottle will fall and



A Look and read. Then complete with *have to*, *don't have to*, *should*, or *shouldn't*.



- 1 You should sit near the front of the audience.
- 2 You _____ buy a ticket.
- 3 You _____ choose fries. You can choose rice.
- 4 You _____ try our delicious cakes.
- 5 You _____ stand next to the wall.
- 6 You _____ eat a lot of candy.

B Read and complete the dialogue. Then listen and check.

- Mr. Paul: Good morning, Ruben! 1 Are you enjoying (you / enjoy) the day?
 Ruben: Yes, thank you! 2 _____ (I / wait) for our play to start.
 Mr. Paul: Hello, girls. What 3 _____ (you / do)?
 Mariam: 4 _____ (we / sell) tickets for the play.
 Mr. Paul: Oh, look at Lucas! What 5 _____ (he / do)?
 Min: 6 _____ (he / play) a game with a plastic fish.
 Mariam: But 7 _____ (he / not use) a stick.
 8 _____ (he / catch) the fish with his hook!



C Complete with the comparative or the superlative forms.

Welcome to our play! It's about the sea. One day, some children go out on a boat, but when a whale, **1 the heaviest** (heavy) sea animal, swims into their boat, they have to save themselves! Finally, after many adventures, they arrive on **2 _____** (beautiful) island in the world. There's only one bad thing. Captain Joe lives there, and he is **3 _____** (strong) as a bear and **4 _____** (dangerous) than a shark. Everyone, from **5 _____** (big) whale to **6 _____** (small) starfish, is afraid of Captain Joe. Let's go to the island and see what happens!

D The play is over. What are the children going to do next? Write.



1 what are you going to do now?

2 _____

3 _____


4 _____

5 _____

6 _____

UNIT 1

Let's Start with Art

 A Listen and find. What does Lucas add to some artwork?

mobile


landscape


still life

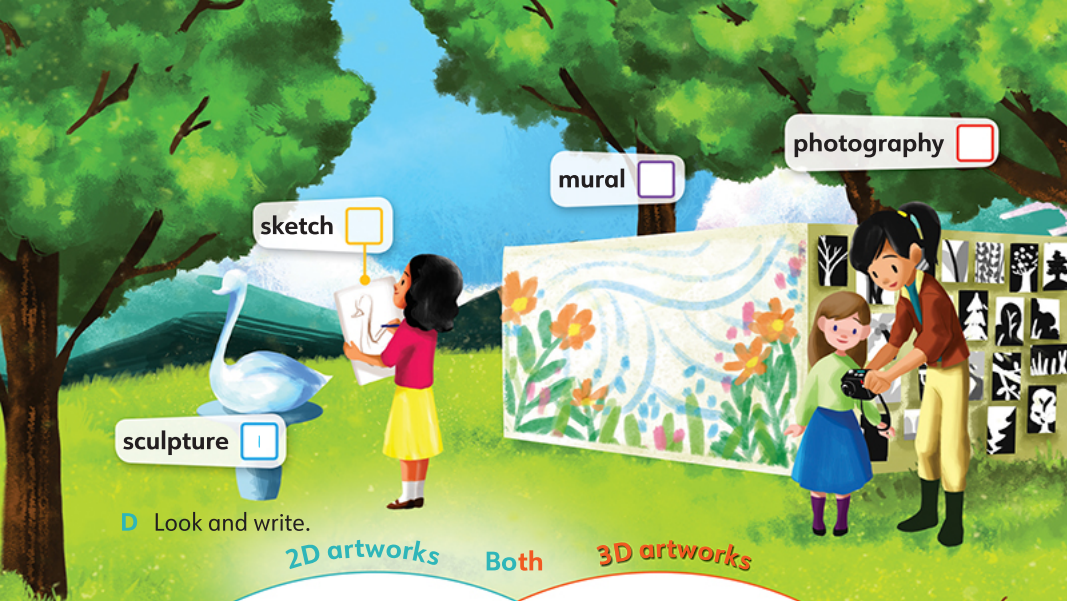
installation

portrait

collage

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

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



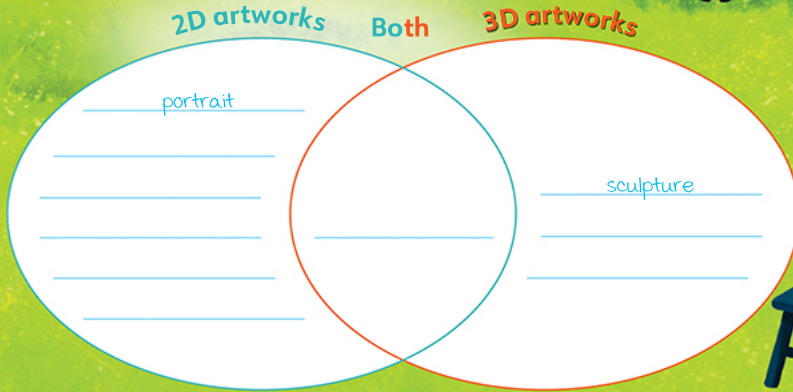
sculpture

sketch

mural

photography

D Look and write.



E Listen and complete. Then watch and sing.

Art is for Everyone

*There's art all around us, just look and you'll see
Art is for everyone, for you and for me.*

Let's make some art, it's fun and it's free
We can use a camera to do

1 photography.


A 2 sculpture,
a 3 collage—anything you make
What will you use, how long will it take?

A 4 mural is easy, it's big and it's tall
We'll draw a 5 sketch first, then paint it
on the wall.

Let's paint a picture—what will it be?

A 6 statue, a 7 landscape, or a
8 portrait of me?

Explore Language

 A Listen and read. Who's Larry drawing?

1



miss Clay, this is my grandpa.

I see, Larry. Does he have any hair?

well, he doesn't have a lot of hair.

2



He only has a little hair here at his ears.

what color is his hair?

most of his hair is white. Just this little bit is brown.

3



welcome to our art gallery! All the paintings are by our students. Now, I know a few parents and grandparents ... Ah, you're Larry's grandpa!

Yes, I am. But how did you know?

You look just like the portrait Larry drew!

B Look at **A**. Complete.

A Little, A Few, All, Most

Noncount Nouns		Count Nouns	
He only has _____	hair.	I know _____	parents and grandparents.
_____	(of)	the paintings are by our students.	
Most	_____	his hair is white.	

Some / any / a lot of
are also quantifiers.

Remember

C Think and discuss. Then choose.

- 1 We use *a little* and *a few* to talk about **small** / **big** quantities.
- 2 We use *most of* and *all (of)* to talk about **small** / **big** quantities.
- 3 We use *all* / *most* to say 100% of a quantity.

D Listen and say.

E Choose a picture. Look and write.



In picture **A**, a few children are painting a mural.




In picture **B**, a lot of children are painting a mural.

F Look at **E**. Compare and find the differences.

In picture **A**, only a few children are painting the mural.

In picture **B**, a lot of children are painting it.

Why is art important to people?

 A Listen to Jane talk to her art teacher about shadow boxes. Why do people make shadow boxes?



background

simple

foreground

dark

light

shadow

bright

pale

detailed