

# *Trailblazer*

WORKBOOK



# Trailblazer Workbook audio available on **spark**

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## 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.

© Jean-Baptiste Liautard

# Trailblazer

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## **Trailblazer** IN ACTION

### **CIRIL JAZBEC Camera on Climate**

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1

# Why do we need exercise?

Write three words you know about this topic.

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Write one question you want to ask about this topic.

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## Exercise to Learn

### Vocabulary

**A** Look at the photos. Write the words.

jog out of breath sweaty treadmill

1.




---

2.




---

3.




---

4.




---

**B** Complete the sentences with the correct form of the words.

anxious brain cells competitive focused heartbeat train

Finally, today was the big day. She wanted to win, of course. She <sup>1</sup> \_\_\_\_\_ very hard every day to prepare for this race. She was very <sup>2</sup> \_\_\_\_\_, and winning was always her goal. But today, she was feeling <sup>3</sup> \_\_\_\_\_ because there were some very good runners in this race. She closed her eyes, and she could hear her <sup>4</sup> \_\_\_\_\_. She thought everyone else could hear it, too. All the <sup>5</sup> \_\_\_\_\_ in her head hurt. She was <sup>6</sup> \_\_\_\_\_ on this moment. Now she was ready.

**C** Find and circle the words in the puzzle. Complete the sentences.

- Don't talk to her. She's \_\_\_\_\_ on doing the puzzle.
- We have a long way to go, so don't run fast! Just \_\_\_\_\_ slowly.
- She's been running, so she's a little \_\_\_\_\_.
- I can run indoors on the \_\_\_\_\_ when it's raining.
- She's on a soccer team, so she has to \_\_\_\_\_ every day.
- I have a competition in two days, and I'm \_\_\_\_\_ about it.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | W | E | A | T | Y | Y | U | X | C | E | D |
| Y | V | H | C | U | A | N | X | I | O | U | S |
| T | R | E | A | D | M | I | L | L | M | G | S |
| U | E | A | D | X | H | T | M | X | P | B | V |
| S | F | R | J | G | F | D | N | N | E | L | G |
| O | U | T | O | F | B | R | E | A | T | H | T |
| J | B | B | G | G | P | G | Z | O | I | F | T |
| H | X | E | C | W | H | Y | E | Z | T | M | R |
| B | R | A | I | N | C | E | L | L | I | K | A |
| Y | I | T | J | Z | Q | J | M | K | V | Q | I |
| R | J | Q | I | F | O | C | U | S | E | D | N |

- Your \_\_\_\_\_ gets faster when you exercise.
- You should take a shower because you're very \_\_\_\_\_ after playing basketball.
- She's very \_\_\_\_\_. She hates losing.
- It would take you almost 3,000 years to count every \_\_\_\_\_ in your brain!

## Word Work

**D** Complete the sentence about compound nouns.

noun  
word

A compound noun is a <sup>1</sup> \_\_\_\_\_ that consists of <sup>2</sup> \_\_\_\_\_  
+ noun or adjective/verb + noun.

**E** Match the words to make compound nouns. Choose two compound nouns. Write two sentences.

- |          |            |
|----------|------------|
| 1. play  | a. berry   |
| 2. fire  | b. cycle   |
| 3. tooth | c. brush   |
| 4. motor | d. fighter |
| 5. blue  | e. ground  |

- \_\_\_\_\_
- \_\_\_\_\_



## Video Games: Exercise for Your Mind

1.1

In our new series of articles, we discuss the benefits of playing video games. This week: decision-making, developing *resilience*, and the importance of making mistakes.

Imagine that there are two roads. One road will take you somewhere new. The other will take you to fight the giant, and the giant has already beaten you five times. Which road do you choose? You feel **sweaty** and **anxious**. There's no time to think. The numbers appear: 3, 2, 1 ...You decide to try the new road. Yes! Just in time. You **jog** for a bit. You can hear your **heartbeat**. Then, you come across a big box, and you need a code. Wait... think! You saw numbers on the path. Some of those numbers will open the box, but which ones? You can't go back to look. The path is blocked. You try to remember. You try once. Be careful! You only have one more chance. You try again. Oh, no! *Game Over*. You have to start again.

If you have ever played video games, this will sound familiar to you. But did you know that

playing these kinds of games can be a good way to **train** for real life, like an exercise for the mind?

In this game, you had to choose between two paths. This choice, like many we make every day, was not important. However, making decisions is a useful skill for us to practice. One day, you might have to make very important decisions, such as what to study in college.

Remember that box? You needed a code to open the box. There were clues in the game, so you always need to be alert. You tried two codes and failed. Just like in life, you will probably make a lot of mistakes. Each mistake makes you stronger, more resilient, and teaches you something. The important thing is that you keep going. Even if you fail, you will learn. So try again...and again.

Practicing making decisions, learning from your mistakes, and keeping going when things get difficult. These are just three of the positive benefits of playing video games.

**Resilience** helps us to stay strong and not give up, even when things are hard.

# Comprehension

**A** What information from the magazine article surprised you? Why?

---

**B** Circle the correct answers.

1. Why does the player feel anxious in the game?
  - a. There's not much time.
  - b. The giant is on the road.
  - c. The player needs to practice.
2. Why can't the player check the numbers?
  - a. The code is wrong.
  - b. The game ends.
  - c. The player can't go back.
3. What does the writer say about mistakes?
  - a. Nobody makes mistakes.
  - b. You shouldn't make mistakes.
  - c. You can learn from mistakes.
4. Which of these advantages of video gaming is not mentioned in the article?
  - a. It helps us learn to make important decisions.
  - b. It helps us learn to work together as a team.
  - c. It helps us understand our mistakes.



**C** **TEXTUAL LITERACY Form Opinions** Write two opinions the writer gives in the text. Do you agree? Check (✓).

|                   | Agree                    | Disagree                 |
|-------------------|--------------------------|--------------------------|
| 1. _____<br>_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____<br>_____ | <input type="checkbox"/> | <input type="checkbox"/> |

**D** **SOCIAL LITERACY** Think about how video games can be a way for us to exercise our mind. Write two more exercises that can keep our mind active and healthy.

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

## The Present Perfect

**A** Complete the sentences about the present perfect.

important   past   recently

Use the present perfect to talk about something that happened in the <sup>1</sup> \_\_\_\_\_  
or very <sup>2</sup> \_\_\_\_\_. Exactly when something happened is not <sup>3</sup> \_\_\_\_\_  
or it is unknown.

**B** Complete the sentences with the present perfect form of the verbs.

Since we got up this morning, we (make) <sup>1</sup> \_\_\_\_\_ a lot of  
decisions. I (think) <sup>2</sup> \_\_\_\_\_ about what to wear.  
I (choose) <sup>3</sup> \_\_\_\_\_ my green T-shirt. It's my favorite.  
I (not put) <sup>4</sup> \_\_\_\_\_ on my black sneakers because they're  
dirty. My sister (already eaten) <sup>5</sup> \_\_\_\_\_ her breakfast, but  
I (not decide) <sup>6</sup> \_\_\_\_\_ what to eat yet. What about you? What  
decisions have you made today?

**C** Write the present perfect sentences in the correct order.

1. we / this video game / have / played /?  
\_\_\_\_\_
2. never / he's / beaten / his sister / at chess /.  
\_\_\_\_\_
3. have / to your dad / sent a message / you /?  
\_\_\_\_\_
4. woken up / I / have / just /!  
\_\_\_\_\_
5. yet / her presents / hasn't / she / opened /.  
\_\_\_\_\_





**D** Look at the photos. Write present perfect sentences about the healthy things people have done.



**E** Write present perfect sentences about your habits. Use the phrases in the box.

~~do exercise~~ drink water eat candy have breakfast use a computer

1. I haven't done exercise since yesterday.

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

# Moving Around

## Vocabulary

**A** Look at the photos. Write the words.

annoyed   confused   relaxed   uncomfortable

1.



2.



3.



4.



**B** Complete the sentences with the correct form of the words.

batter   block out   grip   pitcher   slow motion   swing

Okay, so let's see that again. This time, let's watch in

<sup>1</sup> \_\_\_\_\_, so we can see every detail. The

<sup>2</sup> \_\_\_\_\_ has thrown the ball. Now, look at the other

player, the <sup>3</sup> \_\_\_\_\_. See how she is

<sup>4</sup> \_\_\_\_\_ the bat tightly. She's pulling the bat

behind her, ready to hit the ball out of the park. Look

at her face. She's <sup>5</sup> \_\_\_\_\_ the noise of the

crowd and is totally focused on the ball. See how she

<sup>6</sup> \_\_\_\_\_ and makes contact with the ball? Yes!

She knows that ball's going to travel far.



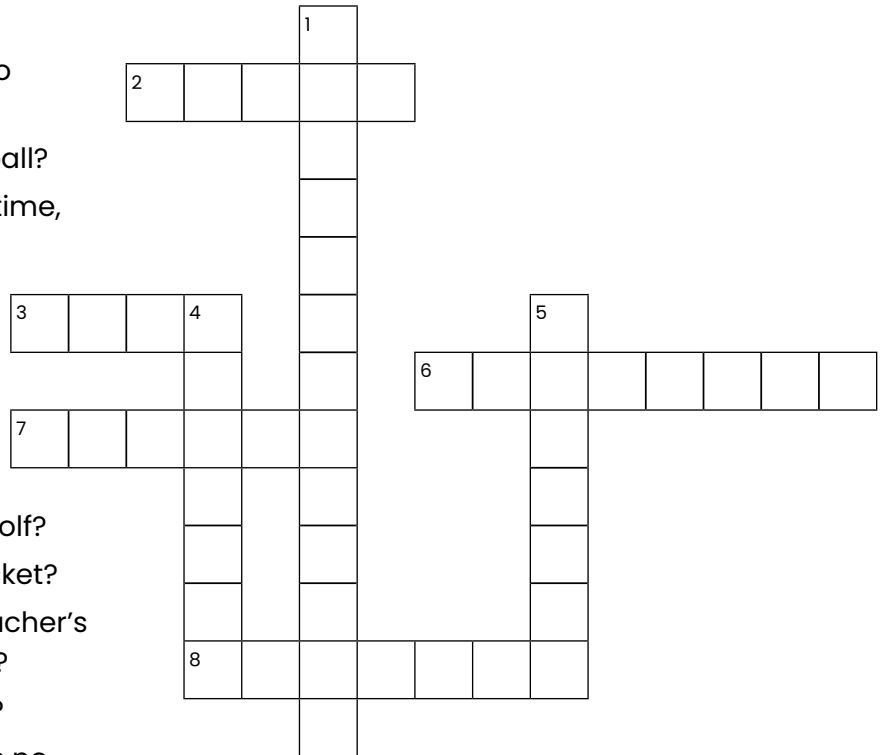
**C** Read the clues. Complete the puzzle.

**Down:**

1. Your chair is too hard. How do you feel?
4. Who throws the ball in baseball?
5. You were at the bus stop on time, but the bus didn't come. How do you feel?

**Across:**

2. What do you do with your arms when you hit a ball in golf?
3. How do you hold a tennis racket?
6. You don't understand the teacher's instructions. How do you feel?
7. Who hits the ball in baseball?
8. You wake up late, and there's no school today. How do you feel?



## Word Work

**D** Complete the sentences about the suffix *-able*.

nouns  
verbs

Add *-able* to some <sup>1</sup> \_\_\_\_\_ to make an adjective. These words describe something that can be done.

Add *-able* to some <sup>2</sup> \_\_\_\_\_ to make an adjective. These words describe the quality of something.

**E** Complete the sentences. Use the words in the box. Add the suffix *-able*.

break change like rely

1. Look, it's raining. Five minutes ago, it was sunny. The weather's very \_\_\_\_\_.
2. Be careful! Pick it up gently. It's \_\_\_\_\_.
3. She always has a smile on her face and is very friendly. She's very \_\_\_\_\_.
4. He'll be here at nine o'clock. He's very \_\_\_\_\_, so he won't be late.



**Genre** Realistic Fiction

**Reading Strategy** As you read, think about why Mei is confused, and what is making her feel this way.

# We need you on the team!

1.2



"It's eeeeaasssy," Jing said. "You can do it!"

"You learned the rules really quickly," Li added.

Mei wasn't sure.

"We need another player," Li said. "All the others are sick. If you can learn how to do this, it's going to help the whole team. And the game is tomorrow!" Li sounded a little **annoyed**.

"But you've been playing for years. I've only just started," Mei thought to herself. Nevertheless, she wanted to learn. She wanted to help her team.

Her teammates explained what to do: first, make sure you are **relaxed**. Left foot forward. Throw the ball up in front of you. **Swing** your right hand onto the ball. Hit the ball with a flat hand. She could do all of that, but the ball just wouldn't go over the net. Knowing she was going to make a mistake made her anxious. If she was anxious, she couldn't focus. Again, the ball hit the net. "Why is that?" Mei asked herself.

"Okay, try again," Li said, trying to stay calm. Jing smiled at Mei and said, "Imagine the ball going over the net."

Mei breathed deeply and tried again, but the ball hit the net. "I'm sorry. I don't think I can do it." Mei was almost crying.

Jing and Li looked at each other. They wanted to help Mei, but they didn't know how. They were trying to encourage her, but they were worried. "Can Mei do it?" they thought.

Mei felt **uncomfortable**. She knew that her teammates were disappointed. "Listen," she said. "I need to practice on my own. I get nervous when people are looking at me."

"Sure," Jing agreed. "We're here if you need any help."

"I know what you mean. I like to be on my own when I'm thinking, too," Li added.

That night, Mei couldn't sleep. She replayed in **slow motion** every step of the serve: step forward, throw, swing, hit.

When Mei's alarm went off, she was already in the gym. She spent the next hour on the court and practiced putting all the steps together. Every time, she tried something a little different. Sometimes, it worked. Often, it didn't work. Slowly the ball started going over the net more often. It wasn't the best serve on the team, but at least it was reliable. Could she do this in a game in front of her teammates? She didn't know, but there was only one way to find out.



# Comprehension

**A** What do you think is going to happen in the game in the realistic fiction story?

---

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

1. Mei is the best player on the team. \_\_\_\_\_
2. Mei started playing volleyball a long time ago. \_\_\_\_\_
3. Jing and Li try to make Mei feel comfortable. \_\_\_\_\_
4. Mei prefers to practice alone. \_\_\_\_\_
5. Mei slept well before the game. \_\_\_\_\_
6. Mei decides to play on the team. \_\_\_\_\_

**C** **TEXTUAL LITERACY Character Analysis** What do you know about Mei, Li, and Jing after reading the story? Write the adjectives.

anxious   confident   confused   hard-working   impatient

1. "It's eeeeaasssy," Jing said. "You can do it!" \_\_\_\_\_
2. "I'm sorry. I don't think I can do it." Mei was almost crying. \_\_\_\_\_
3. "Why is that?" Mei asked herself. \_\_\_\_\_
4. "And the game is tomorrow!" Li sounded a little annoyed. \_\_\_\_\_
5. When Mei's alarm went off, she was already in the gym. \_\_\_\_\_

**D** **GLOBAL LITERACY** Think about the relationship of the characters and how they communicate with each other. Answer the questions.

1. How did Jing and Li try to help Mei?  
\_\_\_\_\_
2. Did Jing and Li make Mei feel uncomfortable? How?  
\_\_\_\_\_  
\_\_\_\_\_
3. Imagine you are Mei's friend. What can you say or do at the start of the game to make her feel confident?  
\_\_\_\_\_  
\_\_\_\_\_



## Present Perfect Continuous

**A** Complete the sentences about the present perfect continuous.

activity continues past

Use the present perfect continuous to talk about an action that started in the <sup>1</sup> \_\_\_\_\_.

The action either <sup>2</sup> \_\_\_\_\_ in the present or has recently finished. The focus of the present perfect continuous is often on the <sup>3</sup> \_\_\_\_\_, not the result.

**B** Complete the sentences with the present perfect continuous.

1. I (play) \_\_\_\_\_ baseball since I was six.
2. She (live) \_\_\_\_\_ in Tokyo all her life.
3. She (not feel) \_\_\_\_\_ well this week.
4. They (not watch) \_\_\_\_\_ any tennis matches recently.
5. It (rain) \_\_\_\_\_ for days, so we had to cancel the game.
6. \_\_\_\_\_ you (run) \_\_\_\_\_ in the playground? Your face is red!

**C** Complete the conversations. Use the present perfect continuous.

**A:** What <sup>1</sup> \_\_\_\_\_ doing?

**B:** They've been playing soccer. That's why they're so sweaty.

**A:** Where <sup>2</sup> \_\_\_\_\_?

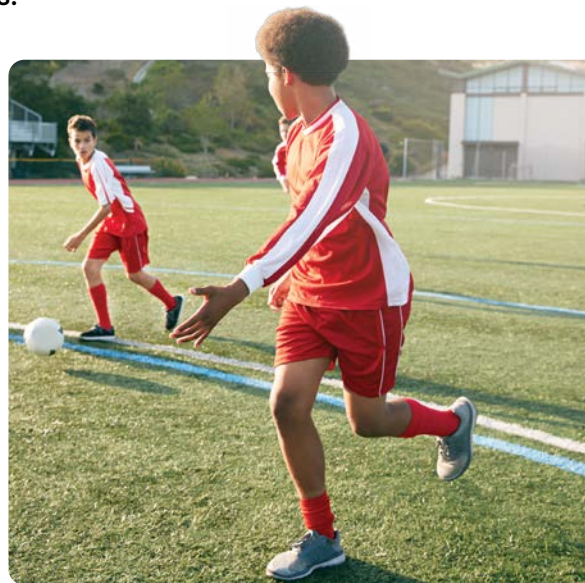
**B:** In the park. They've been practicing for three hours!

**A:** Why <sup>3</sup> \_\_\_\_\_?

**B:** They have a game this Saturday.

**A:** Who <sup>4</sup> \_\_\_\_\_ the team this afternoon?

**B:** My mom! She's the coach.



**D** Look at the photos. Complete the sentences using the present perfect continuous.

1.



She's getting much better at soccer because she \_\_\_\_\_.

2.



She has been really tired every day because she \_\_\_\_\_.

3.



His eyes are red because he \_\_\_\_\_  
\_\_\_\_\_.

4.



They're excited because they \_\_\_\_\_  
\_\_\_\_\_.

**E** Choose a hobby or a sport that you do or play. What have you been doing to get better at it? Write three sentences using the present perfect continuous.

My hobby/sport is: \_\_\_\_\_

1. I've been \_\_\_\_\_

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

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

**Writing** Write a diary entry.

**A PLAN** Think about the activities you want to write about. Complete the chart to help you plan.

|                   | Day 1 _____ | Day 2 _____ | Day 3 _____ |
|-------------------|-------------|-------------|-------------|
| Activity          |             |             |             |
| How I Felt        |             |             |             |
| Will I try again? |             |             |             |

**B DRAFT** Write a draft of your diary entry.

[illegible]

### Writing Checklist:

- ☐ Write about how you felt.
- ☐ Give reasons about why you felt that way.
- ☐ Include the present perfect and the present perfect continuous.
- ☐ Include new words you learned from this unit.





# Developing Habits

## Critical Thinking

**A** Look at the full infographic in the Student's Book. Answer the questions.

1. What do koala bears do for 22 hours a day? \_\_\_\_\_
2. What do colored fruits have? \_\_\_\_\_
3. How do you know if you are using your muscles? \_\_\_\_\_
4. What is one good reason for using your tablet? \_\_\_\_\_
5. How can you spend time with other people? \_\_\_\_\_
6. What do you use that the Ancient Egyptians also used? \_\_\_\_\_
7. What do bees do in the middle of the day? \_\_\_\_\_

