



Global Stage



Educating the Leaders of Tomorrow



Educating the Leaders of Tomorrow

Pre A1	A1	A1+	A2	A2+	B1	B1+

FOR STUDENTS

NEW

FOR TEACHERS

Welcome to Global Stage



Global Stage

is a 6-level language and literacy development course that supports children in becoming competent and confident English speakers while also developing them as self-directed, inquisitive learners and responsible global citizens.

1

Empowerment

Supports teachers in their efforts to equip young learners with the knowledge and skills which will empower them to succeed and become leaders of tomorrow.

2

Language and Literacy

Brings together a rigorously benchmarked language program with a diverse and engaging literacy program through a unique, dual student book approach.

3

Confident Speakers and Writers

Nurtures children to become competent and confident speakers and writers of English so they can engage with subject areas across the curriculum.

4

Developing Thinking Skills

Builds on children's natural inquisitiveness by providing structured opportunities to develop their Thinking Skills and understanding of the world.

5

Digitally Enhanced Learning

Comes alive in the easy-to-use digital environment, **Navio**, helping teachers and students use the course to its full potential through *Tap & Teach* lessons and essential extra practice.

NEW Language Workbook

The **NEW Language Workbook** supports the Language Book with additional opportunities for heads-down grammar and vocabulary practice, with activities graded at different levels of difficulty, to ensure that students progress at their own pace. Includes study techniques and self-evaluation section.

Explore Language

A. Read and choose.

- I like / like strawberries.
- My mom like / likes watermelon.
- My dad don't / doesn't like carrots.
- I don't / doesn't like mushrooms.
- My mom doesn't like / likes apples.

B. Put the words in order. Then complete the answers.

- like / Do / you / cheese?
 Do you like cheese? Yes, I do.
- like / like / Does / salad?
 Does she like salad? Yes, she does.
- broccoli? / you / like / Do?
 Do you like broccoli? No, I don't.
- he / like / Does / carrots?
 Does he like carrots? Yes, he does.
- they / mushrooms? / like / Do?
 Do they like mushrooms? Yes, they do.

C. Read and complete with forms of like.

This is my new pet lunchbox. My friends
 1. if they reach. I have a lot of
 fruit and vegetables in it. I like
 apples and bananas in it. My baby sister
 2. them, too! We all
 like the fruit in our lunchboxes! I like
 3. (fruit) green vegetables, and my
 baby sister likes 4. (fruit)
 mushrooms, but Mom says they are
 good. My pet lizard 5. green
 vegetables, so I give my lizard to him.
 Do you 6. the food in your
 lunchbox?

D. Choose and write sentences.

1. Label the carrots, but my sister does.

2. I like to eat fruit and vegetables.

3. I like to eat fruit and vegetables.

4. I like to eat fruit and vegetables.

5. I like to eat fruit and vegetables.

6. I like to eat fruit and vegetables.

4 activities with varying difficulty levels

Clear reference to the corresponding Language Book pages

My Learning Space promotes students' autonomy and allows them to reflect on their learning.

2 My Learning Space

A. Look and complete the shopping lists. Use words from Unit 2.

Fruit I Like I like _____ I like _____ I like _____	Fruit I Don't Like I don't like _____ I don't like _____ I don't like _____	Vegetables I Like I like _____ I like _____ I like _____	Vegetables I Don't Like I don't like _____ I don't like _____ I don't like _____
---	---	--	--

B. Read and complete. Then use the spinner and play the game with a friend.

START → 1. What were her... → 2. Did she... → 3. doesn't...
 4. She... → 5. don't... → 6. want... → 7. I don't like...
 8. They... → 9. I like... → 10. I don't like...
 11. I like... → 12. I don't like... → 13. I like... → 14. I don't like...

D. Think about Unit 2. How well did you do?

- I can talk about different fruit and vegetables.
- I can talk about fruits and dishes.
- I can say what I like and don't like.
- I can ask and answer questions about the things I want.



NEW Language Workbook



When do I use the **Language Workbook**?

1. If you want students to have further practise- both consolidation and extension of the vocabulary and grammar of the Language Book.
2. If you want students to work in a controlled heads-down way.
3. If you want students to practise in a traditional way.

You can use it for homework or in class

When do I use the **Student App**?

1. If you want students to reinforce the language, skills and content from both the Language and Literacy Books.
2. If you want students to work in a more autonomous way.
3. If you want students to practise in a more fun, interactive way.

It is designed for students to use it at home.



Student's Resources



We have reconfigured and enhanced **Global Stage** with digital components, making it ready for any scenario.



Blended Solution including:

- Language Book
- **New** Digital Language Book
- Literacy Book
- **New** Digital Literacy Book
- Navio App



Language Workbook



New Fully Digital Solution including:

- Digital Language Book
- Digital Literacy Book
- Navio App

Teacher's Resources



We have reconfigured and enhanced **Global Stage** with digital components, making it ready for any scenario.



Teacher's Book

with access to Navio App including:

- *Tap & Teach* lessons
- Integrated audio and video
- Integrated classroom management tool
- Progress tracker
- Test Generator
- Resource Bank
- Enhanced Teacher's eBook



Teacher's App



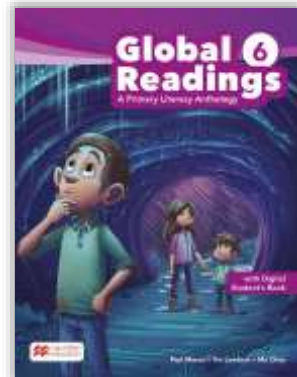
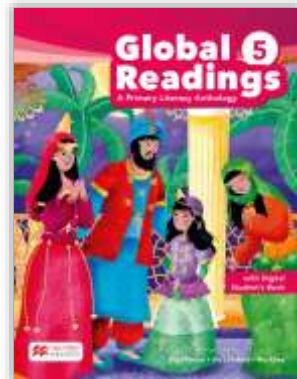
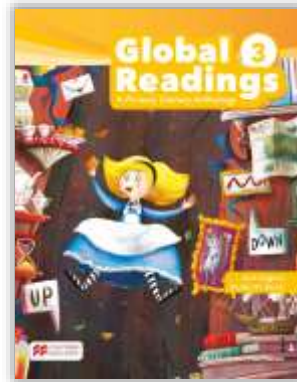
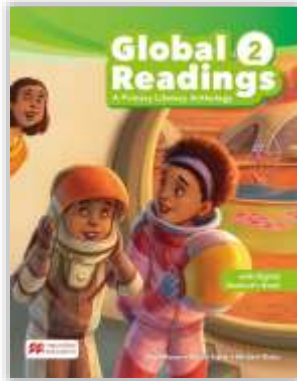
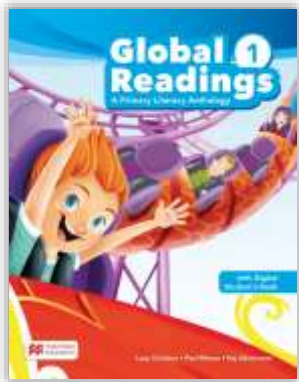
Resource Bank



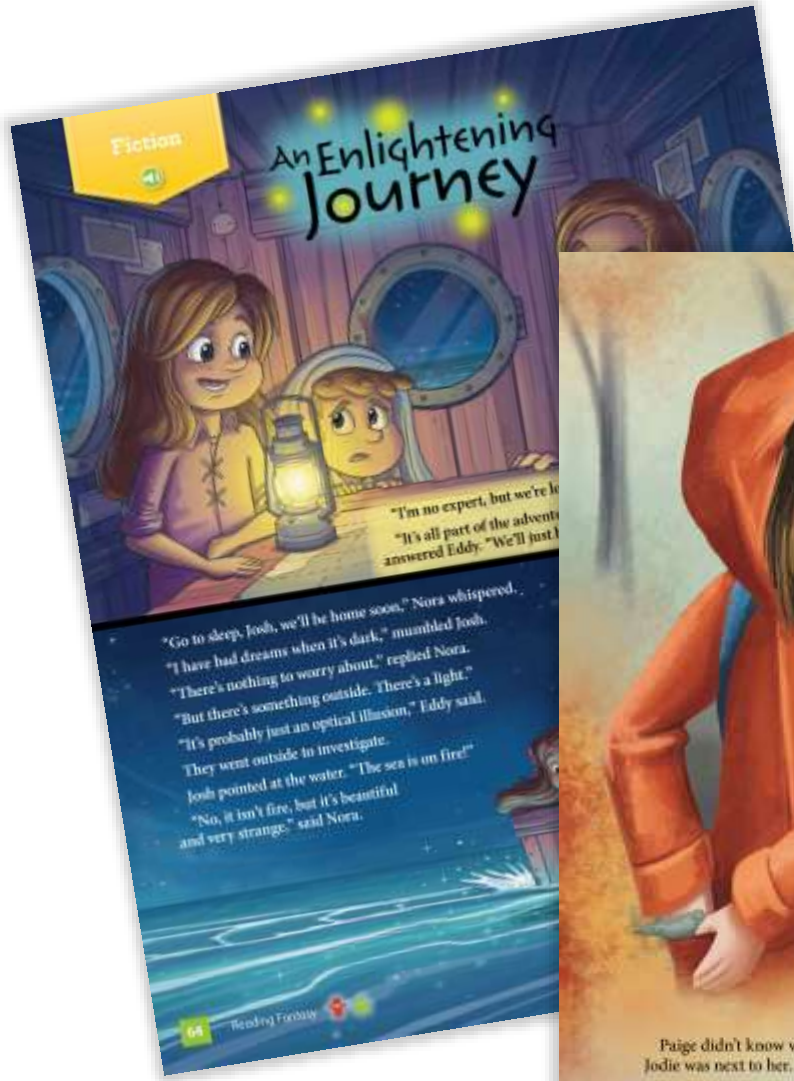
Test Generator



Enhanced Teacher's eBook



- Primary literacy program
- 6 levels
- Fiction and non-fiction
- Video in every unit
- Digital Student's Book
- Full Teacher's Package



Fiction

An Enlightening Journey

"Go to sleep, Josh, we'll be home soon," Nora whispered.
 "I have had dreams when it's dark," mumbled Josh.
 "There's nothing to worry about," replied Nora.
 "But there's something outside. There's a light."
 "It's probably just an optical illusion," Eddy said.
 They went outside to investigate.
 Josh pointed at the water. "The sea is on fire!"
 "No, it isn't fire, but it's beautiful and very strange," said Nora.

64 Reading Forwards



Paige didn't know what to do. Was it wrong to keep it? Suddenly, Jodie was next to her.
 "What are you doing?" Jodie asked.
 "Nothing," said Paige. She quickly put the money in her pocket.
 "See you tomorrow, Paige!" said Jodie.

How do you think Paige feels about Jodie?



That night, Sherlock Holmes, Dr. Watson, a police officer, and the manager of the bank are outside Mr. Wilson's shop.

Please open your barn, and take us down to the vault in the basement!

The bank manager unlocks the door. He takes them down some dark stairs. They hide where they can see the vault.

Someone in the floor move. There's a light under it!

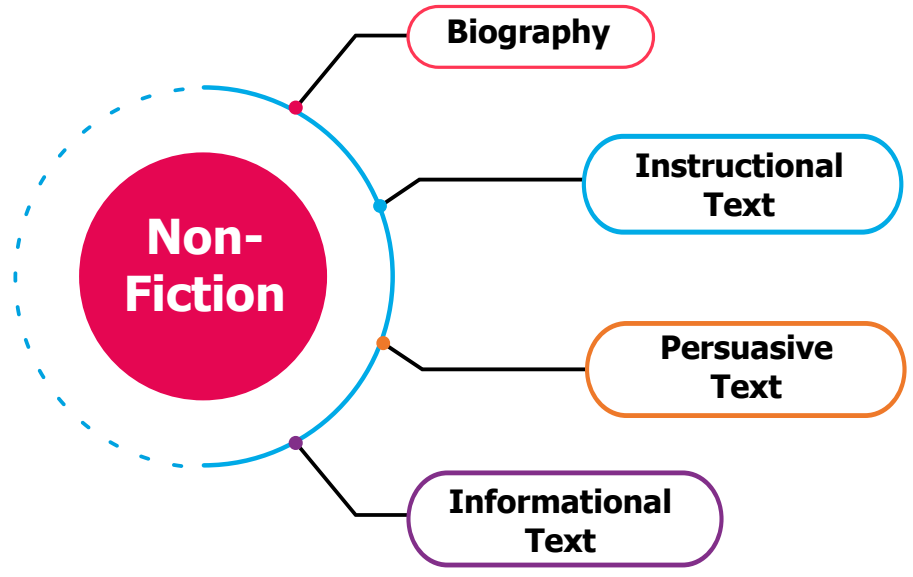
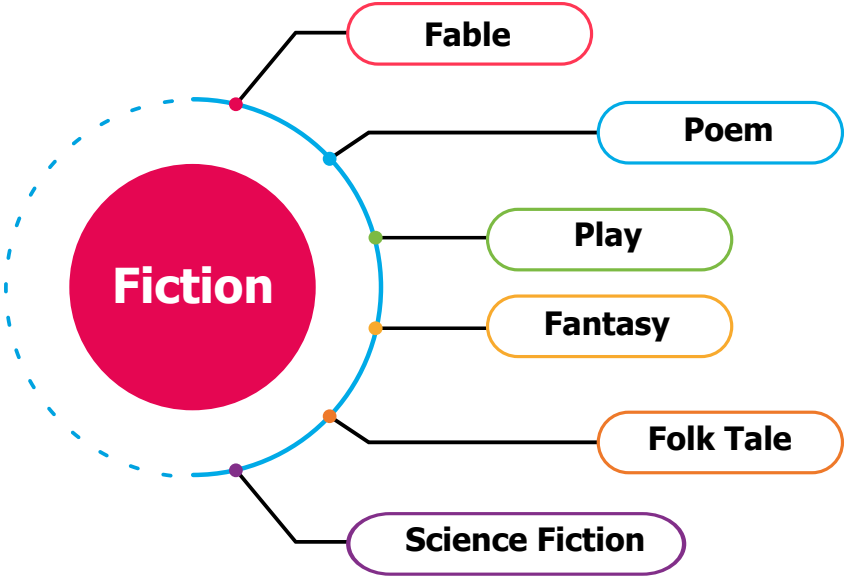
one to one side.

All clear!

Now so fast, Mr. Solved!



- Introduces a wide range of texts
- Builds reading strategies
- Develops comprehension skills
- Improves multi-literacy skills
- Brings reading to life for everyone



Explore the Reading

A Read and complete. What did Sherlock Holmes learn from these clues?

Clue	Conclusion
1 The assistant showed Mr. Wilson the newspaper advertisement.	
2 The shop was near the bank.	
3 The sidewalk sounded empty in front of the bank.	
4 The assistant's knees were dirty.	
5 The Red-Headed League closed down.	

B Think and write. How did Holmes use these skills to solve the crime?

Give examples from the story.

- 1 **listening carefully** _____
- 2 **looking carefully** _____
- 3 **thinking** _____
- 4 **problem solving** _____

C Think and discuss. Do you have the skills to make a good detective? Why or why not?



Literary Term Closed Compound

A **closed compound** is a word formed when two different words are joined together. They do not have a space between them. They make a new word with a new meaning.

Read and write.

- | | |
|------------------------|--------------------------|
| 1 chop + stick = _____ | 4 clown + fish = _____ |
| 2 key + board = _____ | 5 stomach + ache = _____ |
| 3 sun + light = _____ | 6 play + ground = _____ |

Now find more compound words in the reading.

Summarizing ideas

Visualizing information

Analyzing text structure

Explore the Reading

A Read and choose the answer.

- What are the children doing in the forest?
 - playing table tennis
 - climbing trees
 - playing Frisbee
- What is the butterfly sitting on?
 - Freddy's foot
 - Freddy's head
 - Freddy's nose
- What do they find in the water?
 - a fish
 - a key
 - a lock
- How do they open the door?
 - They use the key.
 - They push the buttons.
 - They don't open it.
- What is behind the door?
 - Frisbees
 - butterflies
 - food

B Read and write the name. Who says it?

- "Can you get the Frisbee, please?" Freddy 
- "Come and look at this." _____ 
- "Where are the butterflies going?" _____ 
- "This is cool." _____
- "Can we play Frisbee here?" _____
- "Where are we?" _____

C Think and discuss. You explore a new place. Where do you go? What do you find?

I explore my park.


I find a lot of new animals.

Listen and say.

Phonics fl- and fr-

float flap fly friend fries fruit

Now find more words starting with fl and fr in the reading.



Nonfiction

THE SCI-FILES

CASE STUDY 1: Sliding rocks in Death Valley
How can rocks move on their own?

The mystery
The Racetrack is a playa, or dry lake bed, in Death Valley National Park, California, USA. Years can pass without a drop of rain falling here. But it has become famous for a geological mystery. Rocks that are stuck in the dry mud have long tracks behind them. They appear to have moved hundreds of meters on their own.

Possible theories

- Hypothesis:** It could have been a trick. Someone might have moved the rocks.
Argument against: They couldn't have done this without leaving evidence of a truck or footprints.
- Hypothesis:** Strong winds might have moved them.
Argument against: Many of the rocks are extremely heavy.

What do you think the explanation might be for the two mysteries?

CASE STUDY 1

58 Reading Informational Text



I'm a quiet place.
Pick something from my bookcase.
You can learn how to make rice or
all about flowers.
It's OK to sit here for hours.

What
am
I?



I'm open all day.
I have yummy food.
Come in for a snack.
Bring your friend, too.

What
am
I?

I'm a beautiful place.
I have old things inside.
Walk around and you can see
a lot of art and history.

What
am
I?



I'm a special tree.
Who put a door
handle on me?
Does someone live inside?

It's a
mystery!

Which door
do you want
to open?



UNIT
2

Thank You



Get Ready to Read

Think, Pair, Share

A Look at the picture. Why are they holding these things? Think about it.

B Talk with your partner.

What do you think?

I think that's his home.

C Share with the class.

We think he's thankful for his home.

D Think and discuss. When do you say "thank you"?

E Look at the picture. Where do you think it is?



Now read *Chuseok: Korea's Harvest Festival*

Think, Pair, Share



A Look at the picture. Why are they holding these things? Think about it.

B Talk with your partner.

What do you think?

I think that's his home.

C Share with the class.

We think he's thankful for his home.

D Think and discuss. When do you say "thank you"?

E Look at the picture. Where do you think it is?



Now read **Chuseok: Korea's Harvest Festival**



<https://youtu.be/OF9hugZjbok>

Think Together

UNIT
7

Why do we look around in new places?

A Write and share. What new places do we find in the readings?

Blank writing lines for student response.

we find a museum.

And a butterfly garden.

B Think and discuss. Imagine you look around a new place. Where do you go? How do you feel? Do a Think, Pair, Share.

I go to the butterfly garden. I'm happy there.

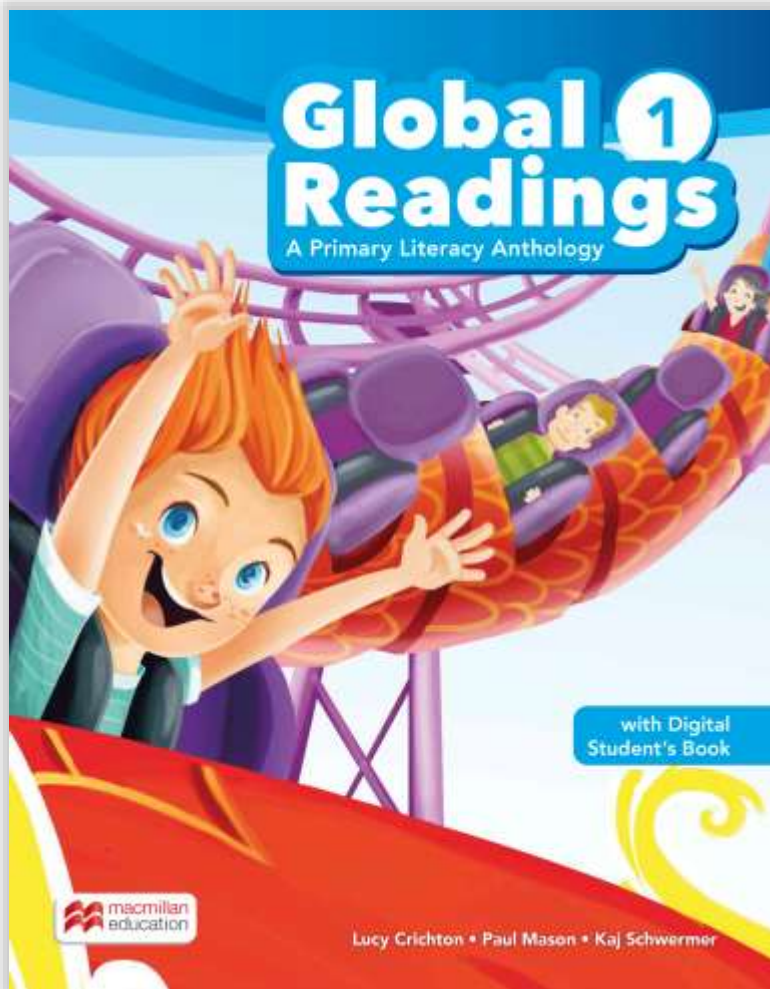
My Reading Journal

My Reading Journal

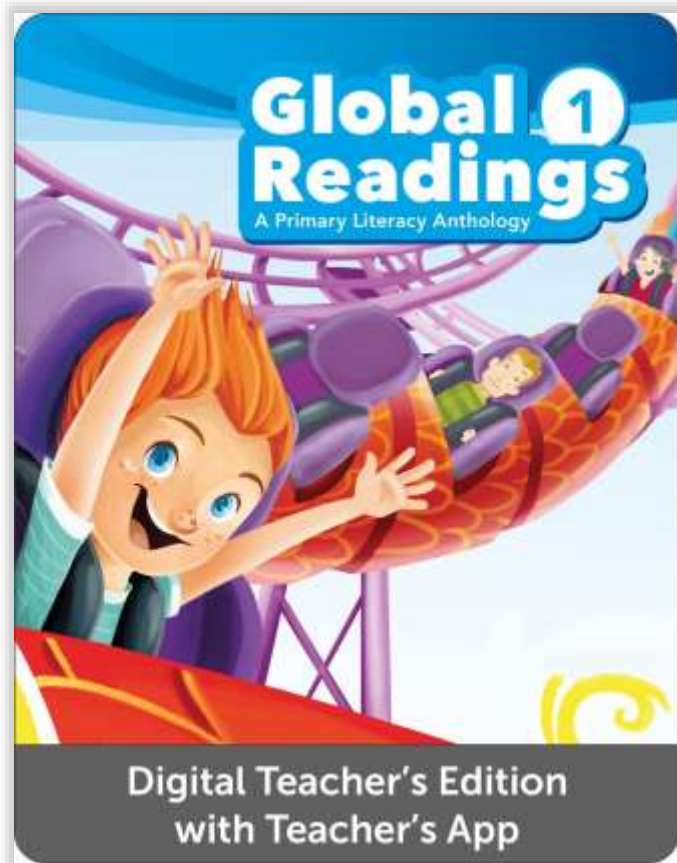
Imagine you have a key. What door does it unlock? Draw the place.

Large blank drawing area for the key activity.

You meet the authors of the readings. What question do you ask?



- Blended Pack (Student's Book and Digital Student's Book)
- Digital Pack (Digital Student's Book)



- **Digital Teacher's Edition**
- **Teacher's App** with access to:
 - Classroom presentation kit
 - Class audio and video
 - Integrated classroom management tool
 - Student progress tracker
 - Literacy review
 - Spelling worksheets
 - Graphic organizer handouts
 - Story map handout
 - Advancing Teaching videos and articles

Global Stage with a unique approach to Language and Literacy, aims to support children in becoming competent and confident English speakers while also developing as inquisitive learners and responsible future leaders.



THANK YOU!

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