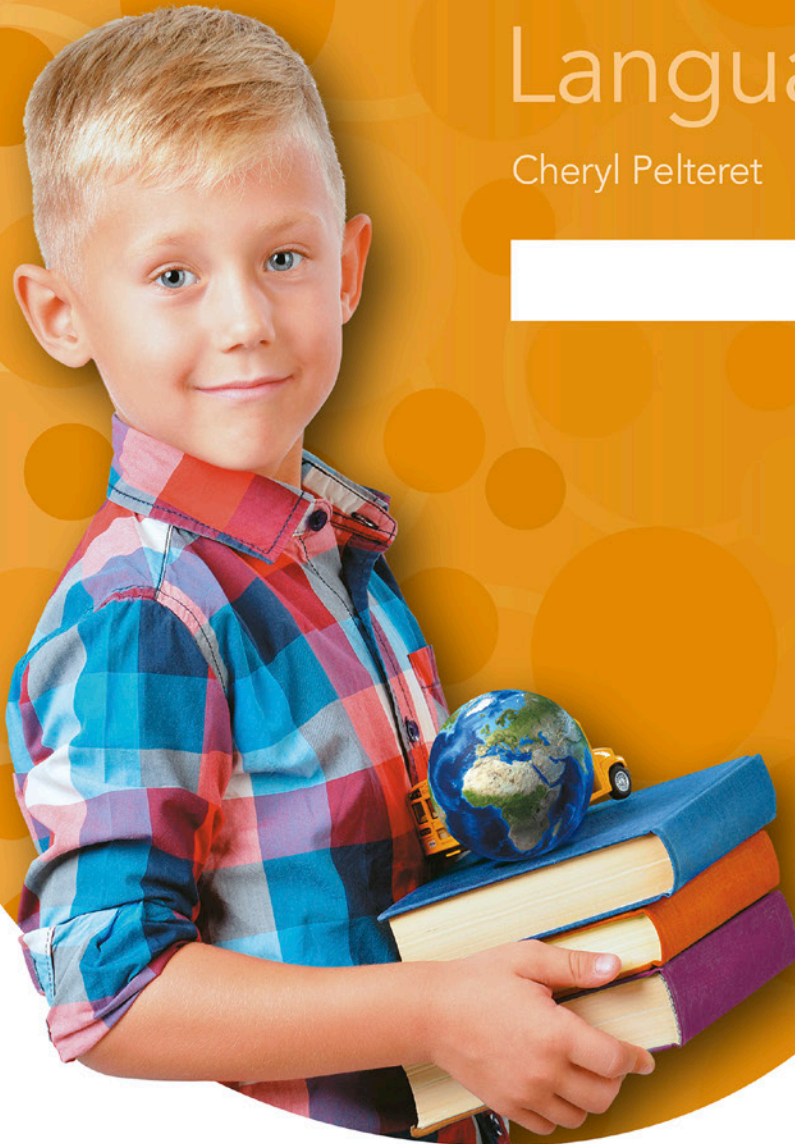


Global Stage

Language Book 4

Cheryl Pelteret



A Listen and write. Where's Lucas?



1 nnoo noon

7 cbaktsgea _____

3 heerasral _____

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			
4							
	5						
			6				
				7			

3 $3+7=10$



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 _____

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.

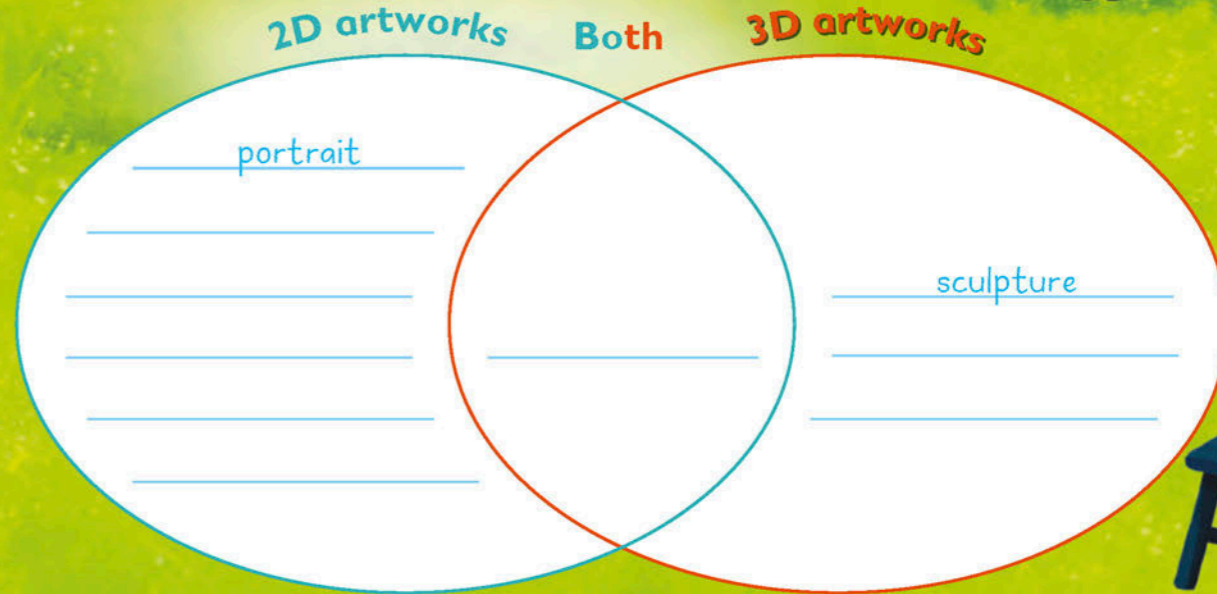
mural

photography

sketch

sculpture

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 p h o t o g r a p h y.

A 2 s c u l p t u r e,
a 3 c o l l a g e—anything you make
What will you use, how long will it take?

A 4 m u r a l is easy, it's big and it's tall
We'll draw a 5 s k e t c h first, then paint it
on the wall.

Let's paint a picture—what will it be?
A 6 s t i l l l i f e, a 7 l a n d s c a p e, or a
8 p h o t o of me?

A Listen and read. Who's Larry drawing?



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 1

foreground

dark

light

shadow

bright

pale

detailed

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

C Read and choose.

I like this picture. It's a poster for a castle in our city. In front of the castle, in the **1 background** / **foreground**, there are large gardens, and in the **2 background** / **foreground** behind the castle, there is a forest. It's almost night time, so the sky is getting **3 light** / **dark**. There are no people in the picture, but someone is walking towards the castle. You can just see his **4 foreground** / **shadow**—the shape of his head and body on the ground in front of him. The castle windows are made of different colored glass in **5 detailed** / **bright** colors—red, blue, and green. Inside the castle, it's **6 pale** / **light**—there are lots of lamps on, and it looks warm and friendly.

D Now listen to Yoko and Juan. Why do people make these artworks?

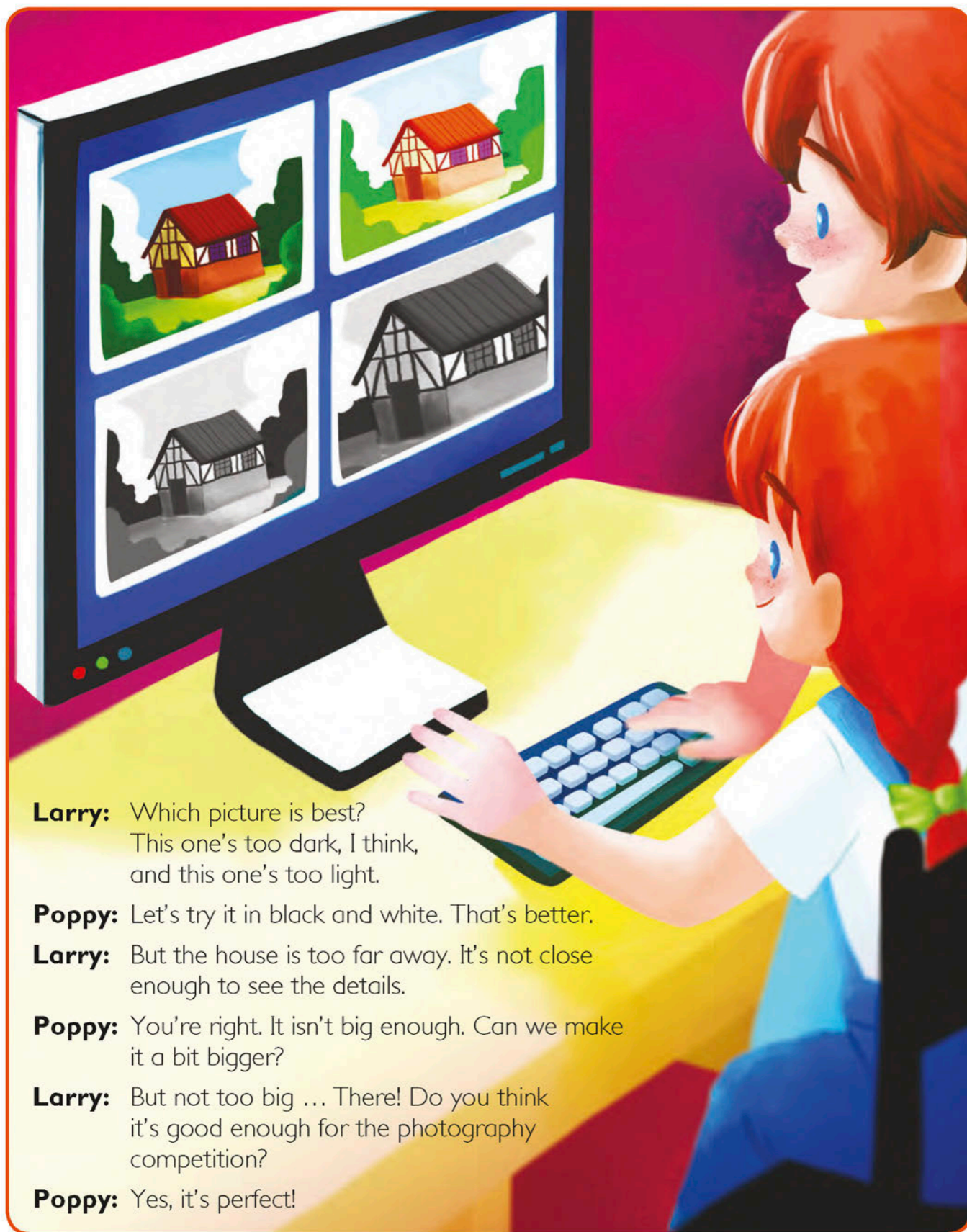


E Listen again. Write *True* or *False*.

- 1 Origami is a Mexican art form. False
- 2 All Japanese children make origami at school. _____
- 3 People make origami stars during a festival in summer. _____
- 4 To make a Mexican paper cut pattern, you fold the paper first. _____
- 5 You can make paper patterns with thin paper. _____
- 6 In Mexico, they only use red paper to make patterns for festivals. _____

Is art important to you? Why?
How does art help us understand each other?

A Listen and read. Which picture do Larry and Poppy like best?



Larry: Which picture is best?
This one's too dark, I think,
and this one's too light.

Poppy: Let's try it in black and white. That's better.

Larry: But the house is too far away. It's not close
enough to see the details.

Poppy: You're right. It isn't big enough. Can we make
it a bit bigger?

Larry: But not too big ... There! Do you think
it's good enough for the photography
competition?

Poppy: Yes, it's perfect!

B Look at **A**. Complete.

Too and Enough		
This one's		dark.
But not	_____	_____.
It's	good	_____
It's not	_____	_____

It's too dark. = It's not
light enough.
Look

C Think and discuss. Then choose.

- 1 We use *too* + adjective to say that something is
more / *less* than we want.
- 2 We use *not* + adjective + *enough* to say that something is
more / *less* than we want.

D Listen and say.

E Read and choose.

- 1 This paintbrush is **too dirty** / *not dirty enough*. I can't use it to paint white clouds.
- 2 The mural's **too big** / *isn't big enough*. You can't see it from far away.
- 3 I can't make a huge paper sculpture with this piece of paper. It's **too small** /
isn't small enough.
- 4 This painting's **too expensive** / *isn't expensive enough* for me to buy.
- 5 The paint's **too thin** / *not thin enough*. Mix some water with it to make it thinner.

F Are the objects right for the mobile? Look, choose, and say.



The stone's too heavy.

Yes, and that shell
isn't big enough.

heavy
light
big
small
wet
dry
dirty
clean

Talk About It

A Watch and listen. Which picture did Stephen paint?



B Watch again. Check (✓) the sentences or questions you hear.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> What do you think of this picture? | 5 <input type="checkbox"/> I kind of like that picture, too. |
| 2 <input type="checkbox"/> Not really. | 6 <input type="checkbox"/> I hate it. |
| 3 <input type="checkbox"/> I think the colors are too bright. | 7 <input type="checkbox"/> I don't mind it. |
| 4 <input type="checkbox"/> I disagree. | 8 <input type="checkbox"/> It's very nice. |



I kind of like it. I quite like it.

Listen and say.

bright

light

right

What other words do you know like this?

Pronunciation Silent gh 1



C Plan. Choose two pictures in this book. Then complete.

Picture	I like / I don't like	Reasons
page _____		
page _____		

D Prepare notes for your conversation. Use your ideas from **C** and phrases from **B**.

A Ask for an opinion

What do you think of ... _____

Give an opinion

B Give an opinion

I think ... _____

Ask for an opinion

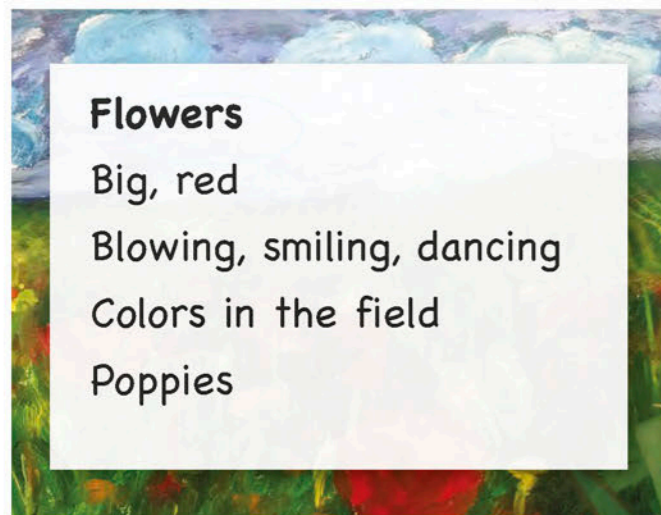


E Practice with a friend.

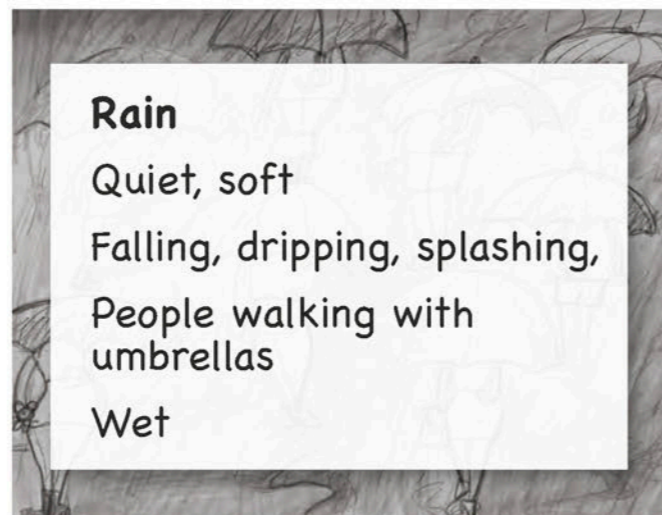


Reflect
Did I nod or shake my head to agree or disagree?
Yes / No

A Read the poems. Circle the nouns, adjectives, and verbs.



Flowers
 Big, red
 Blowing, smiling, dancing
 Colors in the field
 Poppies



Rain
 Quiet, soft
 Falling, dripping, splashing,
 People walking with umbrellas
 Wet

B Follow the instructions. Complete the poem.

- Title:** a one-word noun for the title → 1 Beach
- Line 1:** two adjectives → Hot, 2 _____
- Line 2:** three -ing verbs → 3 _____, surfing, fishing
- Line 3:** a four-word phrase to describe what you see → 4 _____
- Line 4:** one word to say something more about the title → Summer

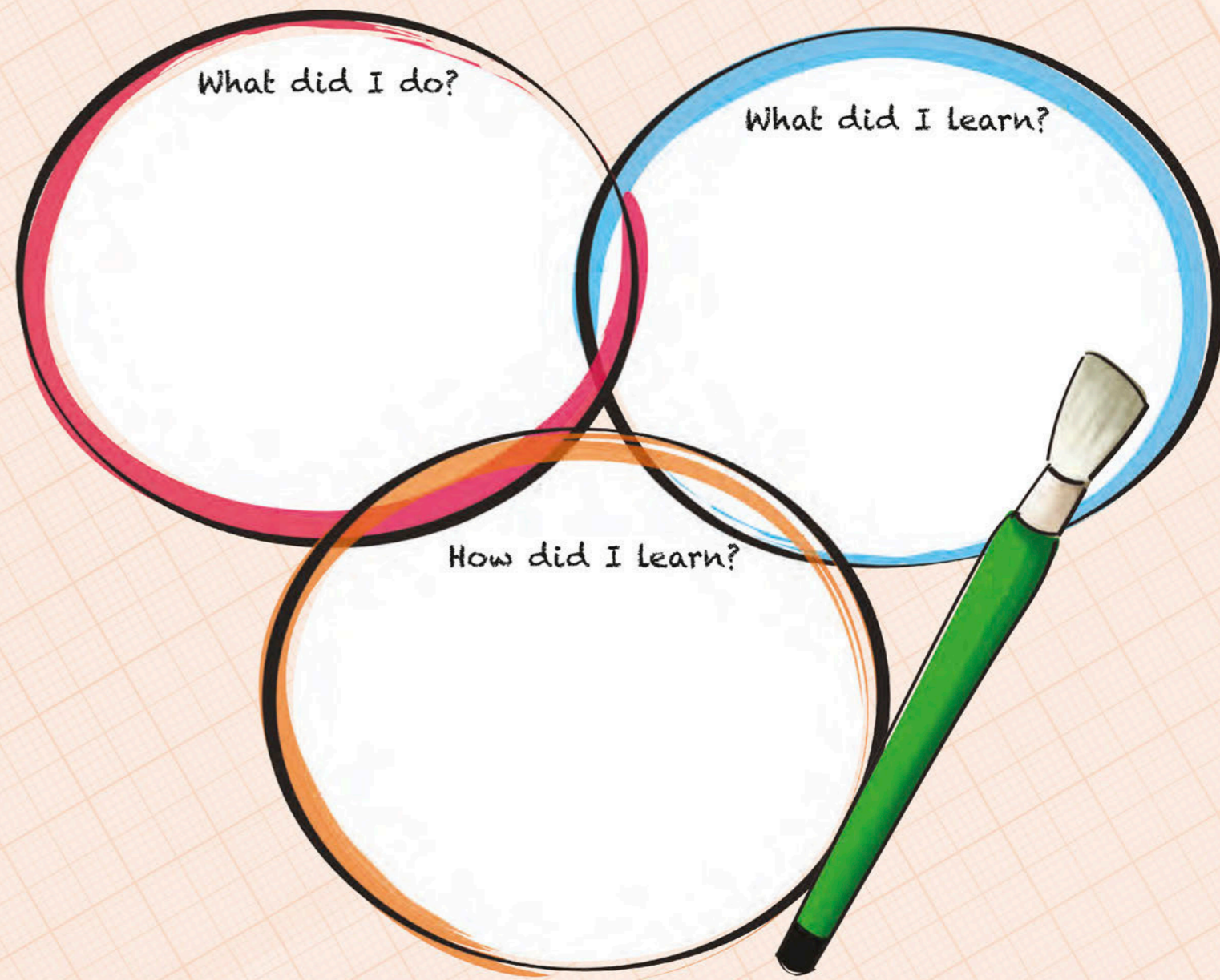
C Plan. Think about writing poems. Choose two titles and complete.

Title	School	Art	
Line 1	Fun		
Line 2		Painting	
Line 3			
Line 4			

Reflect
 Did I use nouns, adjectives, and verbs correctly?

D Write your two poems.

Read the questions and draw or write your answers.



How well did I do?



What can I do next?

- Read
- Practice
- Listen
- Act Out

Hello! I'm Poppy. Which after-school club do I go to? Find out in Unit 2!

