

# *Trailblazer*

**Trailblazer on the Cover**   **Ice climber jumps between piles of snow in ice cave**

**Description:** An ice climber jumps between piles of snow with ice axes in the air.

**Location:** Vatnajökull Ice Cap, Iceland

**Trailblazer Facts:** Ice climbers ascend frozen water routes like waterfalls and large icicles with special equipment that prevents them from slipping. Trailblazing ice climbers come from all over the world to explore this ice cap, which covers ten percent of Iceland.

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# ***Trailblazer***

Sarah Worthington

# Scope and Sequence



1

## Why do we need entertainment?

pages 2–23

2

## What's below the surface of the Earth?

pages 24–47

### ▶ Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Word Work

### Reading

### ▶ Grammar

### Listening

### Speaking

### Writing

### ▶ Critical Thinking

### Project

One More Episode  
Entertaining Talents  
Music and the Body

Social Studies

**VISUAL** Connect the context of an image to personal experience.

**GLOBAL** Explain how different people can contribute to communities.

**SOCIAL** Explain the importance of self-discipline in relation to screen time.

**TEXTUAL** Read Graphics; Make Inferences

**MEDIA** Identify what you learn about yourself using information drawn from different types of media.

social, crave, streaming service, viewer, series, stress, episode, cliff-hanger, reward, loneliness, addiction, limit  
carnival, parade, performer, behind the scenes, success, take on, float, lyrics, musician, talent, stage fright, volunteer center, humanity

Suffix *-ness*  
Phrasal Verbs with *Take*

Nonfiction: Why do we binge-watch?  
Genre: Science Article  
Fiction: Behind the Scenes at Carnival  
Genre: Realistic Fiction

Gerunds and Infinitives  
*Be used to* and *Get used to*

Interview about screen time  
Strategy: Listen for the Speaker  
Story about a special talent  
Strategy: Listen for Relationships

Express Opinions

Genre: Review  
Strategy: Give Reasons

Infographic about music and the body  
Video: Planet Drum

Give a Musical Performance

Digging Deep  
Under the Surface  
Deep in the Ocean

Earth Science

**VISUAL** Identify details in an image to build understanding of a topic.

**GLOBAL** Explain the importance of respecting and valuing cultural and historical items.

**SOCIAL** Describe ways in which people work together as a team.

**TEXTUAL** Sequence of Events; Setting

**MEDIA** Develop understanding of a topic using information from different types of media.

ancestor, remains, excavation, depth, cave, ancient, bone, identify, fossil, buried, axe, metal detector  
spectacular, enormous, faint, circular, gentle, base, steep, smooth, rough, sharp, active, microbes  
pressure, submersible

Root Word *cav*  
Suffix *-ular*

Nonfiction: The Underground Astronauts  
Genre: Magazine Article  
Fiction: Another Journey to the Center of the Earth  
Genre: Adventure Story

Simple Past Perfect  
Past Perfect Continuous

Podcast about a young explorer  
Strategy: Listen for Key Words  
News story about an expedition into a crater  
Strategy: Listen for Cause and Effect

Respond to Speculation

Genre: Descriptive Text  
Strategy: Use Descriptive Verbs

Infographic about ocean depth  
Video: Journey to the Bottom of the Ocean

Design a Submersible



**Trailblazer** *IN ACTION*

**Keneiloe Molopyane**  
Bones

Episode 1

**Childhood Inspiration**  
Skills Review Units 1 and 2



3

## Why do people buy so much stuff?

pages 48–69

Responsible Shopping  
Possessions  
The Influence of Ads  
Social Studies

**VISUAL** Relate the message of an image to a wider topic.

**GLOBAL** Explore ways of shopping responsibly.

**SOCIAL** Anticipate and evaluate the consequences of people's actions.

**TEXTUAL** Author's Purpose; Cause and Effect

**MEDIA** Draw conclusions using information from different types of media.

brand, special offer, afford, chain, fair, second-hand, throw away, packaging, waste, take back, accessories, upcycle, wealthy, earn, mansion, luxury, financial, success, excitement, disappointment, miserable, content, downsize, tiny content, influencer

Phrasal Verbs  
Suffix *-ment*

Nonfiction: Seven Tips for the Responsible Shopper  
Genre: Advice Article  
Fiction: The 99 Club  
Genre: Allegory

Modal Verbs  
Future Continuous

Report about reusing old clothes  
Strategy: Listen for Topics  
Interview with someone who is moving home  
Strategy: Listen for Reasons

Give Advice

Genre: Balanced Argument  
Strategy: Organize Ideas

Infographic with statistics related to ads  
Video: Is it an ad?

Create a Hidden Ad

4

## What secrets are there in space?

pages 70–93

Life Beyond Earth  
Living in Space  
Objects in Space  
Earth Science

**VISUAL** Explain how an image makes you feel about a topic.

**GLOBAL** Explore the impact of people from different countries working together.

**SOCIAL** Explore the value of trusted relationships when solving problems or seeking help.

**TEXTUAL** Make Predictions; Ask Open and Closed Questions

**MEDIA** Use information from one type of media to evaluate another.

meteor, speed, crash, propose, galaxy, possibility, universe, alien, extreme, astrobiology, data, transmit gravity, force, atmosphere, weightless, orbit, resolve, container, liquid, straw, burn up, successful, survival explode, fuel

Suffix *-ology*  
Phrasal Verbs with *Up*

Nonfiction: Looking for Alien Life  
Genre: Informative Article  
Fiction: A Day in the Life of an Astronaut  
Genre: Diary Entry

Perfect Modals with *Might, Must, and Can't*.  
Perfect Modals with *Could, Would, and Should*

Documentary about how scientists listen to space  
Strategy: Listen for Statistics  
Report about how astronauts prepare for space  
Strategy: Listen for Similarities

Express a Range of Beliefs

Genre: Diary Entry  
Strategy: Use Similes

Photo of the Milky Way Galaxy  
Video: The Night Sky

Design a Device to Clean Space Junk

5

## Why do we compete?

pages 94–115

Fair Play  
Rivalry  
Leveling the Playing Field  
Social Studies

**VISUAL** Describe and explain feelings about the content of an image.

**GLOBAL** Explore how positive relationships can contribute to individual success.

**SOCIAL** Explore the connection between caring about others and fair play.

**TEXTUAL** Point of View; Sequence of Events

**MEDIA** Relate the content of different types of media to a wider topic.

committee, compete, hoop, relay race, track, pole, athlete, divide, medal, award, referee, respect rivalry, at odds, disagreement, part ways, make up, dispute, impact, split, grateful, loyal, buddy, semi-final gender, low-income

Open Compound Words  
Idioms to Express Disagreement

Fiction: A Field Day for Everyone  
Genre: Realistic Fiction  
Nonfiction: The Shoe Rivalry  
Genre: History Article

Conditionals with *Unless*  
Third Conditional

Recommendations for fair play  
Strategy: Listen for Recommendations  
Story about a rivalry between friends  
Strategy: Listen for Attitudes

Show Empathy

Genre: Personal Narrative  
Strategy: Use Details

Quiz about young people and sports  
Video: Barriers to Play

Present about a Youth Sports Organization

# Scope and Sequence



6

## Where does inspiration come from? pages 116–139

7

## How do we choose the food we eat? pages 140–161

### ▶ Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Word Work

### Reading

### ▶ Grammar

### Listening

### Speaking

### Writing

### ▶ Critical Thinking

### Project

Inspiring Youth  
Stories of Inspiration  
Artistic Inspiration

Social Studies

**VISUAL** Explain how an image might inspire people.

**GLOBAL** Explore why people are inspired to act.

**SOCIAL** Explore how people's abilities and interests can help others.

**TEXTUAL** Summarize; Character Analysis

**MEDIA** Generate ideas using information from different types of media.

entrepreneur, startup, encounter, owner, advocate, presentation, peer, feedback, address, leader, experience, service trip affect, determined, take action, tirelessly, confront, discouraged, bravery, take a risk, persist, make a difference, nonprofit organization, take care of glow, smog

Noun and Verb Homographs  
Double Suffixes: *-less* and *-ly*

Nonfiction: Youth Inspiring Change  
Genre: Magazine Article  
Fiction: A Single Drop of Water  
Genre: Drama

Defining Relative Clauses  
Non-defining Relative Clauses

Conversation about volunteer work  
Strategy: Listen for Interests  
News report about plastic waste  
Strategy: Listen for a Personal Account

Express Preferences

Genre: Informational Report  
Strategy: Use Relative Clauses

Photo of an artwork  
Video: Inspiration is Everywhere

Create Art Inspired by Nature

The Power of Taste  
The Problem with Waste  
The Real Cost of Food

Social Studies

**VISUAL** Identify reasons why people might respond differently to the content of an image.

**GLOBAL** Discuss the positive effects of reducing food waste.

**SOCIAL** Explore why people learn to like different foods.

**TEXTUAL** Onomatopoeia; Rhetorical Questions

**MEDIA** Identify similarities in the information presented in different types of media.

pot, dish, savory, stir-fry, scent, dash, pinch, flavor, richness, tradition, texture, tongue consumer, labor, pesticide, perishable, spoil, disposable, contribute to, garbage, landfill, emit, expiration date, flavorful carbon footprint, greenhouse gas

Words with *gh*  
Word Families

Fiction: The Secret of the Lu Shui Stock  
Genre: Realistic Fiction  
Nonfiction: Food Waste Is a Much Bigger Problem Than You Think  
Genre: Persuasive Article

The Passive Voice: Simple Present and Simple Past  
The Passive Voice: Present Perfect and Past Perfect

Podcast about different tastes  
Strategy: Listen for Examples  
Review of a food app  
Strategy: Listen for Key Words about Process

Express Agreement and Disagreement

Genre: Product Pitch  
Strategy: Use Persuasive Language

Infographic about the carbon footprint of food  
Video: Carbon Footprints

Make a Green Menu

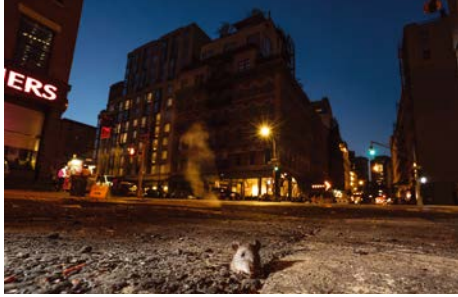


**Trailblazer** *IN ACTION*

**Keneiloe Molopyane**  
Bones

Episode 3  
**Underground Astronaut**  
Skills Review Units 5 and 6





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## What happens after dark?

pages 162–185

How Sleep Works  
Life in the Dark  
Light Pollution

Physical Science

**VISUAL** Respond to an image using illustration.

**GLOBAL** Recognize the dangers human activity poses to plants and animals.

**SOCIAL** Identify positive changes to make as a result of analyzing information.

**TEXTUAL** Text-to-Self Connection; Metaphor and Personification

**MEDIA** Evaluate how information in different types of media can inspire change.

rhythm, cyclical, darkness, sense, fall asleep, artificial, insomnia, disorder, drowsy, stage, background, screen horizon, twilight, dusk, nightfall, nightly, silently, starry, moonbeam, pitch-black, dawn, nocturnal, prey dim, law

Root Word *Cycl-*  
Compound Adjectives

Nonfiction: The World of Sleep  
Genre: Explanatory Article  
Fiction: Night Poems  
Genre: Poetry

*So...that* and *Such...that*  
The Passive Voice: Simple Future

Quiz about sleep  
Strategy: Listen for Supporting Statements  
Lecture about sand cats  
Strategy: Listen for Complex Ideas

Express Frequency

Genre: Poetry  
Strategy: Use Line Breaks

Infographic about light pollution  
Video: Dealing with light pollution

Do an Experiment to Measure Light Pollution

9

## Why do we read?

pages 186–207

The Science of Reading  
Fact vs. Fiction  
A World of Reading

Art

**VISUAL** Explore how information in an image compares with others' experiences and preferences.

**GLOBAL** Recognize the importance of verifying the reliability of online content.

**SOCIAL** Explore ideas to support people with different abilities.

**TEXTUAL** Take Notes; Draw Conclusions

**MEDIA** Explain how information in different types of media has influenced your own opinions.

narrative, visual, deep reading, empathy, print, e-reader, skim, regularly, in the long run, comprehension, audiobook, learning difference deal, unbelievable, scam, go wrong, ignore, suspicion, too good to be true, permission, review, disbelief, fake, hoax empowered, pleasure

Idioms with *Run*  
Homophones

Nonfiction: How Reading Boosts Brain Health  
Genre: Opinion Article  
Fiction: Too Good to be True  
Genre: Realistic Fiction

Reported Speech: Reporting Verbs  
Reported Speech: Indirect Questions

Lecture about learning differences  
Strategy: Listen and Take Notes  
Podcast about tree octopuses  
Strategy: Listen for Speaker Intention

Give Recommendations

Genre: Book Report  
Strategy: Vary Nouns and Pronouns

Infographic about reading around the world  
Video: We Love Reading

Create a Picture Book

10

## Why do we like adventures?

pages 208–231

Thrill-Seekers  
Let's See What's Out There  
Adventures at Home

Social Studies

**VISUAL** Compare and explore your own and others' feelings about an image.

**GLOBAL** Recognize the benefit of valuing different perspectives.

**SOCIAL** Explore how people's values affect their behavior.

**TEXTUAL** Compare and Contrast; Rising Action

**MEDIA** Identify actions you can take in response to information in different types of media.

tame, hike, awe, inspiring, passenger, thrill, trail, mindset, adrenaline rush, participant, risky, skydiving backpacking, destination, journey, clue, leg, departure board, board, cab, overnight, check in, compass, navigate grade, wild

Adjectives with *-ing*  
Homonyms

Nonfiction: Adventure's Fine Line  
Genre: Magazine Article  
Fiction: The Galaxy Race  
Genre: Science Fiction

*Make, Let, Had better, and Would rather Wish and If Only*

Interview about how thrill-seeking affects the brain  
Strategy: Listen for Definitions  
Documentary about ancient navigation  
Strategy: Listen for Arguments

Ask Questions about Experience

Genre: Travel Brochure  
Strategy: Use Coordinated Adjectives

Microadventure map  
Video: School Microadventure

Make a Microadventure Map

Episode 4  
**Cradle of Humankind**  
Skills Review Units 7 and 8

Episode 5  
**Inspiring a New Generation**  
Skills Review Units 9 and 10



1

# Why do we need entertainment?

## LOOK

1. Describe the photo.
2. What do people enjoy about performing? Use details from the photo.
3. **VISUAL LITERACY** Have you seen a performance like the one in the photo? What was it like? Tell a partner.

## LISTEN

1. Before you listen, think about the music that might be used for the performance in the photo. Is it fast or slow? Is it loud or quiet?
2. Listen. Were your predictions correct? What other sounds did you hear? Make a list. 🔊 1.1

## WATCH

1. Watch the video. ▶ 1.1
2. Watch the video again. What do you know about this topic? What questions do you have? ▶ 1.1



A Japanese performer entertains crowds in Edinburgh, Scotland, UK.

# Trails

in This Unit



## One More Episode

- **READ** about the effects of binge-watching.
- **LISTEN** to someone talk about screen time.
- **TALK** about favorite TV shows and movies.



## Entertaining Talents

- **READ** about finding a talent.
- **LISTEN** to a story about a special talent.
- **WRITE** an opinion about a kind of entertainment.



## Music and the Body

- **STUDY** an infographic about music and the body.
- **WATCH** a video of a musical performance.
- **CREATE** your own musical performance.

# One More Episode

## Vocabulary

- A NEW WORDS** Listen and read. 🔊 1.2  
Listen and say. 🔊 1.3



Humans are **social** creatures. The people who make TV shows know our brains **crave** social activities. This is why TV networks and **streaming services** have developed social TV shows where TV **viewers** can connect with each other. A popular example of this is the talent show. There are many TV **series** in which ordinary people compete in singing competitions. But viewers don't just watch people sing. They also learn about their favorite singers, learn how they manage the **stress** of singing in front of big crowds, and vote for them online. Fans' social media posts about their favorite singers are shown during the show. Some **episodes** end on a **cliff-hanger**, with fans not sure if their favorite singer will be chosen. The **reward** for the show creators is more people watching. For some fans, being part of a community helps to reduce feelings of **loneliness**.



**B Match.**

- |                      |   |
|----------------------|---|
| 1. social            | a. a prize for achieving or succeeding                    |
| 2. stress            | b. feeling worried or nervous about something             |
| 3. streaming service | c. interacting and connecting with others regularly       |
| 4. reward            | d. an exciting story where you don't know how it will end |
| 5. cliff-hanger      | e. a website that provides shows and other entertainment  |
| 6. loneliness        | f. feeling sad because of being alone                     |

**C Complete the sentences with words from A.**

They are only ten minutes long, but there are over 20,000 \_\_\_\_\_ of the German children's television \_\_\_\_\_ *Sandmännchen* (*The Little Sandman*)! The show has always run at 6:50 p.m., to encourage young \_\_\_\_\_ to go to bed after they watch. The little sandman \_\_\_\_\_ travel and adventure. He's traveled to the Egyptian pyramids, Lapland, and everywhere in between.

- D Work with a partner. Talk about your favorite TV show. Try to use as many of the words in A as possible. Who can use more?**





## Word Work

- E** Listen and read. Circle the word with the suffix *-ness* in the example sentences. 🔊 1.4

### Suffix *-ness*

The suffix *-ness* makes an adjective into a noun.

lonely - **loneliness**      polite - **politeness**      kind - **kindness**

Some people watch TV when they are lonely. But when someone stops spending time with other people, too much TV can also cause loneliness.

- F** Add the suffix *-ness* to the words in the box. Then use these words to complete the sentences.

aware    clever    fit    happy

1. I went to the gym because I wanted to improve my \_\_\_\_\_.
2. She always did well in tests because of her \_\_\_\_\_.
3. They wanted to raise \_\_\_\_\_ about the issue.
4. The secret to \_\_\_\_\_ is doing what you love.

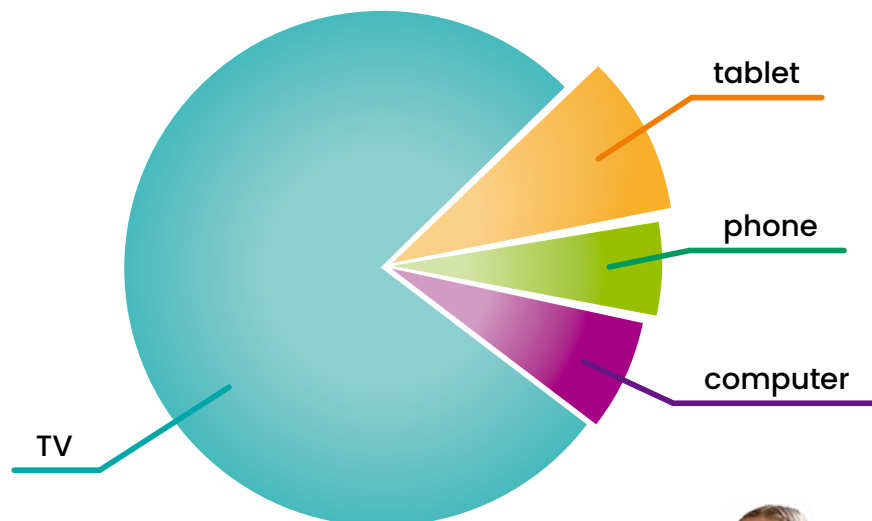
## Reading Strategy

### Read Graphics

When you read a text, study any graphic information such as charts, graphs, or maps and think about how the information adds to the main idea and details.

- G** Look at a chart from an article. What does it show? What do you think the article is about?

How do young people watch TV shows?



**PREVIEW** Look at the title and headings in the science article on the next page. Do you think it's a good idea to binge-watch? Why? Explain your answer to a partner.



# Why do we binge-watch?

1.5

## What is binge-watching?

Have you ever started a TV show and found yourself watching **episode** after episode, even though you only wanted to watch one? That's binge-watching. Binge-watching is watching two or more episodes in a TV **series** one after another. It's a popular way of watching TV, and **streaming services** know people like to binge-watch. While binge-watching can lead to bad habits and poor health, there is also research that shows binge-watching can have positive benefits.



The human eye blinks about 18 times a minute, but it blinks fewer times when watching TV, which makes your eyes tired and causes eye strain.





## Binge-Watching and Health

Research has shown that the more TV someone watches, the more likely they are to have health problems. For example, people who watch more TV don't exercise as much as people who watch less TV. Too much TV is also linked to **stress** and emotional health problems, such as sadness and **loneliness**. It can also affect behavior. For example, too much TV has been linked to lower grades and a hard time learning languages.

And then there's sleep. Many people say they can't help watching TV late at night. Then they don't get enough sleep. When you watch TV at night, it is more difficult to fall asleep and stay asleep. With all these negatives (and sleepiness!), it is easy to wonder why anyone binge-watches shows. But there are reasons for our behavior, and they're all tricks our brain plays on us to get more of what it likes.

## The Science of Binge-Watching

Your brain gives you a **reward** for doing enjoyable activities by producing a chemical called dopamine. Dopamine produces a feeling of excitement and happiness. But as soon as you stop the enjoyable activity, the dopamine stops, too. That's why some people **crave** screen time

and feel like they can't control their binge-watching. The brain also can't tell the difference between real events and the events you see on screen, so **viewers** connect to the characters on TV shows, especially characters who are like themselves. Streaming services know how the brain works, too, and they design shows to keep viewers watching, including starting another episode as soon as the last episode ends, and ending episodes with **cliff-hangers**.

## Binge-Watching Benefits

There are some benefits to binge-watching. In small amounts, binge-watching can help someone manage stress. Seeing yourself in a character has been shown to increase *self-esteem*. TV show characters can serve as role models to help someone change their behaviors or solve problems in a different way. Shows about doctors or other careers can help people learn about jobs they're interested in.

There are also **social** benefits to watching TV. Talking about a show can help people connect with each other. Watching a show with family or friends can improve relationships. And, like other types of storytelling, watching TV improves viewers' social, communication, and listening skills.

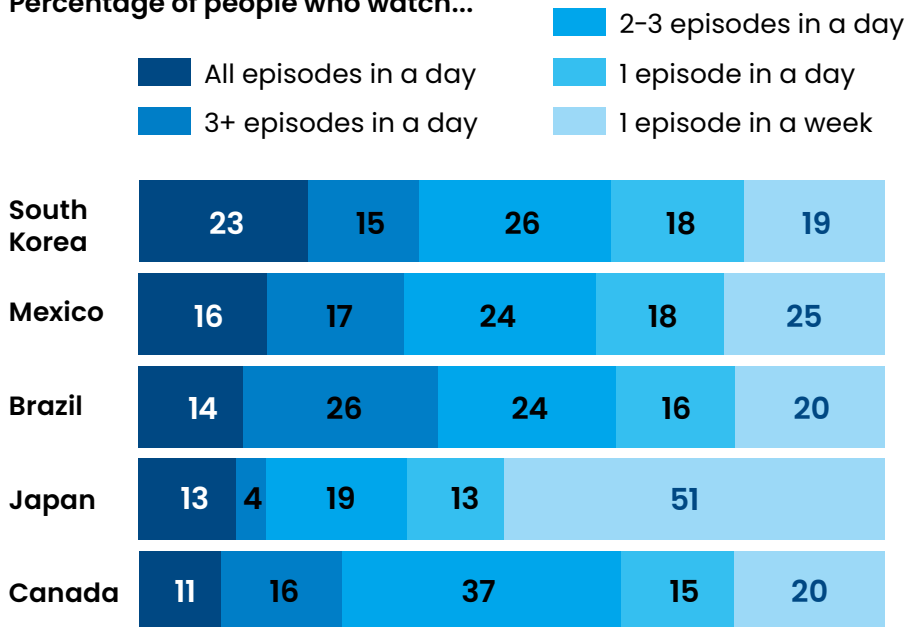
Some people think that young people watch more TV now because of streaming services. Others say that young people watched a lot of TV before streaming existed. The only difference is that streaming services allow viewers to watch more of the shows that they like.

Finally, think about this: Why doesn't anyone ever talk about the negative effects of binge-reading a book?

*If you have **self-esteem** you respect yourself and believe in your abilities.*

## Binge-Watching by Country

Percentage of people who watch...



Source: Morning Consult

# Comprehension

**A** What was your opinion about binge-watching before reading the science article? Did that change? Why? Tell the class.

**B** Check (✓) the positive and negative effects of binge-watching.

	Positive	Negative
1. can increase self-esteem	<input type="checkbox"/>	<input type="checkbox"/>
2. can cause heart problems	<input type="checkbox"/>	<input type="checkbox"/>
3. can cause an increase in negative behavior	<input type="checkbox"/>	<input type="checkbox"/>
4. can help people solve problems	<input type="checkbox"/>	<input type="checkbox"/>
5. can reduce stress	<input type="checkbox"/>	<input type="checkbox"/>
6. can cause problems with self-control	<input type="checkbox"/>	<input type="checkbox"/>
7. can lead to less sleep	<input type="checkbox"/>	<input type="checkbox"/>
8. can teach people about careers	<input type="checkbox"/>	<input type="checkbox"/>
9. can help people connect with others	<input type="checkbox"/>	<input type="checkbox"/>
10. can cause sadness and loneliness	<input type="checkbox"/>	<input type="checkbox"/>

**C** **TEXTUAL LITERACY Read Graphics** Answer the questions about the chart in the text.

1. What is the title of the chart?

---

2. What two kinds of information are included in the chart?

---

3. What kind of numbers are included in the chart?

---

4. What similarities can you see across different countries?

---

**D** Science articles include facts that are supported by research. Review the facts in the text. Write three facts you find most interesting and share them with a partner.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

**E** **SOCIAL LITERACY** Do you think watching TV is a good way to manage stress? Why?

**F** What else do you want to know about this topic? Make a list of questions with a partner.



# Grammar

- A** Listen and read. Underline *to do* and *-ing* words in the text. What kinds of words come before the underlined words? 🔊 1.6

If you have problems turning off your TV, try making a list of what you would like to do instead of watching TV. Put the list near your TV. Every time you go to turn on the TV, choose an activity from the list. It might be difficult to do at first, but after a while, you will get better at it. If you can't help turning on the TV, set an alarm so you only watch TV for a certain amount of time, like thirty minutes or an hour.



## Gerunds and Infinitives 🎵 1.2

Use gerunds after certain verbs and prepositions. Gerunds can be the subject or object of a sentence. Use infinitives with *to* after certain verbs and most adjectives. Infinitives are used to show purpose. Some verbs can be followed by the infinitive or the gerund.

- B** Circle the correct answers.

1. It is difficult **starting** / **to start** a new habit like not watching TV.
2. Some people don't have a problem **stopping** / **to stop** but others do.
3. If you want **starting** / **to start** slowly, cut the amount of TV you watch by ten minutes a week.
4. If you can't help **watching** / **to watch** TV at night, make sure the screen isn't too bright.

- C** Work in groups. Discuss your feelings about watching TV using these phrases.

I can't help...

I have problems...

I want to...

instead of...

It's difficult to...

It's easy to...

- D GRAMMAR IN USE** Reread the paragraph "Binge-Watching and Health" in the science article. Underline the sentences that use gerunds and infinitives. Then make new sentences about binge watching with the underlined gerunds and infinitives.

# Listening

**A** Look at the photo. What is the girl doing?  
Is there another activity she should be doing? What?

**B** **NEW WORDS** Listen and read. 🔊 1.7  
Listen and say. 🔊 1.8

addiction      limit

**C** Listen. Check (✓) the signs of screen addiction that Isaac showed. 🔊 1.9

- ☐ Screen time is very important in the person's life.
- ☐ The number of viewing hours increases over time.
- ☐ The person misses important activities because of the habit.
- ☐ The person watches TV to change their mood.
- ☐ The person feels sick without screen time.
- ☐ The person has difficulty limiting how much they watch.

It's easy to get distracted.

## Listening Strategy

When you listen for who is speaking, listen for each speaker's name, for different voices, and for what each speaker is likely to say.

**D** **LISTEN FOR THE SPEAKER** Listen again. Then read and circle the speakers. 🔊 1.9

- |   |                              |
|---|------------------------------|
| 1. So, Isaac, why did you stop watching TV?                                     | Dr. Tsong / Isaac / the host |
| 2. Yes, he showed several signs of screen addiction.                            | Dr. Tsong / Isaac / the host |
| 3. I don't think I ever felt sick, but it was hard to limit how much I watched. | Dr. Tsong / Isaac / the host |
| 4. How did you change your habits?  | Dr. Tsong / Isaac / the host |
| 5. I spent more time with friends. I found activities I enjoyed.                | Dr. Tsong / Isaac / the host |

**E** **SOCIAL LITERACY** Work with a partner. Answer the questions.

1. What made Isaac change his TV viewing habits?
2. What changes did Isaac make to end his screen addiction?

**F** Write three tips to make sure screen time does not lead to addiction.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Speaking

- A EXPRESS OPINIONS** Listen and read. Complete the conversation with how the speakers give their opinions. 🗣️ 1.10

Did you watch *Street Runners* last night?

No, I didn't. I think that show is terrible.

Are you kidding? It's amazing! <sup>1</sup> \_\_\_\_\_, it's the best show on TV. And the rest of the school would agree with me.

<sup>2</sup> \_\_\_\_\_ it's just not that entertaining. Who wants to watch a group of people jump across buildings and run up walls?

I do! I would never do anything like that, but <sup>3</sup> \_\_\_\_\_, it's really exciting to watch.

- B** Think of a TV show or movie that you like. Write three reasons why you like the TV show or movie.

Name of TV show or Movie: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

- C** Work with a partner. Take turns telling each other about your favorite TV show or movie. Use your reasons in **B** and express your opinions.

## Speaking Tip

Use phrases like *in my opinion*, *I would say*, and *from my point of view* to explain your personal thoughts about a topic.

- D** Work with another partner and have a conversation about your favorite TV show or movie. Did anyone have the same opinion as you?

**Why** do  
**we need**  
**entertainment?**

Think about what you have learned about binge-watching. Write an answer to the question.



# Entertaining Talents

## Vocabulary

- A NEW WORDS** Listen and read. 🔊 1.11  
Listen and say. 🔊 1.12



**Carnival** is celebrated in more than 50 countries around the world. Carnival is an important event in Port of Spain in the Caribbean country of Trinidad and Tobago. There, a two-day **parade** of bands fills the streets with **performers**—up to 3,000 of them in one band! **Behind the scenes**, members of each band work together to make carnival a **success** each year. They **take on** all of the carnival planning, including the designing and building of costumes and parade **floats**. Songwriters write song **lyrics** for their band, and **musicians** play instruments, such as steelpan drums, as the parade travels through the streets. If a band's performers have enough **talent**, they may win first prize in the carnival.



**B Match.**

- |                      |  |
|----------------------|--|
| 1. parade            | a. a celebration that is popular around the world          |
| 2. carnival          | b. an event where a large group of people walk together    |
| 3. float             | c. the part of the show that the audience doesn't see      |
| 4. behind the scenes | d. a decorated stage that moves and where performers stand |

**C Complete the sentences with words from A.**

1. In a carnival, you might see \_\_\_\_\_ playing instruments, and other \_\_\_\_\_ like dancers.
2. The carnival is a \_\_\_\_\_ every year because lots of people \_\_\_\_\_ different responsibilities.
3. Writing song \_\_\_\_\_ isn't easy. It takes a lot of \_\_\_\_\_.

**D Think of a parade you have seen or know about. Talk about what you saw with a partner. Use at least three words from A.**

## Word Work

- E** Listen and read. Underline the phrasal verbs with *take* in the example sentences.  1.13

### Phrasal Verbs with Take

Use the word *take* with other words to make a phrasal verb. Phrasal verbs are made up of verbs and particles (prepositions or adverbs). Phrasal verbs often have a meaning that is different from the meaning of the verb by itself.

João was a talented musician, but he didn't take to the role of band leader at first. It took him a while to take in what was expected of him. Once he understood, he was happy to take on the extra responsibility.

- F** Complete the sentences with the correct phrasal verbs with *take*.

1. With all the noise and people, a carnival parade is a lot to \_\_\_\_\_.
2. Members of a band \_\_\_\_\_ the work of making costumes and floats.
3. It's difficult to \_\_\_\_\_ an activity if you're not very good at it.

## Reading Strategy

### Make Inferences

When you read, use what you know and clues from the text to make guesses about what the author wants the readers to understand.

- G** Look at the picture and read the text. What inferences can you make?

He had been working on one small part of the float for weeks. His eyes kept closing, his neck was sore, and his fingers were lots of different colors from the paints he had been using. "It will all be worth it," he said to himself as daylight started to creep in through the window.



**PREVIEW** Look at the picture in the realistic fiction story on the next page. How do you think the girl is feeling? Explain your answer to a partner.

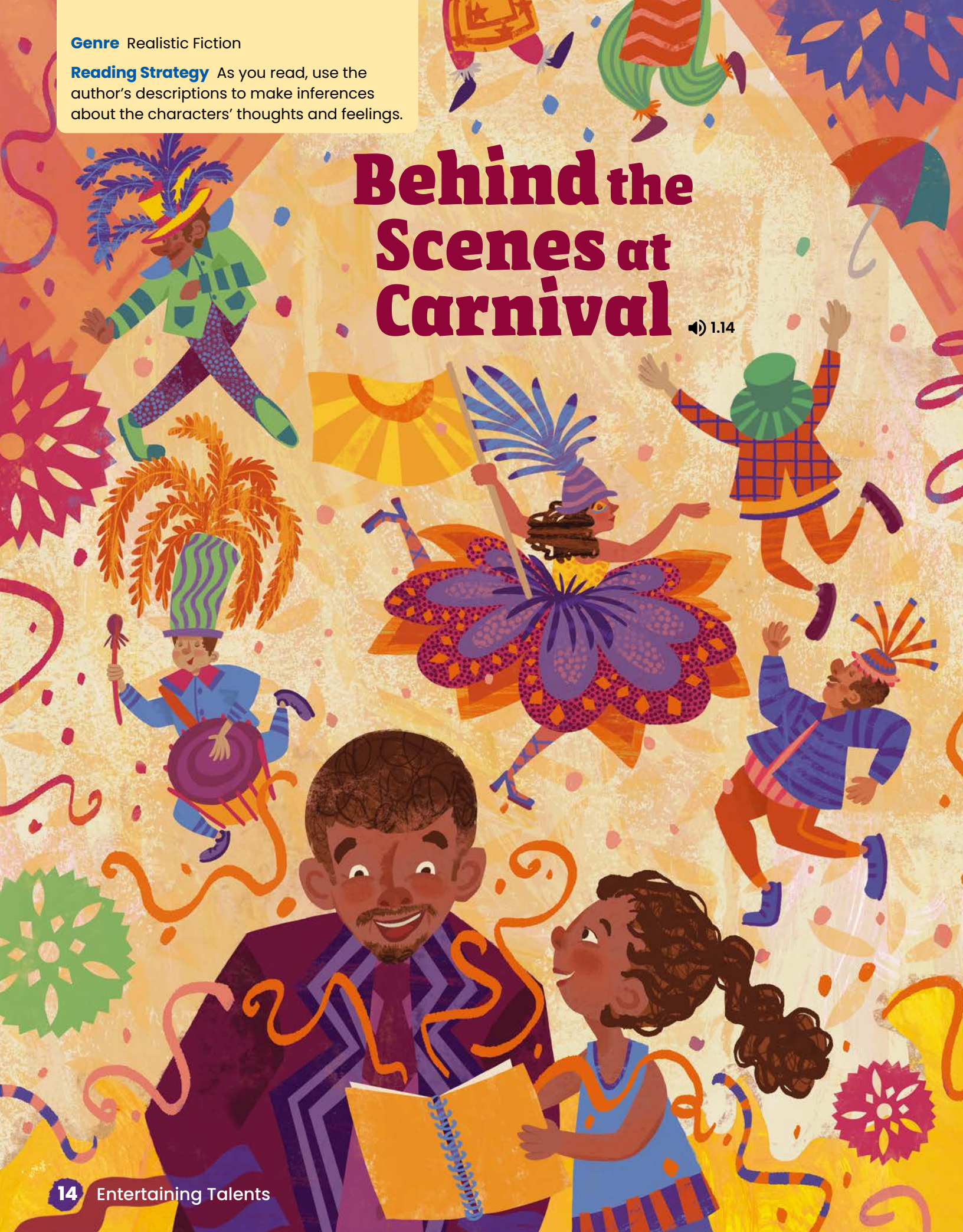


**Genre** Realistic Fiction

**Reading Strategy** As you read, use the author's descriptions to make inferences about the characters' thoughts and feelings.

# Behind the Scenes at Carnival

1.14





Joana's mom yelled, "Let's go!" The family was leaving for their samba school to practice for **carnival**. Like many of their neighbors and other Brazilians, carnival was a big part of Joana's family. Like her parents, Joana's big sister Catarina and little brother João loved being part of this community event each year. Joana walked slowly to the door with a sad look on her face. "It's okay, Joana," said her mom. "I think you'll find your carnival **talent** this year." Joana picked up her notebook of poems and walked outside.

On the way to the school, her family talked excitedly about the carnival's theme: The Beauty of Carnival. Joana didn't hear them. She was thinking about the last poem she had written. It was about her love for carnival: the samba music, the street parties, the **parades**, and the crowds of thousands who watched and clapped for the **performers**. Joana thought it was her best poem yet. Joana loved writing poems. She was used to writing all the time. She wrote before school, while she waited for the bus, and late at night when she couldn't sleep. It was nice to have something that people said she had a talent for. She had even won some awards for her poems at school. But she still wanted to find a carnival talent.

Everyone else in the family loved to go to their samba school, which was really more like a club. Joana hadn't taken to samba dancing the way Catarina had, or to playing the drums the way João had. The looks on their faces showed that they were lost in their tasks because they were working on something they cared about, and that they were good at. She saw the same look everywhere at the school. It was on her dad's face when he worked on the parade **floats**, and on her mom's face when she sewed costumes. It was on the faces of the **musicians**, and all of the dancers. Joana felt like everyone was using their talents to make carnival a **success**, except for her.

As her family entered the school, Joana thought, "If only poems were part of carnival." Other years, she had followed Catarina or João to their lessons. But today, she didn't go inside right away. "Maybe," she thought, "I'll get used to being the only one in the family who doesn't have a carnival talent."

Mr. Silva, the school's *carnavalesco*, saw Joana outside and asked her what was wrong. "Everyone in our community uses their talents to make carnival better," Joana replied, "but I don't have a carnival talent." "What talents do you have?" he asked. "I'm good at writing poems," Joana said. "Here's a poem I wrote about carnival." Mr. Silva read from Joana's notebook. His eyes got bigger as he read. When he finished, he smiled and said, "Joana, I know you wrote this as a poem, but I think it could work as **lyrics** for our carnival song. This year, instead of dancing or playing an instrument, would you work **behind the scenes** and **take on** song writing?" Joana needed a moment to take in what she had heard. Then she smiled and nodded yes.

That night after dinner, Joana sat on her bed, writing song lyrics in her new carnival song notebook. She had already written two songs. Suddenly, Catarina, who was practicing samba in the space between their two beds, looked at Joana. "Funny," she said, "When you write lyrics, the look on your face is the same one I have when I samba." Joana smiled wide. Her sister was right. She had found her carnival talent.

A *carnavalesco* is the leader of a Brazilian carnival samba school.

## Comprehension

**A** If you could be part of a carnival parade, what would you be interested in doing? Share your idea and a reason why with a partner.

**B** Put the events from the story in order.

- ☐ Joana and her family go to the samba school.
- ☐ Joana writes a poem about her love of carnival.
- ☐ Joana realizes that she has found her carnival talent.
- ☐ Joana shows Mr. Silva her poem.
- ☐ Joana agrees to write songs for the samba school.

**C** **TEXTUAL LITERACY Make Inferences** Work with a partner. Answer the questions by making inferences about the characters in the story.

1. How does Joana feel about poetry?
2. How does Joana feel about going to the samba school?
3. How does Joana feel about taking on song writing for the school?
4. What is the look on Joana's face when she writes poetry?

**D** Realistic fiction includes characters and situations that could be real but are not. Think about the characters, plot, and setting of the story. Then tell a partner if you think these parts of the story could be real. Explain why.

**E** **GLOBAL LITERACY** Complete the chart with the skill that each person brings to the samba school. Then discuss why these skills are important as a class.

Catarina	João	Joana's Mom	Joana's Dad

**F** What parades happen in your community or country?  
What do people do behind the scenes to make sure the parade is a success? Why?



# Grammar

- A** Listen and read. Underline sentences with *used to* and *get used to* in the text. 🔊 1.15

Everyone in Brazil is used to adults and children wearing carnival costumes. But now, people in Rio de Janeiro are getting used to dogs joining in on the fun, too! In 2023, 100 dogs were part of a carnival dog costume street party and five were selected as best dressed.



## **Be used to and Get used to** ▶ 1.3

Use *be used to* to talk about something that is known or familiar.

Use *get used to* to talk about something being learned or becoming familiar.

- B** Complete the sentences with the correct form of *be used to* or *get used to*.

1. When someone tries on a carnival costume for the first time, they have to \_\_\_\_\_ how heavy it is.
2. By the second year that samba dancers are part of the parade, they \_\_\_\_\_ the months of practice.
3. The drummers in the band \_\_\_\_\_ carrying their drums during the parade.
4. Some people never \_\_\_\_\_ the huge carnival crowds.
5. People who have worked behind the scenes at a carnival for many years \_\_\_\_\_ staying up late.

- C** Work as a group. Write three sentences about yourself using the phrases in the box. Stand up and read your sentences. If anyone agrees with your sentences, they also stand up.

I'll never get used to      I'm not used to      I'm used to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- D GRAMMAR IN USE** Underline the sentences with *used to* in the realistic fiction story. Rewrite each sentence to explain the meaning of the *used to* phrase.



# Listening

**A** Look at the photo of a girl in a zoo in Thailand with lemurs. Check (✓) the statement you think shows what is happening. Tell a partner why you chose your answer.

- ☐ The girl is helping the animals.
- ☐ The animals are making the girl upset.



A lemur shows an interest in music.

**B NEW WORDS** Listen and read. 🔊 1.16

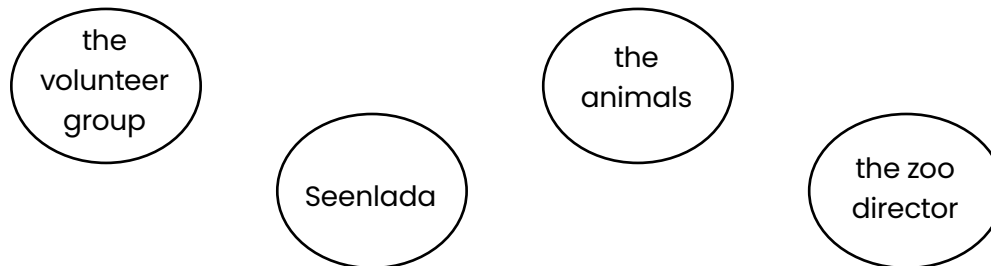
Listen and say. 🔊 1.17

stage fright volunteer

**C** Listen. Complete each sentence with the information you hear. 🔊 1.18

1. Animals at the zoo were lonely because \_\_\_\_\_.
2. A volunteer group visited the zoo to \_\_\_\_\_.
3. Seenlada played \_\_\_\_\_ for the animals.
4. The performances helped Seenlada with her \_\_\_\_\_.

**D LISTEN FOR RELATIONSHIPS** Listen again. Draw arrows to show how the different people and animals are connected to each other. Then write sentences to explain the connections. 🔊 1.18



## Listening Strategy

When you listen for relationships, think about how different individuals and groups are connected to each other.

**E GLOBAL LITERACY** Work with a partner. Answer the questions.

1. How did the volunteers help the animals at the zoo?
2. What skill(s) did the volunteers have that helped the animals?
3. How did volunteering help Seenlada?

**F** Discuss the questions in a group.

1. Why do people volunteer?
2. Who benefits from volunteering?
3. What skills do you have that you might be able to use as a volunteer?

## Writing

- A** Look at the stars in the review. With a partner, discuss how you think the stars are connected to the text.

### Genre Review

A review is an opinion about something, like a TV show, book, or game.

**Writing Strategy** Make your writing stronger by supporting your opinions with reasons. Reasons answer the question “Why.”

- B GIVE REASONS** Read the review. Underline the reasons the writer likes the TV series.



I give the TV series, *The Great Bake: Juniors* four stars. In this series, young bakers compete by baking different kinds of cakes, cookies, and other treats. The baker that does the best in each show is named Top Baker. The baker that does the worst goes home. At the end of the series, one baker is chosen as the winner.

I like this show because it's a competition, and I get to learn about baking while I watch. I've learned new baking vocabulary by watching, too. Also, some of the contestants on the show are really funny, so I laugh a lot when I watch. There are adults on the show, but the kids are the stars. I really like that. You will like this show if you like to bake or if you like to eat! It's perfect for watching with your family because there's nothing in it that children or adults can't watch. I highly recommend this show.



- C** Work with a partner. Answer the questions.

1. What is the review an opinion about?
2. Why do some sentences use *because* and some sentence use *so*?

- D** Write a review of a TV show, video, or movie that you have seen. Use the writing model to help you plan, draft, review, and revise your work. Work with a partner to check your writing.

**Why do  
we need  
entertainment?**

Think about what you have learned about talents. Write a new answer to the question.

# Music and the Body

## Critical Thinking

- A** Work with a partner. Answer the questions.
1. What music do you listen to? Why do you like it?
  2. When do you listen to music?
  3. Why do you think people listen to music?
- B** Look at the infographic. Which effects have you experienced when you listen to music?
- C** Look at the infographic again. What effect do you think is most important? Discuss your ideas with a partner. Share them with the class.
- D** **NEW WORDS** Listen and read. 🔊 1.19  
Listen and say. 🔊 1.20
- center    humanity
- E** Watch the video. Check (✓) the actions you see. Then circle the action you see the most in the video. ▶ 1.4
- ☐ dancing

☐ drumming

☐ jumping

☐ singing

☐ clapping
- F** Watch the video again. Answer the questions. ▶ 1.4
1. How does the music make you feel?  
\_\_\_\_\_
  2. What does the music make you do or want to do?  
\_\_\_\_\_
  3. What does the music make you think about?  
\_\_\_\_\_
- G** **MEDIA LITERACY** Look at your answers to **A** and **F**. What do your answers tell you about what happens to you when you listen to music?

# The Effects of Music on the Body

## Brain

Listening to music improves learning, thinking, and memory, makes you more creative and happier, and improves sleep.



## Nervous System

Listening to music decreases stress.



## Lungs

Singing improves the way you breathe.



## Cardiovascular System

Listening to music decreases blood pressure and helps the body protect itself from getting sick.

