

Trailblazer



Trailblazer

Paul Drury



Trailblazer on the Cover **Downhill mountain biker rides in front of a volcanic eruption**

Description: French downhill mountain biker Kilian Bron rides his bike in front of the Fuego volcano, which erupts every 10-15 minutes.

Location: Antigua, Guatemala

Trailblazer Facts: Kilian Bron is a trailblazer in the world of downhill mountain biking. Known for riding his bike in places where nobody would think to bike, Kilian produces amazing films that show him riding in some of the world's most breathtaking locations.

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Scope and Sequence



1

Why do we need exercise?

pages 2-23

2

How do we know what happened?

pages 24-47

► Trails to Explore

Curricular Connection

Multiple Literacies

New Words

Word Work

Reading

► Grammar

Listening

Speaking

Writing

► Critical Thinking

Project

Exercise to Learn
Moving Around
Developing Habits

Life Science

VISUAL Explain surprising or unusual elements of an image.
GLOBAL Explore different ways of communicating and interacting with others.
SOCIAL Recognize how being active and healthy can impact positively on wellbeing.
TEXTUAL Form Opinions; Character Analysis
MEDIA Analyze and apply information from different types of media.

out of breath, sweaty, treadmill, jog, competitive, train, focused, heartbeat, anxious, brain cells, adulthood, habit annoyed, confused, uncomfortable, relaxed, batter, grip, block out, pitcher, slow motion, swing, distraction, wellbeing develop, regular

Compound Nouns
Suffix *-able*

Nonfiction: Do you want to learn? Then get moving!
Genre: Magazine Article
Fiction: Trying Something New
Genre: Realistic Fiction

The Present Perfect
Present Perfect Continuous

Lecture about the benefits of exercise
Strategy: Listen for Recommendations
Podcast about sports
Strategy: Listen for Gist

Express Preferences

Genre: Diary Entry
Strategy: Give Reasons

Infographic about good habits
Video: How to Start a New Habit

Make an Action Plan for a New Habit

Looking at the Past
Learning from the Past
Looking to the Future

Social Studies

VISUAL Identify ways of learning more about the wider context of an image.
GLOBAL Compare the use of technology in historical and modern cultures and societies.
SOCIAL Explore how social contexts influenced behavior in the past.
TEXTUAL Fact and Opinion; Make Inferences
MEDIA Connect information in different types of media to own experiences.

float, memory, sink, shipwreck, inventor, complex, mechanical, discovery, obviously, predict, air-conditioning, chimney gift, hurry, overjoyed, pretend, sigh, hopeful, look at, alive, absent-minded, nerves, realistic, wheat model, tap

Suffix *-ly*
Prefix *over-*

Nonfiction: Lost Technologies: The Antikythera Mechanism
Genre: History Article
Fiction: The Lion of Gripsholm Castle
Genre: Historical Fiction

So and *Because*
Both...and

Lecture about ideas to produce clean energy
Strategy: Listen for Reasons
Conversation about a painting
Strategy: Listen for Details

Ask for More Information

Genre: Drama
Strategy: Character Directions

Photos of inventions from the past
Video: The Future of Technology

Create a Time Capsule



Trailblazer *IN ACTION*

Ciril Jazbec
Camera on Climate

Episode 1

A Childhood Dream
Skills Review Units 1 and 2



3

How do we understand each other?

pages 48-69

4

How does life adapt to a changing world?

pages 70-93

5

Can robots be like humans?

pages 94-115

Plants and Animals
Human Communication
Different Languages

Social Studies

VISUAL Connect information in an image to prior knowledge.

GLOBAL Describe the importance of respecting and valuing living things.

SOCIAL Recognize the importance of active listening.

TEXTUAL Main Idea; Cause and Effect

MEDIA Explore the purpose of different types of media.

click, communication, recording, echo, AI (artificial intelligence), pattern, recognize, accent, context, response, chemical, root embarrassment, read through, uninterested, chorus, chatty, groan, complaint, mumble, engaged, listener, nod your head, pay attention to sign language, verbal

Silent *W* and *H*
Silent *T*

Nonfiction: Can we talk to animals?

Genre: Science Article

Fiction: Mo Learns a Lesson

Genre: Humorous Fiction

Modal Verbs of Deduction
Modal Verbs of Ability

Lecture about communication

Strategy: Listen for Specific Information

Discussion about communication skills

Strategy: Listen for Advice

Express Surprise

Genre: Reflective Essay

Strategy: Organize Ideas

Photo of a picture message

Video: Communicating Without Words

Create a Secret Code

A Changing World
The Impact of Insects
The Power of Nature

Earth Science

VISUAL Describe how an image conveys mood and feeling.

GLOBAL Explore ways to address climate change and its impact.

SOCIAL Explain the importance of demonstrating compassion for living things.

TEXTUAL List Facts; Summarize

MEDIA Explore how content in different types of media can change a response.

crop, harvest, soil, pollute, farming, plant, community, environmental, carbon dioxide, food miles, herd, unpredictable sip, snore, thunderstorm, shiver, roar, sting, stare, truth, bold, pollinate, lay, pest erosion, region

Suffix *-al*
Homophones

Nonfiction: The Future of Farming

Genre: Science Report

Fiction: The Bee and the Boy

Genre: Poetry

Zero and First Conditional
Second Conditional

Description of how climate change affects animals

Strategy: Listen and Predict

Discussion about insects

Strategy: Listen for Definitions

Make Suggestions

Genre: Factsheet

Strategy: Use Headings

Infographic showing desert growth

Video: The Great Green Wall

Do a Soil Erosion Experiment

Robot Intelligence
Robot Emotions
Robot Friendships

Social Studies

VISUAL Explore and compare opinions about the content of an image.

GLOBAL Explore how technology can help people connect and communicate.

SOCIAL Explain ways to manage emotional responses.

TEXTUAL Paraphrase; Point of View

MEDIA Draw conclusions about one type of media using information from another.

bot, developer, search engine, complicated, software, stream, theory, process, launch, persuade, switch off, virus cheek, identical, replace, tears, ability, emotional, scan, locate, physical, straight, impolite, useless companion, elderly

Open Compound Words
Suffix *-en*

Nonfiction: Are you talking to a human...or a robot?

Genre: Technical Article

Fiction: Why can't you understand?

Genre: Drama

Reported Speech with *Say*
Reported Speech with *Tell*

Conversation about a robot teacher

Strategy: Listen for Attitudes

Conversation about dealing with technology

Strategy: Listen for Reactions

Report Opinions

Genre: For-and-Against Essay

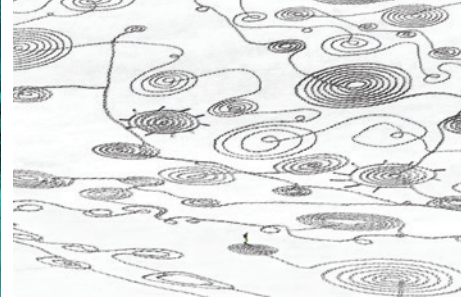
Strategy: Explain an Opinion

Photo of elderly people with a toy

Video: Robot Friends

Design a Robot to Help People

Scope and Sequence



6

Does nature need us?

pages 116–139

7

What is creativity?

pages 140–161

▶ Trails to Explore

Curricular Connection

Multiple Literacies

New Words

Word Work

Reading

▶ Grammar

Listening

Speaking

Writing

▶ Critical Thinking

Project

Protecting Nature
Connections in Nature
The Strength of Nature

Earth Science

VISUAL Use questions to explore the message in an image.

GLOBAL Explore how humans and other animals are interconnected.

SOCIAL Explain how the same action can have both positive and negative effects.

TEXTUAL Persuasion; Make Connections to the Real World

MEDIA Explore own responses to statements using information drawn from different types of media.

ecosystem, species, isolated, risk, extinct, experiment, technique, DNA, hybrid, incredible, bite, disease

beauty, wildlife, heron, oxygen, clean up, algae, buzz, dragonfly, larvae, amphibian, hunt, wolf

leave alone, predator

Abbreviations
Phrasal Verbs with *Up*

Nonfiction: Should we let animals go extinct?

Genre: Opinion Article

Fiction: The Heron and its Pond

Genre: Rhyming Story

Reported Requests and Commands
Reported *Yes/No* Questions

Lecture about an important insect

Strategy: Listen to Summarize

Lecture about biodiversity

Strategy: Listen for Relationships

Express Agreement and Disagreement

Genre: Persuasive Text

Strategy: Use Facts

Photo showing the strength of nature

Video: Rewilding

Plan a Rewilding Project

Why We Create
Being Creative
Creating Art Together

Art

VISUAL Explore own and others' feelings about the content of an image.

GLOBAL Explore how art can communicate messages about global issues and change people's opinions.

SOCIAL Identify how people might respond differently to emotive issues.

TEXTUAL Ask Questions; Make Predictions

MEDIA Reflect on own opinions using information from different types of media.

creativity, controversial, powerful, generate, surrounded, unique, useless, reality, struggle, get better, hang out, weird follower, lyrics, fan, excitement, post, publish, interviewer, successful, disappointment, humble, exhibition, tell the difference
drone, landscape

Suffix *-ty*
Suffix *-ment*

Nonfiction: The Power of Art: Inspiring Creativity

Genre: Magazine Article

Fiction: Hina's Decision

Genre: Realistic Fiction

It + Be + Adjective + Infinitive
Indefinite Pronouns

First-person narrative about creating art

Strategy: Listen for Descriptions

Conversation about an art exhibition

Strategy: Listen for Examples

Use Fillers

Genre: Descriptive Text

Strategy: Topic Sentences

Photo of an artwork

Video: Being Creative with Technology

Use Technology to Create a Piece of Art



Trailblazer *IN ACTION*

Ciril Jazbec
Camera on Climate

Episode 3
Arctic Adventure
Skills Review Units 5 and 6



8

What's the big deal about money?

pages 162-185

9

What makes a home?

pages 186-207

10

What makes us who we are?

pages 208-231

All About Money
The Value of Money
Being Responsible

Social Studies

VISUAL Identify details in an image that support a conclusion.
GLOBAL Explore the positive and negative effects of money.
SOCIAL Explore people's feelings about money and its effects.
TEXTUAL Scan for Information; Supporting Details
MEDIA Evaluate ideas from one type of media using information from another.

cost, bill, coin, cash, salary, bank account, value, increase, exchange, currency, discount, negotiate
wealthy, give away, deserve, heal, concern, rare, turn into, generous, mean, tax, allowance, save up
choice, responsibility

Abstract Nouns
Phrasal Verbs with *Into*

Nonfiction: What is money and why is it used?
Genre: Fact Book
Fiction: King Midas and the Golden Touch
Genre: Legend

Present Passive
Past Passive

Interview about negotiating
Strategy: Listen for Numbers
Description of how young people use money
Strategy: Listen for Similarities and Differences

Negotiate

Genre: Thank-You Letter
Strategy: Informal Salutations

Game about needs and wants
Video: Needs and Wants

Make a Budget to Save and Spend Money

How We Build
Where We Build
Feeling at Home

Social Studies

VISUAL Describe the content of an image in writing.
GLOBAL Explore the consequences of environmental actions.
SOCIAL Identify ways to improve social wellbeing.
TEXTUAL Provide Evidence; Problem and Solution
MEDIA Use information from different types of media to support an opinion.

foundation, architect, problem-solver, construct, damage, fall down, practical, rebuild, rectangular, stable, bend, durable
pack up, unsure, opportunity, option, grab, collapse, vanish, hut, exhausted, cautious, heating, hairdryer
connection, distinct

Homographs
Prefix *un-*

Nonfiction: So, you want to be...an architect?
Genre: Explanatory Article
A New Home for Kechick
Genre: Realistic Fiction

Reflexive Pronouns
Sense Verbs and Adjectives

Description of a building material
Strategy: Listen and Take Notes
Conversation about creating energy
Strategy: Listen for Extra Information

Show Interest

Genre: Annotated Diagram
Strategy: Annotations

Infographic about personal items in space
Video: Home Comforts

Plan a Personal Preference Kit

Exploring Change
What Others Think
How We See Others

Social Studies

VISUAL Use visual detail and own knowledge to deepen understanding about the wider context of an image.
GLOBAL Explore how engaging in positive sustainable actions can result in greater self-worth.
SOCIAL Recognize strengths and positive attributes in self and others.
TEXTUAL Text-to-Self Connection; Moral of a Story
MEDIA Re-evaluate an opinion using information from different types of media.

growth mindset, impatient, stubborn, overthink, painful, unfair, outgoing, forceful, self-aware, understanding, realize, unpleasant
overhear, insecure, doubt, thoughts, confidence, critical, determined, defensive, concentrate, assured, compliment, stain
disability, stereotype

Word Stress
Silent Letters

Nonfiction: Who am I and should I change?
Genre: Magazine Article
Fiction: Achara Feels Good
Genre: Realistic Fiction

Articles
Causative

Description of an Explorer's life
Strategy: Listen for Cause and Effect
Lecture about personal feelings
Strategy: Listen for Intention

Use Repetition

Genre: Self-Reflection
Strategy: Use First-Person Language

Photos of different groups of people
Video: Nothing is Impossible

Make a Class Factfile to Challenge Stereotypes

Episode 4
Cinema on Ice
Skills Review Units 7 and 8

Episode 5
The Importance of Sharing Stories
Skills Review Units 9 and 10

1

Why do we need exercise?

LOOK

1. Describe the photo.
2. Why do you think the man is doing this activity? Explain to a partner.
3. **VISUAL LITERACY** What surprises you about this photo? Why? Tell a partner.

LISTEN

1. Before you listen, imagine the sounds you are going to hear. Make a list with a partner.
2. Listen. What else did you hear? Add to your 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

Trails

in This Unit



Exercise to Learn

- **READ** how exercise can help students.
- **LISTEN** to a talk about physical activity.
- **TALK** about likes and dislikes.



Moving Around

- **READ** about a new experience.
- **LISTEN** to learn how exercise can benefit people.
- **WRITE** a diary entry.



Developing Habits

- **STUDY** an infographic about good habits.
- **WATCH** a video about starting new habits.
- **CREATE** an action plan for starting a new habit.

George Blair waterskiing on the Colorado River, US.

Exercise to Learn

Vocabulary

A NEW WORDS Listen and look. 🔊 1.2 Listen and say. 🔊 1.3



out of breath



sweaty



treadmill



jog

B NEW WORDS Listen and read. 🔊 1.4 Listen and say. 🔊 1.5



Runners in the 100 meters at the Olympic Games are the fastest people on Earth, and they are incredibly **competitive**. They **train** for four years, and they are **focused** on a race that lasts less than ten seconds. As they wait for the starter's signal, their **heartbeat** gets faster, they feel **anxious**, and their **brain cells** are working hard as they think about the race.

competitive

train

focused

heartbeat

anxious

brain cells

C Match.

- | | |
|---|----------------|
| 1. This describes a person who wants to be the very best. | a. brain cells |
| 2. You're this when you give a lot of attention to one thing. | b. sweaty |
| 3. These work together to send information around the body. | c. heartbeat |
| 4. This is the rhythm of your heart. | d. focused |
| 5. This describes a person who has a wet face after exercising. | e. competitive |

D Complete the sentences with words from A and B.

1. Chau always _____ five kilometers on the _____ in the gym.
2. Athletes have to _____ for years to become good at their sport.
3. Petra always feels _____ before her exams. She worries a lot.
4. While doing hard exercise, people usually get _____.

E Do you know a competitive person? How are they competitive? Use three of the new words to describe your person.

Word Work

- F** Listen and read. Underline the compound nouns in the example sentence. 🔊 1.6

Compound Nouns

A compound noun is a word that consists of noun + noun or adjective/verb + noun.

tread + mill = **treadmill** white + board = **whiteboard** play + ground = **playground**

The jogger's footsteps on the treadmill were very loud.

- G** Make four compound nouns with the words from the box. Use the compound nouns to complete the sentences.

beat bed cycle fighter fire heart motor room

1. I sleep, do some yoga, and read books in my _____.
2. Don't use a _____ if you want to get fit. Use a bicycle!
3. _____ need to do a lot of exercise so that they are strong enough to fight fires.
4. When you exercise, your _____ is faster than when you're relaxing.

Reading Strategy

Form Opinions

Before you read a text, use the pictures and the title to form an opinion about the topic. When you read, your opinion might change.

- H** Read the title and look at the photo. What is your opinion of the topic? Tell a partner.

**Researchers
say young
people need
more exercise
and less TV.**



PREVIEW Look at the photo in the magazine article on the next page. What do you think is happening? Explain to a partner.



Do you want to learn? *Then get moving!* 1.7

Have you ever tried to concentrate in class but find it too difficult? It feels like you've been in a hot classroom for hours. You keep telling yourself, "I have to listen. I have to concentrate." But your eyes are feeling heavy, and you could easily fall asleep. Does that sound familiar to you?

Now imagine this: you have a difficult test in 30 minutes. You haven't studied much for it, and you're feeling **anxious**. You think about doing some last-minute studying. Instead, you decide to **jog** for 20 minutes. You're back just in time. You sit down to take the test. You're a bit **sweaty** and **out of breath**, but you're **focused**, you're concentrating, and you're ready! The test isn't easy, but you do well, and your grade is good.

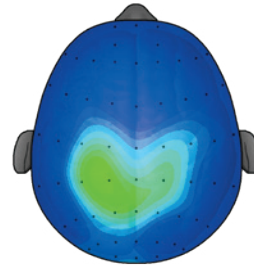


Scientists have shown that doing some physical exercise before we study can make us learn better. Read that sentence again. You understood it correctly: exercise helps you learn. How does this happen? Well, your brain does two things. Firstly, doing exercise helps the brain work harder and to make new **brain cells**. In other words, your brain gets a little bigger. Secondly, it helps different parts of the brain communicate with each other. Therefore, they work better together.

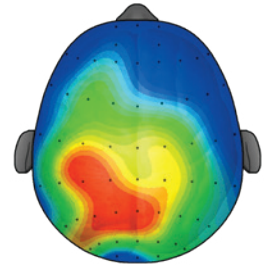
What about students who don't like sports? Some young people don't enjoy being **competitive**, and they might start to feel worried about doing exercise with other people. The good thing about this technique is that you don't have to **train** for years to see an improvement.

The different parts of the brain communicate better with each other after exercise.

Before Exercise



After Exercise



The important thing is that you move and raise your **heartbeat**. You can do this by jogging, cycling, playing a game, or walking quickly.

Some schools, such as Naperville High School, near Chicago, US, have taken the idea and gone even further. They have exercise machines in the classroom. As the students are working, or as the teacher is speaking, the students are walking on a **treadmill** or using a *stationary bike*. The school says it has helped learners concentrate better, and their grades have improved a lot. In addition, students say it makes them feel better, more *alert*, and they ask more questions.

One thing teachers have to get used to, however, is the constant noise of the footsteps on the treadmills or the sound of students riding the bikes. That said, if students are happier and grades are better, then bringing exercise equipment into the classroom has to be something all schools should think about. They'll just have to deal with the noise!

You can find a **stationary bike** in a gym. People can use them instead of a regular bicycle.

When you are **alert**, you concentrate better, and you are quick to answer questions.



Students at the Friedrich-Dessauer high school in Aschaffenburg, Germany, exercise while they are learning.

Comprehension

A What do you think of the magazine article? Why? Explain to a partner.

B Read. Circle *True* or *False*. Correct the false sentences.

- | | | |
|---|------|-------|
| 1. Doing exercise before you study has no advantages. | True | False |
| _____ | | |
| 2. Exercise can make your brain bigger. | True | False |
| _____ | | |
| 3. Exercise only makes one part of the brain work better. | True | False |
| _____ | | |
| 4. Only exercise like jogging or cycling improves grades. | True | False |
| _____ | | |
| 5. Treadmills and stationary bikes in schools have improved grades. | True | False |
| _____ | | |

C **TEXTUAL LITERACY Form Opinions** Answer the questions with a partner. Then work in groups and share your opinions of the text. Are there any opinions that are different than your own?

1. What did you think when you first saw the title and the photos in the text?
2. Did your opinion change after you read the text? If so, how?

D Magazine articles often ask direct questions at the start of the article to engage the reader. Write the question that is asked in the text.

E **SOCIAL LITERACY** Check (✓) the opinion you agree with the most. Discuss with a partner.

Being healthy is...

- ☐ boring. ☐ hard work. ☐ easy. ☐ fun. ☐ unimportant.

F Imagine you have a test in 15 minutes. What physical activity can you do in the classroom or in the schoolyard to improve your concentration? Discuss with a partner.

We can jog around the schoolyard.

We can dance.

Grammar

- A** Listen and read. Underline the sentences with *have* and *haven't*. What do you notice about the verbs that follow these words? 🔊 1.8

Have you ever wondered how quickly your brain works? Imagine your dad asks, "Have you tidied your room yet?" You need time to hear and then understand these words before you think about a response. This thought goes around your head at 120 meters per second. That means it could travel 432 kilometers in only one hour! You reply, "No, I haven't tidied it yet, but I have cleaned the car." As you say this, your dad starts to think...



The Present Perfect 🎵 1.2

Use the present perfect to talk about something that happened in the past or very recently. Exactly when something happened is not important or it is unknown.

- B** Complete the sentences with the present perfect form of the verbs. Then write a present perfect sentence about yourself.

1. Andreas (read) _____ that book. Let's buy something else.
2. I (not complete) _____ the project. I'll finish it tonight.
3. " _____ Paola ever (visit) _____ Mexico?" "No, she hasn't."
4. Ren and I (decide) _____ to go to the gym after school.
5. " _____ you (eat) _____ your lunch?" "Yes, I have."
6. Yuri (not have) _____ anything to drink. He's very thirsty.
7. _____

- C** Play a game. Work as a class. Talk about the things you've done today. Try to remember what your classmates say.

I've had breakfast.

I've had breakfast.
I've taken a shower

I've had breakfast.
I've taken a shower. I've...

- D GRAMMAR IN USE** Underline the sentences with the present perfect in the magazine article. Make new present perfect sentences using the main verbs from the sentences you underlined.

Listening

A Look at the photo. What activity is the family doing? What physical activities do you do with your family? Tell a partner.

B NEW WORDS Listen and read. 🔊 1.9
Listen and say. 🔊 1.10

adulthood habit



Doing sports when you are young means you will probably do sports when you are older.

C Listen. Circle the correct answers. 🔊 1.11

1. A lot of adults do **too little** / **enough** exercise.
2. Many adults spend **too much** / **too little** time in their cars.
3. Many adults have **very busy** / **relaxed** lives.
4. Many young people **do** / **don't do** enough physical activity.
5. Childhood habits **continue** / **often stop** when we reach adulthood.

D LISTEN FOR RECOMMENDATIONS Read the recommendations. Listen again and check (✓) the recommendations that the speaker mentions. 🔊 1.11

- ☐ Do it for yourself.
- ☐ Try a lot of different things.
- ☐ Start before you get too old.
- ☐ Look good when you do exercise.
- ☐ Only do 180 minutes of exercise every week.
- ☐ Ask your parents to do more exercise.
- ☐ Do more than one activity.

Listening Strategy

When you listen for recommendations, listen for phrases like *why don't you* and *how about*. Also listen for the imperative.

E SOCIAL LITERACY Check (✓) the sentence you agree with more. Explain why to a partner.

- ☐ We should be active because it is good for our bodies and mental health.
- ☐ We should be active because it is fun.

F Think about a friend or family member who is very active. What good habits do they have? Discuss with a partner.

Speaking

- A EXPRESS PREFERENCES** Listen and read. Underline the question that asks about likes and dislikes. Circle the phrases the speaker uses to respond. 🔊 1.12

I need to find a physical activity to do. Can you help me?

Sure. Let me think. Are you competitive?

Well, I like to win.

Do you like playing team sports or individual sports?

I don't mind, but I enjoy making myself work hard.

Have you tried jogging?

Yes, I have, but it was too boring!

What about volleyball?

I've never tried it, but I've seen it on TV. It looks fun!

My brother is on a team. You can go with him next week. He plays on Wednesdays.

- B** Think about two forms of exercise or activities you enjoy. Make notes to explain why you like them.

1. Activity/Exercise _____

Reason: _____

2. Activity/Exercise _____

Reason: _____

Speaking Tip

When answering *yes/no* questions, always try to give a reason for your answer. This can help the conversation continue.

- C** Work with a partner. Your partner wants to find a physical activity to do. Ask and answer questions and express your preferences.

- D** Report back to the class about your conversation. Say which physical activity your partner wants to try and explain why by sharing your partner's preferences.

**Why do we
need
exercise?**

Think about the benefits of exercise. Write an answer to the question.

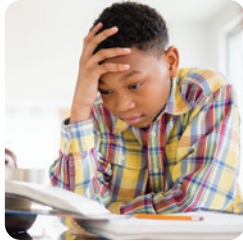
Moving Around

Vocabulary

A NEW WORDS Listen and look. 🔊 1.13 Listen and say. 🔊 1.14



annoyed



confused



uncomfortable



relaxed

B NEW WORDS Listen and read. 🔊 1.15 Listen and say. 🔊 1.16



In baseball, the **batter** grips the bat with both hands. The batter **blocks** everything **out**, and always watches the ball. The **pitcher** throws the ball, and the batter imagines it traveling in **slow motion**, which isn't easy when it is traveling at 160 kilometers per hour. When the batter **swings** the bat, they want the ball to hit the "sweet spot," which is ten centimeters from the thick end of the bat. If the ball hits this part of the bat, it travels a lot further.

batter
grip
block out
pitcher
slow motion
swing

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

- _____ the bat tightly and watch the ball. Hit the ball as hard as you can.
- We often can't see things that move too fast. We need to see them in _____.
- In sports like baseball, the player with the bat is called the _____.
- When you want to concentrate, try to _____ any noise.
- In baseball, the person who throws the ball to the batter is the _____.
- In some sports, you _____ something to hit a ball.

D Use words from **A** to describe how you feel in each situation.

- "I waited for half an hour. You didn't call me to say you were late."
- "My back hurts. The bed is too hard."
- "That music is very soft. I'm feeling sleepy."
- "I'm ready for school, but the rest of my family is in bed. Oh, no! It's the weekend!"

I'm annoyed.

E Work with a partner and complete the tasks. Share your answers with the class.

- Write two things you can swing.
- Write three things that look good in slow motion.
- Write five things that make you feel relaxed.

Word Work

- F** Listen and read. Underline the words with the suffix *-able* in the example sentences. 🔊 1.17

Suffix *-able*

Add *-able* to some verbs to make an adjective. These words describe something that can be done. Add *-able* to some nouns to make an adjective. These words describe the quality of something.

walk → **walkable** fashion → **fashionable**

His story about being sick is **believable**. He wasn't **comfortable** yesterday.

- G** Match.

- | | |
|--|-----------------|
| 1. She's very easy to talk to. | a. comfortable. |
| 2. I always sleep very well in this bed. | b. drinkable. |
| 3. It's okay to drink this water. | c. breakable. |
| 4. Be careful. The glass is very delicate. | d. likeable. |

Reading Strategy

Character Analysis

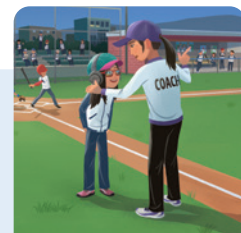
When you read, look for a character's words, thoughts, actions, and feelings to better understand their characteristics.

- H** Read the text. How does Zhi feel? Explain to a partner.

"Do you want to play?"
Zhi wanted the other children to say this more than anything else. Instead, she sat on the bench next to the field, and she looked at her feet as she swung her legs. She knew she needed to be braver, she knew she should go and ask to play, but she kept looking at her feet.



PREVIEW In the realistic fiction story on the next page, the coach says, "Keep your eyes on the ball." What do you think this means? Explain to a partner.



Genre Realistic Fiction

Reading Strategy As you read, think about why Yoon-ah is confused, and what is making her feel this way.

Trying Something New

1.18

Yoon-ah was on the field, but she was a little **annoyed**. She was surrounded by people, bright lights, and noise. She felt **uncomfortable**. She put on her baseball cap, headphones, and glasses. She wasn't listening to music. The headphones helped **block out** the noise, and her special glasses helped with the lights.

"I'm here to play baseball. It's my first practice," she said to the woman with the word *coach* on the back of her *tracksuit*.

"Take a seat. I'll be with you soon."

"Take a seat to where?" Yoon-ah asked feeling **confused**.

The coach then remembered that Yoon-ah liked very specific directions, so she corrected herself and said, "Sorry, Yoon-ah. Can you sit on that bench right there for two minutes?"

Exactly two minutes later, Yoon-ah was back. "Now what do I do? I've been waiting for two minutes."

"Okay, practice game," said the coach. "All the new players stand in line. Old players, you're on the field," she said.

The first **batter** stepped up. The **pitcher** threw the first ball; it went straight through to the catcher. The pitcher threw the second ball, and the batter **swung** the bat. She hit the ball, but it fell to the ground. The pitcher threw the third ball. The batter hit the ball again...but it landed in the pitcher's hands.

"Good try. Remember: keep your eyes on the ball. Who's next?"

Yoon-ah stepped up. She was confused by the coach's words. "How can I keep my eyes on the ball? I can't take out my eyes," she said.

"Concentrate and look at the ball. When it comes to you, swing the bat, and hit the ball," the coach replied. Yoon-ah smiled. She liked concentrating on one thing at a time. She focused on the ball as the pitcher threw it. She watched it as it flew towards her in **slow motion**. Yoon-ah **gripped** her bat tightly, but she felt **relaxed**. Then she swung. *Whack!* The ball hit the "sweet spot" and flew high. It seemed to fly forever.

The coach stood with her mouth open, watching the ball as it sailed through the sky. Then she turned around. Yoon-ah was standing in the same place, smiling. "Good, but remember you have to run," the coach said. "Let's do that again."

Yoon-ah already knew the path of the ball. She pointed in the distance to where it was going to fly. The pitcher threw the ball. *Whack!* It went exactly where Yoon-ah had pointed. The coach watched with her mouth open.

"Remember what I said. When you hit the ball, run," the coach repeated to Yoon-ah. The coach took the ball from the pitcher and threw it towards Yoon-ah. Yoon-ah was ready, however. *Whack!* The ball flew high and far.

"Run, run, run," the players chanted. Smiling, Yoon-ah ran from *base* to base around the field as the ball continued to fly through the air until it disappeared. When Yoon-ah reached home base, the coach smiled and said to her, "Welcome to the team!"



A **tracksuit** is clothing you wear while doing sports. A tracksuit consists of a jacket and pants.

In baseball, there are four **bases** on the field. After hitting the ball, a player has to run to each base.

Comprehension

A What did you think of the realistic fiction story? Why? Tell a partner.

B Answer the questions.

1. What did Yoon-ah enjoy about her first practice?
2. What did she dislike about her first practice?
3. What did the coach do to make Yoon-ah feel better?
4. Why do you think Yoon-ah was a good batter?
5. How did the coach feel when Yoon-ah first hit the ball? How do you know?



C TEXTUAL LITERACY Character Analysis What do you know about Yoon-ah after reading the text? Think about her thoughts, actions, and words. Discuss with a partner.

D Realistic fiction is often about everyday things that happen to normal people. The stories need to be believable. Check (✓) the ideas you expect to see in realistic fiction.

- ☐ Alisha wished she could travel to the beach very quickly. So she flapped her arms, and she started to fly.
- ☐ The bus suddenly broke down, so Cemil started to walk to school. He was going to be late again.
- ☐ Alvaro gave the robot a list of jobs. He wanted it to finish his homework, tidy his room, and make dinner. He wanted to take the rocket ship and go into space.
- ☐ Everyone was shouting, and he couldn't think. He wanted to clap his hands and make everyone be quiet.
- ☐ He trained for many years before he became a successful athlete. He never imagined he would win so many trophies.

E GLOBAL LITERACY Imagine you are Yoon-ah's school friend. You want to congratulate her for getting on the team. Tell a partner how you can do this. Use the information in the story to help you.

F It's not always clear when a person needs help. How could you help a person like Yoon-ah? Discuss with a partner.

Grammar

- A** Listen and read. Underline the sentence with *have + been + verb -ing*. Is the action complete? Or does it still continue in the present? 🎧 1.19

Humans have been playing sports for more than 15,000 years. Paintings on the walls of caves in France from around 13,000 BCE show humans running. In Egypt, the walls of some ancient monuments show humans doing sports like wrestling, swimming, and playing ball games.



Present Perfect Continuous 🎧 1.3

Use the present perfect continuous to talk about an action that started in the past. The action either continues in the present or has recently finished. The focus of the present perfect continuous is often on the activity, not the result.

- B** Look at the photos. Write a sentence to describe what has been happening in each photo.



1. He's been playing soccer.

2. _____

3. _____

- C** Work with a partner. Think of an activity you have been doing and give your partner a clue. Your partner asks questions to guess the activity.

Look! My hands are covered with flour.

You've been baking a cake.

- D GRAMMAR IN USE** Underline the sentence with the present perfect continuous in the realistic fiction story. Make a new present perfect continuous sentence using the main verb from the sentence you underlined.

Listening

A Look at the photo. Answer the questions.

1. What is the girl doing?
2. How is she feeling? How do you know?

B **NEW WORDS** Listen and read. 🔊 1.20

Listen and say. 🔊 1.21

distraction wellbeing

C Listen. Answer the questions. 🔊 1.22

1. What is the title of the podcast?

2. What question does the host ask at the start of the podcast?

3. What four physical benefits does the podcast talk about?

4. Why do sports make people more confident?

5. Why are mistakes important?

D **LISTEN FOR GIST** Why are sports good for our wellbeing? Listen again and check (✓) the three correct statements. 🔊 1.22

- ☐ Sports are good for our bodies.
- ☐ It's fun.
- ☐ Sports make us think less about our problems.
- ☐ We have to work hard.
- ☐ Sports make us happier

Listening Strategy

When you listen for gist, focus only on the important words and details. You don't have to understand everything the speaker says.

E **GLOBAL LITERACY** What activities can you do with other people? Are there any disadvantages when you work with other people? Discuss in small groups.

F Work with a partner. Read the statement and explain whether you agree or disagree. Explain your partner's opinion to the class.

Sports are usually social activities.



Exercise has many benefits.

Writing

A What do people write about in a diary? Tell a partner.

B **GIVE REASONS** Read the diary entry. Underline the reason the writer gives for feeling uncomfortable on Monday.

Genre Diary Entry

A diary is a personal record of what a person has done and how they feel. Diary entries can also describe plans for the future.

Writing Strategy Give reasons by using words like *because*, *so*, and *therefore* to explain why you did something or how you felt.

Friday:

At school this week, we have been learning why it's important to stay active. Now I understand that it can keep me healthy and improve my concentration at school. So, starting next week, I'm going to try a lot of new activities.

Monday: Dancing

I went to a salsa class today. I felt a bit uncomfortable because I was the only young person there! It was fun, but I want to be with more people my age.

Wednesday: Karate

I tried a karate class today. I had to concentrate so much! My brain was focused on what to do. I was exhausted after the class, very sweaty...oh, and every muscle in my body hurts!

Saturday: Dog Walking

My neighbor has six dogs. She wants me to help with them, so I took them for a walk today. It was so difficult, but so much fun! You have to control the dogs, hold the leads tightly, and look where you're going. And we walked for miles. I'll definitely walk the dogs again.



C Read the diary entry again and answer the questions.

1. Why has the writer decided to become more active?
2. Why does the writer use the present perfect continuous in the diary entry for Friday?
3. What plans does the writer have for the future?

D Write a diary entry about the different activities you did this week and how you felt about them. 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 exercise?

Think about what happens to our bodies when we move. Write a new answer to the question.

Developing Habits

Critical Thinking

- A** Complete the chart with good habits and bad habits. Compare with a partner.

Good Habits	Bad Habits

- B** Look at the infographic. Answer the questions.

1. Which of these habits do you already have?
2. Which habits would you like to start? Why?

- C** Look at the infographic again. Which habits do you think are difficult to start? Why? Tell a partner.

- D** **NEW WORDS** Listen and read. 🔊 1.23 Listen and say. 🔊 1.24

develop regular

- E** Match. Then watch the video and check your answers. ▶ 1.4

- | | |
|------------|-------------------------------------|
| 1. cue | a. something you get for good work |
| 2. routine | b. the way you usually do something |
| 3. reward | c. a signal for something to start |

- F** Watch the video again and check the best summary. ▶ 1.4

- ☐ Practice when you can and always give yourself a reward.
- ☐ Think when and how often you're going to practice and what reward you can give yourself.

- G** **MEDIA LITERACY** Choose one of the habits from the infographic. Develop a cue-routine-reward cycle for someone to successfully develop this habit.

7

Good Habits for Young People

Sleep

Aim for between nine and 12 hours of sleep every night. This will make you feel fresh and more alert the next day. Did you know that a koala bear sleeps for 22 hours a day!

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