

# Global Stage

## Language Book 6

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



1 confused

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**B** Unscramble and write the crime words.

- 1 fehit     thief
- 2 vticedte d \_\_\_\_\_
- 3 rineginrfpt 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              | Negative   |
| 1 <u>eco-friendly</u> | 6 p _____  |
| 2 c _____             | 7 p _____  |
| 3 o _____             | 8 d _____  |
| 4 s _____             | 9 h _____  |
| 5 r _____             | 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 trying to stop his worst 3; a cruel 4 who was controlling people's minds and taking away their 5 and their ability to 6 with other people who needed help. This 7 movie, was full of 8 but the 9 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.







**A** Listen and complete.

1 Have you tried to play these instruments yet?

2 They're great, \_\_\_\_\_?

3 I \_\_\_\_\_ just this Indian food.

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

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

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

**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. |

**D** Read and choose.

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



# Keep in Touch

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

- blog
- blog post
- comment
- 1**  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.

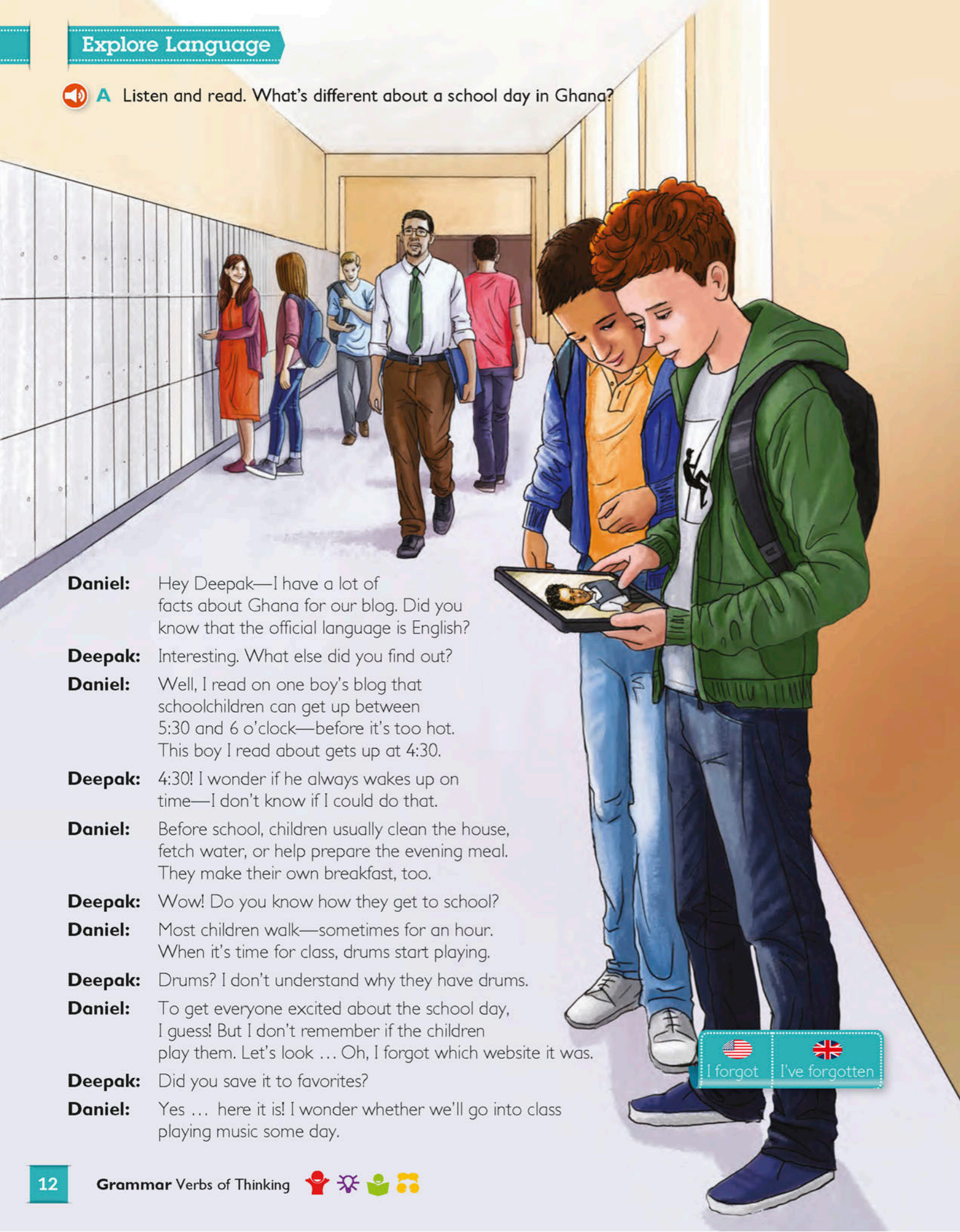
My turn to search and write the blog post!

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.

✓ I don't remember.  
 ✗ I'm not remembering.  
**Remember**

**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*.

**D** Listen and say.

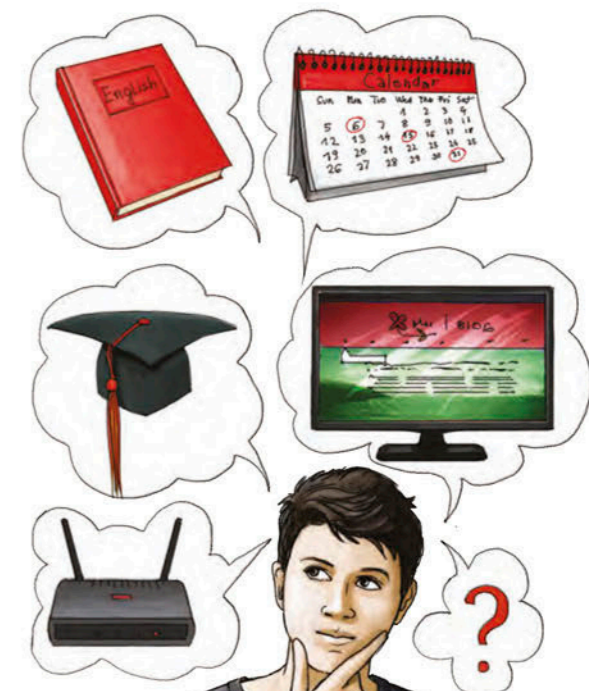
**E** Read and complete the sentences with the correct word.

- 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.



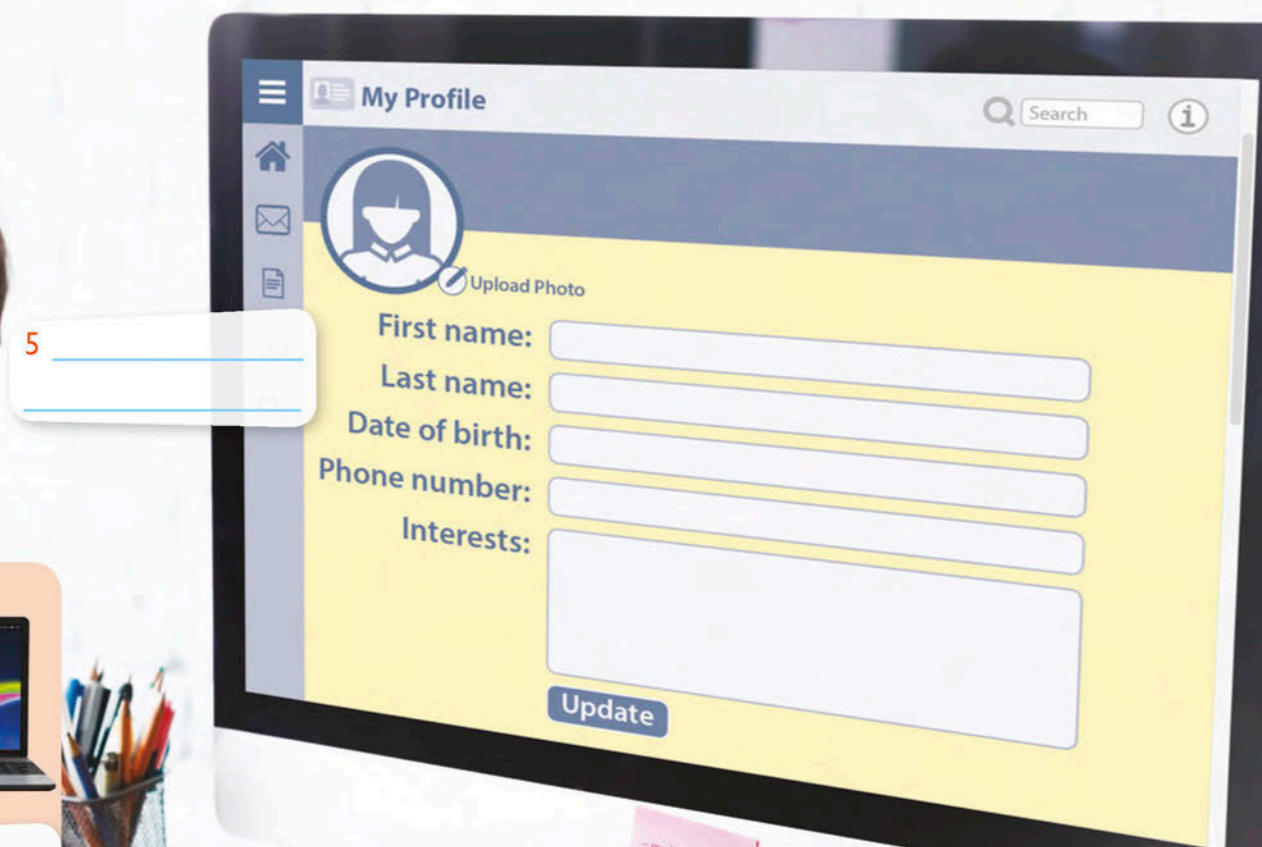




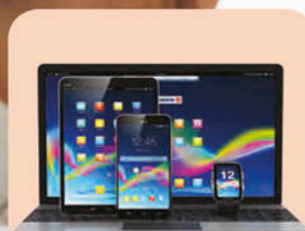
How does technology help us learn?

**A** Listen to an online video tutorial. What information does the tutorial give?

put your name and other information on an official list 1 <u>register</u>	control over what information you give about yourself over the internet 2 _____	being or staying safe when connected to the internet 3 _____	post personal details and other information on a website or app 4 _____
------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-----------------------------------------------------------------	----------------------------------------------------------------------------



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

Lisa_Lemon28 8 _____	p.....7 9 _____	ARQTSE 10 _____
_____	arqtse 11 _____	*£\$%& 12 _____

**B** Look at the pictures and definitions in **A** and write. Then listen and check.

create a profile	devices	lowercase letters	online privacy
online safety	password	personal information	<del>register</del>
secure	special characters	uppercase letters	username

**C** Read and complete the online safety rules.

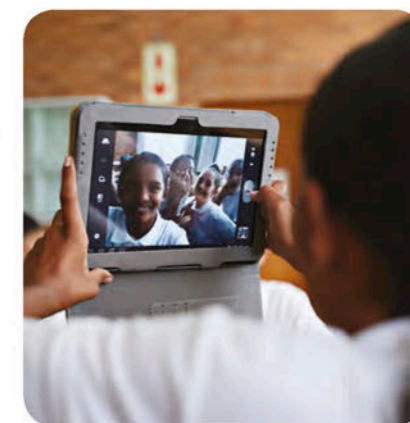
### Rules For Online Safety

- Always check for signs that the website is 1 secure. Does the address start with "https"? Is there a padlock symbol? Check quality: are there spelling mistakes on the site?
- Many websites, such as video-sharing websites, ask you to 2 \_\_\_\_\_ . Remember to ask your teacher, parent, or guardian first. It's important to protect your online 3 \_\_\_\_\_ .
- If you want to join one of these websites, you need to 4 \_\_\_\_\_ for yourself. Make your 5 \_\_\_\_\_ different from your real name. Maybe invent something funny!
- Choose a 6 \_\_\_\_\_ that no one else can guess. Use a special combination of uppercase and 7 \_\_\_\_\_ letters and numbers. It's a good idea to use some 8 \_\_\_\_\_ too, like \*, \$, and %.
- Always log out of a website when you've finished, especially if you are on a shared 9 \_\_\_\_\_ that other people use.
- Never give your 10 \_\_\_\_\_ without checking that it's safe to do so.

**D** Now listen to Pablo and Mari presenting a podcast. What's the podcast about?

**E** Listen again. Write *True*, *False*, or *Doesn't Say*.

- Pablo is presenting the second part of a podcast. True
- Mari thinks that all websites are worth reading. \_\_\_\_\_
- Children in different countries think differently about some things. \_\_\_\_\_
- Online study groups are only for studying school subjects. \_\_\_\_\_
- There is information about the blog for parents. \_\_\_\_\_



How is technology a part of your everyday life? What are the benefits and dangers of posting online?



**A** Listen and read. What does Sofia want? Can she have them?

**Sofia:** Deepak, did you know you can get selfie shoes? You put your phone in a special shoe and use your foot to take a selfie!

**Deepak:** Really, Sofia? Are you sure that's true?

**Sofia:** Yes! Daniel told me about it. When he was looking for information yesterday on how to take the best selfie, he found an article about it. He wasn't joking!



**Deepak:** Do you remember what Miss Goran said about checking for fake news?

**Sofia:** Oh, yeah—I forgot.

**Deepak:** Do you have the website there?

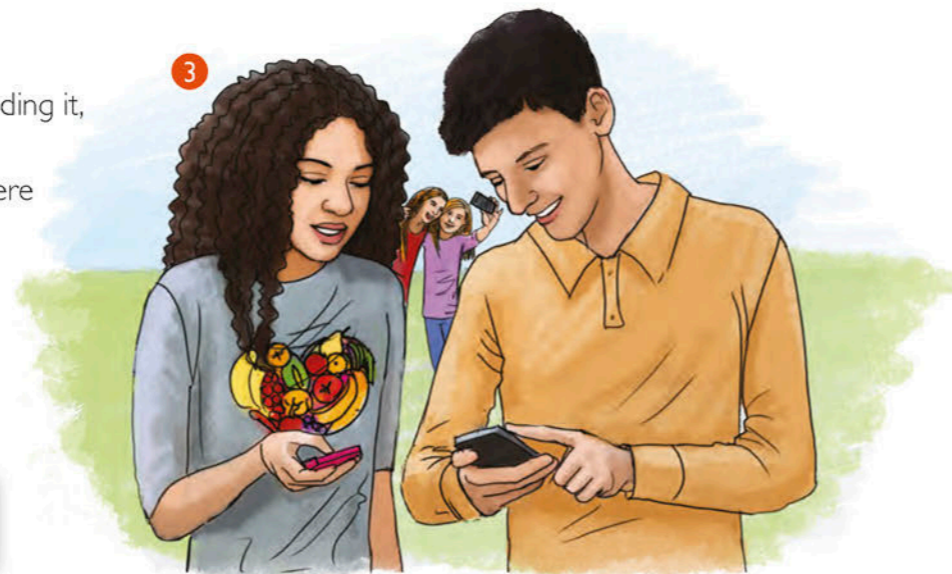
**Sofia:** Yes, I'm taking a look right now. What did Miss Goran tell us to check? Oh, yeah! Is anyone else reporting it?

**Deepak:** Yes. And also to check for things like bad spelling or grammar—is it bad quality?

**Sofia:** Well, yes, it is. While I was reading it, I found a lot of mistakes.

**Deepak:** Wait a minute. Look, it says here that the reports are fake!

**Sofia:** Well, I still want some. They'd be a great invention!



take a look    have a look

**B** Look at **A**. Complete the table. Which verbs are used to form questions?

Simple and Progressive Forms			
It	_____		here that the reports are fake!
Daniel	_____		me about it.
Do	you	remember	what Miss Goran said?
I	_____	taking	a look right now.
He	was	_____	for information yesterday.
_____	anyone else	reporting	it?

Use contractions  
He's joking. / He isn't joking. / He wasn't joking.

**Remember**

**C** Think and discuss. Then match.

- |                       |                                                             |
|-----------------------|-------------------------------------------------------------|
| 1 Simple present      | a. describes an action that is happening now or around now. |
| 2 Simple past         | b. describes a long action in the past.                     |
| 3 Present progressive | c. describes a present state or a habit.                    |
| 4 Past progressive    | d. describes a finished action in the past.                 |

**D** Listen and say.

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

1 I was checking (check) my emails when Harper called. She

2 \_\_\_\_\_ (not remember) the website address we found yesterday. Do you have it?

3 \_\_\_\_\_ (you watch) TV right now? There's a great program about fake news on Channel 6.

4 \_\_\_\_\_ (you go) to the photography club on Saturday mornings?

5 My mom \_\_\_\_\_ (drive) me home from the mall when I dropped my phone out of the car window.

6 I \_\_\_\_\_ (take) a great photo but the screen cracked!

**F** Show a photo. Say when you took it, what you were doing, and how you feel when you look at it.

I took this photo when I was traveling in Norway last year ...



A Read the article. Check (✓) the topics and opinions about using the internet that the writer discusses.

- 1  How many young people use it
- 2  How many old people use it
- 3  The good things
- 4  The dangers

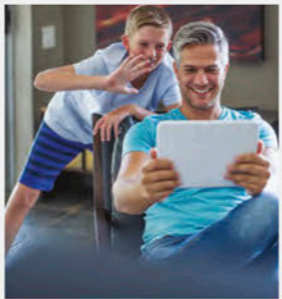
### Wow, The Internet Appeared!

About one in three children worldwide use the internet. A survey by *Global Kids Online* shows that many children think the internet is a necessity. Most children say the two best things about the internet are first, learning and second, being in touch with people.

The main things children like about learning online are: doing research for school and sharing their learning, having the freedom to learn new things, for example, the guitar, and listening to music online (using music websites, like Spotify).

Children like being in touch online firstly because they can contact friends or family who live far away, by email or video call. Secondly, they like sharing things, such as photos and videos they've made, and lastly, they like playing online games with friends.

There are some risks with using the internet. We must check for fake news and be careful about giving personal information. But I think this 15-year-old boy from the survey is right when he says, "We grew up with the internet ... The grown-ups are like 'Wow, the internet appeared,' while it is perfectly normal for us." In my view, the internet is an essential part of our lives—after all, we don't know what life is like without it!



Talking to Mom

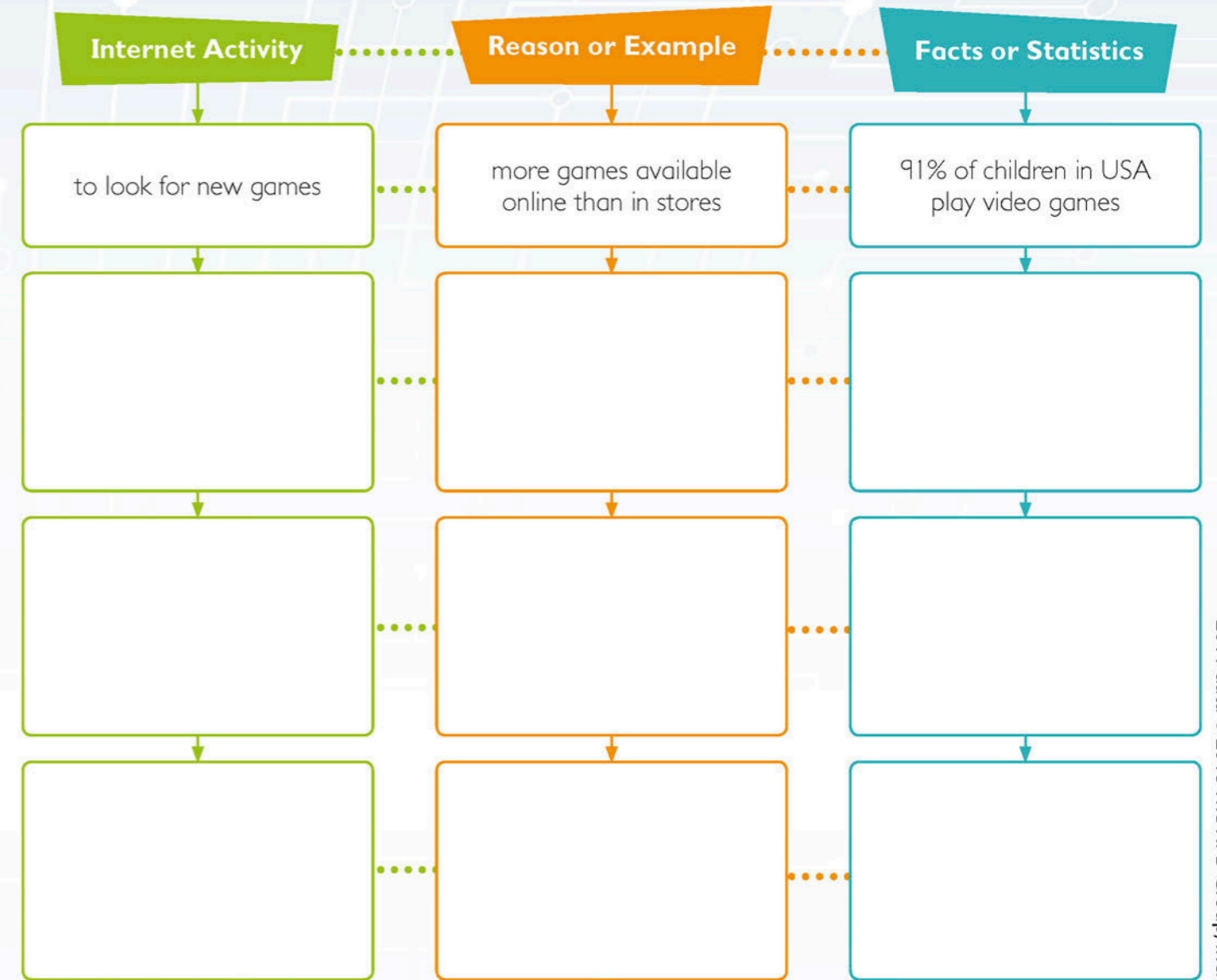
B Look at the structure of the article. Read and answer the questions.

- 1 How many paragraphs are there and what does each paragraph do? Four
- 2 Which come first: facts or opinions? \_\_\_\_\_
- 3 How does the writer give details? \_\_\_\_\_
- 4 How does the writer add interest? \_\_\_\_\_

C Look at the language in the article. Read and complete the table.

Giving opinions	<del>Presenting facts</del>	Giving examples	Giving details
Presenting facts			
A survey shows ... Most children say ...	First, ... second, ... third, ... Firstly, ... secondly, ... lastly, ...	for example, like, such as,	In my view, I think

D Think and discuss. How do you and your friends use the internet? Complete the mind map with your ideas and research.



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E Plan your article. Look at your ideas in D. Think of a title and make notes for each paragraph.

Title: \_\_\_\_\_

Introduction: \_\_\_\_\_

First main point (including facts): \_\_\_\_\_

Second main point (including facts): \_\_\_\_\_

Conclusion (including opinion): \_\_\_\_\_

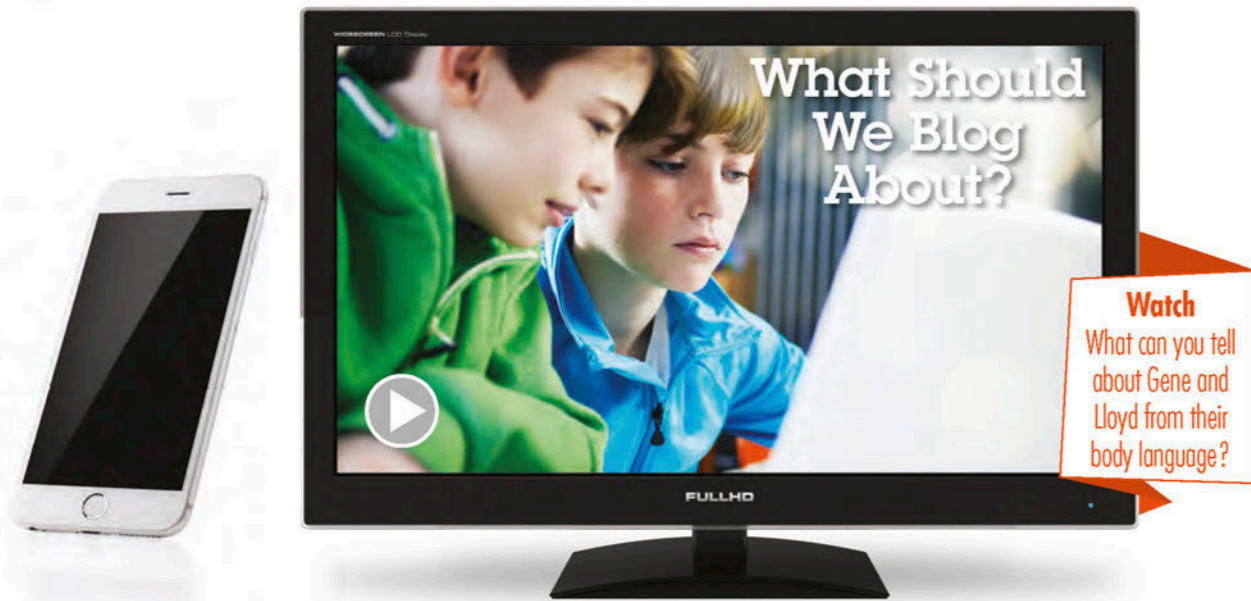
**Read and Respond**  
Ask your friend to read your article. Can he/she think of a fact or opinion to add?

F Now write your article. Include a photo.





**A** Watch and listen. What tasks do Gene and Lloyd each agree to do?



**Watch**  
What can you tell about Gene and Lloyd from their body language?

**B** Watch again. Put the phrases in order. Write **AC** (asking for clarification) or **CU** (confirming understanding).

- a.  Yes, exactly! \_\_\_\_\_
- b.  Do you mean ...? \_\_\_\_\_
- c.  That's right. \_\_\_\_\_
- d.  1 What do you mean? AC \_\_\_\_\_
- e.  That's true. \_\_\_\_\_
- f.  So, you're saying ...? \_\_\_\_\_

**C** Imagine you're going to create a blog post in groups. Think about these questions.



**D** Talk with your friend, using phrases from **B**. Discuss your ideas for the blog post.

We could do something about cooking and food.

We need someone to upload some photos.

How about you do the writing?

**Reflect**  
Did I ask for clarification?  
Did I confirm understanding?

How well did you meet the challenge of Unit 1? Read and respond.

# My Planning Sheet

**We're all good at some things.**  
I'm good at ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**And we all need to improve some things.**  
I need to work on ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**We can always work to improve. Even when we are good at something, we can get better!**  
My plan to improve my English is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**If my plan works, then I'll ...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I'll know my plan is working when ...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hello! Remember me? I'm Sofia. I'm often late for things and I'm kind of messy. But what's healthy about my life? Find out in Unit 2!

