

Trailblazer

WORKBOOK

Trailblazer Workbook audio available on **spark**

Credits

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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

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Trailblazer IN ACTION

KENEILOE MOLOPYANE **Bones**

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1

Why do we need entertainment?

Write three words you know about this topic.

Write one question you want to ask about this topic.

One More Episode

Vocabulary

A Complete the sentences.

crave loneliness reward social stress

1. After a long day at school, some students _____ a little bit of screen time.
2. Humans are _____ animals who like to be around other people.
3. Being alone and having feelings of _____ are two different things.
4. My _____ for finishing my homework is playing video games for half an hour.
5. Using social media can cause _____.



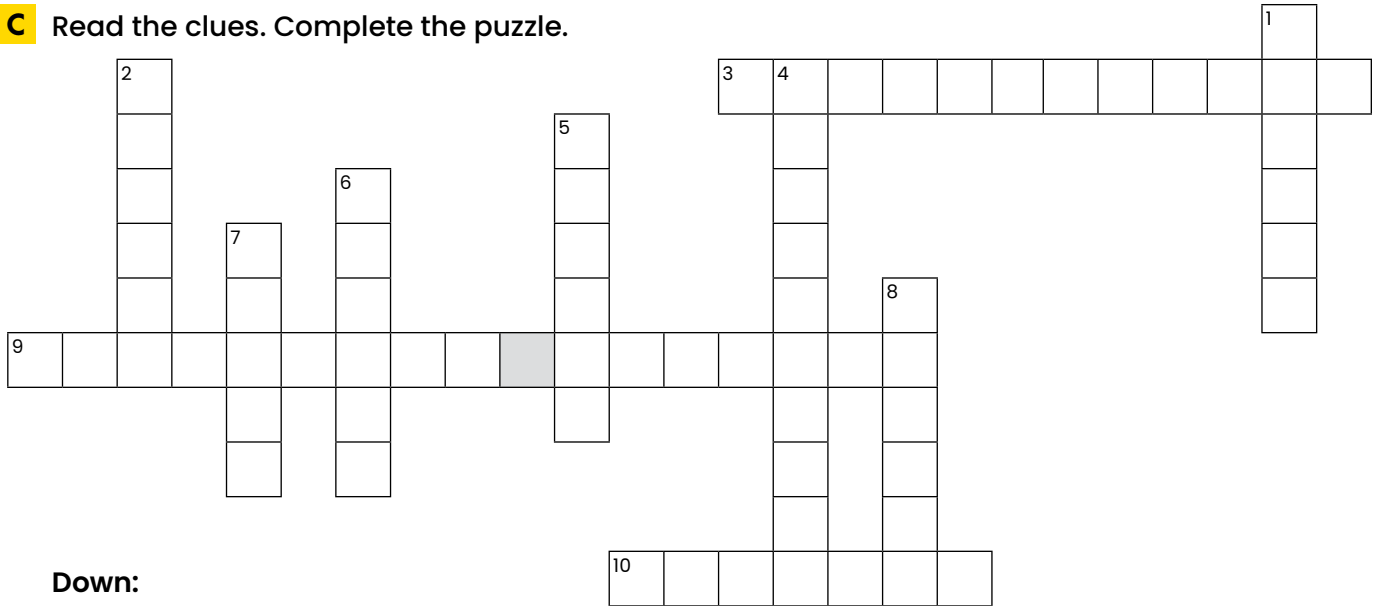
B Complete the sentences.

cliff-hanger episodes series streaming service viewers

Netflix is the most popular ¹ _____ in the world. It has almost 50 million more ² _____ than the next most popular service, Amazon Prime. Some of the most popular programs on Netflix are ³ _____ and movies made by Netflix. Some of Netflix's shows last for several years. The longest-running show has around 100 ⁴ _____. Some episodes end with a(n) ⁵ _____. This makes viewers want to watch the next episode to find out what happens!

2 One More Episode

C Read the clues. Complete the puzzle.



Down:

1. a set of episodes with the same character or plot
2. someone who watches TV or movies
4. the feeling of sadness when you are alone
5. strong worry caused by a situation
6. spending time with others
7. to strongly want something
8. something given for good work or behavior

Across:

3. a story that remains open at the end to keep viewers wanting to watch
9. a website that provides TV shows and movies
10. one TV program in a series

Word Work

D Complete the sentence about the suffix *-ness*.

an adjective
a noun

The suffix *-ness* makes ¹ _____ into ² _____.

E Complete the sentences. Use the noun and or adjective forms of the words.

1. (kind) He's a _____ person. He showed me great _____ when I needed help.
2. (polite) I try to be _____ to everyone. It's a good idea to show _____ when you first meet someone.
3. (lonely) Do you think there's more _____ now because of smartphones? I think using them makes people feel more _____, not less.



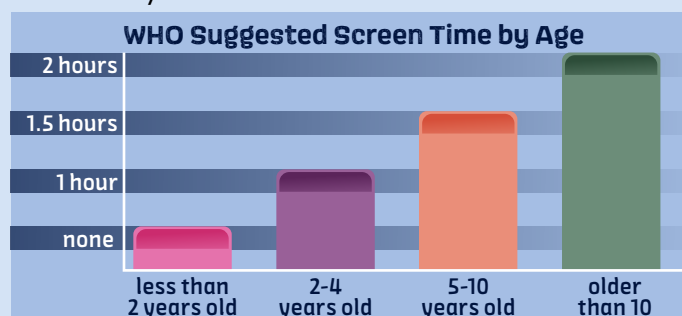
Screen Time: How much is too much?

As young people move from childhood into their tween years, they experience a lot of changes. Tweens are young people between the ages of nine and 14, and one big shift during this time is how much time they spend on screens. Research from the UK shows that 38 percent of tweens aged 11–14 spend one to two hours a day on screens during the week, while 33 percent spend even more—about three to four hours a day. On the weekends, the screen time is even higher, with most tweens spending three to four hours a day watching videos, playing games, or texting friends. This growing screen time is something that’s becoming more common as tweens connect with the digital world.

Teenagers spend even more time on screens. In the US, they spend about seven hours and 22 minutes each day. That’s around half the time they are awake! They spend a lot of that time as **viewers** of TV and videos, including on **streaming services**, and on gaming and **social** media sites.

While many tweens and teens spend this much time on screens, it’s important to remember that this isn’t true for everyone. Two-thirds of young people around the world don’t have access to the internet at home, which often *limits* their screen time.

Unfortunately, too much screen time can cause **stress** and **loneliness**. It can also cause weight gain and back pain. It can even negatively affect *vision*. While there are still questions about how much screen time is too much, suggestions, such as those from the WHO (World Health Organization), are a useful way to limit screen time.

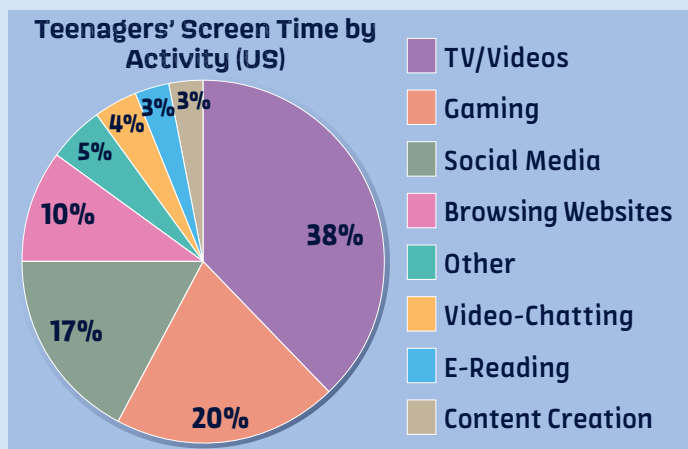


Screen time is not all bad, there are a lot of benefits, too. In the UK, over half of tweens say that going online helps them feel positive and have fun. It can help them keep in touch with friends and family and learn about people who are different from themselves. Being online is also a great way to learn a new skill or be creative through activities, such as music or video making.

New research shows that screen time isn’t the only thing to think about. The 24-Hour Movement Guidelines in Canada include three different behaviors: exercise, time spent sitting without being active, and sleep time. Research shows that people who balance these three areas every day are healthier. These guidelines are helpful for families to learn about healthier activities.

So, how much is too much? When should you turn off your tablet and go for a walk? And when is it better to spend time with your screen friends? While there isn’t one set of suggestions to follow, young people and the adults in their lives can use these ideas to make the best decision for themselves.

If you **limit** your time online, you reduce the amount of time you spend online. Your **vision** is your ability to see.



Comprehension

A What new information surprised you the most in the science article?

B Complete the sentences.

1. On weekends, tweens use most of their online time to _____, _____, and _____.
2. In the UK, over _____ of tweens say going online helps them feel positive.
3. Teens spend over half of their screen time on _____, _____, and social media sites.
4. Going online can help tweens _____ with friends and _____.
5. The WHO suggests _____ of screen time for children over 10 years old.

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

	Graphic A (Pie Chart)	Graphic B (Bar Chart)
Are the numbers in the graphic whole numbers or percentages?		
What is the title of the graphic?		
How does the information in the graphic support the text?		

D **SOCIAL LITERACY** Think about your own screen time habits. Answer the questions.

1. How much screen time is suggested for your age group?

2. Do you use screens? How much screen time do you have each day?

3. Do you think this amount is okay? Why?



Grammar

Gerunds and Infinitives

A Complete the sentences about gerunds and infinitives.

gerunds infinitives

Use ¹ _____ after certain verbs and prepositions. ² _____ can be the subject or object of a sentence.

Use ³ _____ with *to* after certain verbs and most adjectives. ⁴ _____ are used to show purpose.

Some verbs can be followed by the ⁵ _____ or the ⁶ _____.

B Match the sentence halves.

- | | |
|----------------------------------|--|
| 1. I would like | a. to follow suggestions for screen time limits. |
| 2. A lot of people have problems | b. putting their smartphones down. |
| 3. Adults don't want | c. to spend more time video chatting with my grandparents. |
| 4. It can be difficult | d. to take devices away from children, but sometimes they need to. |
| 5. I can't help | e. reaching for my phone every few minutes! |

C Complete the sentences with gerunds or infinitives.

1. I want (decrease) _____ my screen time on weekdays.
2. It won't be difficult (make) _____ new friends from the soccer team.
3. I can't help (watch) _____ cute cat videos for hours at a time.
4. I would like (spend) _____ more time outside.
5. Kids who have problems (turn off) _____ their devices can get help from friends or family.
6. Instead of (spend) _____ time on social media, you can start a new hobby.
7. Petros is excited about (watch) _____ the new episode because the last one finished with a cliff-hanger.



D Look at the photos. Write sentences using gerunds or infinitives.

1.



Some people can't help playing video
games all the time.

2.



3.



4.



E Write three sentences to explain your screen time habits. Use gerunds and infinitives.

1. _____
2. _____
3. _____

Entertaining Talents

Vocabulary

A Read the sentences. Write *True* or *False*.

1. Songs with lyrics don't have words. _____
2. A singer with a lot of talent sounds great when they perform. _____
3. Someone who works behind the scenes performs on stage. _____
4. If you take on something, you accept the responsibility for doing it. _____
5. A carnival is often held inside on a stage. _____

B Complete the sentences.

floats musicians parade performers success

The United States' Thanksgiving Day ¹ _____ in New York City is one of the largest in the world. In 2023, 3.5 million people saw the parade in person, and over 28.5 million people watched it on TV. 8,000 ² _____, including singers and dancers, helped make the parade a ³ _____ for the 97th year. There were 26 ⁴ _____, including one with a baby shark and one with an alligator! One band marched with 185 ⁵ _____!



C Find and circle the words in the puzzle. Write the words next to their meanings.

1. to accept responsibility for _____

2. achieving what you want _____

3. a celebration that includes parades and music _____

4. a person who acts, sings, or dances for an audience _____

5. the part of the show that the audience doesn't see _____

6. a person who plays an instrument _____

7. the words in a song _____

8. the natural ability to do something well _____

9 a large vehicle decorated and used in celebrations _____

10. people walking together as part of a celebration _____

H	I	B	T	N	M	U	S	I	C	I	A	N	G	I
E	L	O	D	N	F	N	Y	N	R	F	E	A	S	V
S	T	H	E	E	L	O	C	A	R	N	I	V	A	L
U	A	I	E	N	G	E	E	S	T	O	T	E	P	N
C	L	N	S	U	C	C	E	S	S	F	A	E	A	L
P	E	R	F	O	R	M	E	R	F	L	K	C	R	Y
E	N	T	I	A	N	R	T	N	I	O	E	R	A	R
S	T	H	M	U	S	I	C	I	A	A	O	O	D	I
S	G	E	S	E	S	C	S	C	O	T	N	W	E	C
B	E	H	I	N	D	T	H	E	S	C	E	N	E	S

Word Work

D Complete the sentences about phrasal verbs with *take*.

adverbs
different
verbs

Use the word *take* with another word to make a phrasal verb. Phrasal verbs are made up of ¹ _____ and particles (prepositions or ² _____). Phrasal verbs often have a meaning that is ³ _____ from the meaning of the verb by itself.

E Complete the sentences using phrasal verbs with *take*.

- You need to try different activities before you find one that you _____.
- It's a lot to _____ at one time, so today we'll only practice the dance.
- Designing a parade float is not an easy thing to do. It's a lot to _____.

Genre Realistic Fiction

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

When Music Reached the Stars 1.2

Luca was seven the first time he visited his uncle in Venice during **carnival**. His uncle's band played Italian folk songs. The music mixed with the laughter, shouting, and singing of hundreds of neighbors and tourists in a way that seemed to reach all the way to the stars. Luca's uncle was the oldest **musician** in the band. He wanted his music to sound perfect, and he rarely allowed new members in his band. While they were watching the water **parade** and some of the street **performers**, Luca thought, "I'll never have enough **talent** for Uncle to ask me to join the band."

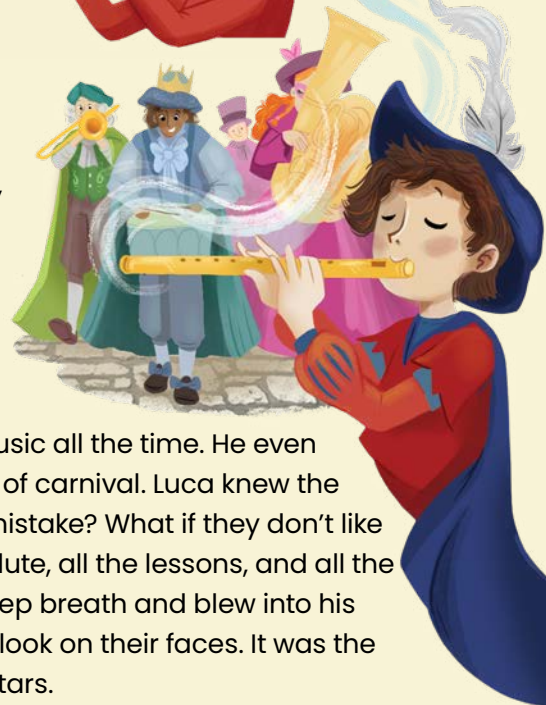
Back home, Luca kept thinking about the band. He asked for a flute and music lessons for his eighth birthday. When Luca played his new flute, he was horrible at first. But that didn't stop him. He hoped his music would reach the stars, too, one day. He practiced almost every day.



On his ninth birthday, Luca found the courage to perform for his family. They clapped, and his mother said his music was magical. When he was ten, he played a longer song, and when he was 11, he played *Carnival in Venice*, a difficult song. This time, his uncle was there, too. Luca was nervous, but again the music came out of his flute like magic. After he finished, he heard someone say he was "a real **success**." It was his uncle! He pushed his way past his parents and stood, smiling in front of Luca. "Well, Luca. I think you're ready. Will you play your flute at carnival?" Luca couldn't believe it! He couldn't hide his excitement. He smiled and nodded many times.

For the next year, Luca practiced with his uncle's band. He thought about music all the time. He even dreamed about his flute, the band, and carnival. Finally, it was the first night of carnival. Luca knew the music they would play *by heart*, but he was still nervous. "What if I make a mistake? What if they don't like my playing?" But then he thought of all the years he had spent playing the flute, all the lessons, and all the smiles of his family. When his uncle said it was time to begin, Luca took a deep breath and blew into his flute. When he looked out at the audience a minute later, he recognized the look on their faces. It was the look of people who were listening to music so beautiful that it reached the stars.

*If you know music **by heart**, you have learned it so well that you can perform it without reading the music.*



Comprehension

- A** Would you like to perform at carnival like the one in the realistic fiction story? What would you like to do?

- B** Match Luca's ages with events from the story.

- | | |
|-----------|--|
| 1. age 7 | a. Luca plays for his family for the first time. |
| 2. age 8 | b. Luca goes to carnival for the first time. |
| 3. age 9 | c. Luca's uncle asks him to perform with the band during carnival. |
| 4. age 11 | d. Luca asks for a flute for his birthday. |

- C** **TEXTUAL LITERACY Make Inferences** Complete the sentences from the story that help you infer how Lucas feels about playing the flute. Write one more sentence that helps you make inferences.

1. Back home, Luca kept _____ about the band.
2. Luca hoped his music would _____, too, one day.
3. Luca was _____, but again the music came out of his flute like _____.
4. Luca thought about music all the time. He even _____ about his flute, the band, and carnival.
5. _____



- D** **GLOBAL LITERACY** Think about the story. Answer the questions.

1. What actions does Luca take to perform in carnival?

2. How does Luca contribute to carnival? How does he contribute to his community?

Grammar

Be Used to and Get Used to

A Complete the sentences about *be used to* and *get used to*.

becoming familiar learned

Use *be used to* to talk about something that is known or ¹ _____.

Use *get used to* to talk about something being ² _____ or ³ _____ familiar.

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

1. People _____ used to seeing a parade during carnival.
2. The first time you go to carnival, you have to _____ used to the crowds.
3. I don't think I'll ever _____ used to all the noise at carnival!
4. My sister _____ used to practicing the piano every afternoon. She's been doing it for years.



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

1. I can't hold my new flute the correct way. I still have to _____ it.
2. I have to _____ reading my poems out loud. I've never done it before!
3. I (not) _____ performing in front of an audience, but today I'll learn how!
4. She _____ playing her instrument in front of big crowds. She's performed at carnival many times.
5. We have been to many carnival parades. We _____ seeing people perform and dance on the streets.
6. I haven't danced at a parade before, but I'm practicing, and I _____ to it now.

D Look at the photos. Write sentences using *be used to* and *get used to*.

1.



She is used to performing for big audiences.

2.



3.



4.



E Think about one time you were a performer. Maybe you presented something in class or performed in front of an audience. Write three sentences using *be used to* and *get used to* to describe your performance.

1. _____

2. _____

3. _____

Writing Write a review.

A PLAN Think about a TV show, video, or movie you want to write about. Complete the chart to help you plan.

Title	
Summary	
Your Star Rating	
Your Opinion	
Three Reasons that Support Your Opinion	1. _____ 2. _____ 3. _____

B DRAFT Write a draft of your review.

Writing Checklist:

- ☐ Write the title of the TV show, movie, or video you chose.
- ☐ Write a summary that describes it.
- ☐ Give your opinion using reasons with *because* and *so*.
- ☐ Use gerunds or infinitives.
- ☐ Write whether you would recommend it to your friends and family.
- ☐ Include new words you learned from this unit.

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C

1. Your review helps me know _____.
2. I think the strongest reason you gave is _____.
3. One question I have about your review is: _____?

D

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Music and the Body

Critical Thinking

- A** Look at the infographic. What effect does each activity have on the body? Check (✓) the effects.

	listening to music	singing	clapping	playing music	dancing
improves memory	✓				
improves mental health					
helps you learn, think, or pay attention					
improves drawing and writing					
helps your physical health					

